Australian National University

DISABILITY ACTION PLAN
2020 – 2024

CONTENTS

FORWARD FROM
THE VICE CHANCELLOR

The Australian National University (ANU) has always been a campus which attracts excellent researchers, professional staff and students from across Australia and the world. As Australia's only national university, we have a unique responsibility not only to provide our institution as a resource for the nation, but to represent and lead the conversation around social change, inclusivity and flexibility.

When I became Vice-Chancellor in 2016, I was committed to making ANU a place that represents and welcomes people from all backgrounds and walks of life. Our campus is enriched by the diversity of our community, their stories and experiences underpinning all that we do. This diversity includes Aboriginal and Torres Strait Islander peoples, people from different socio-economic backgrounds, cultural diversity and people with a disability.

While ANU continues to work under the legislative framework of the Federal Disability Discrimination Act, our Disability Action Plan 2020 – 2024 seeks to go further, and acknowledges that the definition of disability has changed over the years and it will continue to evolve. Our Plan encompasses the complexity and diversity of individuals lived experiences, focusing on a social model of disability rather than a medical one. Each person is unique and so our response and support must be flexible and nimble, and it must be informed by our community. This Plan is our commitment to meet these responsibilities.

As part of the Plan, we have five key goals: to ensure ANU policies and plans consider the needs of people with a disability; for ANU to support students by creating accessible and flexible learning environments; for ANU to create and support accessible and flexible work environments for staff; to ensure digital environments and communications are accessible and reflect the diversity of our community; and to create a physical environment which supports people living with a disability.

As part of this Plan, we have looked at ways to innovate not just our policies but the physical environment in which we work and study. The ANU Acton Masterplan is focused on accessible buildings and infrastructure, ensuring that our campus is a place that is both welcoming and inclusive to everyone in our community. We have developed a new training program for staff and students, so that they can understand and support people living with a disability. We have also made a commitment to ensure our communications reflect the diversity of our community, and we are providing these resources through platforms which are accessible to everyone. But there is more we can do and this Plan will be our roadmap to ensure that we achieve our goals.

I am very proud of the work our community is doing to support and implement the ANU Disability Action Plan, and I look forward to seeing these goals not only achieved but surpassed in the coming years.

Brian P. Schmidt AC

Vice-Chancellor and President

THE AUSTRALIAN NATIONAL UNIVERSITY

The Australian National University (ANU) was established by an Act of the Federal Parliament in 1946. Its founding mission was to be of enduring significance in the post-war life of the nation, to support the development of national unity and identity, to improve Australia's understanding of itself and its neighbours, and to contribute to economic development and social cohesion.

Today, ANU is a world-leading university in Australia's capital city, Canberra. Our location points to our unique history, ties to the Australian Government and special standing as a resource for the Australian people. As an education-intensive research institute of international distinction, ANU is committed to excellence and taking a leadership role. The distinguishing culture of ANU is one where the notion of discovery pervades all that we do and recognises that our strength is the sum of the talent and spirit of all of our people.

ANU recognises that commitment to our people carries with it multiple responsibilities in order to give opportunities for staff and students to participate in decision making, to provide attractive, well maintained, accessible and safe work and study environments and to maintain flexible, accessible, responsive and up to date infrastructures.

ANU is committed to achieving equity within ANU and working toward this objective for Australian Society (ANU Strategic Plan 2017 – 2021). In 2019 our objectives for equity included the implementation of the ANU IDEA (Inclusion, Diversity, Equity and Access) Governance Framework to provide support and accountability across ANU IDEA initiatives, ensuring we are able to deliver on providing an equitable, inclusive, diverse and accessible work, study and living environment for students and staff.

As an integral part of the IDEA Framework ANU has committed to the revision and implementation of the ANU Disability Action Plan, which will further inform on the Healthy University Strategy and Action Plan, Gender Equity Action Plan, Respectful Relationships Action Plan, and the Social Inclusion and Diversity Action Plan.

LEGISLATIVE FRAMEWORK

ANU is bound by Federal and Territory legislation and agreed Standards relating to disability and discrimination including, but not limited to, the following:

> Disability Discrimination Act 1992 (Cth)

> Australian Human Rights Commission Act 1986 (Cth)

> Human Rights Act 2004 (ACT)

> Discrimination Act 1991 (ACT)

> Fair Work Act 2009 (Cth)

> Disability Standards for Education 2005 (Cth)

> Disability (Access to Premises - Buildings) Standards 2010

Australia is also party to United Nations conventions which address issues of disability and equality, including the United Nations Convention on the Rights of Persons with Disabilities (2006). ANU will strive to incorporate the principles of this convention into its practice in seeking equity of access and inclusion for people living with disability.

ANU will lodge this Disability Action Plan with the Australian Human Rights Commission. This is a voluntary measure outlined in the Disability Discrimination Act and includes the requirement that the Commission make our Plan publicly available. The Disability Action Plan will be publicly available on our website and actively promoted for the information of new and existing staff and students.

DEFINITION

The ANU Disability Action Plan is guided by the United Nations Convention on the Rights of Persons with Disabilities (2006) that states: "Disability is an evolving concept and … results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others;"

This Plan is intended to meet the needs of all people living with disability, including family and carers of people with disability. This includes those whose condition fluctuates, who may not always be disabled. It includes those with visible and invisible disability, those who disclose and those who choose not to disclose a disability. It includes people living with conditions that they were born with, and people whose disability comes from injury or illness.

ANU is legally bound by the Federal Disability Discrimination Act and the definitions it puts forward and this will necessarily inform many elements of our Disability Action Plan. However, the definition of disability has changed over the years and is continuing to change. In this ANU Disability Action Plan we acknowledge the shift in thinking away from the medical model of disability towards a social model of disability that encompasses the complexity and diversity of individuals lived experiences. This requires a broader scope of consideration and identifies further actions that our organisation can take to effectively facilitate equity in access and inclusion to all our staff, students and visitors living with disability.

Please refer to "Appendix One – Definitions" for a full description of the changing definition of disability from the more medically focussed Federal Disability Discrimination Act, through to the social model of disability described by People With Disability Australia.

LEGEND

ANU	The Australian National University
DAP	The ANU Disability Action Plan
DAPWG	The ANU Disability Action Plan Working Group
IDEA	Inclusion, Diversity, Equity and Access (in context of ANU IDEA Oversight Committee and ANU IDEAGovernance Framework)
PLWD	People/Person Living with Disability which includes individuals with disability, carers, family and friends of people with disability
PWD	People/Person with Disability
WEG	Work Environment Group
WHS	Work Health and Safety

CURRENT CHALLENGES

The ANU Disability Action Plan (DAP) adopts a social model of disability, placing greater emphasis on the need for inclusive practices to be intrinsic to the University's day to day work. This means engaging a broad range of stakeholders who may previously have had limited involvement in activities related to ensuring equity and access for people with disability. To be effective, this will require strong and considered communications, provision of timely and meaningful information and resources and strong leadership from the University management structure.

