

Disability Inclusion Action Plan

2025–2029

Easy Read



How to use this plan



We are TAFE NSW, Australia's largest
Vocational Education provider.



We wrote this plan.

In the plan some words are in bold.

We explain what these words mean on page 20.

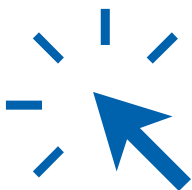


There will be pictures to help explain things.

You can ask people you trust to help you read
the plan.



This is an Easy Read summary of the
Disability Inclusion Action plan. It includes
the most important ideas.



You can find the other plan on the
[TAFE NSW website](#)

What is in the plan

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Acknowledgement of Country



We respect Aboriginal and
Torres Strait Islander peoples.

They are the **traditional** owners of this land.

We say sorry for past wrongs.

We want to learn from and work with them.

© Amy Allerton, contemporary Aboriginal Artist of
the Gumbaynggirr, Bundjalung and Gamilaroi nations.

About this plan



This plan is called the Disability Inclusion Action Plan.

This plan helps people with disability.



We want TAFE NSW to be a place where everyone feels:

- welcome to learn and work
- like they belong
- included



Our Disability Inclusion Action Plan 2025-2029 is about making our learning and workplaces safe and accessible.

The laws that apply



We have a law in NSW called the Disability Inclusion Act 2014.

This law explains the rules that everybody must follow.



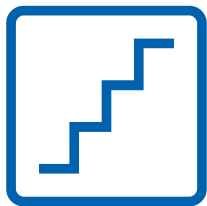
This law also says that everybody must treat people with a disability fairly in NSW.

Social Model of Disability



Disability is not an **individual** problem.

Barriers are the problem. Barriers are things that make life hard for people with a disability.



Some barriers are:

- buildings with stairs and no ramps
- websites that are hard to read
- people having unfair ideas about disability



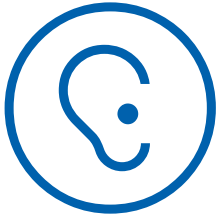
We want to take away those barriers.

Taking away barriers for people with a disability is the Social Model of Disability.



TAFE NSW will use the Social Model of Disability.

How we made this plan



We heard from our students, **staff** and community members.

We talked to people, did **surveys** and group discussions to gather information.

We used what people said to make our Plan.



We learned how we can make TAFE NSW more **accessible**.



We learned how we can be more **inclusive**.

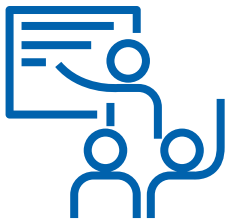


We learned how we can be safer.

Our journey with disability



We have been helping people with disability for many years.



We have teachers called Disability Teacher Consultants.

They help students with disability.



We help students from different backgrounds.



We help people who work at TAFE NSW.

We provide support so everyone can be safe at work.



We gave more jobs to people with disability.

We teach our staff about how to help people with disability.

What we will focus on

This plan has 4 main goals:



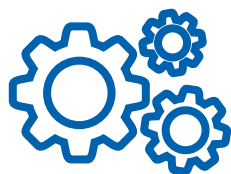
1. Attitudes and Behaviours



2. Employment



3. Liveable Communities



4. Systems and Processes

We explain our 4 main areas on the next pages.

1. Attitudes and Behaviours

We want to:



- train our leaders to help make TAFE NSW more inclusive for people with disability



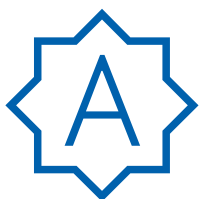
- teach staff to use words that are easy to understand and make everyone feel included



- help staff learn how to support people with disability



- make sure everyone can attend events in person and online



- make information easy to read

2. Liveable Communities

We want to:



- make sure our **campuses** are safe and easy to get around



- make signs easier to read



- improve how we respond to emergencies



- create quiet spaces for work and study



- ensure TAFE NSW campuses are safer

3. Employment

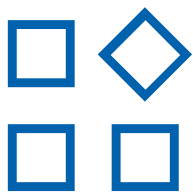
We want to:



- hire more people with a disability at TAFE NSW and help our staff with disability to have leadership jobs



- make sure the hiring process is accessible



- provide staff with disability the tools they need to do their job



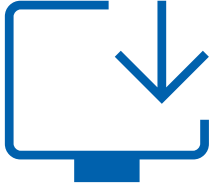
- keep a record of what students and staff with disability need to work and study



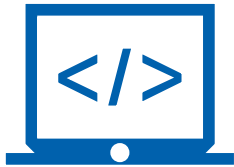
- train our leaders on inclusive practice

4. Systems and Processes

We want to:



- provide easy to use tools and technology for people with disability



- follow rules that help make websites and online content accessible



- ask people with disability to test and share their ideas on new system and processes



- make sure people can access everything they need online



- have an easy and safe process for people with disability to give feedback or make a complaint

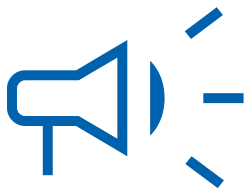
Making sure our plan works well



We will check if we have done what we said we would do.



We will ask people what they think.



We will share our work.



We will report to the government.



Every year we will show how we are doing on our plan.

TAFE NSW stories



Seth Leggatt was the first blind person to attend Bradfield Senior College.

He is proud because he finished studying.

The staff at TAFE NSW helped him a lot.

Seth is happy he can do things on his own now.

Seth says with the right help, anyone can reach their goals.



Ashlee Miller is a proud Wiradjuri woman living and working on Darkinyung Country.

Ashlee studied hard and became a support officer at TAFE NSW.

She supports Aboriginal and Torres Strait Islander students studying at TAFE NSW.

Ashlee believes in being strong and helping others.

Ashlee is proud to be a role model.

She is proud to make a difference in her community.



Steve Lyons has a physical disability.

He works at TAFE NSW and has done a lot in his life.

At first, Steve did not get the help he needed.

He started to use a keyboard he could use with one hand.

This made a big difference.

TAFE NSW made some changes to help Steve.

Steve believes that inclusive changes at work can make life better.

Changes can make work feel like home.



Brittany Cvetkovski loved her time at TAFE NSW.

She met new people and made friends.

She worked in the Mini Woolies shop at TAFE NSW Loftus.

She gained lots of skills.

This helped her get a job at Woolworths.

Cathy Sammut was her teacher. She helped her lots.

Brittany is thankful for all the help she got.



John J Fardoulis had trouble at school.

When he was older he found out he has Autism.

John's eyesight got worse as he got older.

He wears glasses and uses special tools to help him read.

John started working at TAFE NSW and loves his job.

John is now Lead Universal Design.

He helps make sure what people need to read is accessible to everyone.

Word list

The list explains what the **bold** words in this plan mean.



Accessible

When an organisation is accessible, it is easy to

- use services
- move around



Acknowledgement

We show respect to the owners of this land.



Campus

The TAFE NSW buildings.



Inclusive

Be included.



Individual

A person.



Staff

People who work at TAFE NSW.



Survey

When we ask people questions about what they think.



Traditional

The first owners of Australia.



Vocational Education

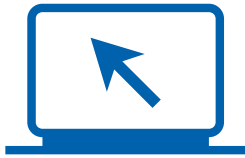
Vocational Education teaches you skills for a job.

Contact



If you would like to talk to us, you can:

Send us an email at diap@tafensw.edu.au



Visit us on the [Disability Inclusion and Action Plan](#) page on the TAFE NSW website.