

Students with disability engaging in workplace learning

A quick guide for schools

This guide ensures the processes in place to support a student with disability engaging in workplace learning are aligned to the Workplace Learning Procedures.

Assessing student suitability for workplace learning

Is the student ready for workplace learning?

Yes – The student has been confirmed ready as per section 1.6 of the Workplace Learning Agreement Form and completed the requirements of WorkPRO, or a Work Health and Safety training program that incorporates current and relevant issues from the legislation in the ‘Keeping Students Safe’ section of the Workplace Learning Procedures. Where required, the school has identified strategies and adjustments to support the student during placement. Refer to the Action and Support plan to document these strategies and adjustments.

No – If the student can’t meet the readiness requirements identified in section 1.6 of the Workplace Learning Agreement Form, even after the application of support strategies and adjustments, they can’t yet proceed on work placement.

Is the area of readiness the student not yet able to meet an area the student can improve on?

Yes - Create a skills development plan and revisit the potential of work placement when ready.

No – Explore the situation with other key personnel and support services to ensure all strategies and supports have been considered.

Still no – Explore other ways the student can achieve their workplace learning goals linked to quality life outcomes such as through volunteering, simulated activities, other subject areas, enterprise learning, community options.

Student Pathways

Establishing suitability of a workplace learning provider

Is the employer suitable to provide a workplace learning placement for students with disability?

Yes – The employer has an established relationship with the school and previously been a workplace learning provider for a student with disability. All details in section 2.1 of the Workplace Learning Agreement Form and the safety systems in place in the workplace as detailed in section 2.3 of the Workplace Learning Agreement Form are well known.

Unsure – Key school staff should connect with the employer, even visit the worksite, to assess the suitability for them to be a workplace learning provider for a student with disability.

Assessing a ready student's suitability to a workplace learning provider

Has a pre-workplace learning meeting between the school and workplace learning provider to determine they can accommodate the required strategies and adjustments?

Yes – The following has been discussed and actioned:

- The Action and Support plan providing an overview of the student support needs including any potential support staff.
- The work placement structure timings suitable for the student and recorded in section 2.2 of the Workplace Learning Agreement Form.
- Any transport requirements while on work placement and recorded in section 2.4 of the Workplace Learning Agreement Form.
- Workplace learning tasks the student will be doing including mitigation strategies and required adjustments; and recorded in sections 2.3 and 2.5 of the Workplace Learning Agreement Form.
- Acknowledgement and agreement of the work placement conditions by the workplace learning provider by signing section 3.1 of the Workplace Learning Agreement Form.

No – The school must contact the workplace learning provider to discuss the above requirements that support the student and ensure they are a suitable match to the work placement.

Student and parent/carers expectations

Has a meeting occurred between the school, student, and parent/carers to establish expectations around a successful work placement?

Yes – The following has been discussed and actioned:

Student Pathways

- Confirmation of the work placement structure, risks and mitigation, transport during work placement, and workplace learning tasks as detailed in the Workplace Learning Agreement Form.
- Acknowledge and agreement of the adjustments in place to support the student by signing the Action and Support plan.
- Acknowledgement and agreement of the work placement conditions by the student provider by signing section 3.2 of the Workplace Learning Agreement Form.
- Acknowledgement and agreement of the work placement conditions by the parent or caregiver by signing section 3.3 of the Workplace Learning Agreement Form.

No – The school should meet with the student and parent/caregiver to discuss the above expectations and obligations towards a safe and successful engagement.

Action support plan

The purpose of the action support plan is to ensure that processes have been put into place to support the student while on work placement to be safe and successful. The action support plan allows:

- the student to identify 'for me to be successful I am best supported through' for empowerment and provides the employer with personalised best practice and strategies.
- all support staff involved, either from the school or third-party provider, to agree with the supports being implemented for the student's work placement.
- the recording of any extra information that is not covered in the Workplace Learning Agreement Form.

How can we help you?

A team of field staff are available to work with your school. They can assist in understanding and implementing this guide.