ANU is challenged by our historical development, as we were a largely devolved institution for many years the frameworks for consistent action and policy implementation relating to responding to people with disability and people living with disability have not always been in place.

ANU is challenged by our built environment. Having the great privilege and responsibility of caring for historically significant buildings and critical natural environments within and around our campuses adds another, often complex, element to consider in developing achievable and appropriate goals towards equity of access.

As in all areas of diversity and inclusion, the actions described in this plan must also be accompanied by a change in culture and attitude across the ANU community and to be fully realised, across our broader community. While there is a strong appetite for positive change at ANU and good work already being undertaken in some areas, changing individual and societal, exclusionary notions and practices is a challenge for us all and is ongoing across the community. The ANU DAP will be a key element in providing the education, policy framework and cultural leadership for further positive changes towards inclusion and equity for people with disability.

PLAN OF ACTION

ANU is committed to achieving best practice in equity of access, inclusion and success for people with disability, and the Disability Action Plan Working Group was formed under the ANU IDEA Framework to achieve that goal. After reviewing the previous Plan and the work of other Group of Eight Universities, the ANU Disability Action Plan was sent for broader consultation and review with key stakeholders across the University (See "Appendix Two – Development" for more details).

Once the Plan was finalised it was sent for formal endorsement from the ANU IDEA Governance Committee and Senior Management Group and then communicated broadly across the ANU community (See "Appendix Three – Communication" for more details).

This Disability Action Plan is intended to be a living document and, in order to keep it relevant, the University welcomes input or feedback from students, staff and visitors about any matter regarding access and inclusion. Please access the ANU Disability Action Plan Working Group website for more information on how to participate at https://www.anu.edu.au/about/governance/committees/disability-action-plan-working-group.

The ANU Disability Action Plan (DAP) has five key focus areas and these are documented below in no order of preference or priority:

> **Policy and Planning** – across ANU, to ensure that all policy and planning processes include consideration and inclusion of people living with disability in order to ensure equitable access to the full experience of university life.

> **Education Provider of Choice** – to continue to attract talented students from around the globe with a diversity of backgrounds and experience and ensure equity for people living with disability in our application and enrolment processes. Ensure accessible learning environments with well promoted and resourced supports for our students living with disability to achieve excellence.

> **Employer of Choice** – to continue to attract and retain talented people with a diversity of backgrounds and experience, including people living with disability. To ensure an accessible workplace that provides equity of access to employment opportunity, employee benefits, conditions and career development. To ensure ease of access to reasonable adjustments, including more flexible work practices, and continue to develop and implement new initiatives to ensure an equitable work environment for staff living with disability.

> **Built Environment** – ensuring that our built environments are accessible for people living with disability; that our built environment continues to meet our legislative requirements for accessibility for staff, students and visitors; and that we have a clear plan, with measureable targets for development towards best practice in inclusive and accessible design for both our new and existing physical environments.

> **Digital Environment** – ensuring that the digital environment of ANU, including internal and external communications, is inclusive and accessible to people living with disability. And that our digital communications environment reflects and promotes the diversity of our staff and student bodies, including people living with disability.

The implementation of the DAP, oversight of the evaluation of its impact and facilitation of the ongoing development of this and future DAP's will be conducted through the ANU IDEA Governance Framework, with regular and ongoing meetings and reporting being conducted through this structure.

FOCUS AREA ONE
POLICY AND PLANNING

Across ANU, to ensure that all policy and planning processes include consideration and inclusion of people living with disability (including individuals living with disability, their carers and family) in order to ensure equitable access to the full experience of university life.

Overview of objectives and actions

1.1 THE DISABILITY ACTION PLAN IS FULLY IMPLEMENTED AND STRUCTURALLY EMBEDDED

1.1.1   Integrate Disability Action Plan strategies into broader strategic and operational plans

1.1.2   Disability Action Plan approved and publicly endorsed by Senior Management Group

1.1.3   The Disability Action Plan Working Group (DAPWG), in partnership with College/Divisional IDEA committees, is established within the IDEA Governance Framework

1.1.4   Scope the resourcing requirements to create a network of Disability Liaison Officers across the university

1.1.5   Develop and implement an ongoing communications plan

1.1.6   Review and promote services available to staff and students living with disability

1.1.7   Review, develop and promote online disability awareness training and other resources for staff and students.

1.1.8   Review existing policy and procedures relating to access and inclusion for people living with disability and address identified gaps.

1.1.9   Clarify ANU commitment to the rights of people with service animals through public communication and updating of policy and procedures

1.1.10   Ensure consistent implementation of Personal Emergency Evacuation Plans

1.2 MONITOR AND EVALUATE THE IMPLEMENTATION OF THE DISABILITY ACTION PLAN

1.2.1   Biennial reports provided to the IDEA Oversight Committee and above

1.2.2   Annual survey to evaluate the impact of Disability Action Plan initiatives

1.2.3   Develop a strategic audit program to prioritise accessibility initiatives

1.3 FURTHER DEVELOP THE CULTURE OF INCLUSIVITY IN THE UNIVERSITY COMMUNITY

1.3.1   Ensure the achievements of staff, students and alumni living with disability are recognised and celebrated

1.3.2   All ANU events follow guidelines for accessible practice

1.4 MARKETING AND COMMUNICATIONS ARE ACCESSIBLE TO ALL PEOPLE

1.4.1   All marketing materials to be accessible and offered in a range of formats

1.4.2   Provide training for staff responsible for marketing and communication on inclusive language and communication principles

