



# Disability Access and Inclusion Plan (DAIP) 2017–2021

## DOCUMENT INFORMATION

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This plan is available upon request in alternative formats such as large print, electronic format (disk or emailed), audio or Braille.

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School Curriculum and Standards Authority  
303 Sevenoaks Street  
Cannington WA 6107

For further information please contact:

Telephone: +61 8 9273 6300

Facsimile: +61 8 9273 6301

Email: [info@scsa.wa.edu.au](mailto:info@scsa.wa.edu.au)

Web: [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)

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## Introduction

This Disability Access and Inclusion Plan (DAIP) has been developed to ensure people with disability can access the services and facilities provided by the School Curriculum and Standards Authority (the Authority).

The plan will be reviewed and amended as required and will build on the achievements and obstacles identified.

The DAIP includes:

- information on the Authority's facilities and services
- a policy statement about our commitment to addressing the issue of access for people with disability, their families and carers
- training for customer service employees regarding services to people with disability
- consultation with the Disability Services Commission
- the identification of objectives and strategies to overcome barriers that people with disability might experience accessing the services of the Authority
- expected timelines
- a method of review and evaluation for the plan
- information about how the plan is being communicated to employees and people with disability.

## Background

The Authority is an independent statutory authority that is responsible to the Western Australian Minister for Education. It is administered by a board consisting of seven members appointed for their expertise in education and assessment.

The Authority is responsible for:

- setting standards of student achievement and for the assessment and certification of student achievement according to those standards
- developing an outline of curriculum and assessment in schools that, taking account of the needs of students, sets out the knowledge, understanding, skills, values and attitudes that students are expected to acquire and guidelines for the assessment of student achievement
- developing and accrediting courses for schools
- maintaining a database of information relating to
  - the participation by students during their school years in education, training or employment as provided by the *School Education Act*
  - the achievement of students during those years
  - records of assessment in respect to students.

Services are provided from leased premises in Cannington.

The Authority serves:

- students from Kindergarten to Year 12 in every school (government and non-government) in WA and their teachers
- parents, school administrators, representative bodies of the educational sector and systems, including the Department of Education (DoE), the Catholic Education Office Western Australia (CEWA) and the Association of Independent Schools of WA (AISWA), Department of Training and Workforce Development (DTWD), training institutions and universities, and the community of Western Australia.

More detail about the Authority is available on our website at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au).

## Planning for better access and inclusion

It is a requirement of the *Disability Services Act 1993* (amended 2004) (the Act) that public authorities develop and implement a Disability Access and Inclusion Plan (DAIP) so that people with disability have the same opportunities as others to access services, facilities and information. Other legislation underpinning access and inclusion includes:

- *WA Equal Opportunity Act 1984*
- *Commonwealth Disability Discrimination Act 1993*
- United Nations Convention on the Rights of Persons with Disabilities.

## Our commitment to access and inclusion

The Authority is committed to continually improving access and inclusion for people with disability, their families and carers. It strives to achieve the highest standards in access and inclusion and to set an example for others to follow.

The DAIP provides a framework for the identification of areas where access and inclusion can be improved within the Authority. The Authority's DAIP outlines the seven outcome areas to be implemented by Authority employees. These are:

1. people with disability have the same opportunities as other people to access the services of, and any events organised by, the Authority
2. people with disability have the same opportunities as other people to access the buildings and other facilities of the Authority
3. people with disability receive information from the Authority in a format that will enable them to access the information as readily as other people are able to access it
4. people with disability receive the same level and quality of service from the employees of the Authority as other people
5. people with disability have the same opportunities as other people to make complaints to the Authority
6. people with disability have the same opportunities as other people to participate in any public consultation by the Authority
7. people with disability have the same opportunities as other people to obtain and maintain employment with the Authority.

## Progress since 1995

The School Curriculum and Standards Authority (Authority), previously known as the Curriculum Council, is committed to facilitating the inclusion of people with disability through the improvement of access to its information, services and facilities.

The Curriculum Council adopted its first Disability Service Plan (DSP) in 1995 to address the barriers for people with disabilities wanting to access the Council's functions, facilities and services. The DSP addressed both its statutory requirements under the *WA Disability Services Act 1993* and its obligations under the Commonwealth *Disability Discrimination Act 1992*.

