# SACE Board Logo

# SACE Board of South Australia

# Disability Access and Inclusion Plan 2020-2024

**Statement from Chief Executive**

I am pleased to deliver the SACE Board of SA’s ‘Disability Access and Inclusion Plan’ and look forward to implementing the actions across our state-wide service to improve outcomes for people living with disability, their carers, our stakeholders, staff and the broader community.

The SACE Board of SA has demonstrated a strong commitment to access and inclusion through its strategies, the shift to electronic assessment and its ongoing subject renewal and implementation.

Our Diversity and Inclusion framework includes the Disability Access and Inclusion Plan, the Diversity and Inclusion Strategy, the Reflect Reconciliation Action Plan and the Aboriginal Education Strategy. This framework features continuous improvements to our facilities, services and communications to ensure we provide access and inclusion for all people.



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This Disability Access and Inclusion Plan (DAIP) is available on the **SACE Board of SA** website. If you require further information, please contact us using the details above.

For the purposes of this document, the terms ‘Aboriginal’ and ‘Aboriginal peoples’ encompass a range of phrases used to represent Aboriginal people including Aboriginal and Torres Strait Islander people, Indigenous Australian people and First Nations people.

## About the **SACE Board of SA**

The SACE Board of SA is responsible for the accreditation of subjects, the recognition of learning, and the assessment of student learning that contribute to meeting the completion requirements of the South Australian Certificate of Education (SACE).

The SACE Board of SA delivers the SACE to schools in government, independent and Catholic sectors in South Australia, and assesses the achievements of students in the Northern Territory and offshore.

The South Australian Certificate of Education (SACE) is the culmination of years of schooling for young people. In the global context of 2020 and beyond, SACE students are entitled to much more than a checklist of knowledge, skills and values – they are entitled to thrive.

### Staff profile and diversity

As at 30.6.2020, the SACE Board of SA engaged 113 employees, or 103 full time equivalent positions. Of these, 2.65% were people living with disability.

Employees work at the SACE Board on a permanent and contract basis, and staff numbers increase with up to 2,000 short term panellists at the peak end-of-year marking and moderation period. Permanent and contract staff fulfil a range of roles from curriculum experts and information technology specialists to corporate professionals, i.e., Human Resources, Finance, Communications etc.

### Strategic Context

The [*Disability Inclusion Act 2018* (SA](https://www.legislation.sa.gov.au/LZ/C/A/Disability%20Inclusion%20Act%202018.aspx)) supports the [United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)](https://humanrights.gov.au/our-work/disability-rights/united-nations-convention-rights-persons-disabilities-uncrpd) acknowledging that people living with disability have the same human rights as other members of the community.

This legal framework supports equal access and inclusion for people living with disability in community activities and services include education, recreation, health and public transport. [*Inclusive SA*, South Australia’s first State Disability Inclusion Plan](https://dhs.sa.gov.au/services/disability/inclusive-sa), was published on 31 October 2019.

The State Disability Inclusion Plan and State authorities’ DAIPs will together support South Australia’s implementation of the National Disability Strategy (NDS), which is a coordinated plan across all levels of government within Australia to improve the lives of people living with disability, their families and carers.

Our DAIP sets out the actions we will take over the next four years to achieve a more inclusive South Australia. Our actions align to the key themes and priorities in the State Disability Inclusion Plan.

### Our vision and purpose

Our purpose is “Shaping education so that students thrive”. At the heart of our Strategic Plan is a promise to every student that they will finish their school experience with evidence of their own unique ability to thrive. We express ‘thrive’ as the learning entitlement of every student.

## Actions

The **SACE Board of SA** Disability Access and Inclusion Plan is structured around the themes and priority areas of the Inclusive SA: State Disability Inclusion Plan 2019–2023. The State Disability Inclusion Plan priorities are:

* Inclusive communities for all
  + State Plan Priority 1 Involvement in the community
  + State Plan Priority 2 Improving community understanding and awareness
  + State Plan Priority 3 Promoting the rights of people living with disability
* Leadership and collaboration
  + State Plan Priority 4 Participation in decision-making
  + State Plan Priority 5 Leadership and raising profile
  + State Plan Priority 6 Engagement and consultation
* Accessible communities
  + State Plan Priority 7 Universal design across South Australia
  + State Plan Priority 8 Accessible and available information
  + State Plan Priority 9 Access to services
* Learning and employment
  + State Plan Priority 10 Better supports within education and training settings
  + State Plan Priority 11 Skill development through volunteering and support in

navigating the pathway between learning and earning

* + State Plan Priority 12 Improved access to employment opportunities and better

support within workplaces

### 1: Inclusive communities for all

**Social inclusion is a priority for people living with disability as it affects all aspects of their lives. It is our aim that the contributions and rights of people living with disability are valued and understood by all South Australians and that their rights are promoted, upheld and protected. We also want to ensure that people living with disability are supported to advocate for their own rights.**

