

KINGLAKE RANGES NEIGHBOURHOOD HOUSE

DISABILITY ACTION PLAN

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Our Organisation

Vision

“Kinglelake Ranges Neighbourhood House- Bringing People Together”

Mission

The Kinglelake Ranges Neighbourhood House (KRNH) is a community based and managed organisation where people can meet to participate in a variety of social, supportive and educational programs, activities and services.

In addition, we support individuals, agencies and groups in order to foster positive development and a sense of community spirit.

We are a viable organisation with positive and effective management. We are committed to professional growth, without compromising our values.

We respond to the expressed needs of our community and aim to be affordable and accessible to all.

We actively encourage community involvement and representation.

We are committed to providing a welcoming environment where every individual is valued and accepted

Kinglake Ranges Neighbourhood House (KRNH) Disability Action Plan

As a Neighbourhood House serving the wider community we aim to include everyone to participate in the programs, activities and services we provide. Already, we provide for students with disabilities:

- ✓ Ramp access to the main building
- ✓ Designated parking bays with direct access to ramp
- ✓ Wide doorways
- ✓ Disabled toilet facilities
- ✓ Payment plans for individuals experiencing financial difficulties
- ✓ Patient and helpful staff and volunteers
- ✓ Enrolments taken in person or over the telephone
- ✓ Telephone enquiries welcome
- ✓ Appropriate desk heights
- ✓ Space for volunteers or carers to assist students in the classroom
- ✓ Tutor assistance when required
- ✓ Large print on boards and information read aloud when needed
- ✓ Students placed appropriately in classroom for example, near the front to see the board
- ✓ Audible smoke detectors
- ✓ A policy register which details policies in place including Privacy and Occupational Health and Safety
- ✓ Links with disability services and carers groups

Companion Club Member

KRNH is a Companion Club Member. The Companion Club card formally recognises that an individual may not be able to access a venue or activity without attendant care support. At KRNH, this means that when individuals who hold a Companion Club card enrol for an activity at the Neighbourhood House (a valid card must shown on enrolment), their companion (or carer) can enrol in the activity as well for no cost - all KRNH requires is an enrolment form for the companion. By being a Companion Card member, KRNH can ensure that everyone can participate in the life of the House. For further information on Companion Cards, please ask for a brochure or alternatively visit the website www.companioncard.org.au

Kinglake Ranges Neighbourhood House (KRNH) Disability Action Plan: Summary

Introduction

KRNH recognises the importance of improving access and this is the focus of our Disability Action Plan. Under the *Disability Standards of Education 2005* which have been formulated under the *Disability Discrimination Act 1992*, KRNH have formulated their Disability Action Plan in consultation with the wider community and with individuals who need additional assistance to ensure that everyone has equal access to the services offered within the Neighbourhood House.

Communication Strategy

The KRNH Disability Action Plan will form the key communication strategy of informing staff, students, volunteers and the wider community of improving access to the services of the Neighbourhood House for people with disabilities.

Plan Implementation

KRNH will endeavour to remove many of the barriers identified in the plan and will seek outside consultation with organisations who have key disability experience and knowledge when difficulty or further assistance/ knowledge is required. However, as KRNH is a small organisation with limited funds and staff, many barriers will be removed as required. Staff and volunteers will attend professional development sessions, time and money permitting. Grants, such as the Commonwealth Equipment Grants, may be sourced to address these issue/s.

Key Policies Informing Plan

KRNH Policies to help inform the Disability Action Plan are:

- Access & Equity
- Harassment
- Grievance
- Privacy
- Cultural Diversity
- Occupational Health & Safety

Copies of these policies are available from KRNH.

The Plan will also follow the standards set out in the *Disability Standards of Education 2005*.

Monitoring and Report Requirements

Strategies will be implemented to remove barriers to access and will be evaluated to assess their effectiveness. Evaluation may take the form of student and/ or staff feedback and number of enrolments. Committee of Management and staff will take on the responsibility to ensure an evaluation has been completed.