1.4.3   Review current communications practices and procedures in light of current understanding of best practice

1.5 POSITIVE LANGUAGE IS EMBEDDED WITHIN UNIVERSITY DOCUMENTS

1.5.1   Develop best practice guidelines and assess their use and effectiveness

Detail of objectives and actions

Objective	Actions	Who is responsible	Outcome Measure	Timeframe for completion
1.1. The Disability Action Plan is fully implemented and structurally embedded.	1.1.1 Integrate strategies in the ANU Disability Action Plan (DAP) into broader strategic and operational plans.	Action Officer: WEG Approval authority: As per policy governance guidelines	Demonstrated updating of policies and practices. Increased use of the language of equality and accessibility in broader policy and procedural documentation from current.	Review policy and practice within 6 months Ongoing annual review
	1.1.2 The DAP will be formally approved and publicly endorsed by Senior Management Group.	Action Officer: Senior Consultant Injury Prevention Approval authority: Senior Management Group	Disability Action Plan developed, approved/ endorsed and published on ANU Website.	At the Senior Managemnet Group meeting immediately following endorsement from the ANU IDEA Oversight Committee
	1.1.3 The Disability Action Plan Working Group (DAPWG), in partnership with College/Divisional IDEA committees, is established within the IDEA Governance Framework with ongoing responsibility to oversee implementation and provide strategic advice on the DAP and on access and inclusion for people with disability.	Action Officer: DAPWG Committee Chairperson Approval authority: PVCUE	DAPWG formalised within the IDEA Governance Framework and clear charter of responsibilities developed in conjunction with IDEA Oversight Committee. College/Divisional IDEA committees incorporate DAP strategic and operational perspectives.	Established within 3 months and ongoing
	1.1.4 Scope the development and resourcing of the role of Disability Liaison Officers to ensure consistency in implementation of the DAP and a streamlined network of action and communication across ANU.	Action Officers: WEG/ DAP Implementation Officer Approval authority: Director Human Resources	Proposal developed on resourcing roles of Disability Liaison Officers and what these roles may entail	Within 12 months
	1.1.5 A communications plan with appropriate roles and responsibilities will be developed for the DAP to ensure stakeholders across the university and community are appropriately engaged to inform disability policy and practice and timely implementation of the DAP.	Action Officer: Senior Consultant Injury Prevention Approval authority: Director Human Resources in collaboration with DVC(A) as appropriate	Clear and consistent communications regarding disability are visible in University documents, publications and promotional material.	Within 6 months

Objective	Actions	Who is responsible	Outcome Measure	Timeframe for completion
	1.1.6 Review and promote the range of services available to staff and students living with disability.	Action Officers: WEG / Associate Director Student Wellbeing Approval authority: Director Human Resources/ DVC(A)	Current suite of services is clearly identified and streamlined where overlap or redundancy is found. Promotion plan for services is developed and in place.	Review within 12 weeks Develop and commence plans for promotion within 6 months
	1.1.7 Review, develop and promote ANU online disability awareness training and other resources for staff and students. Include the use of the ANU website as a platform for promotion and provision of mandatory training on induction.	Action Officers: WEG / Associate Director Student Wellbeing Approval authority: Director Human Resources/DVC(A)	Current suite of training options and online resources is clearly identified and streamlined where overlap or redundancy is found. Promotion plan developed and in place.	Review within 12 weeks Develop plans and commence promotion (and/ or program development) within 6 months
	1.1.8 Review existing policy and procedures relating to access and inclusion for people with disability and their carers to ensure currency and develop new policies or actions where gaps are identified. E.g. Disability Policy, Reasonable Adjustment Guidelines and Procedures, Healthy University Strategy and Action Plan and Mental Health Plan.	Action Officers: WEG / Associate Director Student Wellbeing Approval authority: As per policy governance guidelines	All policies relating to disability access and inclusion are consistent in language, promotion, accessibility and intent.	Within 12 weeks
	1.1.9 Clarify and communicate ANU commitment to the principles of the Disability Discrimination Act as well as our legal obligations in all policy and procedural documents relating to service animals on campus.	Action Officers: WEG / Associate Director Student Wellbeing Approval authority: As per policy governance guidelines	Legal definitions of "service animals" and rights of people using an animal to support a disability is clearly spelt out in all relevant ANU Policy. Facts sheet on service animals on campus developed and available online.	Within 6 months
	1.1.10 Review policy and practices relating to the development of Personal Emergency Evacuation Plans (PEEPS) and ensure consistent implementation across campus.	Action Officers: WEG / Associate Director Student Wellbeing Approval authority: As per policy governance guidelines	Audit demonstrates consistent application of policy and implementation of PEEP's across campus including consideration within regular emergency evacuation drills and assessment of need for additional equipment such as evacuation chairs	Within 12 months

Objective	Actions	Who is responsible	Outcome Measure	Timeframe for completion
1.2 Monitoring, evaluation and review of the Disability Action Plan is ongoing, effective, has clear implementation timelines and clear reporting and feedback mechanisms.	1.2.1 Biennial reports provided to the IDEA Governance Committee to then convey to the Senior Management Group on implementation, progress and outstanding issues for resolution.	Action Officers: WEG Approval authority: Director Human Resources	Appropriate evaluation and review cycle identified. Reports provided on schedule.	Biennial
	1.2.2 Annual survey of staff and students to monitor and evaluate the success of the Disability Action Plan, including measures of the culture of inclusivity within the University. The surveys may also become the capture point for statistical information on staff and students with disabilities.	Action Officers: WEG Approval authority: Director Human Resources	Survey developed and rolled out. Meaningful data collected and utilised in future Action planning.	Survey developed within 6 months. Analysed within 9 months and repeated annually, ongoing
	1.2.3 Development of strategic audit program to review, evaluate, plan and prioritise access to the physical, digital, service and cultural environments of the University.	Action Officers: WEG / Associate Director Student Wellbeing Approval authority: Director Human Resources/ DVC(A)	Appropriate evaluation and review cycle identified and responsibility for completion allocated to appropriate parties.	Within 3 months
1.3 Further develop the culture of inclusivity in the university community.	1.3.1 Develop a communications strategy to ensure the achievements of ANU students and staff and alumni with disability are recognised and celebrated.	Action Officers: WEG / Associate Director Student Wellbeing/ANU Alumni Association Approval authority: Director Human Resources/ DVC(A)	Clearly documented data collection and communication strategy endorsed and implemented.	Within 6 months
	1.3.2 All ANU events including public and recruitment events follow agreed procedures for accessible practice in event management.	Action Officers: WEG / Staff Equity and Diversity Consultant in close collaboration with SCAPA and Facilities and Services Approval authority: Director Human Resources and Director Facilities and Services	Regular evaluation and review of events demonstrates adherence to accessible practice.	Ongoing

Objective	Actions	Who is responsible	Outcome Measure	Timeframe for completion
1.4 Marketing and communications are accessible to all people.	1.4.1 All marketing materials and communications to be accessible and offered in a range of formats.	Action Officers: WEG / Marketing and Communications in close collaboration with SCAPA Approval authority: Director Marketing and Communications	Evaluation and review of documentation for consistent accessible formats.	To be reviewed within 6 months and ongoing annual review.
	1.4.2 Provide training for staff responsible for marketing and communication on inclusive language and communication principles.	Action Officers: WEG/Marketing and Communications in close collaboration with SCAPA and relevant student communications channels Approval authority: Director Marketing and Communications	Documented completion of training by significant percentage of marketing and communications staff	Commencing within 3 months
	1.4.3 Review current communication practices and procedures to ensure currency and best practice inaccessible communications	Action Officers: Marketing and communications team Approval authority: Director Marketing and Communications	Evaluation and review of documentation with ongoing cycle of evaluation and review to maintain currency.	Within 6 weeks
1.5 Positive and enabling language is established and embedded within University policy, procedures and documents.	1.5.1 Development and implementation of best practice guidelines for positive language and appropriate interfaces for all electronic, printed and other materials and resources. Case studies developed to monitor progress. Promotional material for the University will include photos of people from diverse backgrounds, including people with disabilities. Develop best practice guidelines for taking photos of people with disabilities	Action Officers: Marketing and communications team Approval authority: Director Marketing and Communications	Consistent use of positive and inclusive language across all ANU publications and equitable representation of the diversity of our staff and student populations is reflected in imagery as observed through an evaluation and review cycle.	Guidelines developed within 6 months. Rollout and initial review completed within 12 months and then reviewed annually.

