

Inclusive Learning and Support Policy 2025

Table of contents

Part 1	Purpose and application	3
1.1	Purpose	3
1.2	Start date	3
1.3	Application	3
Part 2	General principles	4
2.2	Procedural Fairness	4
2.3	Reasonable Adjustments	5
Part 3	Definitions	6
Part 4	Notes	9
Part 5	Amendment history	10

Part 1 Purpose and application

1.1 Purpose

- (1) This policy explains how the College supports students in the University of Sydney Preparation Programs (USPP) by identifying and meeting their learning needs. It brings together support for students with disabilities and those who need extra help with learning. The goal is to provide a safe and inclusive learning environment where all students can gain the skills and knowledge they need to complete their course.

1.2 Start date

- (1) This policy commences the day after the day on which it is registered.

1.3 Application

- (1) This policy (and its procedures) applies to students enrolled in USPPs delivered on behalf of the University of Sydney by Navitas Australia Pty Limited (CRICOS Provider Code: 01682E) trading as Taylors College Sydney (the College), and to staff of the College.

Part 2 General principles

- (1) The College supports all students by providing an inclusive, accessible learning environment. It works to meet individual learning needs and offer academic support to help every student succeed.
- (2) Orientation is a key part of helping students understand their learning support options. All students are expected to attend.
- (3) Learning support is available throughout each program. This includes library and IT services, contact with teaching and Student Success staff, and a range of learning tools.
- (4) The College monitors students' progress, attendance and offers support to help them meet academic standards.

Note: See USPP Attendance Policy and its Procedures, and USPP Monitoring Course Progress Policy and its Procedures.

- (5) The College requires students to disclose a disability early, including during enrolment, so support can be planned and provided.
- (6) The College does not discriminate based on disability. It will only refuse an application if the required support would place an unreasonable burden on the College.
- (7) The College uses external experts if needed to understand and meet the needs of students with disability.
- (8) The College makes sure that students with disability can access learning and services on the same basis as other students.
- (9) Students with disability are supported through reasonable adjustments.
- (10) Reasonable adjustments are based on a student's needs and are reviewed regularly. Students can request adjustments at any time and will be involved in planning them.
- (11) College staff receive training to help them support students with disability and to apply this policy properly.
- (12) Students and staff work together to create a respectful, supportive, and discrimination-free learning space.
- (13) Bullying, harassment, victimisation and discrimination are not tolerated. Students and staff are educated on these issues.

2.2 Procedural Fairness

- (1) Students with disability have the right to:
 - (a) Be treated with respect and dignity.
 - (b) Learn in a safe, inclusive, and accessible environment.
 - (c) Study without fear of discrimination, bullying, or harassment.
 - (d) Talk to staff about their needs for support or adjustments, and have their requests taken seriously.
 - (e) Ask for help from a support person, if needed.
 - (f) Have staff who are trained to meet their learning and support needs.

- (g) Build skills and confidence to take part in college life and get the most from available services.
- (h) Know that their personal or medical information will be kept private, unless it must be shared for safety or legal reasons.
- (i) Request reasonable adjustments for learning or assessment and be part of the planning process.
- (2) All staff are responsible for supporting students fairly and without discrimination. Staff must:
 - (a) Create a learning space where students feel safe to talk about any barriers caused by disability.
 - (b) Offer flexible teaching and learning methods to support students' needs.
 - (c) Understand and manage behaviour in a way that respects all students, including those with disability.

2.3 Reasonable Adjustments

- (1) Reasonable adjustments are changes made to help students with disability take part in learning and assessment on an equal basis with others.
- (2) Students are required to let the College know if they need adjustments as soon as practical after enrolment. The College will work with the student to understand their needs and make fair changes that support their learning.
- (3) If needed, the College may get advice—without naming the student—from doctors, support services, or government agencies to help plan the right support.
- (4) If changes to assessment are needed, the Academic Director (or delegate) will help design fair and suitable alternatives.
- (5) When planning reasonable adjustments, the College will consider:
 - (a) the type of disability
 - (b) how it affects the student's learning
 - (c) what the student or their support person says they need
 - (d) the effect on other students and staff
 - (e) the student's ability to meet learning goals
 - (f) how the changes may help or limit participation
 - (g) the costs and benefits of the adjustments
- (6) Examples of reasonable adjustments include:
 - (a) extra lighting or different seating
 - (b) special equipment like a larger screen or adapted keyboard
 - (c) interpreters or early access to materials
 - (d) extra time in exams or quiet exam spaces
 - (e) flexible teaching methods
 - (f) using spoken answers instead of written ones
 - (g) video or audio responses instead of written work

- (h) estimating marks where appropriate, based on previous work or participation, if a student cannot complete an assessment due to valid, documented reasons. See Student Assessment Policy and its Procedures 2025.
- (7) Adjustments will not lower academic standards, but they will help students show their knowledge and skills in a fair way.