Evaluation will be a continuing, evolving process and will be reflected in this living document which will be updated and changed as required. This will occur at least once a year when the Committee of Management will re-evaluate the Disability Action Plan.

Grievance Procedures

Should any complaints or disputes arise in relation to any matter regarding our Disability Action Plan, they will be handled according to the KRNH Grievance Procedure as outlined in the organisations Policy Manual. Briefly, the process surmises that matters will firstly be attempted to be solved at the local level. Failing which, a more formal procedure will be entered into to resolve the grievance.

Outcomes

The KRNH Disability Action Plan aims to achieve the following key outcomes:

1. Prospective students are able to enrol in a course/s independently and are able to make informed learning choices
2. KRNH, to the best of their ability, will ensure students are able to access Neighbourhood House facilities and will provide assistance where difficulties may be encountered.
3. Students are able to participate fully in their desired course/s and will receive the appropriate certification if course requirements are satisfactorily completed. Learning materials will be provided in an appropriate format and tutors will be of assistance when asked.
4. When in need of support, students can be provided with up-to-date and appropriate information regarding specific services and/or support. Request/s for support is treated promptly and in a sensitive, discreet and professional manner, not in a way that causes the individual to feel discomfort or embarrassment.
5. Students will be able to participate in the life of the Neighbourhood House without fear of being harassed or victimised on the basis of their disability. Complaints will be handled in a prompt and professional manner.

1. Enrolment

Aims

- Enrolment into desired course/s can be completed by the individual without difficulty or undue stress
- Participants are informed of any entry requirements into course/s
- Assistance is readily available to assist the enrolment process

Outcome

Prospective students with disabilities are able to enrol in a course/s independently and are able to make informed learning choices.

Barriers	Strategies to overcome or remove barriers	Timeframe	Performance Indicators	Resources Needed	End Date	Responsible Person/s
1.1 Enrolment information not in a variety of accessible formats	Find ways to ensure enrolment information is accessible, inclusive and enables informed choice Place enrolment form in PDF & Word format on Web site so participants can read it on their computers using their appropriate technology	As required	Feedback from students	Equipment needed e.g. TTY. May require Commonwealth Equipment Grant	October / 2007	Manager, Staff & Committee of Management
1.2 Lack of alternative modes of enrolment	Staff/ Volunteers to verbally take enrolments. Assist in filling out forms.	Already in place	Feedback from students	Print some of the programs in a larger print make available upon request. Use of Web site Modified enrolment form		Manager, Staff & Volunteers
1.3 Enrolment print is small & may create difficulty when reading	Investigate alternative methods to convey needed information	As required	Number of enrolments from students			Manager, Staff & Committee of Management

1.4 Payment of course required on enrolment	Option of individual payment plans after demonstration of financial hardship Eg. Health Care Card (HCC)	Already in place	Number of enrolments from students, feedback	Singular enrolment forms		Manager & Staff
1.5 Reception counter/desk too high	Lower one end of existing desk to allow easy access to reception area. Provide a clipboard with enrolment forms at reception. Allow participants to sit down when filling out form	Early 2007	Feedback from students	Carpenter to be engaged to alter bench height	April / 2007	Manager, Staff & Volunteers
1.6 Participants may have poor literacy/ writing skills to complete enrolment form	Have staff/ volunteers assist those who have difficulty with the enrolment form.	Already in place	Number of enrolment, Feedback from students			Manager, Staff & Volunteers

2. Participation & Accessibility

Aims

- Students with disabilities are able to fully access the facilities of the Neighbourhood House
- Course activities are flexible in structure so to allow all students to participate
- Students with disabilities are able to participate in the life of the Neighbourhood House

Outcome

KRNH, to the best of their ability, will ensure students are able to access Neighbourhood House facilities and will provide assistance where difficulties may be encountered.

