

1. Why do we need this Strategic Disability Action Plan?

Disabled ākonga (learners) are one of the most educationally disadvantaged groups within Aotearoa New Zealand.^{1 2 3 4 5} They face many barriers to their academic achievement in secondary and vocational education that need to be addressed.

The New Zealand Disability Strategy⁶ states that *‘disability is not something individuals have. Instead, ‘disability is the process which happens when one group of people creates barriers by designing a world only for their way of living, taking no account of the impairments that other people have.’*

The Ministers [Letter of Expectation](#) desires a nationwide network of provision that will promote equitable outcomes for disabled ākonga. The minister expects Te Pūkenga to meet the needs of all learners, in particular those who have been traditionally under-served by the education system including (without limitation) Māori, Pacific and Disabled ākonga.

2. The Te Rito Report for Disabled Learners

The *Te Rito Report for Disabled Learners* identified eight key barriers to academic achievement for disabled ākonga in vocational education. It shows that there are disabled ākonga who face significant barriers to their participation, achievement and pathways into vocational education and employment. We must take action to resolve the barriers that disabled ākonga have identified and face.

- a. Disabled ākonga told us that when they receive the right impairment-related learning support it makes a huge difference to their academic achievement and life in general.
- b. Kaimahi (support staff) wanted disabled ākonga recognised as an equity group, with more focus on resolving the systemic barriers impacting on disabled ākonga and more promotion of their abilities.
- c. We also heard that if the impairment-related learning support needs of disabled ākonga are not considered and there is no infrastructure to support them and their Kaiako (teaching and support staff), disabled ākonga will face barriers to their learning.
- d. We need to create an inclusive environment, where all Kaiako (teaching and support staff) who support disabled ākonga feel ‘disability confident’.
- e. People at all levels of the vocational education system also need to take responsibility for supporting disabled ākonga, rather than just delegating this to disability support kaimahi (staff).

¹ Statistics New Zealand. (2013). *Labour Market findings from the 2013 New Zealand Census*. Wellington, New Zealand: Statistics New Zealand.

² Statistics New Zealand. (2020). *The disability gap 2018*. Wellington, New Zealand: Statistics New Zealand.

³ Statistics New Zealand. (2020). *Disability Status: The findings from the 2018 New Zealand Census*. Wellington, New Zealand: Statistics New Zealand.

⁴ Statistics New Zealand. (2020). *Measuring inequality for disabled New Zealanders: 2018*. Wellington, New Zealand: Statistics New Zealand.

⁵ Ministry of Social Development. (2016). *New Zealand Disability Strategy 2016–2026*. Wellington, New Zealand: Ministry of Social Development. Pg. 12-13.

The eight key barriers in vocational education identified by the disabled ākonga and their support staff (kaimahi) were:

- a. Lack of disability confidence of some Kaiako (teaching and other staff).
- b. A range of issues impacting on disabled ākonga receiving the right learning support.
- c. Inaccessible Communication and Information about courses, academic requirements, available learning supports and digital platforms.
- d. Some disabled ākonga are reluctant to enrol with Disability Support Services (DSS) or provide impairment information because of their past experiences at secondary school.
- e. Some disabled ākonga are feeling overwhelmed and require additional support.
- f. Some face financial hardship and a lack of funding for impairment-related learning support, particularly for those with more complex needs.
- g. Lack of Academic & Employment Pathways for some disabled ākonga.
- h. Inaccessible physical environment for some disabled ākonga.

When learning support needs of disabled ākonga are not considered in teaching, learning and assessment, and there is not the infrastructure to support them and Kaiako (teaching and other staff), they will face significant barriers to their participation and achievement in vocational education.

The aim of this Strategic Disability Action Plan is to address these barriers over 3-5 years. This will also assist Te Pūkenga to meet the requirements for disabled ākonga in the Pastoral Care Code.