Priority 1: Involvement in the community

Priority 2: Improving community understanding and awareness

Priority 3: Promoting the rights of people living with disability

| Action | State Plan Priority # | Responsibility | Timeframe | Measurable Target |
| --- | --- | --- | --- | --- |
| 1 Automated learning and development system to include disability awareness training and record training provided | 2 | Team Leader, HR | April – May 2021 | System in place |
| 2 Disability awareness training included in induction programs to determine previous training and/or training required | 2 | Team Leader, HR | April – May 2021 | Staff training in disability awareness recorded |
| 3 Communications on website to meet best practices to ensure accessibility | 1, 2 | Manager, Communications | October 2020 and ongoing | Website communications meet Web Content Accessibility Guidelines (WCAG) 2.0 Level A standards |
| 4 Complaints feedback and suggestions relating to accessibility are analysed, reported and addressed | 3 | Manager, Curriculum and Assessment | On going | Complaints and resulting service improvements reported in Annual Report |
| 5 Strategies in place to ensure that all students can participate in education assessment and certification | 2, 3 | Manager, Curriculum and Assessment | On going | Special Provisions in Curriculum and Assessment policy exist |

### 2: Leadership and collaboration

**People living with disability want to have a greater role in leading and contributing to government and community decision-making. It is our aim that the perspectives of people living with disability are actively sought and that they are supported to participate meaningfully in government and community consultation and engagement activities.**

Priority 4: Participation in decision-making

Priority 5: Leadership and raising profile

Priority 6: Engagement and consultation

| Action | State Plan Priority # | Responsibility | Timeframe | Measurable Target |
| --- | --- | --- | --- | --- |
| 1 Review strategy and achievements against DAIP and report annually | 4 | Director, Corporate Services | 30 September 2021 | Report provided to Chief Executive by 30 September annually |
| 2 Chief Executive reports against DAIP achievements to Chief Executive of the Administrative Unit responsible for assisting Minister in administration of the Disability Inclusion Act 2018 (currently DHS – [dhsdisabilityinclusion@sa.gov.au](mailto:dhsdisabilityinclusion@sa.gov.au)) | 4 | Chief Executive | 31 October 2021 and ongoing | Report provided to Chief Executive for Minister responsible by 31 October annually |
| 3 Consultation with persons living with disability or bodies representing their interest on DAIP | 6 | Director, Corporate Services | 31 October 2022 | Number of persons / bodies consulted included in CE reporting |
| 4 DAIP reviewed every four years and reported to State Authority | 6 | Director, Corporate Services | 31 October 2024 | DAIP reviewed and reported |
| 5 Consultation with persons living with disability or bodies representing their interest at reviews of Special Provisions Policy and Modified Subjects | 6 | Manager, Curriculum and Assessment | On going | Policy informed by consultation process |

### 3: Accessible communities

**The accessibility of the built environment, quality services and information is key to ensuring people living with disability are included and have the opportunity to equally participate in all aspects of community life. It is our aim to increase accessibility to public and community infrastructure, transport, services, information, sport and recreation and the greater community.**

Priority 7: Universal Design across South Australia

Priority 8: Accessible and available information

Priority 9: Access to services

| Action | State Plan Priority # | Responsibility | Timeframe | Measurable Target |
| --- | --- | --- | --- | --- |
| 1 All reviews of HR policies and procedures identify existing anti-discrimination provisions and assess future needs | 9 | Team Leader, HR | December 2021 and on going | Triennial policy reviews consider people living with disability and address needs |
| 2 Proposed new accommodation is considered for accessibility for people living with disability | 7, 9 | Team Leader, Security and Corporate Services | April 2021 | New accommodation is accessible |
| 3 Information about accessible car parks including function, design and location adjacent to SACE premises is developed for website | 9 | Team Leader, Security and Corporate Services | November 2020 and ongoing | Disability parking information available on website |
| 4 Communications policy and style guidelines review includes universal design requirements to achieve consistent approach for SACE Board of SA communications | 7 | Manager, Communications | On going | Universal design principles embedded in SACE communications |
| 5 New online information published as web content and meets WCAG standards | 8 | Manager, Communications | On going | Web content is accessible |
| 6 Events planning enables attendance by people living with disability (venue choice, notifications, options for virtual attendance) | 9 | Manager, Communications | On going | People living with disability attend events |
| 7 Strategies ensure SACE assessment is accessible to all | 9 | Manager, Curriculum and Assessment | On going | Number of students that request special provisions related to disabilities |
| 8 Promote access to assistive technologies | 8,9 | Manager, Curriculum and Assessment | On going | Special Provisions Policy supports use of assistive technologies |

### 4: Learning and employment

**Workforce participation is fundamental to social inclusion. It provides economic independence and choice, social connections and friendships, value, identity and belonging. It is our aim that people living with disability have access to inclusive places of study and that education and training provides pathways to meaningful and inclusive employment and volunteering opportunities.**