Barriers	Strategies to overcome or remove barriers	Timeframe	Performance Indicators	Resources Needed	Done	Responsible Person/s
2.1 Location of House poorly signed	Improve signage on road & front of House		Feedback	Lobby Local Council re: road signage		Local Council & House Committee of Management
2.2 Disabled parking poorly signed	Define disabled parking bays, provide signage to direct users to parking Ensure there the surface/ gradient of parking is level & no kerbs obstruct the way	Early 2007	Feedback	Lobby Local Council	October / 2007	Local Council & House Committee of Management
2.3 Parts of the House has poor access for participants with disabilities	Improve kitchen facilities for students with disabilities e.g. access to hot water for tea/ coffee. Offer of assistance to tea and coffee facilities	October 2006 In place	Feedback	Obtain grants		House Committee of Management
2.4 Doors/handles may not be disability friendly	Replace knobs of doors with handles, lower door handles.	Currently being reviewed	Feedback			House Committee of Management, Manager, Staff & Volunteers

	<p>Ensure doorways/hallways are wide enough to accommodate wheelchairs</p> <p>Assistance provided when required</p>	On demand				
2.5 Ramp is not accessible from carpark (blocked by gate)	<p>Modify gate/ surrounds so it can be easily opened. Child friendly gate ideal but student with disability may not be able to reach it & open it</p> <p>Hand rail near front door and step replace by small ramp</p>	<p>Currently being renovated</p> <p>Currently being renovated</p>	Feedback			<p>House Committee of Management, Manager</p> <p>House Committee of Management, Manager</p>
2.6 Safety & evacuation issues	<p>Small ramp to be erected with hand rails to replace gutter step on entry to house</p> <p>Safety & evacuation procedures may need to be modified for students with disabilities</p>	<p>Early 2007</p> <p>Currently being reviewed</p>	<p>Feedback</p> <p>Feedback</p>	<p>Evacuation instructions in Braille and/or placed at a height where it is readable. Flashing fire alarms for people with hearing impairments</p>	June/2007	<p>House Committee of Management, Manager</p>
2.7 Access to equipment, table heights etc	<p>Provide tables/ chairs with adjustable heights</p>	<p>Already in place</p>	Feedback	<p>Further tables may be needed: financial help required</p>		<p>Manager & Staff</p>
2.8 Lack of documentation and promotion of inclusive teaching strategies for staff and tutors	<p>Brainstorm ways to promote inclusion or seek out strategies from other organisations. Consider which are the most appropriate to apply to the House. Disseminate</p>	<p>As required</p>	Feedback	<p>Professional development</p>		<p>Committee of Management, Manager & Volunteers</p>

<p>2.9 Inclusion in excursions and physical pursuits eg. Garden club, walking, cooking, sport</p>	<p>information via training session or brochure/ handout</p> <p>Improve tutors knowledge and awareness of ways to include people with limitations into the activities</p> <p>When students cannot get the bus, refer onto PAG (Planned Activity Group)</p>	<p>As required</p>	<p>Feedback</p>	<p>Knowledge of PAG number and service provider</p>		<p>Manager</p>
<p>2.10 Lack of transport creates difficulties in commuting to House or venue</p>	<p>Provide a transport service staffed by volunteers where the participant prearranges a time to be picked up & dropped off.</p>	<p>Already in place, on demand</p>	<p>Feedback</p>	<p>Volunteers and relevant training</p>		<p>Manager</p>
<p>2.11 Lack of computer facility specifically for student with disability</p>	<p>Set up work station for this purpose</p>	<p>Near future</p>		<p>Identify partner or organisation where we can borrow suitable equipment</p>		<p>Manager</p>

3. Curriculum Development, Accreditation and Delivery

Aims

- Delivery of course and learning activities take account of the different learning capacities and needs of students
- Curriculum, teaching materials, assessment and certification requirements for the student meet intended outcome/s of course
- Students with disability can utilise all learning materials in class and can receive the same amount of assistance from the tutors as other students, if need be

Outcome

Students are able to participate fully in their desired course/s and will receive the appropriate certification if course requirements are satisfactorily completed. Learning materials will be provided in an appropriate format and tutors will be of assistance when asked.