3. Who are disabled ākonga (learners)?

In this plan we have used the term ‘disabled ākonga (learners)’, to make the point like the Te Rito report has shown, that people with impairments are often ‘disabled by their environment’, rather than inferring that they are ‘disabled’ themselves. Disabled ākonga include those with permanent impairments, those with impairments resulting from long or short-term injury or illness, the Deaf community and those with learning disability, neurological or cognitive difficulties, mental health conditions and other hidden impairments. These impairments often last for 6 months or more. It is important to remember that disabled ākonga are diverse like the rest of our community. They include Disabled ākonga Māori, people with different impairments, Pacific ākonga and those from other cultural groups, women, international students, LGBTQIA communities, migrants, at-risk youth and older people, etc.

We recognise that there will be some disabled people who will not be comfortable with the use of the term ‘disabled ākonga (learners)’ and would prefer to use ‘people with disability’ or nothing at all. Language is important and we respect these differences. It can also provide meaning and context which is why we use ‘disabled ākonga (learners)’, to make the point that these learners are often ‘disabled’ by their environment.

The Government’s intention is to develop a Ministry for Disabled People and to roll out the Enabling Good Lives (EGL) principles and approach. These principles include a core set of values relevant to how vocational education supports disabled ākonga now and into the future. They include self-determination, beginning early, person-centred, ordinary life outcomes, mainstream first, mana enhancing, easy to use and relationship building.

4. Commitment to Te Tiriti o Waitangi

In accordance with Te Tiriti o Waitangi, Te Pūkenga is focused on ensuring our services respond with excellence to the needs of Māori ākonga and their whānau, and to the aspirations of Iwi, Hapu and Māori communities throughout Aotearoa. The Strategic Disability Action plan recognises the unique place of Māori as tangata whenua of Aotearoa and the need to ensure services improve for the betterment of Māori, particularly disabled ākonga.

The Kia Orite Toolkit (Achieve/TEC, pg. 6) states the following:

'Central to the Treaty partnership and the implementation of Treaty principles is a common understanding that specific strategies for Disabled ākonga Māori are to be developed and implemented in partnership with Disabled ākonga Māori and their whānau.'

During the implementation phase of the Strategic Disability Action Plan, strong partnerships with support networks will need to be established and maintained, both regionally and nationally. Support networks will need to include whānau and community supports such as Māori tertiary providers and staff, specific Māori Support Services and Student Association for all Māori, Iwi and other community networks. Partnership should occur in good faith with mutual respect, co-operation and trust.

It will be important that this implementation also:

- a. Considers the specific barriers that Disabled ākonga Māori face and the thinking about cultural responsiveness in the context of disability.
- b. Ensures Te Pūkenga representative groups have fair representation of Disabled ākonga Māori and their whānau.
- c. Consists of training to build Disability Confidence from a cultural and Te Tiriti capacity.
- d. Includes culturally responsive service provision for those with anxiety and mental distress.
- e. Acknowledges that some Disabled ākonga Māori are reluctant to provide personal information about their impairment because of cultural perspectives of disability that leave them feeling of whakamā.

Statistics NZ information (2013 - 20)¹⁻⁵ has shown that an estimated 26% of Māori live with an impairment of some kind. This is the highest rate for any cultural group in Aotearoa, despite an overall young age profile. Māori are more likely to have impairments and have higher disability rates in all age groups compared to other ethnic groups. This Strategic Disability Action Plan acknowledges that disabled people can simultaneously belong to multiple groups of under-served ākonga, and that mana-enhancing strategies must be used to protect cultural identity and enhance holistic well-being.

Overall, Māori disabled people are less likely to be employed or gain qualifications by a significant margin when compared to non-disabled people. According to Statistics NZ, education and employment outcomes for Māori disabled people are much worse than for other cultural groups.

