ROYAL INTERNATIONAL COLLEGE

RTO Code: 46036 | CRICOS Code: 04153F

SPECIAL NEEDS ASSESSMENT GUIDELINES AND REPORTS

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1.26. Special Needs Assessment Guidelines and Reports Policy and Procedure

Policy Content

Aspect	Details
Regulator	Australian Skills Quality Authority (ASQA)
Standards Referenced	
Legislation / Requirements	

Purpose

The purpose of this policy is to ensure that all students, including those with identified special needs, are provided with fair and equitable access to education and assessment. This includes students who may require reasonable adjustments due to disability, medical condition, learning difficulty, cultural or linguistic background, or other personal circumstances. The RTO is committed to identifying these needs early and implementing adjustments to support students' success without compromising the integrity of the training product.

Policy Statement

The RTO acknowledges that learners may face a range of barriers that can impact their ability to access, participate in, and complete training and assessment activities. In accordance with the principles of inclusion, equity, and non-discrimination, the RTO will provide appropriate adjustments and support mechanisms. All such adjustments will be made in consultation with the learner and documented appropriately, ensuring they meet the requirements of the relevant training package and maintain the validity of assessment outcomes.

Objectives

The objectives of this policy are to:

- Identify and respond appropriately to students who may require special consideration or reasonable adjustment.
- Ensure training and assessment strategies are flexible and inclusive of all learners, regardless of individual circumstances.

- **Maintain compliance with the Standards for RTOs 2025 and ESOS National Code 2018 in supporting students with special needs.**
- **Promote a supportive learning environment where all students are encouraged and enabled to achieve competency.**
- **Refer students to external services or providers when the RTO is unable to meet specific support needs.**

Scope

This policy applies to:

- **All prospective, current, and past domestic and international students enrolled in any training product offered by the RTO.**
- **All staff involved in student services, training delivery, assessment, and administration.**
- **All third-party providers delivering services on behalf of the RTO.**

Procedures

The RTO implements structured and adaptable procedures to ensure that students with special needs are appropriately supported through reasonable adjustments in both training delivery and assessment processes. These steps must be applied with consistency, confidentiality, and fairness.

1.26.1. Identification of Special Needs

The first step in supporting learners with special needs is identifying those needs early and respectfully:

- **When students enrol or attend orientation, they are invited (voluntarily) to share information about any challenges they may face—such as physical disabilities, learning difficulties, language barriers, mental health concerns, or other personal circumstances.**
- **This information is not mandatory, and students are informed of their privacy rights.**
- **Trainers and support staff also remain observant throughout the course. If a student appears to struggle with reading, writing, communication, or participation, they may initiate a private discussion to explore possible support needs.**

- **Once identified, the relevant details are securely recorded in the student file. All personal and medical information is kept confidential and managed in accordance with the RTO's privacy policies.**

1.26.2. Assessment of Support Requirements

Once a potential need is identified, a collaborative process is used to understand what assistance the student may require:

- **The RTO arranges a one-on-one discussion with the student to better understand the nature and extent of the barrier affecting their study.**
- **This conversation includes questions about how the condition affects their learning or assessment, any adjustments they have used in the past, and preferences they may have.**
- **Where more expertise is needed (e.g., for students with diagnosed disabilities or complex needs), the RTO may refer to or consult with external support professionals such as disability officers, LLN experts, or interpreters—always with the student's consent.**
- **The outcome is a clear understanding of how best to support the learner within the RTO's capabilities.**

1.26.3. Development of Reasonable Adjustments Plan

After assessing the student's needs, the RTO prepares a formal plan of adjustments:

- **The plan outlines what will be done to ensure the student can access and participate in training and assessment on equal footing with other learners.**
- **Adjustments may include things like:**
    - **Allowing oral responses instead of written ones**
    - **Providing materials in larger fonts or with simplified language**
    - **Giving additional time to complete assessments**
    - **Using visual aids or demonstrations instead of text-heavy instructions**
    - **Allowing a support person to assist during assessments**

- **All adjustments must uphold the integrity of the qualification—meaning the student must still demonstrate the required competency, but in an alternative way.**
- **The plan is discussed and agreed upon with the student and signed by the relevant staff (e.g., trainer, Student Support Officer, compliance representative).**

1.26.4. Implementation and Monitoring

Once adjustments are planned, the RTO ensures they are carried out effectively:

- **Trainers and assessors are briefed on the specific accommodations required for the student and how to apply them during classes or assessments.**
- **The student's engagement and progress are regularly monitored—this helps ensure the adjustment is effective and that no additional barriers arise.**
- **If the adjustment is not working or the student's needs change, the plan can be revised. Follow-up meetings with the student are held as necessary.**

