

Templates Examples

Contents

About the Template Examples	2
Example Template 1: Student Support/Learning Plan	3
Example Template 2: Student Support Questionnaire	6
Example Template 3: Student Consultation Meeting Record.....	7
Example Template 4: Exploring Inherent Requirements/Reasonable Adjustments	8
Example Template 5: RTO Analysis when considering Unjustifiable Hardship.....	10
Example Template 6: Student Support Monitoring Record	13
Example Template 7: Documenting Support Needs in a Student Support/Learning Plan (including Consultations, Monitoring and Review	15
Example Template 8: Documenting Reasonable Adjustments on Assessments	17

About the Template Examples

A range of *downloadable and customisable templates* are available to assist you with providing evidence of your practice, and demonstrating how you meet the requirements of the [Disability Standards for Education 2005 \(Cth\) \(DSE\)](#).

These pre-filled template examples demonstrate how they can be completed.

The table below outlines each stage of the template process and which primary templates to use. In some cases, you may need to complete additional templates, listed under 'Additional templates'.

No.	Stage	Primary template	Additional templates
1	Initial engagement with student	Student support / Learning plan	1A.1. Documenting Support needs – Consultations, Monitoring and Review in a Student Support / Learning Plan
2	Student consultation	Student Support Questionnaire	
3	RTO consideration of supports	Student Consultation Meeting Record	Exploring Inherent Requirements / Reasonable adjustments
		Exploring Reasonable Adjustments	RTO Analysis of Reasonable Adjustments
4	RTO and student continued consultation	Student Support Monitoring Record	As student needs change, revert back to Template 2 and recommence consultation process for updated requirements
5	Student Assessment	Documenting Reasonable Adjustments on Assessments	

Example Template 1: Student Support/Learning Plan

Date	07.05.2022
Student name	Tran Yueng
Student ID	5600345
RTO Site	
Training product e.g., qualification/course	FSK20119 – Certificate II in Skills for Work and Vocational Pathways (Release 1)
Initial consultation occurred with whom?	Eric Stroud, title in RTO (e.g., trainer and assessor)
Brief summary of student's strengths	The student has initiated contact to participate in the course. They have clearly communicated their current circumstances and impacts on their studies. They have identified a range of strategies to support their study pathway (e.g., explored computer access at the local library) and completed an introductory course for computer basics. They state they have a goal to do a Certificate III in Business Administration.
Potential impact on learning	Difficulty with accurate and fluent word reading and spelling. Proofreading and editing skills may be limited.
Learning support or reasonable adjustments being requested	May require some additional strategies and monitoring at commencement. Is allowed to use Microsoft Learning Tools during learning and assessment tasks.
Personal emergency response plan required? (To be completed by the WHS/Designated Staff member with student)	Yes/ No (please indicate) Details: N/A
Additional information	The student states they are worried about the online learning component of the course as they are new to computers. They would like some additional support.
Supporting evidence provided	Student provided a letter from their workplace indicating they have been provided with ongoing support in terms of literacy and numeracy over the past two years of their employment.
Next steps	Computer Orientation and Microsoft Learning Tools Session has been arranged for Week 1. Weekly check-in sessions have been scheduled for Term 1 to review progress and assist the student.

CONFIDENTIAL

- The following information is provided to selected staff with the student's permission.
- **Please forward this to staff who will instruct this student throughout their studies.**
- **Staff have a responsibility to consult with the student to negotiate and agree upon reasonable adjustments.**
- This information **must not be disclosed** to a third party without the student's consent.

POTENTIAL IMPACTS ON PARTICIPATION, LEARNING AND ASSESSMENT

- Reading
- Writing
- Organisational skills
- Maths
- Paying attention/staying on track
- Moving/manipulating objects
- Remembering/retention
- Hearing
- Vision
- Sitting for long periods
- Effects of medication
- Moving around
- Managing anxiety
- Dealing with frustration
- Communication
- Computer/digital skills
- Study skills
- Other (provide details below):

POTENTIAL REASONABLE ADJUSTMENTS

Enrolment

- Provide pre-enrolment materials in a different format
- Support or adjustments to complete language, literacy, numeracy and digital (LLND) skills assessment, auditions or entry requirements
- Support or adjustments to participate
- Study load (e.g. part-time or full-time)
- Other (please specify):

