



NEW ZEALAND ACADEMIC & LEARNING INSTITUTE

## NZALI Disability Action Plan 2025-2029

Last reviewed 6 March 2025

**CONTROLLED DOCUMENT**

Obtain master version  
from CEO

For: NZALI Staff

Purpose: To state NZALI's approach towards staff and learners with physical, sensory, intellectual, or mental health disabilities; and to lay out an action plan for continuous monitoring and improvement.

Contact: If you have any questions or concerns related to this process, please contact the Director of Studies (DOS).

### **Objective:**

To create an inclusive and accessible environment for all individuals, regardless of physical, sensory, intellectual, or mental health disabilities. NZALI is committed to promoting equality, dignity, and respect for all, striving to remove barriers and ensure that individuals with disabilities have equal access to our services, programmes, and opportunities.

### **Scope:**

This plan outlines strategies to address potential discrimination (intentional or unintentional) and improve outcomes for disabled learners throughout their education journey. This Disability Action Plan (DAP) assists us in better meeting the objective of providing high-quality educational services to the whole community.

### **Legislative Framework:**

NZALI's DAP supports the government's commitment to the United Nations Convention on the Rights of Persons with Disabilities. The intent of the Convention is to promote and protect equality of access – physical, informational, and attitudinal. Creation of a DAP also supports New Zealand Government expectations under the Tertiary Education Strategy (TES), specifically Objective Two: Barrier-free access.

### **A Definition of Disability**

The New Zealand Disability Strategy states that “disability is not something individuals have. What individuals have, are *impairments* (they may be physical, sensory, neurological, psychiatric, learning or other impairments).”

Therefore, “disability is the process which happens when one group of people create barriers by designing a world only for their way of living, taking no account of the impairments other people have.”

### **The Kia Ōrite Toolkit**

The Kia Ōrite Toolkit is a New Zealand code of practice to achieve an inclusive and equitable tertiary education environment for disabled learners. Overall, the aim of the Kia Ōrite Toolkit is to assist all staff to become more disability confident and for managers and wider staff to take more responsibility for implementing the toolkit’s best practices, a disability action plan, and the support of disabled learners.

[Kia Ōrite Toolkit | Achieve](#)

### **Notes on Discrimination:**

Disabled people may complain to the Human Rights Commission if they feel that they have been discriminated against on the grounds of disability. Discrimination occurs when a disabled person is treated unfairly or less favourably than someone else, for example a non-disabled person, and such treatment cannot be justified.

However, not all discrimination is unlawful. The Human Rights Act states that discrimination will not be unlawful where, for example, eliminating all discriminatory practices would be unreasonable in the circumstances.

### **A Note on Complaints:**

Development of a DAP will ensure that, in the event a complaint is made, NZALI can confidently demonstrate that complex issues like 'unjustifiable hardship' have been considered in partnership with disabled learners.

### **Plan Review**

The DAP will be reviewed annually to ensure its effectiveness and relevance, and measure our progress against the best practice standards in the Kia Ōrite Toolkit

The best practice standards include

1. Institutional barriers and the impact of these on disabled learners are identified and reported by senior management through the disability action plan monitoring.
2. There are a range of monitoring and evaluation systems to measure progress with goals and targets to remove these barriers to participation, retention, and achievement of disabled learners.
3. Effective systems are in place to provide a forum to raise, discuss, and advocate on issues affecting disabled learners.

### **Promoting the DAP**

The DAP of a TEO must include provisions relating to the promotion and championing of the plan. You must ensure the latest version (or draft in progress) of your DAP is available on publicly-facing web pages, clearly labelled, in accessible formats and easily found in search results.

## **Communication and Training**

The DAP of a TEO must include provisions relating to the communication of policies and programmes to, and training [of], persons within the TEO.

### **Objectives and Actions**

#### **Objective 1: Become Disability Confident**

**Purpose:** Enhance staff understanding of disability issues, and improve practices across academic and pastoral support services.

#### **Actions and Timeframes:**

- 1. Launch a Disability Awareness Campaign (Q1 2025):**
  - Share student and staff stories during staff/leadership team meetings.
  - Highlight good practices by staff through internal communications.
  - Establish an "Inclusive Practice Excellence Award" at programme celebrations.
- 2. Provide Guidance and Training for Staff (Q1–Q3 2025):**
  - Educate staff on legal obligations under relevant disability legislation.
  - Invite guest lecturers to discuss disability-related topics.
  - Train staff in creating supportive and welcoming spaces for disabled students.
  - Promote Universal Design for Learning (UDL) [The UDL Guidelines](#) and inclusive teaching practices.
  - Guide staff on developing accessible learning resources.
  - Address common barriers to student participation and success.
  - Train staff to provide reasonable culturally appropriate support.

