



Reasonable Adjustment Policy -PP043

Introduction

Plenty River College (the College) is an independent specialist senior secondary school and a Registered Training Organisation (RTO Code: 22732), delivering the Victorian Pathways Certificate (VPC) and VCE Vocational Major (VM) and Vocational Education and Training (VET) Qualifications. The College is also offering Years 7-9 as a specialist secondary school (pending the VRQA's registration).

The College provides a safe and inclusive learning environment for young people who may have been disengaged or are at risk of disengaging from education. The College is a school of opportunities in which all students are empowered to achieve their personal best. Our mission is to assist students to develop life and work skills and achieve in their learning by:

- re-engaging them in education;
- fostering their social and emotional development; and
- providing a supportive and safe environment for them.

Purpose

The purpose of this policy is to ensure that the College provides timely, consistent, and compliant reasonable adjustments so that all students can access, participate in, and succeed in education on the same basis as their peers, while supporting staff with clear processes for inclusive and equitable decision-making.

Scope

This policy applies to all prospective and enrolled students, staff, and parents/carers involved in the provision and support of student learning across the College.

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Legal and regulatory framework

The College complies with the following legislation and standards:

- Disability Discrimination Act 1992 (Cth) (DDA)
- Disability Standards for Education 2005 (Cth) (DSE) including the Standards for:
 - Enrolment



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- Participation
- Curriculum and assessment
- Student support services
- Harassment.
- Equal Opportunity Act 2010 (Vic)
- VRQA Minimum Standards for School Registration.

Definitions

Disability	Disability has a broad meaning under the Disability Discrimination Act 1992 (DDA) and includes total or partial loss of bodily or mental functions, disorders affecting learning differently, conditions affecting thought processes, emotions, judgement or behaviour, and disability that presently exists, previously existed, may exist in future, or is imputed; behaviour that is a symptom or manifestation of disability is also covered
Reasonable Adjustment:	Reasonable adjustment in education include measures, actions, aids, facilities, or services that support a student to enrol, participate, and access services on the same basis as their peers, provided these adjustments do not impose unjustifiable hardship.
Adjustment categories	The College will consider adjustments across, at minimum, the following categories: <ul style="list-style-type: none"> ● curriculum and classroom learning; ● assessment and certification access; ● physical environment and access to premises; ● communication and information accessibility; ● behaviour, regulation, and wellbeing support; ● technology, adaptive equipment, and specialised support services.
Student Support Group (SSG)	A Student Support Group is normally made up of the relevant teachers and education support staff and on occasions, the Assistant Principal/Curriculum Leader, Wellbeing Team Leader and external specialist providers (e.g. psychologist, counsellors) and parents/guardians.
Student Support Care Team	The Student Support Team comprises youth welfare workers and education support workers. Other specialists such as psychologist or external case managers may also be included or consulted.

Responsibilities

The College Board is responsible for

- Approving the policy and monitoring compliance
- Ensuring adequate resourcing to support implementation

The Executive Principal is responsible for

- Holding overall accountability for compliance and implementation of this policy
- Ensuring systems, processes, resources and staff capacity are in place
- Making final decisions on complex or escalated cases
- Promoting a whole-school culture of inclusion and compliance



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The Assistant Principal/Curriculum leader is responsible for

- Overseeing day-to-day implementation of the policy
- Supporting staff in applying consistent and lawful adjustments
- Monitoring timelines, documentation, and review of adjustments
- Escalating complex matters to the Executive Principal.

Teachers and Trainers are responsible for

- Identifying student learning barriers early
- Implementing approved reasonable adjustments in teaching and assessment
- Maintaining curriculum integrity
- Collecting evidence and monitoring effectiveness of adjustments
- Participating in consultation and review processes

Education support/Wellbeing staff are responsible for

- Supporting implementation of adjustments in classrooms and programs
- Supporting student access, engagement, and communication
- Working under teacher and leadership direction

NCCD (Nationally Consistent Collection of Data on School Students with Disability) Officer is responsible for

- Ensuring compliance with NCCD requirements
- Overseeing collection and quality of evidence for adjustments
- Supporting staff in documentation and moderation processes
- Monitoring adjustments and ensuring that they meet criteria for inclusion in NCCD
- Coordinating school-wide NCCD timelines and submissions

Implementation process

The College implements reasonable adjustments through a five-stage cycle:

1. Needs identification

- early identification of student needs e.g. at enrolment
- additional insights from teacher observations, student representation/voice, consultation with families/guardians and external providers,
- informed decision-making, timely application of agreed supports, and ongoing monitoring and review.
- Adjustments will be documented and regularly evaluated to ensure they remain effective and responsive to changing needs.

2. Consultation

The College will consult with the student, parents/carers, teachers, support staff and external professionals to inform its decisions on the most appropriate adjustments.

Decisions regarding reasonable adjustments are made on a case-by-case basis, considering the student's needs, the effectiveness of the adjustment, and whether the adjustment is reasonable and does not impose unjustifiable hardship on the College.

Information about a student's needs is gathered during enrolment through meetings with the Assistant Principal/Curriculum Leader and a wellbeing interview. Parents and carers are encouraged to provide relevant documentation from specialists (e.g. doctors,



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psychologists, case managers). This understanding is strengthened through ongoing communication, including SSG meetings, teacher observations, student feedback, and wellbeing processes.

An SSG meeting is conducted in Term 1 each year. For students who enrol after this time, an SSG is held within three weeks of commencement. The SSG (as defined above) is used to identify learning, wellbeing, and access needs, and determine appropriate adjustments.

A second SSG meeting may be held in the early weeks of Term 3 for selected students to:

- review student progress
- evaluate the effectiveness of adjustments
- update the IEP and Attendance Plan as needed

Additional SSG meetings may be convened at any time if student needs change.

3. Adjustment plan

When a need for adjustment is identified, the Assistant Principal/Curriculum Leader communicates this to teachers, who are responsible for implementing agreed adjustments. Where additional resources are required, the Executive Principal allocates appropriate support.

Agreed adjustments are documented in the student's Individualised Education Plan (IEP – FT203). Where required, an Attendance Plan is developed in line with the Attendance Policy (PP015).

4. Implementation

If consultation with a parent/guardians does not occur prior to implementing adjustments, the reason must be documented (e.g. file note, IEP, or parent-teacher communication record).

For students included in the NCCD process, staff ensure:

- adjustments are clearly documented
- evidence supports professional judgement where possible
- consultation with the student and/or parent/carer is recorded.

5. Review

Adjustments are monitored and reviewed at least twice yearly to ensure they remain effective and responsive to student needs.

6. Communication

The College communicates this policy to the College community via the College website and referenced in the Student & Parent/Guardian Handbook.

Related Forms
Individualised Education Plan (IEP – FT203)



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Related Policies

- Enrolment
- Duty of Care
- Student Engagement, Wellbeing and Inclusion
- Attendance
- Privacy

Relevant Legislation

- Disability Discrimination Act 1992 (Cth)
- Disability Standards for Education 2005 (Cth)
- Equal Opportunity Act 2010 (Vic)



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Revision Record:

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15/06/2026	V2026.1	Initial Policy