Orientation to Microsoft learning tools

Location/venue – classroom and equipment (if applicable)

- Furniture
- Layout
- Seating position
- Scheduling and conducting classes on the ground floor
- Accessibility technology/software/apps
- Assistance dog/guide dog/seeing eye dog:
 - Copy of dog's accreditation papers received
 - Copy of handler's identity card received
- Other (please specify):

In-class support needs

- Attendance arrangements
- Auslan interpreter
- Live captions
- Captions and/or transcripts
- Breaks: student may leave and re-enter the room periodically
- Dietary: student may need to eat in class or take breaks to eat
- External agency or NDIS support person (organised by student)
- Tutor/mentor for apprentice/trainee (e.g. DAAWS)
- Own support (e.g. personal carer)
- Other (please specify):

Additional support

- Study skills training
- Learning support
- Other (please specify):

Learning resources

- Electronic in advance – presentations, resources and materials not available online
- Paper copies – presentations, resources and materials not available online
- Large print (font/size) – presentations, resources and materials not available online
- Class recordings (with permission)
- Photographing of whiteboard/demonstrations (with permission)
- Video recordings of demonstrations (with permission)
- Transcripts from online classes
- Other (please specify e.g. coloured paper):

Assessments/exams/learning activities

- Additional time for assessment tasks (e.g. extensions for due dates)
- Additional time for exam/timed assessable tasks/online quizzes
- Alternative format
- Separate location
- Oral presentation (adjustment)
- Oral answers to questions (if possible)
- Reader
- Scribe
- Group work support
- Vocational placement support
- Practical activities adjusted (e.g. alternative equipment/methodology)
- Other (please specify):

Example Template 2: Student Support Questionnaire

Our registered training organisation (RTO) is committed to assisting you, where it is reasonable, to successfully complete the qualification/course that you are enrolled in.

By advising your RTO trainer and assessor or qualification/course coordinator of your learning support needs, you will help them to provide you with appropriate assistance.

Any information you provide will remain confidential.

Please indicate the nature of the support you think may be appropriate for you. If there is not enough space, please feel free to attach additional pages. Your RTO trainer and assessor or qualification/course coordinator will then arrange a time to meet with you and develop an appropriate learning/support plan.

Student details
Student name: Greg Long
Student ID: 089567
Training product e.g., qualification/course: Certificate IV in Remedial Massage
Commencement date: 18 May 2022
What type of support do you think would assist you to successfully complete your course?
I have a long-term back injury that will affect my ability to stand for long periods of time. I may need scheduled breaks when doing practical sessions.
What types of support and strategies have been helpful when you have studied before?
I do regular exercises and yoga to strengthen my back, use medication to manage pain, and go to physio regularly. I have a stretching routine when I feel my back starting to become painful, and I use an ergonomic chair.
Is there anything else you would like us to know about you as a learner?
I am really keen to do the course because of my own experience and how much I have valued remedial massage. Every now and then I might need to take a day or two off if my back gets bad but otherwise, I am excited about my career change.
I have provided this information for the purposes of seeking learning support and reasonable adjustments during my studies. This information must not be disclosed to a third party without the student's consent.
Student signature: Greg Long
Date: 1 May 2022

Example Template 3: Student Consultation Meeting Record

This record is to be completed by the registered training organisation (RTO) trainer and assessor or course coordinator and is a record of the consultation meeting held with the student to negotiate reasonable adjustments and learning support. This Consultation Meeting Record must identify details of the discussion and any agreed upon reasonable adjustments and learning supports.

Student name	Shanika Tahali
Student ID	0000456
Training product (e.g., qualification/course)	Certificate III in Hairdressing
Date of meeting	12.5.2022
Attendees (name & title)	Shanika Tahali (student) Georgie Gould (trainer & assessor) Slava Growbsky (student liaison)
Record of discussion	Shanika outlined they have limited movement in their right arm and shoulder due to a congenital condition. Shanika indicates they have had remedial treatment over the years, and the current movement span is unchanging. Shanika explains that it is useful to have left-hand access to equipment/resources. Adjustments to the workstation to allow for left-side dominance would be valuable. Course requirements and the required range of movement were discussed. A visit to the hairdressing classroom occurred and Shanika demonstrated how they could meet requirements and how the workstation could be optimised.
Proposed learning supports and reasonable adjustments	Agreed that Shanika would work from a particular workstation throughout their studies and this station would be adjusted to meet their needs. The trainer & assessor will ensure this adjustment occurs when Shanika is scheduled to be in class. They also agreed to continue exploring adjustments should any learning or assessment requirements pose difficulty.
Review date	First Monday of each month.