This plan is evolving and will have ongoing development and implementation processes that will ensure an active partnership with Māori disabled ākonga, with their whānau, Iwi, hapū and other community support networks and promote equity for Disabled ākonga Māori

5. Building a Partnership with Disabled Ākonga is an Essential Part of this Strategic Disability Action Plan

Tertiary providers need to consider disabled ākonga from the start with the design of buildings, course content, teaching practices, information and communication processes and support. It is essential that disabled ākonga with different impairments are active partners in the design and review of these activities and the overall development and implementation of this Disability Action Plan, as suggested in Whiria Ngā Rau.⁷ The National Disabled Students Association (NDSA) has been established to advocate on behalf of disabled ākonga and Te Pūkenga has signed a MOU with the NDSA. It is hoped that this will eventually lead to all Te Pūkenga subsidiaries having a strong representative disabled ākonga voice and partnership, linked to the NDSA. An essential element of the UN Convention, NZ Disability Strategy and the EGL is the active involvement of disabled people and their whānau in the design and implementation of their services and building disability leadership.

6. The Future Role of Disability Support Services (DSS) and Building an Accessible Infrastructure

With increasing disabled ākonga in vocational education, some Disability Support Services are struggling to meet this demand. Labour intensive services such as notetaking are under considerable pressure and these services are often required because the infrastructure is not accessible.

This Disability Action Plan aims to create transformational change with the support of disabled ākonga. One way of managing this demand is building a more accessible infrastructure across the Te Pūkenga network. This includes consistent recording of classes, providing accessible class notes and electronic course material, and taking advantage of the benefits of assistance technology that is now available. With size and scale of Te Pūkenga and the purchasing power across the network there is an opportunity to bulk buy licenses for assistive technology applications for use by subsidiaries and disabled ākonga.

Building a more accessible infrastructure and digital platforms will allow more disabled ākonga to integrate into vocational education with minimal support from DSS and Kaiako (teaching and other staff). This will also allow more time for DSS to be a resource for Kaiako and to support those disabled ākonga with more complex learning support needs.

While the investment required to implement this plan is yet to be established, we believe initial investments will be required with these priorities:

1. Supporting/mentoring to develop a strong disabled ākonga voice across the Te Pūkenga Network.
2. Developing training, resources and support to assist Te Pūkenga Kaiako (teaching and other support staff) to become more 'disability confident, including those in Work-based Learning Environments.
3. Enabling consistent data collection for disabled ākonga.
4. The adoption of the Accessibility Charter to provide accessible information in alternate formats across the Te Pūkenga network.

⁷ New Zealand Union of Students' Associations (20210. Whiria Ngā Rau: Progressing from student voice to partnerships - <https://www.students.org.nz/whiria-nga-rau>

5. Reviewing how accessible digital platforms across the Te Pūkenga network are for disabled ākonga and the resources required to make these more accessible.
6. Determining how assistive technology could be tested across the Te Pūkenga network to build an accessible assistive technology infrastructure for disabled ākonga with different impairments to use.

It is also important that this plan considers Work-based Learning Environments (WBL) where support will be required to:

- Build the disability confidence of WBL kaimahi (staff) and employers who support disabled ākonga.
- Develop enrolment processes to identify the needs of these WBL ākonga and their employers.
- Ensure WBL digital platforms, communication and information is accessible.
- Make sure those involved with WBL environments have access to other Te Pūkenga Disabled Support Services and disability employment agencies.
- Create strong partnerships with these disabled ākonga and employers to identify their ongoing needs.

7. What will the Support of Te Pūkenga Disabled Ākonga Look Like In 5 Years?

With this Strategic Disability Action Plan we have tried to show that we have heard what disabled ākonga told us in the Te Rito report.

This plan will be successful when these priorities have been achieved across the Te Pūkenga network:

- Disabled ākonga have a strong representative voice and active partnership across the Te Pūkenga network, linked to the NDSA.
- The majority of Te Pūkenga Kaiako (teaching and other staff) are reporting an increase in their Disability Confidence.
- The Principles of Universal Design are being implemented, disabled ākonga report a more accessible infrastructure and use of assistive technology.
- Ākonga with different impairments receive the right learning support and can access information, communication and digital platforms.
- An increasing number of disabled ākonga feel safe to provide personal information about their impairment.

This Strategic Disability Action Plan has been developed with the generous assistance of many people throughout Aotearoa.

We particularly wish to thank the Strategic DAP Steering Group, the NDSA and other ākonga representatives, the Disability Leadership Group and various other Te Pūkenga kaimahi who have provided their valuable feedback about this plan.

