

Purpose

To ensure SGS Academy provides a safe, inclusive, accessible, and supportive learning environment that promotes the wellbeing, mental health, and equitable participation of all learners, in alignment with the 2025 Standards for RTOs.

Scope

This policy applies to all learners enrolled at SGS Academy and all staff involved in training, assessment, administration, and learner support.

Definitions

Reasonable Adjustment

A measure or action taken to enable learners with a disability or special need to participate in training on the same basis as learners without disability. All Registered Training Organisations are obliged to provide reasonable adjustment to ensure maximum participation of learners with disability. Its purpose is to make it possible for learners with disability to participate fully, with the same learning opportunities as learners without disability, and have the same opportunity to perform and complete assessments as those without disability.

Reference

- National Vocational Education and Training Regulator (Outcome Standards for Registered Training Organisations) Instrument 2025
- Disability Discrimination Act (1992)
- Racial Discrimination Act 1975
- Children and Young Persons (Care and Protection) Act 1998 NSW

Policy

SGS Academy ensures fair treatment regardless of age, gender, cultural background, religion, disability, sexual orientation, or socio-economic status. All learners are treated with dignity and respect.

SGS Academy is committed to:

- Supporting learner mental health and wellbeing through proactive and responsive measures.
- Ensuring equitable access to learning opportunities for all learners, including those from diverse backgrounds and with additional needs.
- Complying with the 2025 Standards for RTOs Outcome Standards framework, which emphasise learner-centred approaches and quality outcomes.
- Providing training and assessment services in a safe environment free from discrimination and harassment.

Key Principles

Pre-enrolment information

SGS Academy will ensure that prior to enrolment, prospective learners receive adequate information regarding the course, training requirements, support services and our policies and procedures to enable them to make a confident and suitable decision on the training program. Prior to enrolling in training, potential learners are encouraged to contact SGS Academy if they have any special needs that will impact their ability to meet the physical and literacy demands of the course.

SGS Academy is committed to maintaining a supportive and fair training environment by the fair allocation of resources and involvement, providing equal opportunity for all prospective and enrolled learners. Complaints and appeals are dealt with in a fair and equitable manner as per the Complaints and Appeals Policy.

Under 18's

SGS Academy is committed to the safety and wellbeing of all children who use its services and is dedicated to protecting them from harm. SGS Academy ensures that all staff treat children and young people with respect and understanding at all times. SGS Academy carefully selects, screens and monitors people whose role require them to have regular contact with children and ensures that those who deal with children within the organisation have a current Working with Children Check as per the NSW Child Protection (Working with Children) Act 2012.

Language, literacy and numeracy (LLN) support

SGS Academy is committed to ensuring all Learners understand the requirements of their chosen course and are provided with fair and equitable opportunities to participate in training and assessment. This includes ensuring learners have the Language, Literacy and Numeracy (LLN) skills necessary to meet course outcomes or are given the required support to their learning.

SGS Academy provides clear and accurate information regarding entry requirements, course content and assessment expectations and any inherent LLN demands related to the training or the industry context. This allows Learners to make informed decisions and understand the LLN skills required to successfully complete their training. To assist in determining a Learner's LLN needs before training begins, SGS Academy incorporates a series of self-reflection questions into the enrolment process. These questions allow learners to identify any areas where they may require additional support. Trainers review the responses prior to course commencement and where LLN needs are indicated, Trainers can discuss suitable support strategies or reasonable adjustments with the learner.

As SGS Academy only offers short courses, due to the nature of our offerings and the time-compressed delivery model, LLN needs may occasionally become apparent only after training has commenced. To manage this effectively Trainers are provided with appropriate professional development to equip them with the skills to recognise LLN challenges as they arise, and Trainers are supported to respond promptly and appropriately when LLN issues are identified during delivery or assessment.

In the event that a Learner with LLN difficulties are identified, appropriate reasonable adjustment strategies to assist them with their learning will be implemented. These needs will be addressed through all learning and assessment activities over the duration of the course. Where possible, Learners are provided with advice and support services in the provision of external LLN assistance services.

