

Policy title	Impairment & Equity Policy - Students
Policy area	Health and Safety
	<p>The Learning Connexion’s Responsibilities</p> <p>In line with the Human Rights Act (1993), The Learning Connexion Ltd (TLC) is committed to providing equity for all students, irrespective of background, age, gender, ethnicity, or impairment.</p> <p>This policy implements this commitment to those students with impairments.</p> <p>Under this policy TLC will endeavour to:</p> <ul style="list-style-type: none">● ensure students with impairments have equitable access to tertiary education● support and encourage students with impairments and will not disadvantage or hinder their right to successful study● train staff to assist meeting the requirements of students with impairments● create a safe environment <p>TLC is committed to working with students from a wide diversity of backgrounds and will ensure that students with impairments:</p> <ul style="list-style-type: none">● are provided with equitable opportunities to achieve their individual capabilities● can participate in all aspects of tertiary education and the range of activities that encompass TLC campus life● are treated with respect for their rights, dignity, privacy, confidentiality and equity● experience an environment free from harassment and discrimination where both staff and students are aware of their rights and responsibilities under the legislation● are enabled to participate in their programme of study on equal terms with other students <p>Note: <i>The Learning Connexion is not required to provide one-to-one support for any student. Where such support is required by the student in order to meet programme requirements, and/or maintain safe and responsible behaviour in a studio/classroom, support must be funded at the cost of the student (who may receive funding from other agencies).</i></p> <ol style="list-style-type: none">1. <i>Where special services or facilities can not reasonably be provided by The Learning Connexion an enrolment may be declined.</i>

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2. *Where a person's disability creates a risk of harm to themselves or others, and the mitigation of that risk would create unreasonable disruption to The Learning Connexion, an enrolment may be declined.*
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Student Responsibilities – On-site and Distance Delivery

To support their own learning, students with impairments will:

- upon enrolment must make their requirements known to The Learning Connexion's Learning Support (LS) so that appropriate support services can be provided
- where possible, share responsibility for negotiating and developing solutions
- advise immediately of any difficulties they encounter so these may be addressed appropriately
- advise immediately of any change in their impairment, their programme, or choice of courses that could alter the support required
- attend all required classes, workshops or field trips where support or accommodations have been provided. If they are unable to attend, to notify LS as soon as possible, outlining a justifiable reason for their absence. Failure to do this on more than one occasion may result in the support being revoked and the student being withdrawn from the class
- Any support people provided by the student must abide by TLC policy, rules and guidelines
- Any current student who develops an impairment, i.e. illness or injury, should discuss their situation with Learning Support at the earliest opportunity. TLC fully supports the opportunity for students to switch their study from onsite to distance delivery should this aid in their ability to complete their programme successfully

Note:

When a student completes and signs their enrolment form, they are automatically giving consent for their information to be shared within The Learning Connexion for educational purposes. This includes all relevant information about any impairment they may have declared, as well as its possible impact on their ability to study.

Learning Support (LS) / Student Services Group (SSG)

LS and SSG aim to assist students with impairments by:

- formally evaluating the student's impairment needs, and
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following discussion, consult with delivery staff to determine what support or accommodations are appropriate

- developing agreed learning plans
- providing support and advice as and when considered appropriate
- working with their families/whanau, friends and others who provide them with ongoing support

Learning Support will also provide training, support and guidance for staff regarding the understanding and making of reasonable accommodation for students with impairments.

The role of Learning Support and Student Services Group includes, but is not necessarily limited to, the following:

- promote and realise a culture of self-directed, independent learning
- undertake needs assessment, drawing on input from academic staff and external professionals where necessary, to ascertain which reasonable accommodation should be made to ensure the student has equality of opportunity whilst at The Learning Connexion
- develop a student support document: teaching guideline (to be added as a sticky note in Phoenix) and/or individual learning plans on a case by case basis
- consult with TLC staff and tutors to ensure reasonable accommodation is enabled and programme delivery adapted as appropriate (this may include enabling the student to switch from onsite study to distance delivery)
- act as a liaison point for students including liaising with other student support providers
- provide support, guidance and advice to tutors, mentors, and Programme Support as needed to support students
- train staff, support personal and note takers as required

TLC Programme and Delivery Responsibilities

Where a student's impairment means that the programme requirements are more challenging for them than for other students, or are not achievable, time extensions and adaptation of programme delivery may occur.

Where staff believe that programme requirements are fundamentally incompatible with a particular impairment, the matter must be discussed with the student and with LS.

Interviews will be held by Learning Support and a member of the Academic board (i.e. Delivery co-ordinator) for students who needed a high level of support to achieve a successful outcome at their current level for restarts and next level enrolments will be held. This is in line with the Enrolment Procedure.

(https://docs.google.com/document/d/1kXE8GafD3sntI90AI8sN9sBKK4w_ccM3a7kBWihdXBo/edit?ts=5d8ab1e6)

Where the incompatibilities cannot be resolved the Academic Board, in consultation with the programme mentor and Learning Support will decline enrolment for a programme/class.

Students have the right to appeal such decisions.

Complaints and Appeals

Any concerns in relation to decisions made under this policy should, where practicable, be discussed with the Learning Support and Academic Board in the first instance.

Any formal appeal should be made in writing to the managing director of the school.

This does not prevent a student pursuing the matter through an external agency such as the Human Rights Commission or the Health and Disability Commissioner.

It is possible to envisage a circumstance where The Learning Connexion could decide that a person's impairment is such that specialist services or facilities cannot reasonably be made available. The Learning Connexion is bound by the provisions of the *Human Rights Act 1993 (New Zealand Legislation website)* in dealing with those situations.

Definitions

Impairment – a temporary or long-term condition, illness or injury that affects a student's ability to learn, to communicate, to concentrate, to remember, to hear, to be ambulant, to speak, or to see.

Learning Support (LS) – role created by The Learning Connexion dedicated to assisting students with impairments by providing appropriate, disability-related study support and specialist resources.

Student Services Group – team dedicated to student support. Comprised of Programme Support team, programme mentor, financial support, government compliance, and Learning Support. Responsible to the Academic Board.

	<p>Student Support Documents: Teaching guidelines and/or individual learning plans – documents created to communicate the reasonable accommodation to be made on behalf of a student with an impairment as a result of a needs assessment.</p> <p>NB: These are written by LS in consultation with the student.</p> <p>Needs Assessment – assessment carried out by LS in conjunction with the student, and with input from delivery staff and external professionals where necessary, to ascertain which reasonable accommodation should be made to ensure the student has equality of opportunity whilst at The Learning Connexion.</p> <p>Note-taker – a person who attends lectures/meetings/classes to take notes for a student whose impairment makes the taking of notes difficult or impossible.</p> <p>Reasonable Accommodation – the disabling nature of a student’s impairment is taken into account, and appropriate adjustments are made to aspects of the teaching and learning context, whenever it is necessary, possible and reasonable to do so.</p> <p>Reasonable accommodation should not compromise creative standards, the essential nature of a programme, nor what are deemed to be essential skills or knowledge in relation to a programme.</p>
References	Human Rights Act 1993, Ministry of Education, Tertiary Education Commission, Achieve.
Date Created	March 2016
Review Dates	April 2018, (Rewritten Apr 2019), Oct 2019, Feb 2022
Next Review Date	Feb 2023
Links	Legislation Human Rights Act 1993 (New Zealand Legislation website) TLC Policy