We are grateful for your feedback and guidance throughout its development.

Strategic Disability Action Plan

Objective 1: Creating a Strong Partnership with Disabled Ākonga across the Te Pūkenga Network

What outcomes do you want to achieve with this activity?			
<ol style="list-style-type: none"> Like Māori and Pacific ākonga, disabled ākonga have a strong voice and active partnership on the Te Pūkenga Council, Learner Advisory Committee, the Strategic DAP Steering Group and Subsidiary DAP reference groups and student councils. Disabled ākonga with different impairments have strong input in the design of buildings, course content, teaching practices, information and communication processes and learning support. 			
What are the tasks required to achieve these outcomes?		Target Date:	Proposed Lead Delivery Team
<ol style="list-style-type: none"> Determine how to develop a strong partnership with disabled ākonga on the Te Pūkenga Council, Learner Advisory Committee, Strategic DAP SG, Subsidiary DAP reference groups and student councils. Develop regular engagement processes with disabled ākonga across the Te Pūkenga network to identify and resolve barriers they face on an ongoing basis, in line with Whiria Ngā Rau. Te Pūkenga subsidiaries have and partner with representative disabled learner groups, ideally linked to the National Disabled Students Association (NDSA). Determine what support and mentoring is required to develop a strong disabled ākonga voice across the Te Pūkenga Network. Obtain feedback from ākonga with different impairments to ensure the actions related to other objectives in this Strategic DAP are improving the support they receive. 		2022/23 2023/24	<u>Lead Team</u> Learner and Whanau Engagement. <u>Support Team:</u> Learner Wellbeing and Services. To be confirmed
Possible Annual Metrics			
<ol style="list-style-type: none"> No. of Disabled ākonga on the groups above. No of subsidiaries with representative disabled learner groups, linked to the NDSA. No of subsidiaries with representative disabled learner groups who feel as though they are meaningful partners in decision making. Disabled ākonga on the LAC, Reference Group for disabled ākonga and LLG feel as though they are meaningful partners in decision making. No. of training courses & mentoring to build disability leadership of disabled ākonga. Through these groups barriers are identified, the no. of solutions identified & addressed. % of subsidiary DAPs working on barriers and solutions addressed. Te Pūkenga Learner Satisfaction Surveys identify progress with resolving barriers disabled ākonga face or those requiring further work. 			

Objective 2: Building Disability Confidence across the Te Pūkenga Network

What outcomes do you want to achieve with this activity?		
<ol style="list-style-type: none"> 1. Develop Kaiako (teaching and support staff) understanding of the educational and other barriers disabled ākonga face. 2. Training and resources are developed to support Kaiako with inclusive teaching practices, learning support and assessment. 3. Course design, curriculum, delivery and assessment includes the Principles of Universal Design in Education for disabled ākonga. 4. Kaiako have the right support to ensure they have the right attitude, behaviors and can provide the right outcome (learning support) for disabled ākonga with different impairments to achieve. 		
What are the tasks required to achieve these outcomes?	Target Date:	Proposed Lead Delivery Team
<ol style="list-style-type: none"> 1. Identify the training needs of Kaiako (teaching and support staff) across the Te Pūkenga Network. 2. Te Pūkenga Kaiako access the online disability equity training being developed by the TEC in 2022. 3. Develop consistent training and resources to assist Kaiako to become ‘disability confident’, including a stocktake of what is already available. 4. Determine the support, mentoring and resources smaller subsidiaries and work-based learning environments require. 5. Determine how to implement the Principles of Universal Design in Education in all course design, curriculum, delivery and assessment across the Te Pūkenga Network. 6. Develop monitoring processes to ensure that these systems are making a difference for Te Pūkenga Kaiako. 	2022/23 2023/24 2024/25	<u>Lead Team</u> Operations (People & Culture). <u>Support Team:</u> Equity Team. To be confirmed
Possible Annual Metrics		
<ol style="list-style-type: none"> 1. No. of training & resources available, co-designed with disabled ākonga. 2. No. of TP/subsidiary Kaiako completed DC training including the TEC online training. 3. Measure of DC change through training (1 – 5 DC Score at Start/Afterwards). 4. % of Kaiako feeling DC to support disabled ākonga. 5. % of Kaiako feeling DC to support disabled ākonga from smaller subsidiaries and work-based learning. 6. % Kaiako completing Assistive Technology training and feeling DC 7. No. of academic programmes reviewed against the Principles of Universal Design for course design, curriculum, delivery and assessment. 8. Te Pūkenga Learner Satisfaction Surveys report improvement in DC of Kaiako re: right support, attitude and outcome. 9. No. of solutions identified and addressed 		