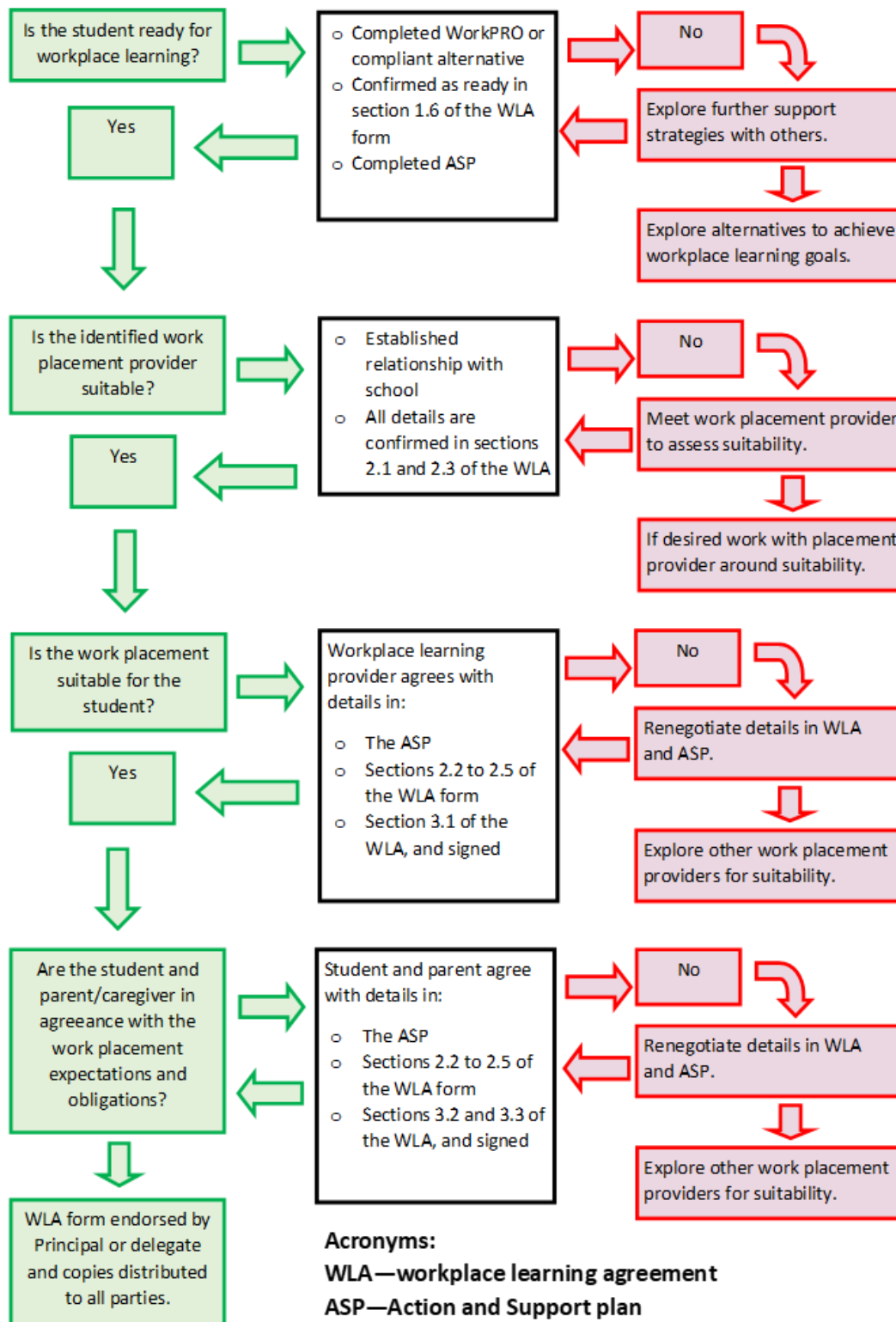
Student Pathways and Careers, Department for Education

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Student Pathways

Quick guide process map— Students with disability engaging in workplace learning



Student Pathways










Action and support plan

Student name:					
Year level		Mobile:		Home phone:	
Email:				D.O.B:	
Workplace name:					
Placement address:					
Contact name:					
Position:		Mobile/Phone:			
Email:					

Examples of adjustments in the workplace

Personal adjustments required beyond the resources and services readily available in the workplace.

Personal examples of the actions and support I need

	Examples of adjustments in the workplace	Personal adjustments required beyond the resources and services readily available in the workplace.	Personal examples of the actions and support I need
Behaviour 			
Cognition 			
Communication 			
Health 			
Hearing 			
Mobility 			
Motor Skills 			
Vision 			
Other 			

Student Pathways

Support contact 1 - Description:			
Name:			
Organisation:		Mobile/phone:	
Support contact 2 - Description:			
Name:			
Organisation:		Mobile/phone:	
Parent/carer name:			
Date:		Signature:	