RTO trainer and assessor or course coordinator declaration

I confirm the proposed learning supports and reasonable adjustments have been discussed with the student and actioned appropriately.

Name Georgie Gould	Signature <i>Georgie Gould</i>	Date 12.05.2022
Name Slava Growbsky	Signature <i>Slava Growbsky</i>	Date 12.05.2022

Example Template 4: Exploring Inherent Requirements/Reasonable Adjustments

This template can be used during the consultation phase to help identify and document conversations about potential barriers and possible reasonable adjustments in a unit of competency. It details suggestions/recommendations of reasonable adjustments and agreed- upon reasonable adjustments to be included in the Student Support/Learning Plan to be implemented by the registered training organisation (RTO) trainer and assessor or qualification/course coordinator.

Note: In this scenario, the student is small-statured.

Student Name: Juha Anjaly				
National unit code and title: SITHCCC001 Use food preparation equipment				
Summary of the intent of the unit: Skills, knowledge and understanding to operate and safely use commercial kitchen equipment to prepare a range of different food types. General food preparation tasks in hospitality and catering organisations. Juha would operate under close supervision with minimal requirement for independence. Follow policies, procedures and instructions.				

Elements/performance criteria or assessment conditions where reasonable adjustments may be required	Training and assessment tasks/methods that may affect a student's ability to complete the requirements	Suggested reasonable adjustments	Does it affect the inherent requirements of the unit? Yes/No	Other comments and considerations
Select food prep equipment	Identify and select equipment May require transfer or placement of equipment Some equipment may be heavy (e.g., industrial mixers/processors/scales)	Lowered workstation Workstation to be allocated closest to equipment store and relevant equipment stored on lower shelf Where possible, have an allocated workstation with stationary equipment already transferred	No	In a workplace, a static/lowered workstation would be reasonable and viable May be some costs associated with lowering or purchasing an adjustable-height workstation, but this would benefit a range of students
Use equipment to prepare food	Assemble and use equipment May require manual dexterity and fine motor skills	Lowered workstation Industrial step to provide access to the sink	No	As above Industrial step is a minor cost

Elements/ performance criteria or assessment conditions where reasonable adjustments may be required	Training and assessment tasks/methods that may affect a student's ability to complete the requirements	Suggested reasonable adjustments	Does it affect the inherent requirements of the unit? Yes/No	Other comments and considerations
	<p>May require transfer or placement of equipment</p> <p>Some equipment may be heavy (e.g., industrial mixers/food processors/scales)</p>	<p>Workstation to be allocated closest to equipment store and relevant equipment stored on lower shelf</p> <p>Where possible have an allocated workstation with stationary equipment already transferred.</p>		
Clean and maintain food preparation equipment	<p>Clean and maintain equipment</p> <p>May require manual dexterity and fine motor skills</p> <p>May require transfer or placement of equipment</p> <p>Some equipment may be heavy cleaning equipment/access to industrial sinks and tap mixers</p>	<p>Lowered workstation</p> <p>Industrial step to provide access to the sink</p> <p>Workstation to be allocated closest to equipment store and relevant equipment stored on lower shelf</p> <p>Where possible, have an allocated workstation with stationary equipment already transferred</p> <p>Ergonomic/adjustable cleaning equipment (e.g., shortened mops/lightweight bucket)</p>	No	<p>As above</p> <p>Ergonomic/adjustable cleaning equipment also a nominal cost</p> <p>Any new equipment will need risk assessments carried out and standard operating procedures developed</p>

Comments

Overall, the requested and recommended adjustments appear to be viable with minimal associated costs. They do not unfairly advantage the student and they ensure that the core (inherent) requirements of the unit can be met. Further expenditure is required to purchase an adjustable workstation, but this should be embedded in regular costs as it will benefit other students in the future.

Example Template 5: RTO Analysis when considering Unjustifiable Hardship

This template can be used to document decision making when an RTO determines they will not be providing requested supports or reasonable adjustments.