FOCUS AREA TWO
EDUCATION PROVIDER OF CHOICE

To continue to attract talented students from around the globe with a diversity of backgrounds and experience and ensure equity for people living with disability in our application and enrolment processes. Ensure accessible learning environments with well promoted and resourced supports for our students living with disability to achieve excellence.

Overview of objectives and actions

2.1   ALL STUDENTS WITH DISABILITY ARE EQUIPPED AND INFORMED TO ACCESS AVAILABLE SERVICES

2.1.1   Services are regularly and strategically promoted to students

2.1.2   All staff in contact with students are aware of services they can refer students to

2.1.3   Student guides to self-advocacy are developed in accessible formats

2.2   PROVIDE A FLEXIBLE AND ACCESSIBLE LEARNING ENVIRONMENT THAT MAXIMISES ACCESS, PARTICIPATION AND SUCCESS FOR ALL STUDENTS

2.2.1   All staff in contact with students have access to disability awareness training

2.2.2   Review policy and procedures around reasonable adjustments and Education Access Plans

2.2.3   Students with disability are regularly invited and always able to provide feedback on the learning environment

2.2.4   Research and address barriers to participation for HDR students

2.2.5   Develop inherent requirement statements for all programs as appropriate

2.3   ENSURE TEACHING STAFF ARE APPROPRIATELY SUPPORTED AND RESOURCED TO IMPLEMENT FLEXIBLE AND ACCESSIBLE TEACHING STRATEGIES

2.3.1   Review current practices and policies, audit resources available to teaching staff and provide additional resources where required.

2.3.2   Audit capacity of Access and Inclusion to support these objectives and provide resourcing where required.

Detail of objectives and actions

Objective	Actions	Who is responsible	Outcome Measure	Timeframe for completion
2.1. Ensure that all new and current students with disability are informed about and equipped to access available systems and support. **Including transitioning to employment programs as well as reasonable adjustment options.**	2.1.1 Support and development services for new, current and graduating students, including those who either develop or disclose a disability after the point of enrolment, are regularly promoted.	Action Officer: Access and Inclusion Approval authority: Deputy Registrar Student Services	Review of existing practices and resources and remediation plan developed where appropriate.	Within 12 months.
	2.1.2 All staff working with prospective and/or newly arrived students will be provided with information about support and development services available for students with disability.	Action Officer: Access and Inclusion Approval authority: Deputy Registrar Student Services	Review of existing practices and resources and remediation plan developed where appropriate.	Within 12 months.
	2.1.3 Guidance material for self-advocacy is developed and made available through a range of accessible formats.	Action Officer: Access and Inclusion Approval authority: Deputy Registrar Student Services	Guidance material available and being accessed.	Within 24 months.
2.2. Provide a flexible and open learning environment that maximises access, participation and success for all students.	2.2.1 Appropriate disability awareness training is made available to all staff who have contact with students. (As per 1.1.7).	Action Officer: Culture and Development Team/ Access and Inclusion/Engagement and Success Approval authority: Deputy Registrar Student Services/ Director Human Resources	Current suite of training options and online resources is clearly identified and streamlined where overlap or redundancy is found. Promotion plan developed and in place. Review of uptake and use by teaching staff is completed.	Review within 12 weeks Develop plans and commence promotion (and/ or program development) within 6 months
	2.2.2 Current practice and policies regarding reasonable adjustments and use and functionality of the EAP is reviewed to ensure efficacy, value and consistency across campus.	Action Officer: Access and Inclusion Approval authority: Deputy Registrar Student Services	Consistent policies in place across campus, feedback from teaching staff and students of efficacy and function of the EAP system.	Within 24 months

Objective	Actions	Who is responsible	Outcome Measure	Timeframe for completion
	2.2.3 Students with disability are regularly invited to provide feedback on services available and readily able to provide feedback at any time.	Action Officer: Access and Inclusion Approval authority: Deputy Registrar Student Services	Increase in feedback received and positive feedback received about communication channels.	Within 24 months
	2.2.4 Research and address barriers to participation for higher degree research students with disabilities in consultation with HDR students living with disability.	Action Officer: Access and Inclusion Approval authority: Deputy Registrar Student Services	Review of current literature and ANU practices around high degree research for students with disability and remedial action plan developed.	Within 24 months.
	2.2.5 Develop clear inherent requirement statements for each program (at a course, major or program level as determined by the local area), to be available to prospective students and the University community, so that students are able to make informed study choices. Including physical and psychosocial demands of the course, major or program.	Action Officer: Access and Inclusion Approval authority: Deputy Registrar Student Services	Inherent requirement statements are completed using consistent language and format and are actively utilised in application and enrolment.	With 24 months across campus.
2.3 Ensure teaching staff are appropriately supported and resourced to effectively implement best practice teaching strategies in relation to access for students with disabilities in a range of activities.	2.3.1 Review current practices and policies and available supports and resources around areas such as, but not limited to, on campus teaching, online teaching, access to fieldwork opportunities and access to laboratories.	Action Officer: Access and Inclusion in close collaboration with Schools and Colleges through local IDEA committee and teaching and learning structure. Approval authority: Deputy Registrar Student Services	Consistent practices across campus. Well-resourced teaching staff and good (measured) uptake of tools and support programs available.	36 months.
	2.3.2 Audit the capacity of Access and Inclusion to support these objectives and provide resourcing where required.	Action officer: Access and Inclusion with support from WEG DAP Implementation Officer Approval authority: Deputy Registrar Student Services	Objective measure of available resources and current capacity to meet objectives allowing clear and effective allocation of resources to achieve same.	Commence within 3 months.

FOCUS AREA THREE
EMPLOYER OF CHOICE

To continue to attract and retain talented people with a diversity of backgrounds and experience, including people living with disability. To ensure an accessible workplace that provides equity of access to employment opportunity, employee benefits, conditions and career development. To ensure ease of access to reasonable adjustments, including more flexible work practices, and continue to develop and implement new initiatives to ensure an equitable work environment for staff living with disability.