Priority 10: Better supports within educational and training settings

Priority 11: Skill development through volunteering and support in navigating the pathway between learning and earning

Priority 12: Improved access to employment opportunities and better support within workplaces

| Action | State Plan Priority # | Responsibility | Timeframe | Measurable Target |
| --- | --- | --- | --- | --- |
| 1 Workforce development includes development of options for training requirements of staff living with disability | 10, 12 | Team Leader, HR | 2021 | Options for flexible learning delivery exist |
| 2 Diversity Inclusion Strategy developed and published | 12 | Director, Corporate Services | October 2020 | Diversity Inclusion Strategy published |
| 3 Review recruitment guidelines, practices and role descriptions to ensure vacancies are accessible, inclusive and flexible for job applicants living with disability | 12 | Team Leader, HR | 2022 and on going | Guideline is reviewed every two years |
| 4 Disability Employment Register is considered during recruitment | 12 | Team Leader, HR | On going | Recruitment panels aware of Disability Employment Register |
| 5 Professional online education about Modified Subjects and Special Provisions Policy made available to educators | 10 | Manager, Curriculum and Assessment | On going | Number of people undertaking training course reported to Accreditation, Recognition and Certification Committee (ARCC) annually |
| 6 Stakeholders encouraged to use flexible options to improve access and inclusion to education | 10 | Manager, Curriculum and Assessment | On going | Information Sheet #58 available on SACE website;  Solutions and support provided to educators to tailor flexible learning for individuals |
| 7 Modified Subjects improve access and inclusion to education | 10 | Manager, Curriculum and Assessment | On going | Eligible students can enrol in Modified Subjects |
| 8 Action workplace modification requests for staff living with disability in a timely manner | 12 | Team Leader, Security and Corporate Services | On going | Requests for workplace modification assessed and actioned as soon as practicable |

## Disability access and inclusion plan development

### Consultation

Public consultation on draft plan was undertaken by the SACE Board of SA through our website in October 2020. Advice about publication of the draft DAIP was provided to bodies representing the interests of people living with disability. No responses on the draft DAIP were received at the close of the consultation period.

Consultation will continue through actions identified in this plan. The SACE Board of SA will continue to enhance and modify the DAIP based on feedback from clients and stakeholders.

### Relationship to other policies, strategies, frameworks

Through the Strategic Framework 2020-2023, the SACE Board of SA will lead educational change by ensuring that its plans enhance elements that characterize students’ entitlements to learn in order to thrive. The SACE Board of SA DAIP links to our Diversity Strategy, our Reconciliation Action Plan and our Aboriginal Education Strategy, which collectively contribute to demonstrating our pursuit and achievement of strategic goals.

### Examples of previous achievements

The SACE Board of SA DAIP 2017-2020 was developed and published in 2017. The outcomes achieved in that plan included:

* Progressive upgrade of documents on website to meet Web content accessibility Guidelines (WCAG 2.0)
* Appointment of staff from Disability Employment Register
* Publications and information use inclusive language, correct symbols and access information (where relevant)
* Complaints process for service delivery monitored and reported to Board
* Increased numbers of students accessed Modified Subjects to complete their SACE Board of SA
* Consultation undertaken regularly about special provisions and modified subjects to ensure people living with disability can achieve their full potential

## Implementation process

The SACE Board of SA DAIP is being implemented using the following measures:

* responsibility for DAIP implementation is held by the Chief Executive and all staff are aware of and responsible for achievement of the plan
* the plan will be communicated to internal/external stakeholders and networks, via a variety of channels ensuring disability access and inclusion are an integral part of everyday business
* any review of SACE Board of SA policies, procedures, practices will ensure the needs of people living with disability have been addressed
* strategic, business and workforce planning will incorporate goals and outcomes associated with the DAIP
* positive promotion of the DAIP, with a focus on raising awareness and changing misconceptions, incorporated within SACE Board of SA communications

## Monitoring and Review

* monitoring, reporting and review mechanisms are implemented to assess the impact of DAIP on people living with disability
* progress against this DAIP will be reported to Chief Executive annually in October
* in accordance with the Act, the SACE Board of SA will formally review the DAIP at least every four years

## Acknowledgments

SACE Board of SA offers thanks to those who participated in development of the DAIP.

## Glossary and Definitions

|  |  |
| --- | --- |
| **Accessibility** | Accessibility is about ensuring that people living with disability have equal access to programs, employment, training, goods and services, premises, communication, information and technology |
| **Act (the Act)** | The [Disability Inclusion Act 2018 (SA](https://www.legislation.sa.gov.au/LZ/C/A/Disability%20Inclusion%20Act%202018.aspx)) |
| **DAIP** | Disability Access and Inclusion Plan |
| **SACE** | South Australian Certificate of Education |
| **Universal Design** | Universal design involves creating facilities, built environs, products and services that can be used by people of all abilities to the greatest extent possible without adaptations |