Objective 3: Ensure disabled ākongā receive the right learning support

What outcomes do you want to achieve with this activity?		
<p>Across the Te Pūkenga network and subsidiaries the issues in the Te Rito report causing delays or preventing disabled ākongā getting the right learning support are resolved. This includes culturally relevant and respectful support services and strategies.</p>		
What are the tasks required to achieve these outcomes?	Target Date:	Proposed Lead Delivery Team
<ol style="list-style-type: none"> 1. Identify the issues causing delays or preventing disabled ākongā getting information about support. 2. Develop processes to obtain more consistent data about the progress of ākongā with different impairments. 3. Review whether disabled ākongā should require a diagnosis to receive support if they have obvious impairment-related learning support needs. 4. Build strong partnerships with agencies in the disability and wider community who can support disabled ākongā and Te Pūkenga staff. 5. Develop nationally consistent policies, procedures and guidelines for inclusive teaching practices, learning support and assessment. 6. Design monitoring processes to ensure these systems are making a difference for disabled ākongā and Kaiako (teaching and support staff). 	<p>2023/24</p> <p>2024/25</p>	<p><u>Lead Team</u> Learner Wellbeing and Services.</p> <p><u>Support Teams:</u> ADI (AKO framework, Funding and Policy). Operations (ICT/ISSP). LJ&E (Learner Insights & Evaluation). LJ&E (Learner & Whānau Engagement). To be confirmed</p>
Possible Annual Metrics		
<ol style="list-style-type: none"> 1. No. of disabled ākongā identified at enrolment. 2. % of disabled ākongā accessing DSS, compared to enrolment. 3. Te Pūkenga Learner Satisfaction Surveys identify progress with resolving these barriers or requiring further work. 4. % Retention rates throughout the learner journey for disabled ākongā. 5. % of course success rates for disabled ākongā. 6. No. of solutions identified and addressed. 7. No. of agency partners. 8. Evidence collected by Subsidiary Equity Funding Reports: No. declaring when enrolling or re-enrolling. Disabled ākongā accessing disability support services. Number on a waitlist. Estimated cost of supporting disabled ākongā. No. of staff specifically supporting disabled ākongā. No. of general staff providing support. Independent advocacy. Impairments of those accessing disability support services. No. of learning supports provided by category. Main challenges. Highlights/successes. Initiatives developed to support disabled ākongā. Emerging needs of disabled ākongā. 		

Objective 4: Information and communication access that considers disabled ākonga who require this in alternate formats and use assistive technology