#### **Objective 2: Implement Inclusive Policies and Procedures**

**Purpose:** Foster an environment where administrative and systemic barriers are minimised, enabling equitable participation without repeated disclosure of disabilities.

#### **Actions and Timeframes:**

- 1. Policy Development and Updates (Q1–Q4 2025):**
  - Revise policies to ensure accessible learning environments, assessments, and curriculum.
  - Update guidelines for alternative arrangements for tests and exams if required.
  - Review complaints, appeal, and disciplinary procedures for accessibility.
  - Enhance selection and admission processes for specific entry programmes.
  - Ensure procurement of accessible technologies and platforms.
- 2. Accessibility of Policies and Guidelines (Q3 2025):**
  - Make all policies available in accessible formats.
  - Engage disabled students in policy development and review processes.
- 3. Inclusive Practices Across NZALI training venues (Q4 2025):**
  - Ensure classroom accessibility and inclusive teaching practices.
  - Develop an annual review schedule for physical access and safety.

### **Objective 3: Support Our Students**

**Purpose:** Address gaps in understanding student experiences and provide comprehensive support systems.

#### **Actions and Timeframes:**

- 1. Prospective and New Student Support Plan (Q1–Q3 2025):**
  - Design a prospect and commencement management plan for disabled students.
  - Ensure recruitment materials are accessible and diverse.
  - Provide clear information on available supports during orientation programmes.
  - Seek feedback from current/past learners, to make improvements to the current practices to benefit the future learners
- 2. Foster Student Connections (Q2 2025):**
  - Create opportunities for disabled students to connect and share experiences.

### **Objective 4: Support Our Staff**

**Purpose:** Create a supportive work environment for staff with disabilities.

#### **Actions and Timeframes:**

- 1. Staff Awareness and Experience Evaluation (Q3 2025):**
  - Conduct evaluations focusing on awareness, accessibility, and inclusiveness.
  - Incorporate feedback into NZALI's processes as appropriate.
- 2. Safe and Inclusive Recruitment Practices (Q4 2025):**
  - Review the accessibility of new staff recruitment/application process, and adjust as necessary.

### **Objective 5: Enhance Physical and Technological Accessibility**

**Purpose:** Ensure NZALI's physical and digital environments are accessible for all.

#### **Actions and Timeframes:**

- 1. Physical Access Improvements (2025–2026):**
  - Conduct an annual review of physical access and safety procedures on NZALI training venues and staff (office) premises.
  - Make key access information available online and in accessible formats.
  - Improve health and safety procedures to address the needs of disabled students.
- 2. Digital Accessibility (2025–2027):**
  - Ensure all NZALI websites, platforms, and tools meet accessibility standards.
  - Provide training on creating accessible digital content for staff.

### **Implementation Steps and Timeframes**

- 1. Assessment of Current Situation (Q1-Q2 2025):**
  - Conduct an accessibility audit of facilities, policies, and services.
  - Gather feedback from students, staff, and external disability advocates.
- 2. Development and Stakeholder Collaboration (Q2–Q3 2025):**
  - Collaborate with learners, staff, and advocates to finalise the action plan.

3. **Training and Awareness (Q2–Q4 2025):**
  - Implement comprehensive training programmes for staff.
4. **Plan Dissemination (Q3 2025):**
  - Share the plan across all staff, ensuring accessible formats for all.
5. **Monitoring and Evaluation (2025–2029):**
  - Establish annual reviews of progress.
  - Adjust the plan based on ongoing feedback and outcomes.

**Key Performance Indicators (KPIs):**

- Percentage of staff completing disability awareness training.
- Number of inclusive policy updates implemented.
- Increase in satisfaction scores among disabled students and staff (via surveys).
- Reduction in reported barriers to accessibility.
- Improvements in the accessibility of physical and digital infrastructure.

References:

Guidance for TEOs [DAP-Guidance-for-TEOs-March-2024.docx](#)

Kia Orite toolkit [Kia Ōrite Toolkit | Achieve](#)