Overview of objectives and actions

3.1   PROVIDE A FLEXIBLE AND ACCESSIBLE WORK ENVIRONMENT THAT MAXIMISES ACCESS, PARTICIPATION AND SUCCESS FOR ALL STAFF

3.1.1   Research and implement programs which successfully support staff with disabilities in the workplace

3.1.2   Develop an opt-in database of staff living with disabilities to facilitate timely consultation, the provision of reasonable adjustments and inform resource allocation

3.1.3   Develop an Accessibility Employee Network to facilitate peer support

3.1.4   Develop inherent requirement statements for all schools, colleges or divisions as appropriate

3.2   PROVIDE A SUPPORTIVE WORK ENVIRONMENT THAT MAXIMISES ACCESS, PARTICIPATION AND SUCCESS

3.2.1   Develop a range of resources and training options for staff on supporting staff with a disability

3.2.2   Promote the services that can assist staff with a disability

3.2.3   Develop opportunities for sharing the lived experience and complexities of disability

3.3   DEVELOP A DISABILITY EMPLOYMENT STRATEGY TO ENCOURAGE POTENTIAL EMPLOYEES WITH A DISABILITY TO CHOOSE ANU

3.3.1   Develop and implement a recruitment strategy focussed on people living with disability

3.3.2   Recruitment and hiring processes reflect our commitment to employment of people with disabilities

3.3.3   Human resources teams are trained to give relevant disability related information to applicants

Detail of objectives and actions

Objective	Actions	Who is responsible	Outcome Measure	Timeframe for completion
3.1. Provide a flexible and equitable work environment that maximises access, participation and success for all staff living with disability through the timely provision of reasonable adjustments to the workplace or work tasks, support services and advice.	3.1.1 Research and implementation of programs which successfully support staff with disabilities in the workplace. Sufficient information will be developed to effectively identify staff needs and develop and maintain a database. Including resources for providing equipment, adapting physical spaces, supporting travel and access for service animals.	Action Officers: WEG/DAP Implementation Officer

Approval authority: Director Human Resources | Detailed review and documentation of current best practice to inform future programs or process changes. | 24 months |
| | 3.1.2 Development of an opt-in database of staff living with disability to facilitate timely consultation around reasonable adjustments, to inform resource allocation and ensure prompt provision of any adjustments, support or services required to ensure equity in the workplace. | Action Officers: WEG/DAP Implementation Officer

Approval authority: Director Human Resources | Development of database and appropriate responsibilities for monitoring and responding to this group, as a group and as individuals. | Database available for opt-in within 6 months. |
| | 3.1.3 Development of an Accessible Employee Network to facilitate peer support and to support and encourage the career development of staff living with disability in the workplace. | Action Officers: WEG/DAP Implementation Officer

Approval authority: Director Human Resources | Network established and appropriately resourced as demonstrated by measurable access points of the network and increased anecdotal visibility of the network in relevant forums across campus. | 12 months |

Objective	Actions	Who is responsible	Outcome Measure	Timeframe for completion
	3.1.4 Develop clear inherent requirement statements for each school, college or division as appropriate and as required, including clear reference to the University's commitment to exploring and developing reasonable adjustments at the point of recruitment. Inherent requirement statements to be available to prospective employees and the University community.	Action Officers: WEG/DAP Implementation Officer Approval authority: Director Human Resources	Inherent requirement statements which clearly identify options for reasonable adjustment are completed using consistent language and format and are actively utilised in recruitment.	Statements developed within 24 months across campus.
3.2. Provide a supportive working environment that maximises access, participation and success of staff living with disability and fosters awareness of disability issues among staff.	3.2.1 Development of a range of tools including training, fact sheets and guidelines and learning resources for staff around supporting staff with disabilities. Includes the implementation of compulsory disability awareness training for all staff.	Action Officers: WEG/DAP Implementation Officer Approval authority: Director Human Resources	Training completed by all relevant staff and adequate resources made available.	24 months
	3.2.2 Promotion of the roles of the Access and Inclusion Unit, Human Resources, IDEA Governance Framework and the Employee Assistance Program to increase the knowledge of services available to staff with disability. All staff provided with the appropriate resources to maintain a supportive working environment.	Action Officers: WEG/DAP Implementation Officer Approval authority: Director Human Resources	Training completed by all relevant staff and adequate resources made available.	24 months
	3.2.3 Opportunities developed for staff to learn about and appreciate the lived experience of disability and the associated complexities.	Action Officers: WEG/DAP Implementation Officer Approval authority: Director Human Resources	Case studies telling the story of the lived experience of people with disability from a variety of backgrounds available in a range of forums and formats and being measurably accessed by staff and other stakeholders.	24 months

Objective	Actions	Who is responsible	Outcome Measure	Timeframe for completion
3.3 Develop a Disability Employment Strategy to encourage potential employees with disabilities to choose the University as an employer	3.3.1 Implement a recruitment strategy which incorporates a specific focus on recruiting people living with disability.	Action Officer: Remuneration and Recruitment Services Team Approval authority: Director Human Resources	Recruitment strategy developed and incorporated into University recruitment practices.	24 months
	3.3.2 Recruitment and hiring processes reflect a commitment to employing people with disabilities and continue to develop partnerships with disability employment service providers to create employment opportunities for persons with disability	Action Officer: Remuneration and Recruitment Services Team Approval authority: Director Human Resources	Recruitment processes reviewed and updated where required.	6 months
	3.3.3 Human Resources teams trained to give relevant disability related information to applicants about University policies, facilities, or services.	Action Officers: WEG/DAP Implementation Officer Approval authority: Director Human Resources	Training completed by all relevant staff and adequate resources made available.	24 months

FOCUS AREA FOUR
BUILT ENVIRONMENT

Ensuring that our built environments are accessible for people living with disability; that our built environment continues to meet our legislative requirements for accessibility for staff, students and visitors; and that we have a clear plan, with measureable targets for development towards best practice in inclusive and accessible design for both our new and existing physical environments.