What outcomes do you want to achieve with this activity?		
<ol style="list-style-type: none"> Digital strategies and platforms across the Te Pūkenga network are accessible for all disabled ākonga and consider those using assistive technology and those involved with work-based learning. Key information and communication that disabled ākonga require is accessible to those with different impairments who require this in alternate formats and who use assistive technology, including those involved with work-based learning. The barriers to online and other learning for those disabled ākonga with limited computer literacy skills, access to devices, wifi and data for online learning are resolved. This considers those with specific learning disabilities, the Deaf community, those with neuro-diverse and other conditions, etc. 		
What are the tasks required to achieve these outcomes?	Target Date:	Lead Delivery Team
<p><u>Implementing the Accessibility Charter Programme</u></p> <ol style="list-style-type: none"> Senior Te Pūkenga kaimahi attend a webinar about the Accessibility Charter. Training and guidelines created for Te Pūkenga kaimahi about accessible information/communication. Determine the process for implementing the Accessibility Charter across the Te Pūkenga network. Determine the infrastructure required to provide information in alternate formats across Te Pūkenga. New and existing projects are identified. This should include the digital strategy, structures for creating alternate formats and what is required to support Kaiako. Design monitoring processes to ensure these systems are making a difference for disabled ākonga and Kaiako (teaching and support staff). 	<p>2022/23</p> <p>2023/25</p>	<p><u>Lead Team</u> Comms & Marketing. Lead: Graham Bethuen.</p> <p><u>Support Team:</u> Operations (P & C), (ICT/ISSP). To be confirmed</p>
Possible Annual Metrics		
<ol style="list-style-type: none"> No. of AC webinars and resources provided. No. of senior staff and subsidiary Kaiako completed AC training. Measure of confidence from the training (1 – 5 DC Score at Start/Afterwards). % of Kaiako feeling confident providing accessible info. AC Project Sponsor & Team Appointed. Implementation Plan developed. No. of AC Champions. Infrastructure and resources required to provide information in alternate formats determined. No. of new and existing projects and progress identified to determine further work required. No. of solutions identified and addressed. Te Pūkenga Learner Satisfaction Surveys report improvement in accessible information and digital platforms. 		

What are the tasks required to achieve these outcomes?	Target Date:	Lead Delivery Team
<p><u>Digital Strategy and Assistive Technology Infrastructure</u></p> <p>As part of the Accessibility Charter Programme:</p> <ol style="list-style-type: none"> 1. Guideline are created for all Te Pūkenga subsidiaries to review their digital strategies and platforms to ensure this is accessible for all disabled ākonga. 2. Determine how accessible these platforms are for disabled ākonga, what would make a difference for them and the resources required to resolve issues. 3. Explore the current use of assistive technology by disabled ākonga across the Te Pūkenga network, including how assistive technology could be tested across Te Pūkenga and pockets of good practice. 4. Over time build an accessible assistive technology infrastructure across the Te Pūkenga network for disabled ākonga with different impairments to use. 5. Develop and implement a Te Pūkenga digital strategy implementation plan for disabled ākonga. 6. Monitor progress and the impact on disabled ākonga. 	<p>2022/23</p> <p>2023/25</p>	<p><u>Lead Team</u></p> <p>Strategy and Information Ops</p> <p>Lead: Clarke Raymond</p> <p><u>Support Team:</u></p> <p>Operations (People & Culture)</p> <p>Operations (ICT/ISSP)</p> <p>To be confirmed</p>
<p>Possible Annual Metrics</p> <ol style="list-style-type: none"> 1. No. webinars/resources about accessible digital platforms/assistive technology. 2. No. of IT senior staff completed this training. 3. No. subsidiary IT staff completed this training. 4. Measure of confidence from IT training (1 – 5 DC Score at Start/Afterwards). 5. % IT staff confident about implementing accessible digital platforms/assistive technology. 6. % of Te Pūkenga subsidiaries reviewed their digital platforms. 7. Digital Platform & Assistive Technology Implementation Plan developed: <ul style="list-style-type: none"> • No. of solutions identified/addressed • Explored current use of Assistive Technology, across network. 8. Reviewed in partnership with disabled ākonga & DSS kaimahi (staff). 		

Objective 5: Create safe environments to provide personal information about an impairment

What outcomes do you want to achieve with this activity?		
<ol style="list-style-type: none"> 1. More disabled ākongā are comfortable to enrol with Disability Support Services and provide impairment-related information, so they can get the right learning support and overcome their fear of doing this. 2. All subsidiaries use a consistent set of enrolment questions to identify impairment-related learning support needs, including those in work-based learning environments. 		
What are the tasks required to achieve these outcomes?	Target Date:	Proposed Lead Delivery Team
<ol style="list-style-type: none"> 1. Work with NDSA on how to create safe environments for disabled ākongā to provide impairment-related information. 2. Create consistent set of impairment related enrolment questions used across Te Pūkenga. 3. Develop and implement guidelines on how to create safe environments for disabled ākongā. 4. Design monitoring processes to ensure these systems are making a difference to disabled ākongā. 	2023/24	<u>Lead Team</u> Learner Wellbeing and Services. <u>Support Teams:</u> ADI (Enrolment). To be confirmed
Possible Annual Metrics		
<ol style="list-style-type: none"> 1. No. of disabled ākongā declaring impairment at enrolment. 2. % of disabled ākongā accessing disability support services. 3. % of subsidiaries using consistent enrolment questions. 4. % of subsidiaries implementing guidelines. 		