Part 3 Definitions

Access

means people's ability to participate in the life of the College including its learning, teaching, physical, digital, living and communication environments.

Adjustment

means the following:

a measure or action (or a group of measures or actions) taken by the College that has the effect of assisting a student with a disability:

in relation to an admission or enrolment, to apply for the admission or enrolment; and

in relation to a course or program, to participate in the course or program; and

in relation to facilities or services, to use the facilities or services on the same basis as a student without a disability, and includes an aid, a facility, or a service that the student requires because of their disability;.

the provision of access to specialised support services that are necessary for a student to be able to participate in the activities for which they are enrolled.

Associate (of a person with disability)

means a spouse of the person; another person who is living with the person on a genuine domestic basis; a relative of the person; a carer of the person; and another person who is in a business, sporting or recreational relationship with the person.

CAAW

means a Confirmation of Appropriate Accommodation and Welfare letter issued by the University of Sydney to approve a student's welfare and accommodation arrangements while under 18 years of age and while enrolled in a USPP.

Delegate

means a person who has been authorised to perform a specific responsibility.

Academic Director

means the College Head of Academic responsible for academic, teaching and learning administration and leadership.

Disability

means:

- total or partial loss of the person's bodily or mental functions; or
- total or partial loss of a part of the body; or
- the presence in the body of organisms causing disease or illness; or
- the malfunction, malformation or disfigurement of a part of the person's body; or
- a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
- a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment, or that results in disturbed behaviour;

and includes disability that:

- presently exists; or
- previously existed but no longer exists; or
- may exist in the future; or
- is attributed to a person.

A disability may be visible or hidden, may be permanent or temporary, can be genetic or acquired or as a result of a chronic health condition and may impact individuals in different ways.

Discrimination

means when people with disability are treated less fairly than people without disability. It also occurs when people are treated less fairly because they are associates of a person with disability.

Direct discrimination occurs whenever someone is treated less favourably on the basis of disability. Indirect discrimination occurs when a rule, practice or policy appears to be neutral but in effect has a discriminatory impact on a particular group of people.

Harassment

means, in relation to:

- a person with disability, an action taken in relation to the person's disability that is reasonably likely, in all the circumstances, to humiliate, offend, intimidate, or distress the person; and
- a person who is an associate, an action taken in relation to the associate's relationship with a person with disability that is reasonably likely, in all the circumstances, to humiliate, offend, intimidate, or distress the associate.

Inclusion

means people of diverse backgrounds (for example, of different abilities, ages, cultural backgrounds or genders) feel valued and respected, have access to opportunities and resources, and can contribute their perspectives and talents.

**Reasonable
Adjustment**

means an adjustment in relation to a student with a disability that balances the interests of all parties affected, including the College, staff, and other students.

**Reasonable
Adjustment
Plan**

means a plan setting out the reasonable adjustments agreed to be implemented by the College following consultation with the person with disability.

**Unjustifiable
Hardship**

means the circumstances in which, if adjustments were made, the College or other parties affected may suffer detriment or unreasonable costs.

Part 4 Notes

Recissions and replacements

This document replaces the following, which are rescinded as from the date of commencement of this document:

Inclusive Learning and Support Policy 2025

USPP Inclusive Learning and Support Policy 2025

Date adopted	30 June 2025
Approver:	USFP Board of Studies
Owner:	College Director
Review date:	At least once every 5 years from the date of commencement.
Rescinded documents	Student disability Policy and Procedures 2021 Student LEARNING Assistance Policy and Procedures 2021
Related documents	Anti-Discrimination Act 1977 (NSW) Competition and Consumer Act 2010 (Cth) Corporations Act 2001 (Cth) Disability Discrimination Act 1992 (Cth) Disability Inclusion Act 2014 (NSW) Disability Standards for Education 2005 Disability (Access to Premises – buildings) Standards 2010 Education Services for Overseas (ESOS) Act 2000 (and its amendments) Higher Education Standards Framework (Threshold Standards) 2021 National Code of Practice for Providers of Education and Training to Overseas Students 2018 (the National Code) National Standards for Foundation Programs Privacy Act 1988 (Cth) Attendance Policy and Procedures Records Management Policy and Procedures Student Code of Conduct Student Complaints and Appeals Policy and Procedures Student Learning Assistance Policy and Procedures Student Misconduct Policy and Procedures Student Support Procedures Student Progression and Exclusion Policy and Procedures Student Privacy Policy

University of Sydney Under 18 International Students Policy
2015

University of Sydney Under 18 International Students Procedure
2015

Part 5 Amendment history

Register Version	Approved by	Clause	Amendment	Commenced