Overview of objectives and actions

4.1 PHYSICAL SPACES ACROSS CAMPUS MEET ACCESS REQUIREMENTS

4.1.1   Develop program of comprehensive and ongoing accessibility audits of all built infrastructure

4.1.2   Develop system of pre-construction accessibility reviews for all new buildings

4.1.3   Audit the capacity of Facilities and Services to meaningfully support these objectives and provide resourcing where required

4.1.4   Develop a prioritised program of building work following consultation with people living with disability

4.1.5   Develop and implement agile and responsive systems for responding to individual physical requirements

4.1.6   Nominate a staff member or team to have responsibility for accessibility policy, procedures, scoping and monitoring of the built environment

4.1.7   Identify and engage accessibility stakeholders and experts to consult when upgrades and new facilities are being considered and planned

4.1.8   Alternative access routes are identified and communicated during building work and other disruptions

4.1.9   Perform comprehensive accessibility audits of ANU student accommodation and develop program of works to ensure accessibility

4.1.10 Audit the requirement of onsite mobility aids and ensure needs are appropriately met

4.1.11 Audit the location and availability of accessible parking and ensure need is met in relation to ongoing building works across campus

4.2 ACCESSIBLE ROUTES ACROSS CAMPUSES AND ACCESSIBLE AMENITIES AND FACILITIES ARE EASILY IDENTIFIABLE

4.2.1   Wayfinding routes on campus clearly marked using appropriate accessible signage

4.2.2   Review emergency evacuation procedures for visitors with disability

4.2.3   Embed information about accessibility into ANU maps

4.2.4   Ensure that ANU Maps and wayfinding resources are produced in accessible formats

4.2.5   All rooms within ANU buildings have tactile, Braille signage and numbers installed

4.2.6   Develop visitor brochure on access at ANU

4.3 SCOPE THE IDENTIFICATION OR CREATION OF SENSORY AND QUIET SPACES ON CAMPUS

4.3.1   Identify existing quiet spaces on campus and their current uses

4.3.2   Consult staff and students regarding the need for dedicated sensory spaces

4.3.3   Develop a costed proposal for meeting the need for sensory and quiet spaces

Detail of objectives and actions

Objective	Actions	Who is responsible	Outcome Measure	Timeframe for completion
4.1. Physical spaces across campuses meet access requirements. Including pathways, access points, buildings, parking, toileting and showering facilities and sensory access.	4.1.1 Program/ schedule developed for ongoing Accessibility Audits of all built infrastructure against current compliance standards of accessibility (scope to be confirmed but may include public transport, bus-stops, accessible parking spaces and locations, taxi drop off points and options for modified "GoGet" cars).	Action Officer: Facilities and Services Project Officer Approval authority: Director Facilities and Services	Initial audit is completed and results documented. Appropriate evaluation and review cycle identified for future.	First audit within 1 year, structured program of partial reviews conducted every 12 months following and full audit completed every 5 years ongoing
	4.1.2 System of pre-construction audits/ review of building designs for accessibility is developed and implemented for any new buildings.	Action Officer: Facilities and Services Project Officer Approval authority: Director Facilities and Services	Process for pre-construction audit is developed and implemented.	System determined within 6 months
	4.1.3 Audit the capacity of Facilities and Services to support these objectives and provide resourcing where required.	Action officer: Facilities and Services with support from WEG DAP Implementation Officer Approval authority: Director Facilities and Services	Objective measure of available resources and current capacity to meet DAP objectives allowing clear and effective allocation of resources to achieve same.	Commence within 3 months
	4.1.4 Following Accessibility Audit and consultation with people affected by disability, a prioritised program of work is developed and implemented subject to funding which may include accessing funds through the Employment Assistance Fund.	Action Officer: Facilities and Services Project Officer Approval authority: Director Facilities and Services	Works program documented and commenced.	Within 6 months
	4.1.5 Development and implementation of agile and responsive systems for responding to individual physical requirements.	Action Officer: Facilities and Services Project Officer Approval authority: Director Facilities and Services	Successful review of current practice of response to individual needs. Updated existing policies to current best practice.	Within 12 months

Objective	Actions	Who is responsible	Outcome Measure	Timeframe for completion
	4.1.6 Nominate a staff member or team to have expertise and responsibility within their role for accessibility policy, procedures, scoping, and monitoring of built environment.	Action Officer: Facilities and Services Project Officer Approval authority: Director Facilities and Services	Appropriate staff position or team identified and responsibilities incorporated into position description/ team planning.	Within 12 months
	4.1.7 Local stakeholders and relevant external expertise are engaged when upgrades and new facilities are considered in planning and testing of useability.	Action Officer: Facilities and Services Project Officer Approval authority: Director Facilities and Services	Clear guidelines for stakeholder engagement are developed.	Within 6 months
	4.1.8 During capital works projects or major local disruptions, special provisions will be made and alternative access routes communicated and clearly signposted.	Action Officer: Facilities and Services Project Officer Approval authority: Director Facilities and Services	Positive feedback from community during such events. Successful audits of alternative access routes and signposting completed.	As needed
	4.1.9 ANU accommodation buildings with accessible rooms to include compliant access ways to rooms, toilet and eating facilities and all public spaces be made fully accessible. Scope program of works to ensure all areas within student accommodation are accessible.	Action Officer: Facilities and Services Project Officer Approval authority: Director Facilities and Services	Successful audit of facilities. Completion of scoping report.	Audit completed within 6 months and action plan developed for any remediation required

Objective	Actions	Who is responsible	Outcome Measure	Timeframe for completion
	4.1.10 Review current needs across campus for an onsite mobility aid/equipment loan pool and, informed by this, continue to maintain a pool of wheelchairs, scooters and other mobility aids for short term use by staff, students or visitors to facilitate safe access to the whole of campus OR develop an agreement with appropriate local supplier of mobility aids and equipment. Utilising EAF where applicable.	Action Officer: Access and Inclusion / WEG Approval authority: Associate Director Wellbeing / Associate Director Work Environment Group	Insurance and other legal obligations is reviewed and appropriate practices in place. Loan pool equipment continues to be safely maintained and made available to staff and visitors. Review register of use regularly to ensure appropriate equipment is being made available.	Ongoing
	4.1.11 In light of significant recent building works across campus, review current locations and availability of accessible parking and drop off areas for people with disability and ensure that this continues to meet population requirements.	Action Officer: Facilities and Services Project Officer Approval authority: Director Facilities and Services	Review completed and documented and remedial action plan developed.	Within 3 months
4.2. Accessible routes across campuses and accessible amenities and facilities are easily identifiable and supporting resources are produced in a range of accessible formats.	4.2.1 Access routes around and across campus are identifiable using appropriate external wayfinding including signage and tactile cues, incorporating user consultation and testing and utilising available existing products such as AIRA.	Action Officer: Facilities and Services Project Officer Approval authority: Director Facilities and Services	Initial audit completed and remedial action plan developed.	Within 12 months
	4.2.2 Review emergency evacuation procedures to ensure accommodation of visitors with disability.	Action Officer: Building Custodians Approval authority: Director Facilities and Services	Review completed and remedial action plan developed.	Within 3 months
	4.2.3 Embed information about accessibility into ANU maps.	Action officer: Facilities and Services Project Officer Approval authority: Director, Facilities and Services	ANU maps updated with appropriate access information.	Within 12 months