Barriers	Strategies to overcome or remove barriers	Timeframe	Performance Indicators	Resources Needed	Done	Responsible Person/s
3.1 Materials provided are mostly in written format	Consult with ACE Disability Network and Vision Australia to find appropriate formats	As required		Screen Reader technology, teaching aids on disk		Committee of Management, Manager
3.2 Tutors may be unsure of how to create an optimal learning environment for students	Provide information session with practicable strategies for tutors to ensure all members of the class are participating Provide information to tutors to help identify students who may require additional assistance in class (see also 2.6)	As required		Professional development		Committee of Management, Manager

4. Student Support Services

Aims

- Staff and volunteers respond promptly, sensitively and discreetly to a student's expressed wishes for assistance
- Staff and volunteers provide information and referral details about appropriate support services to students when requested to do so
- Staff and volunteers can provide details of an appropriate service provider if further assistance is required and/or the request is more complex

Outcome

When in need of support, students can be provided with up-to-date and appropriate information regarding specific services and/or support. Request/s for support is treated promptly and in a sensitive, discreet and professional manner, not in a way that causes the individual to feel discomfort or embarrassment.

Barriers	Strategies to overcome or remove barriers	Timeframe	Performance Indicators	Resources Needed	Done	Responsible Person/s
4.1 Staff and volunteers lack knowledge and awareness of appropriate support services	<p>Research services that may be appropriate to refer onto. Contact the relevant agency for further information if need be or obtain brochures to display at House</p> <p>Disseminate information to staff & volunteers or compile document to list all the types of services that is accessible for staff and volunteers</p>	ongoing	Range of services available/ have information on/ can refer to	List of relevant services and brochures advertising services	Ongoing	Manager, Staff & Volunteers
4.2 If the problem is particular in-depth, staff and volunteers may be unsure of how to offer support	<p>Establish working relationships with the Disability Support worker (or similar) in key local health agencies and other disability organisations</p>	As required	<p>Range of services available/ have information on/ can refer to</p> <p>Feedback</p>	Contact details of services		<p>Manager, Staff</p> <p>Manager & Staff</p>
4.3 Students may feel uncomfortable to ask for information or help	<p>Provide pamphlets & brochures that are able to be obtained without directly asking for help</p>					

4.4 Due to business of NH the environment may not be conducive to ensuring privacy	Ensure brochures can be easily reached and are at eye level	Asap	Feedback	More accessible pamphlet/ brochure racks	December 2006	Manager, Staff
	Create a private, safe space where students can talk freely, away from busy areas	Asap		Staff awareness	December 2006	Manager, Staff
	4.5 Security & storage of confidential data	Take greater measures of correctly storing data. Filing cabinets locked, not leaving things on desk		Already in place- password protected computers, separate filing cabinets		
	Place greater emphasis & awareness of privacy/ confidentiality policy	In place – policies – volunteer and staff awareness				

5. Harassment and Victimisation

Aims:

- Create greater knowledge of KRNH policies and procedures that explicitly prohibit harassment and victimisation
- Complaints are dealt with promptly and in regard to the severity of the matter. Procedures for dealing with complaints are fair and accountable
- Staff and students are regularly reminded of their rights and responsibilities in maintaining an environment free from harassment

Outcome

Students with disabilities will be able to participate in the life of the Neighbourhood House without fear of being harassed or victimised on the basis of their disability. Complaints will be handled in a prompt and professional manner.

Barriers	Strategies to overcome or remove barriers	Timeframe	Performance Indicators	Resources Needed	Done	Responsible Person/s
5.1 Inadequate knowledge of policies in place	Inform staff, tutors and volunteers of the policy manual & relevant policies for harassment and victimisation. Have a copy of the policy manual at reception desk so students can readily access	As required	Knowledge of policies in place	Training Days	September 2007	Manger
5.2 Inadequate knowledge of complaints procedure	Ensure staff are aware of procedures for dealing with complaints	As required	Knowledge of complaints procedure	Training Days		Committee of Management, Manager
5.3 No policy available on a certain issue	The policy register is updated as key issues come up	As required	Content of Policy Register			Committee of Management, Manager