Objective 7: Creating an accessible physical environment for disabled learners

What outcomes do you want to achieve with this activity?		
The physical environments that Te Pūkenga disabled learners study or train in are accessible.		
What are the tasks required to achieve these outcomes?	Target Date:	Proposed Lead Delivery Team
<ol style="list-style-type: none"> 1. Regular physical access audits for new and altered buildings. 2. Develop Annual Physical Access Plans across the Te Pūkenga network. 3. Commit funds to improve physical access; in partnership with disabled ākonga/disability support kaimahi. 4. Determine whether the funding required to complete this work is sufficient and whether further advocacy is needed with TEC and other funders. 	2023/25	<u>Lead Team</u> Capital Assets (Facilities) and Capital Asset Management Strategy (CAMS). <u>Support Teams:</u> Finance. LJ&E (Learner Insights and Evaluation). To be confirmed
Possible Annual Metrics		
<ol style="list-style-type: none"> 1. % of subsidiaries with Annual Physical Access Plans where they have: <ul style="list-style-type: none"> • Committed funds • Partnered with disabled ākonga and disability support staff (kaimahi). 2. No. of physical access audits of new and altered buildings and physical access routes. 3. Te Pūkenga decides whether more funding is required to complete this work and if further advocacy is required. 		

Objective 8: Ensuring the funding model and other support removes barriers for disabled ākonga who face financial hardship and who have high supports needs

What outcomes do you want to achieve with this activity?		
<ol style="list-style-type: none"> 1. Funding allows the learning support needs of Te Pūkenga disabled ākonga with high support needs to be met. 2. Consistent withdrawal policies exist across the Te Pūkenga network that allow withdrawal without academic or financial penalty if ākonga withdraw because of an impairment. 		
What are the tasks required to achieve these outcomes?	Target Date:	Proposed Lead Delivery Team
<ol style="list-style-type: none"> 1. Advocating for more funding to address increasing demand and support those with high support needs. 2. Negotiate national purchasing arrangements across Te Pūkenga – assessments, assistive technology, etc. 3. Develop nationally consistent policies and procedures so disabled ākonga are not disadvantaged financially if they study part-time, withdraw or don't pass all their courses due to an impairment. 4. Design monitoring to ensure that these support systems are making a difference for disabled ākonga. 	2023/25	<u>Lead Team</u> LJ&E (Learner Insights and Evaluation). LJ&E (Learner Wellbeing and Services). <u>Support Teams:</u> Finance. To be confirmed
Possible Annual Metrics		
<ol style="list-style-type: none"> 1. No. disabled ākonga across the network, particularly those with high support needs. 2. % of Subsidiary TEC Equity funding reports that identify more funding required to support disabled ākonga. 3. Nationally consistent: <ul style="list-style-type: none"> • Bulk arrangements for assessments, Assistive Tech, etc. • Policies for those facing financial hardship. 4. Learner Satisfaction Surveys report improvement in support for these ākonga. 		