Objective	Actions	Who is responsible	Outcome Measure	Timeframe for completion
	4.2.4 Review of ANU maps and other wayfinding resources and updating where required to ensure that they are produced in accessible formats.	Action officer: Facilities and Services Project Officer Approval authority: Director, Facilities and Services	ANU maps produced in accessible formats.	Within 12 months
	4.2.5 All rooms within ANU buildings have tactile, Braille signage and numbers installed.	Action Officer: Facilities and Services Project Officer Approval authority: Director Facilities and Services	Audit of current installation of braille and tactile cues undertaken and Action Plan for appropriate installation is finalised.	24 months
	4.2.6 Brochure (online and hard copy) on access at ANU developed for visitors.	Action Officers: Marketing and communications team Approval authority: Director Marketing and Communications	Brochure available online, and in hardcopy at appropriate locations across campus.	12 months
4.3. In collaboration with Deputy Registrar Student Services scope **the creation or identification of appropriate areas to use as both sensory spaces and quiet spaces for supporting staff and students with sensory and psychological disability**	4.3.1 Identify existing available "quiet spaces" (even if not identified as such e.g. first aid rooms and designated rest areas) across campus and their current uses.	Action Officer: Facilities and Services Project Officer Approval authority: Director Facilities and Services	List of possible quiet spaces created and made available including first aid rooms, designated rest areas and other unallocated spaces.	Within 12 months
	4.3.2 Conduct survey/ focus groups with staff and students regarding need for dedicated/ purposeful sensory space on campus.	Action Officers: WEG / Associate Director Student Wellbeing Approval authority: Director Human Resources/ PVCA	Survey completed, data collated and recommendations put forward.	Within 12 months
	4.3.3 Review current assets with identified need and develop a costed proposal for designated quiet and/ or sensory spaces on campus as appropriate.	Action Officer: Facilities and Services Project Officer Approval authority: Director Facilities and Services	Proposal for introduction of dedicated quiet spaces and sensory spaces is developed based on need and submitted for consideration.	Within 18 months

FOCUS AREA FIVE
DIGITAL ENVIRONMENT

Ensuring that the digital environment of ANU, including internal and external communications, is inclusive and accessible to people living with disability. And that our digital communications environment reflects and promotes the diversity of our staff and student bodies, including people living with disability.

Overview of objectives and actions

5.1   ANU DIGITAL ENVIRONMENT IS ACCESSIBLE AND INCLUSIVE TO STUDENTS, STAFF AND VISITORS

5.1.1   Audit accessibility of existing ITS applications

5.1.2   Develop a prioritised program of upgrades based on accessibility audit

5.1.3   Review ANU Digital Environment Policy to incorporate accessibility and audit online environments for consistency

5.1.4   Perform accessibility user testing on all new IT software and applications

5.1.5   Create a simple feedback process for IT accessibility issues

5.2   SUPPORT TEACHING STAFF TO USE TECHNOLOGY AS PART OF INCLUSIVE TEACHING PRACTICES

5.1.1   Audit accessibility of existing ITS applications

5.1.2   Develop a prioritised program of upgrades based on accessibility audit

5.1.3   Review ANU Digital Environment Policy to incorporate accessibility and audit online environments for consistency

5.1.4   Perform accessibility user testing on all new IT software and applications

5.1.5   Create a simple feedback process for IT accessibility issues

Detail of objectives and actions

Objective	Actions	Who is responsible	Outcome Measure	Timeframe for completion
5.1. In collaboration with users living with disability, ensure that the ANU digital environment is accessible and inclusive to students, staff and visitors; and relevant staff, including teaching staff are adequately resourced to maintain this level of accessibility.	5.1.1 Existing IT software applications (includes websites) will be audited to review accessibility and inclusive design.	Action Officer: ITS Team Approval authority: Director ITS	Audit completed by appropriate external agency (eg Vision Australia).	In consultation with auditors and annually ongoing
	5.1.2 Following audit completion, a scope of upgrades is generated, prioritised and implemented.	Action Officer: ITS Team Approval authority: Director ITS	Action plan for any required upgrades is finalised and endorsed by relevant teams.	Action plan with clear timeframes for completion is developed within 12 wks of completion of audit
	5.1.3 ANU "Digital Environment Policy" will incorporate accessibility, and all on-line interactive environments will be required to incorporate features consistent with the policy.	Action Officer: ITS Team Approval authority: Director ITS	Appropriate evaluation and review cycle identified to ensure consistency with policy in all online interactive environments.	Within 6 months
	5.1.4 All new IT software and applications will require user testing on accessibility before implementation.	Action Officer: ITS Team Approval authority: Director ITS	Develop benchmarks in consultation with external agencies to be included for consideration by IT when approving implementation of any new software. Such documentation visible within IT/procurement processes.	Ongoing
	5.1.5 Create a simple one step process for people living with disability to provide feedback/comments on ANU access issues	Action Officer: ITS Team Approval authority: Director ITS	Portal online and active. Monitor quantitative use. Survey of users for useability/qualitative value.	Within 12 months

Objective	Actions	Who is responsible	Outcome Measure	Timeframe for completion
5.2 Appropriate training is provided to staff on inclusive teaching practices and information on what resources are available to them and to students to support inclusive learning through our digital environment. Appropriate resources in terms of time and funding is identified and provided.	5.2.1 Review current training/learning opportunities for staff on inclusive teaching practices including accessible learning design, with reference also to fieldwork and practical activities.	Action Officer: DVC A Portfolio Approval authority: DVCA	Existing resources clearly identified and reviewed for quality and currency. Review of teaching practices in light of access to appropriate technologies and training and resources (time and other) Assessment of uptake and efficacy of training in supporting teaching staff to effectively utilise available tools.	Within 6 months
	5.2.2 Audit the capacity of relevant areas within ANU to support these objectives and provide resourcing where required.	Action officer: WEG DAP Implementation Officer in collaboration with relevant areas Approval authority: Director Facilities and Services	Objective measure of available resources and current capacity to meet DAP objectives allowing clear and effective allocation of resources to achieve same.	Commence within 3 months.
	5.2.3 Develop and distribute appropriate resources for staff to support them in providing inclusive digital learning environments. Including review of existing EAP process.	Action Officer: Culture and Development Team /DVC A Portfolio Approval authority: Director Human Resources /DVC-A	Resources developed and available online and as appropriate. Review of uptake and use of said resources by teaching staff (quantitative and qualitative assessment).	Within 12 months
	5.2.4 Conduct regular reviews of appropriate literature to ensure best practice for digital accessibility across the University.	Action Officer: Culture and Development Team /DVC A Portfolio Approval authority: Director Human Resources /DVC-A	Literature review documented and relevant data reflected in the various audit and review processes to be undertaken. Results of reviews conveyed to relevant areas for consideration/ action.	Within 12 months and annually ongoing.