1.26.5. Documentation and Recordkeeping

To ensure transparency, compliance, and ongoing support, the RTO maintains complete records:

- **All discussions with the student, the agreed-upon support strategies, and any updates are documented in their individual student file.**
- **Only authorised staff have access to these records, which are stored securely according to the RTO's privacy and record retention policies.**
- **These records help the RTO demonstrate that fair, lawful, and inclusive practices are being followed.**

1.26.6. Referral Where Needs Cannot Be Met

In some cases, the RTO may determine that it cannot provide sufficient support without compromising quality or safety:

- **If the student's needs exceed the RTO's capacity such as needing full-time specialist support or assistive technology the RTO does not have then the RTO will inform the student clearly and compassionately.**

- **The RTO will help the student identify alternative providers or agencies that are better equipped to meet their needs.**
- **The referral is made in writing, and the student's wellbeing and dignity are always prioritised.**

Roles and Responsibilities

Role	Responsibilities
Chief Executive Officer (CEO) / PEO	**- Ensure the RTO maintains inclusive practices in compliance with relevant standards and legislation.** **- Allocate resources for implementation of reasonable adjustments.** **- Approve referrals when student needs exceed the RTO's capacity.** **- Monitor compliance during internal audits and reviews.**
RTO Manager / Compliance Manager	**- Oversee the application of this policy and procedure across all departments.** **- Review and approve Reasonable Adjustment Plans where necessary.** **- Ensure that all adjustments maintain the integrity of training and assessment.** **- Coordinate internal or external consultations where needed.**
Trainers and Assessors	**- Identify signs of special needs or learning barriers during training delivery or assessment.** **- Participate in the development and application of reasonable adjustment strategies.** **- Ensure adjustments are applied without compromising assessment outcomes.**

	- Provide regular feedback on effectiveness of adjustments and raise concerns.
Student Support Officer (SSO)	**- Act as the first point of contact for students disclosing a disability or requiring support.** **- Conduct or arrange needs assessments and consultations with the student** **- Facilitate development of Reasonable Adjustment Plans in collaboration with students and trainers** **.- Monitor ongoing effectiveness and update plans if necessary.**
LLND / Foundation Skills Support Staff (if applicable)	**- Provide expert input where students require LLN** **-related support or assessment adjustments.** **- Assist in developing training or assessment modifications specific to literacy or numeracy needs.**
Administration Staff	**- Maintain secure and confidential student records relating to needs assessments and adjustments.** **- Ensure that Reasonable Adjustment Plans are recorded in the Student Management System (SMS).** **- Assist with communication and coordination of services, including referrals.**
Students	**- Disclose their needs voluntarily and provide relevant documentation where available.** **- Participate actively in consultations and planning discussions.** **- Engage with the agreed reasonable adjustments and raise concerns if support is not effective.**

Confidentiality and Privacy

The RTO is committed to upholding the privacy and confidentiality of all student information in accordance with the Privacy Act 1988 and relevant state legislation.

- **All records relating to special needs assessments, medical or psychological documentation, and reasonable adjustment plans are securely stored and accessible only to authorised personnel.**
- **Discussions regarding a student's needs are held in private and with sensitivity to cultural, linguistic, and personal circumstances.**
- **No information regarding a student's special needs or adjustments will be disclosed without their informed consent, unless required by law or for duty-of-care purposes.**
- **All staff involved in implementing this policy are required to maintain strict confidentiality and are reminded of their obligations during induction and compliance training.**

Continuous Improvement

- **The RTO will collect and review feedback from trainers, support staff, and students regarding the effectiveness of special needs assessments and reasonable adjustments.**
- **Identified trends, repeated issues, or systemic barriers will be raised at quarterly management review meetings under the Continuous Improvement Policy.**
- **All findings and actions will be documented in the Continuous Improvement Register.**
- **Policy and procedure updates will be made based on data collected, changes in legislation, or after audits or validation activities.**

Retention of Records

- **All documentation relating to special needs assessments, including Reasonable Adjustment Plans and related communications, will be retained for a minimum of two (2) years following the student's completion or withdrawal, in line with SRTO 2025 compliance.**
- **Records will be stored in the Student Management System (SMS) with access restricted to authorised staff only.**

- **Disposal of records will be done securely and in accordance with the RTO's Document Control and Record Retention Policy.**

Publication and Access

- **This policy is published on the RTO's official website and is accessible through the RTO's intranet system.**
- **Students will be informed of this policy during orientation and may request a hard copy at any time.**
- **All staff are introduced to this policy during induction and are expected to apply it consistently in practice.**