Since the adoption of the initial DSP (now the Disability Access and Inclusion Plan (DAIP)), the Authority has implemented many initiatives and made significant progress towards better access and inclusion. Some of these include:

- improved access and facilities as a result of office relocation to Cannington in 2014
- improvement of the Authority website to provide easier accessibility for people with disability
- development of an events checklist to assist Authority employees in providing venues and facilities for meetings that cater for people with disability
- development and ongoing review of Authority policies and procedures
- ensuring availability to access documents in various formats
- availability of interpreters for customers requiring this service
- staff training in disability-related services
- training of selection panel members
- purchase of a portable hearing loop
- provision of written scripts of oral exemplars K–10
- provision of examinations and tests in Braille
- production of oral exams in specific pitch/decibel ranges
- the use of written scripts for deaf candidates undertaking oral exams/texts
- raising staff awareness through intranet communication.

## Development of the Disability Access and Inclusion Plan (DAIP) 2017–2021

### Responsibility for the planning process

This function is coordinated by the Compliance Officer in consultation with employees from across all directorates.

### Review and consultation process

In late 2016 the Authority's Disability Access committee undertook to review its DAIP by inviting feedback from employees, key stakeholders and the community via an online survey on the Authority's website. The survey and request for feedback was also advertised in the Authority's eCirculars and in the *The West Australian* newspaper on 14 December 2016. Five responses were

received and this feedback was considered when finalising the DAIP 2017–2021. An advertisement was placed in *The West Australian* newspaper advising that the finalised Plan is available.

## Strategies to improve access and inclusion

This DAIP will be effective for five years, from January 2017– October 2021. Within the seven outcome areas, strategies have been identified where there is potential for improved access and inclusion. These strategies are outlined on the following pages and will be used to guide the identification of initiatives in the implementation plan, for the duration of this DAIP.

## Implementation of the DAIP

### Responsibility for implementation

Implementation of the DAIP is the responsibility of all employees at the Authority. Some initiatives in annual implementation plans will apply to all areas of the Authority while others will apply to specific directorates. The implementation plan sets out who is responsible for each action and the respective timeframe.

### Communication of the DAIP

The DAIP has been formally endorsed by the Executive Group of the Authority. It has also been promoted in *The West Australian*, in the Authority *eCirculars* and on the Authority website at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au) for access by the community, stakeholders and employees. The Plan is also available on the Authority intranet.

As the plan is amended, employees, stakeholders and the community will be advised through the Authority website, intranet and *eCircular*. The plan is available in alternative formats such as large print, electronic format (disc or email) and audio, upon request.

### DAIP reviewing, monitoring and reporting

The *Disability Services Act 1993 (Act)* sets out the minimum review requirements for the Authority in relation to DAIPs. The Authority's DAIP is reviewed at least every five years, in accordance with the Act. The DAIP Implementation Plan is updated annually to reflect progress and address remaining access and inclusion issues. As and when the DAIP is amended, a copy of the amended plan is lodged with the Disability Services Commission.

The Authority will:

- review progress against the strategies and undertake to develop a new DAIP every five years
- annually review progress in implementing the initiative of the implementation plan
- monitor initiatives undertaken in the implementation plan
- report annually to the Disability Services Commission on progress in implementing strategies of its DAIP
- report on progress of the DAIP in the agency's Annual Report.



## Strategies to improve access and inclusion

**Outcome 1:** People with disability have the same opportunities as other people to access the services of, and any events organised by, the School Curriculum and Standards Authority.

Strategy	Timeline
1.1 Appoint a coordinator for the Disability Access and Inclusion Plan to guide and monitor implementation of DAIP activities. This role will also promote accessibility.	Committee 2011 – 2016 Coordinator from 2017
1.2 Provide opportunities for people with disability to comment on access to services and advice provided by the Authority.	As required - ongoing
1.3 Planning to ensure events are accessible for people with disability.	Completed and continually monitored - ongoing
1.4 Ensure that the <i>Disability Standards for Education 2005</i> (and subsequent reviews) are complied with in the policies and procedures developed by the Authority.	July annually - ongoing

Note: The Authority does not have agents and contractors and has therefore removed any reference from the DAIP.