APPENDIX ONE
DEFINITIONS

This Plan is intended to meet the needs of all people living with disability, including family and carers of people with disability. This includes those whose condition fluctuates, who may not always be disabled. It includes those with visible and invisible disability, those who disclose and those who choose not to disclose a disability. It includes people living with conditions that they were born with, and people whose disability comes from injury or illness.

ANU is legally bound by the Federal Disability Discrimination Act and the definitions it puts forward and this will necessarily inform many elements of our Disability Action Plan. However, the definition of disability has changed over the years and is continuing to change. In our Disability Action Plan we acknowledge the shift in thinking away from the medical model of disability towards a social model of disability that encompasses the complexity and diversity of individuals lived experiences. This requires a broader scope of consideration and identifies further actions that our organisation can take to effectively facilitate equity in access and inclusion to all our staff, students and visitors living with disability.

To demonstrate the current existing legislation that we are bound by and the changes in thinking within the international disability sector that we seek to champion, the following definitions are included noting that the Disability Discrimination Act is our current legislative framework:

The Federal Disability Discrimination Act 1992 (2015) defines 'disability' as:

> Total or partial loss of the person's bodily or mental functions; or

> Total or partial loss of a part of the body; or

> The presence in the body of organisms causing disease or illness; or

> The presence in the body of organisms capable of causing disease or illness; or

> The malfunction, malformation or disfigurement of a part of the person's body; or

> A disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or

> A disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour.

As per the Act, the definition of disability covers persistent, previously existing, predisposed future disability, and those imputed to a person (Disability Discrimination Act 1992, 2015).

The World Health Organisation states: "'Disabilities' is an umbrella term, covering impairments, activity limitations, and participation restrictions. An impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations.

Disability is thus not just a health problem. It is a complex phenomenon, reflecting the interaction between features of a person's body and features of the society in which he or she lives. Overcoming the difficulties faced by people with disabilities requires interventions to remove environmental and social barriers."

World Health Organisation: https://www.who.int/topics/disabilities/en (2019)

The Convention on the Rights of Persons with Disabilities:

"Recognising that disability is an evolving concept and that disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others;

Recognising the valued existing and potential contributions made by persons with disabilities to the overall well-being and diversity of their communities, and that the promotion of the full enjoyment by persons with disabilities of their human rights and fundamental freedoms and of full participation by persons with disabilities will result in their enhanced sense of belonging and in significant advances in the human, social and economic development of society and the eradication of poverty"

United Nations Convention on the Rights of Persons with Disabilities (2008)

People with Disability, Australia published the following descriptor of the social model of defining disability:

"According to the medical model of disability, 'disability' is a health condition dealt with by medical professionals. People with disability are thought to be different to 'what is normal' or abnormal. 'Disability' is seen 'to be a problem of the individual. From the medical model, a person with disability is in need of being fixed or cured. From this point of view, disability is a tragedy and people with disability are to be pitied. The medical model of disability is all about what a person cannot do and cannot be.

The social model sees 'disability' as the result of the interaction between people living with impairments and an environment filled with physical, attitudinal, communication and social barriers. It therefore carries the implication that the physical, attitudinal, communication and social environment must change to enable people living with impairments to participate in society on an equal basis with others.

A social model perspective does not deny the reality of impairment nor its impact on the individual. However, it does challenge the physical, attitudinal, communication and social environment to accommodate impairment as an expected incident of human diversity.

The social model seeks to change society in order to accommodate people living with impairment; it does not seek to change persons with impairment to accommodate society. It supports the view that people with disability have a right to be fully participating citizens on an equal basis with others.

The social model of disability is now the internationally recognised way to view and address 'disability'. The United Nations Convention on the Rights of Persons with Disabilities (CRPD) marks the official paradigm shift in attitudes towards people with disability and approaches to disability concerns.

People With Disability Australia: https://pwd.org.au/resources/disability-info/social-model-of-disability (2018)

APPENDIX TWO
DEVELOPMENT

The development of this Disability Action Plan was informed by the preceding Plan and through further consultation with students and staff resulting in the development of the Disability Action Plan Working Group.

The working group members sought further input from their local work areas, the Inclusion, Diversity, Equity and Access (IDEA) Oversight Committee, local WHS committees and external agencies with similar organisational profiles to develop an initial draft document. This Draft was presented to the IDEA Oversight Committee for approval to release for consultation in August 2019.

During the public consultation period the Draft Plan was distributed through the local IDEA committees, WHS Officers meeting, HR Leaders Forum and by direct email to the College EO's, PARSA and ANUSA. University community members were invited to provide feedback to a direct email address, whs@anu.edu.au. Further avenues for consultation include the community members of the ANU IDEA Oversight Committee.

An extension to the consultation period was sought in October 2019 to allow for further meetings and discussion with identified groups, particularly in the teaching and learning space. Consultation was continued through to February 2020 at which time a final document was prepared and submitted to the IDEA Governance Committee for endorsement.

The final Plan was developed with reference to existing Plans from other similar organisations, current definitions and guidance from international organisations such as World Health Organisation and the United Nations and based on the previous work of the ANU in this space. Consultation was sought with all identified stakeholders and responsible parties to ensure that the Plan was documenting goals that were meaningful and achievable in the identified timeframes.

The development and implementation of ongoing review processes will continue throughout the life of the DAP under the umbrella of the IDEA Oversight Committee to ensure that the objectives remain current and achievable, that the DAP remains in line with best practice, and that the next Plan is developed as an organic furthering of the current Plan's objectives and activity.

APPENDIX THREE
COMMUNICATION

A comprehensive communications plan will be developed in collaboration with SCAPA, Marketing and other local areas as needed. The revised Disability Action Plan 2020 to 2024 (DAP) will be communicated to staff, students and people with disability and the broader ANU community through the following:

> VC all staff email

> VC Blog

> Formal Launch – Event and associated promotion

> Publication on the ANU website

> College and School IDEA Committees (or equivalent)

> Pulse, Induction and other online training modules

> To students via information provided to ANU Student Association and PARSA

> Through residential colleges

> Staff and student induction and orientation sessions

> Access and Inclusion Student Mailing List

> ANU Disability Action Plan Implementation Officer

> Strategic and business plans of Divisions, Schools and Colleges.

The DAP will be available in a range of accessible formats and will be actively promoted in external facing communications as well as through our enrolment and recruitment strategies.

The ongoing work of the DAP will be communicated through regular reports to the IDEA Oversight Committee which will also further communicate the outcomes of this activity to the ANU Community.

This Disability Action Plan is intended to be a living document and, in order to keep it relevant, the University welcomes input or feedback from students, staff and visitors about any matter regarding access and inclusion.

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