An adjustment is considered reasonable if it achieves its aim of making sure a student with disability can take part in their education on the same basis as students without disability, and if it balances the interests of everyone affected.

There is no formula for determining unreasonable adjustment. A registered training organisation (RTO) must consider all information available to them in making their decision.

Before an RTO claims unjustifiable hardship, the RTO should:

- Thoroughly consider how the adjustments might be made
- Discuss the issues directly with the student involved
- Consult relevant sources of advice

If an RTO claims unjustifiable hardship, they need to provide evidence to support their decision. This evidence alone will not be a defence to a claim of unjustifiable hardship. An explanation must also be given to the student as early as possible. This document can help outline the RTO decision and reasoning.

Note: In this scenario, the student is Deaf and requires Auslan interpreters and live captioning.

Suggested reasonable adjustment	Resources required to provide the reasonable adjustment	Benefit to the student's participation, in achieving the learning outcomes and independence	How has the RTO considered potential concerns in implementing the adjustment	Alternative/supplementary resources and options considered
Auslan interpreters for onsite sessions.	Interpreters will be required for 20 weeks x 4-hour on-site session per week	The benefit is significant for the student to engage and ensure they are accessing all content, learning, instruction and assessment on the same basis. Minimal alternatives are available.	Minimal impact Cost will impact RTO	Provision of learning materials/resources digitally prior to class and to interpreters. Use of voice-to-text/text-to-speech apps to engage where necessary with trainers & assessors/peers.
Live captioning & transcripts for webinar sessions.	Course is 20 weeks x two 1-hour webinar sessions per week	The benefit is significant for the student to engage and ensure they are accessing all content, learning,	Minimal impact Cost will impact RTO	Provision of learning materials/resources digitally prior to class and to interpreters.

Suggested reasonable adjustment	Resources required to provide the reasonable adjustment	Benefit to the student's participation, in achieving the learning outcomes and independence	How has the RTO considered potential concerns in implementing the adjustment	Alternative/supplementary resources and options considered
	@ \$180 per hour = \$7,200	<p>instruction and assessment on the same basis.</p> <p>Minimal alternatives are available.</p> <p>Could consider using TEAMS for webinars where live captioning and transcription is available.</p> <p>Trainers & assessors would need to ensure timely editing of captions and transcripts to guarantee accuracy.</p>		<p>Use of voice-to-text/text-to-speech apps to engage where necessary with trainers & assessors/peers.</p> <p>Use of TEAMS can be viable where interpreter/live captioning is not available and for individual/incidental meetings.</p>
During studio sessions, the use of voice-to-text/text-to-speech apps to engage with trainers & assessors/peers.	Use of voice-to-text/text-to-speech apps to engage where necessary with trainers & assessors/peers.	As the studio sessions are designed for independent practice and development of products, this is a viable way for the student to facilitate as required desired interactions/communications	Minimal impact	

Supporting evidence

Quote from Auslan Services for provision of interpreting (onsite and online) and provision of live captioning and transcripts.

Analysis

The student has indicated they would prefer live captioning and transcripts for webinar sessions but happy with interpreter for onsite sessions. The quotes for interpretation indicate a significant cost for the RTO. The cost for live captioning and transcription for webinars is lower than the cost of live interpreting for webinars. This meets the student's needs and minimises overall cost. In comparison with the RTOs revenue, and funding received from the state

authority to support learner needs, the percentage of financial impact is marginal. It will require absorption of these costs as there was no budget line.

Unjustifiable Hardship

If your RTO is seeking to claim **unjustifiable hardship** it is recommended that due consideration be given to what each claim would be:

Nature of the benefit likely to accrue if the adjustment is implemented	Nature of the detriment if the adjustment is implemented	The impact of the student's disability/medical condition	Estimated expenditure required for the adjustment to be made by the RTO	Alternative/supplementary resources and options considered

Determination

Requested Adjustments will be provided.

Student declaration

I have been informed about the decision not to provide a requested adjustment, and I understand that this does not alter my legal rights and obligations under the *Disability Discrimination Act 1992 (Cth)* or any other legislation.

Name	Signature	Date
Jia Zarina	<i>Jia Zarina</i>	07/12/2020

RTO trainer and assessor or course coordinator declaration

I confirm the student has been informed of the decision not to provide a requested adjustment, and I understand that this does not alter my legal rights and obligations under the *Disability Discrimination Act 1992 (Cth)* or any other legislation.