**Outcome 2:** People with disability have the same opportunities as other people to access the buildings and other facilities of the School Curriculum and Standards Authority.

Strategy	Timeline
2.1 Ensure, as far as practical, that all current buildings have facilities which are physically accessible to people with disability.	Completed and continually monitored
2.2 Ensure, as far as is practical, that all future premises leased by the Authority and other infrastructure are accessible to people with disability.	May 2014 and ongoing
2.3 Ensure adequate ACROD parking to meet the needs of people with disability in terms of quantity and location.	Completed and continually monitored

**Outcome 3:** People with disability receive information from the School Curriculum and Standards Authority in a format that will enable them to access the information as readily as other people are able to access it.

Strategy	Timeline
3.1 Improve community awareness that Authority information can be made available in alternative formats on request.	Completed and continually monitored
3.2 Ensure the Authority's websites (including the intranet) meet contemporary best practice.	Completed and continually monitored
3.3 Ensure all documents are easily accessible and written in language appropriate to their target audience.	Completed and continually monitored

**Outcome 4:** People with disability receive the same level and quality of service from the employee of the School Curriculum and Standards Authority as other people.

Strategy	Timeline
4.1 Raise employee awareness of disability and access issues and improve skills to provide quality service to people with disability.	Ongoing
4.2 Improve the awareness of new Authority employees about disability and access issues.	Ongoing
4.3 Provide training for direct service employees (including front desk reception employees) to provide a quality service to people with disability.	Completed and reviewed as required

**Outcome 5:** People with disability have the same opportunities as other people to make complaints to the School Curriculum and Standards Authority.

Strategy	Timeline
5.1 Review the various complaints processes to ensure they are clearly stated and easily accessible to meet the needs of people with disability.	Continually monitored
5.2 Ensure employees are trained and motivated to provide pro-active service so they can facilitate the receipt of complaints from people with disability.	Continually monitored

**Outcome 6:** People with disability have the same opportunities as other people to participate in any public consultation by the School Curriculum and Standards Authority.

Strategy	Timeline
6.1 Commit to ongoing monitoring of the DAIP to ensure implementation and satisfactory outcomes.	Continually monitored
6.2 Improve awareness and access for people with disability to the established consultative processes of the Authority.	Continually monitored

**Outcome 7:** People with disability have the same opportunities as other people to obtain and maintain employment with the School Curriculum and Standards Authority.

Strategy	Timeline
7.1 Enhance the employment of people with disability and medical conditions through the provision of employment practices and continuing employee disability awareness programs.	January 2012 and ongoing
7.2 Review guidelines for employee interviews and employing people to ensure they meet Equal Employment Opportunity principles.	February 2012 and ongoing
7.3 Members of employment panels to undertake Equal Opportunity awareness training and be made aware of direct and indirect discrimination practices.	March 2012 and ongoing
7.4 Ensure that all employees are provided with reasonable accommodation to carry out the duties of their job, if required.	As required
7.5 Provide entry level employment and pathways through on-the-job training opportunities (e.g. work experience placements for people with disabilities, casual work).	June 2012 and ongoing



## DAIP feedback form

The School Curriculum and Standards Authority is interested in your feedback and comments regarding its Disability Access and Inclusion Plan (DAIP). Your feedback is welcome at any time and will be treated with the strictest confidence.

**1. Have you experienced any barriers to access that we have not identified in the DAIP?**

Situation

.....  
.....

Difficulty

.....  
.....

**2. Is there an initiative that you would like to compliment us on?**

Initiative

.....  
.....

Why do you think it is a good initiative?

.....  
.....

**3. Do you have any other comments or suggestions as to how we can improve access to our services, information or facilities?**

.....  
.....  
.....

**4. To help us analyse your comments, please tick which category best describes your interest in our Disability Access and Inclusion Plan 2017–2021.**

- Customer with a disability
- Carer
- Disability service provider
- Other (please specify) \_\_\_\_\_
- Authority employee
- Authority service provider

*Please return your completed response to:*  
Compliance Officer  
School Curriculum and Standards Authority  
PO Box 816  
**CANNINGTON WA 6987**  
Fax: (08) 9273 6301

**Thank you for your participation.**