Objective 9: Disabled ākongā have equitable access to vocational learning pathways and employment

What outcomes do you want to achieve with this activity?		
All Te Pūkenga disabled ākongā have equitable access to vocational learning pathways and support that leads to employment.		
What are the tasks required to achieve these outcomes?	Target Date:	Proposed Lead Delivery Team
<ol style="list-style-type: none"> 1. Resolve the barriers for disabled ākongā who don't have equitable access to vocational learning pathways including those with learning (intellectual) disability, some Deaf people, with SLD, neuro diverse conditions, etc. 2. Develop partnerships with disability employment agencies to create more employment opportunities for disabled ākongā. 3. Create training, support and resources for WBL staff who support employers and disabled ākongā with work-based training, to ensure they are disability confident. 4. Find out what employers needs to support disabled ākongā and create these support systems. 5. Design monitoring processes to ensure WBL kaimahi and employers feel disability confident and the disabled ākongā are receiving the right impairment-related learning support to succeed with work-based training. 	2023/25	<p><i>Vocational Pathways:</i> <u>Lead Team</u> Academic Delivery. Partnerships & Equity.</p> <p><u>Support Teams:</u> Work Based Learning.</p> <p><i>Employment: <u>Lead Team</u></i> Employer Journey and Experience. Work Based Learning.</p> <p><u>Support Teams:</u> Partnerships & Equity.</p> <p>To be confirmed</p>
Possible Annual Metrics		
<ol style="list-style-type: none"> 1. No. of projects to resolve the barriers for disabled ākongā who don't have equitable access to vocational learning pathways. 2. No. of people with learning (intellectual) disability, some with SLD and neuro diverse conditions completing further study. 3. No. of disabled ākongā in WBL receiving impairment related learning support. 4. No. of training programmes and resources for WBL staff and employers. 5. No. of WBL staff and employers completing this training. 6. Measure of DC change through this training (1 – 5 DC Score at Start/Afterwards). 7. % of WBL staff and employers feeling DC to support disabled ākongā. 8. No. of links between DSS & WBL staff established. 9. % Retentions rates for these WBL ākongā. 10. No. of partnerships with Disability Employment Agencies across the Te Pūkenga network. 11. % of Graduate Destination Surveys with disabled ākongā who have a job or are doing further study. 		

Building an Infrastructure to Ensure Disabled Ākonga Receive Consistent Support Across the Te Pūkenga Network

Summary of Key Actions

What outcomes do you want to achieve with this activity?					
A consistent infrastructure is developed across the Te Pūkenga Network that enables all Kaiako (teaching and support staff) to be 'disability confident' and to provide effective impairment-related learning support for all disabled ākonga.					
What are the actions required to achieve this outcome?	2022	2023	2024	2025	2026
<u>Key Priorities Project Areas for 2022/23</u>					
1. Disability Action Plans at both the strategic and subsidiary levels to resolve the barriers identified in the Te Rito report for disabled ākonga.					
2. Determine the resources required to implement this strategy and infrastructure.					
3. Determine how the needs of disabled ākonga are considered in the Operating Model on an ongoing basis.					
4. Determine how to develop an active partnership with disabled ākonga with different impairments					
5. Determine what is required to ensure Kaiako (teaching and support staff) are disability confident across the Te Pūkenga network and have consistent ongoing training and resources to assist them to effectively support disabled ākonga with online and other teaching, learning and assessment.					
6. Decide how to implement the 'Accessibility Charter Programme' across the Te Pūkenga network to improve information and communication access for disabled ākonga.					

What are the actions required to achieve this outcome?	2022	2023	2024	2025	2026
7. Decide how to ensure the digital strategies/platforms, software and computer technology across the Te Pūkenga network is accessible to disabled ākonga with different impairments and who use assistive technology.					
8. Develop consistent enrolment questions for disabled ākonga and guidelines for creating safe environments to provide information.					
9. Develop consistent support systems to assist ākonga with mental distress across the Te Pūkenga network.					

Possible National Targets Across the Te Pūkenga Network Over the Next 3-5 Years

1. Successful programme/qualification achievement for disabled ākonga increases from the current X% to the targeted Y% by the end of 2025-27.
2. Increased proportion of enrolments for disabled ākonga.
3. Increased proportion of disabled ākonga in work, one year after graduating.
4. Increased proportion of disabled ākonga in further study, one year after graduating.
5. Increased retention throughout the learner journey for disabled ākonga.
6. Increased disabled learner health score (learner express being engaged, connected, included, and satisfied. Having wellbeing and equitable access)
7. Increased proportion of disabled staff employed at all level across the Te Pūkenga network.