Name	Signature	Date
Lennie Bosko	<i>Lennie Bosko</i>	07/12/2020

If a student does not agree with a decision

Where a student does not agree with a decision that has been made by an RTO, they should be directed to either an internal complaints process within the RTO; or that the student may make a complaint to the Australian Human Rights Commission within 6 months of the decision being made.

Example Template 6: Student Support Monitoring Record

The Student Support Plan/Learning Plan must be monitored by the trainer and assessor, qualification/course coordinator or other relevant registered training organisation (RTO) staff at regular intervals (determined at the consultation meeting) to ensure that the support provided is effective and that the agreed outcomes are being met.

Monitoring should include the relevant staff member/s meeting with the student to discuss progress and review the effectiveness of the support plan/learning plan or any other monitoring measure/s as appropriate.

Note: This student has a mental health condition.

Student name	Francis Dulay
Student ID	0986123
Qualification/course	Diploma of Arts
Monitoring frequency (e.g., twice per term, weekly, monthly)	Monthly

Monitoring date	Describe progress including whether the desired outcome/s have been achieved or not	Staff name	Initials
28.01.2022	Met with Francis who stated the first month has been overwhelming with so many new things to get their head around. Generally doing ok and has only missed two classes but notified trainer & assessors. Submitted first assessment but has three assessments due in the next fortnight and has some concerns. Reconfirmed the agreed processes for requesting support or extensions. Mapped out a plan of how to achieve the assessment tasks.	Tim Porter	TP
25.02.2022	Met with Francis. Currently doing ok; however, is overdue for submission of one assessment task. Supported Francis to map out a plan for completing the task and notifying the trainer & assessor of the plan. Francis stated that there is one more assessment task due before the break but feels confident that they will get this completed. Discussed using the break to rest and relax.	Tess Grainger	TG

Monitoring date	Describe progress including whether the desired outcome/s have been achieved or not	Staff name	Initials
25.03.2022	Francis cancelled today's meeting but texted that doing ok with no issues to report.	Tim Porter	TP
28.03.2022	Called Francis to check how they were doing. Frances indicated their mental health was a little problematic at the moment and was having trouble attending classes. Discussed current workload and assessment requirements and mapped out a plan. Indicated that I would inform their trainers & assessors.	Tim Porter	TP
29.04.2022	Met with Francis who indicated they have requested extensions and will use the next break to complete outstanding work. Francis said staff had been supportive and understanding, and appreciated the webinars were recorded so they could catch up when classes were missed. Also finding the extension process was working well and that developing planning strategies was helping.	Tess Grainger	TG

***Note to RTO:** If the student's needs have significantly changed refer back to the *Student Support Questionnaire* to allow the student to consider all the required updates to their learning plan.

Example Template 7: Documenting Support Needs in a Student Support/Learning Plan (including Consultations, Monitoring and Review)

In the absence of a Student Support/Learning Plan this document can be used in initial and subsequent consultations to document the discussions around reasonable adjustments and when considering the development of Student Support/Learning Plan.

Student full name	Horan Huang
Student ID	DD34678
Training product (e.g. qualification/course)	Certificate IV in Financial Services

Date	Note	Staff name/title	Initials
12.05.2022	Met with Horan as they had indicated in the Registration Form, they had a disability. Discussed Horan's requirements. Horan indicated they have some vision impairment that will require use of assistive technologies (e.g., magnifying software, text-to-speech apps); will need colour contrast and large-print materials. It was agreed to meet with the primary trainer & assessor to discuss any potential core (inherent) requirements, barriers or adjustments.	Thea Georgopoulos – Customer Service Officer	TG
14.05.2022	Meeting with Horan and Thea. Explored the course requirements and discussed any potential barriers. Horan explained how their assistive technology worked and indicated this was available on their own device. I indicated this would be workable as the learning content, activities and assessments are online. I do not envisage any barriers to using the technologies. Discussed with Horan how they would like to share this information with the other trainers and assessors. Horan indicated they were happy for me to speak to them to outline the adjustments. I agreed to ensure that all in class resources were made available digitally so Horan could make large-print versions. Also agreed to explore accessing the textbook in digital format from the publishers.	Levi Strauss – Course Coordinator	LS
14.05.2022	Email request sent to Brooks Publishing to seek a digital copy of the textbook.	Levi Strauss – Course Coordinator	LS
17.05.2022	Email confirmation received from Brooks Publishing that a digital copy of the book will	Levi Strauss – Course Coordinator	LS

