



Institution	Mercury Institute of Victoria
Policy Name	Student with Special Needs Policy and Procedure
Policy Governance	Compliance Manager
Reference to Standards	Standards for RTO 2015 - Standard 1 Clause 1.7 National Code 2018 - Standard 6 Overseas student support services
Date of Approval	June 2020
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PURPOSE

The purpose of this procedure is to identify the general methodology to be used when identifying special needs and to make reasonable adjustment. To meet the '*Standard 6- Overseas Student Support Services*' the National Code of Practice for Providers of Education and Training to Overseas Students 2018.

Mercury Institute of Victoria establishes this policy and procedure to:

- Comply with the requirements of Standards for RTO 2015 - Standard 1 Clause 1.7
- Comply with the requirements of the National Code 2018 – Standard 6 Overseas student support services

SCOPE

This policy applies to student with special needs at Mercury Institute of Victoria and staff involved in teaching and facilitating.

1. POLICY

Mercury Institute of Victoria committed and ensure that students with special needs will



have:

- Equal access to quality education
- That all students are treated ethically and humanely
- That all students are treated with care and compassion
- Fairness amongst all students
- That students receive support and assistance in a timely manner
- Improve the learning environment and learning outcomes for students with special needs
- Establish and maintain a supportive environment for students with special needs and promote positive attitudes toward students with special needs
- Provide appropriate educational programs for students with special needs, which may involve but not limited to adjusting learning resource, curriculum, teaching and learning strategies and the environment to address the needs of individual students
- Student with special needs is classified as having:
 - Intellectual disabilities
 - Physical disabilities
 - Visual difficulties
 - Behavioural disorder

Mercury Institute of Victoria will ensure that in developing, adapting or delivering training, lecturing and/or assessment products and services:

- Methods used to identify special needs, and methods for designing training and assessment, are documented.
- The requirements of the Training Package or Accredited Course are met.
- Customization meets the requirements specified in the relevant Training Package.
- Students must self-disclose their requirements at the time of enrolment; otherwise it may not be possible to provide reasonable adjustment for all the assessment.



2. PROCEDURE

Method

- 1) Students with special needs will be offered the same assessment standards as those applied to all other students. No concessions are made regarding the assessment criteria used. However, Mercury Institute of Victoria will make reasonable adjustments for students who provide medical documentation of their disabilities and the special needs.
- 2) Mercury Institute of Victoria provide a range of resources and services that acknowledge the diversity of students with special needs requirement.
- 3) The student's record of special needs is maintained in the *Special Needs Register* by the Student Support Officer/Administration Manager for every intake. The Trainers/Assessors and the Student Support Officer are informed of the special needs prior to the student's commencement of the first unit.
- 4) Administration Manager regularly monitors (once every three months) the implementation of the recommendations made to the students and any improvements in Student's learning capabilities.
- 5) Reasonable adjustments are made to assist a student with disability to participate in education and training on the same basis as other students.
- 6) The learning programs are to be flexible, relevant and recognise the individual needs, strengths and abilities of students including the environmental needs, chronological age and interests of the students.
- 7) The learning programs enable students to demonstrate knowledge, skills or competencies being assessed.
- 8) Mercury Institute of Victoria committed and ensure that all students with a disability have the right to participate in education in a safe environment free from harassment and victimisation.

The Administration Manager will assess request and applicants will be advised of the decision within 10 working days of lodging request. Applicants may appeal the decision (please refer to *Complaint and Appeal Policy and Procedure*).



SPECIAL PROVISIONS WHICH MAY BE PROVIDED:

1) Visual Impairment (Medical certificate required):

Students who are partially sighted may be provided with:

- Large print version of papers may be prepared (students need to specify the enlargement ratio)
- Extra time may be provided
- Provision to sit close to the White/Black Board or the presentation screen

2) Dyslexia (Medical certificate required)

Students with medically documented dyslexia may be provided with:

- Additional support / training classes
- Additional time to complete the assessment.
- Students and Trainers will discuss support options required

3) Hearing Impairment (Medical certificate required)

Students with a medically documented hearing impairment may request:

- Seating near the front of the room
- An oral/ sign interpreter provided by the student
- Assessments where role plays and group interactions are required, student may need to demonstrate the assessment as a project/report or seek the help of sign interpreter

4) Psychiatric Disability (Medical certificate required)

Students who experience anxiety, difficulty with concentration or cognition as a result of depression, obsessive-compulsive disorder or other documented psychiatric conditions may apply for extra time in written assessments.

5) Other disabilities



Each case will be considered on its merits and each application must be supported with current medical documentation. In some cases such as behavioural problems, students may not require special provisions but the Trainer may still be made aware of how the nature of the condition may affect the assessment.

Trainers/Assessors at Mercury Institute of Victoria consider the needs of people from different background, which includes the language used and any cultural issues that may affect the response of the person being assessed. Assessment procedures are culturally appropriate for the individual and the situation.