Date	Note	Staff name/title	Initials
	<p>be made available to Horan Huang and provided details about access.</p> <p>Email forwarded to Horan Huang detailing access provisions.</p>		
19.06.2022	Outlined Horan's requirements and adjustments to the trainer & assessor team at the team meeting.	Levi Strauss – Course Coordinator	LS
25.06.2022	<p>Met with Horan to check that everything was accessible and adaptive. Horan indicated they had accessed the digital copy of the textbook and had been able to access all learning materials so far.</p> <p>Agreed to meet monthly during this first term to check on progress and identify any issues. Emphasised to Horan to contact me if any issues arise in the interim. Provided all contact details.</p>	Levi Strauss – Course Coordinator	LS

Example Template 8: Documenting Reasonable Adjustments on Assessments

Assessment task details (e.g., on the assessment cover sheet):

ASSESSMENT DETAILS

Assessment task title	Design, develop and trial dance sessions
Unit code and title	CUADTM401 Plan and organise dance classes
Qualification code and title	Certificate IV in Dance Teaching and Management
Assessment method	Written
Assessment date	30 June 2022
Additional information (e.g., reassessment, reasonable adjustments being applied)	This student has been granted reasonable adjustments to present this written assessment orally. The same benchmarks will apply using the assessment checklist.
Declaration	I confirm that the agreed reasonable adjustments were / were not (select one) applied.

STUDENT DETAILS

Student name	Theo Faro
Student ID	890456
Student signature	<i>Theo Faro</i>

Assessment instructions

For assessors

If a student has a request or a recommendation for a reasonable adjustment, consider whether the assessment task can be adapted to meet the individual needs without compromising the assessment outcome. Ensure it meets the core (inherent) requirements of the unit of competency. You will be required to consult with the student, documenting the rationale and your intended plan for the adjustments on the assessment tool, including details of how you plan to implement the assessment. Details of the implementation of the adjustment and its outcome should be recorded on the assessment tool following the assessment. Assessors should save all other reasonable adjustment documentation in the individual student file.

For students

If you have a disability and you believe it will impact your ability to participate in the assessment, please talk to your trainer/assessor to discuss your requirements as soon as practical. It may be possible to apply reasonable adjustments to ensure you can participate in the assessment on the same basis as other students.

Assessment outcomes

Assessment adjustments

Yes (based on support plan)
 No

Reasonable adjustment applied (If applicable)	The student conducted their oral presentation on 29 June 2022 at 4 pm.	
Challenges in applying the reasonable adjustments; any supplementary evidence	No challenges were identified. The assessment event took 75 minutes to complete. The student submitted a video of the dance session trial.	

Assessment outcome

Satisfactory
 Not satisfactory

Reassessment details (If applicable)	
Date of reassessment <i>(Attach supplementary evidence from the reassessment)</i>	

Reassessment outcome (if applicable)

Satisfactory
 Not satisfactory

Feedback to student	The oral presentation addressed all the assessment requirements, and the supplementary video evidence strengthened your submission. You have demonstrated comprehensive understanding and ability to plan sessions to meet set objectives and identify instructional approaches that support participation and achievement.	
Student name	Theo Faro	
Student signature <i>I have been advised of the outcome of this assessment</i>	Theo Faro	
Assessor name	Peta Delia	
Assessor	Peta Delia	

signature		
Date	29 th June 2022	

Online Assessment Recording

Where the registered training organisation (RTO) uses the learning management system (LMS) to conduct and record assessment events and outcomes, create a section or commentary box within the assessment tool to reflect the same types of information as provided above.

***Note to RTO:** Please be reminded of the General Obligations for Education Providers outlined in the Reference Sheet.

Disclaimer

The 'supporting students with disability resources' provide guidance on legislation and policy for Registered Training Organisations (RTOs) regarding vocational education and training for students with disability, but they should not be considered legal advice or impose additional legal obligations. RTOs should seek tailored legal advice to understand their specific obligations.

This resource is funded by the Australian Government Department of Employment and Workplace Relations through the Supporting Students with Disability in VET project.