Physical requirements of our courses

Wheelchair access is not available at our Mayfield West and Mount Thorley training facilities. SGS Academy provides training in high risk safety, rescue and first aid courses that require a certain amount of physical mobility. Any considerations or adjustment in these courses will need to ensure that it does not compromise the integrity of the assessment requirements of the Unit of Competency. The physical requirements of these courses are noted on our website <https://learning.sgs.com/au> as well as the applicable course flyers.

Learners with disabilities and special needs

Learners with disabilities and special needs are offered the same opportunities as any other learner. All learners including those with special needs are advised of a range of support services available to them prior to enrolment via our Learner Handbook located on our website <https://learning.sgs.com/au>. If a learner chooses to disclose to SGS Academy that they have a disability, SGS Academy representatives will consult with them on reasonable adjustments to their training and assessment as per the Reasonable Adjustment Procedure.

Reasonable adjustment

Where possible, SGS Academy will make reasonable adjustment to the provision of training and assessment services to facilitate the participation of all learners as per the Reasonable Adjustment Procedure. SGS Academy will ensure that the reasonable adjustment chosen for a Learner will not compromise the integrity of the assessment requirements of the Unit of Competency.

SGS Academy Trainers and staff can provide learners with support to assist the student throughout the learning process. Examples of reasonable adjustment may include (where available): large print, coloured paper, extra time, additional support from the Trainer/Assessor, adequate rest breaks, and verbal assessment as an alternative to writing.

Reasonable adjustment does not give learners with disability an advantage over others or change course standards, outcomes or guarantee success. Please see the Reasonable Adjustment Procedure for more information.

Unjustifiable hardship

The Disability Discrimination Act does not require changes to be made if this will cause major difficulties or unreasonable costs to a person or the RTO. This is called "unjustifiable hardship". Whether or not the adjustments that a learner requires pose unjustifiable hardship for a RTO will depend on the circumstances of the situation. It will be decided on a case by case basis referring to the Disability Discrimination Act.

Wellbeing support

Information relating to learner support services is located in our Learner Handbook. SGS Academy's list of support services can include, but are not limited to:

- referral to an LLN Specialist
- external welfare and counselling services
- disability support services
- study and learning advice organisations.

Referrals to external support services by SGS Academy are provided at no additional cost to the learner, however the Learner will be made aware that costs associated with the support service will be payable by the Learner.

First Nations Inclusion

SGS Academy acknowledges and respects the Traditional Custodians of the land and commits to culturally safe practices. First Nations learners are supported through culturally appropriate resources, and inclusive curriculum design, such as oral storytelling. SGS Staff are encouraged to undertake cultural competency training.

Bullying, discrimination and harassment

SGS Academy is committed to providing a safe, respectful and inclusive learning environment where all Learners feel valued and supported. Bullying, harassment and discrimination of any kind (whether verbal, physical, written or online) are strictly prohibited. Such behaviour undermines the wellbeing of others and disrupts the learning environment. All Learners are expected to treat fellow students, staff and visitors with courtesy and respect at all times. We encourage Learners to report any concerns so that they can be addressed promptly and appropriately.

All Learners are expected to treat each other and our Staff with respect. The following misconduct will not be tolerated:

- Theft, fraud, violence/assault, serious negligence; including WHS non-compliance
- Inappropriate language, behaviour, and actions
- Cheating or plagiarism
- Discrimination, harassment, intimidation or victimisation of staff and learners
- Refusing to carry out lawful and reasonable instructions
- Being affected by alcohol or drugs (both illegal & prescription).

Learners who engage in any form of misconduct outlined in this policy may face disciplinary action, which can include withdrawal from their course in line with our policies. No refund will be issued in these instances.

All SGS staff are expected to treat Learners with respect and ensure a safe and supportive environment, free from discrimination, harassment, intimidation or victimisation.

Digital Literacy and Online Access

SGS Academy recognises that digital literacy and access to online learning tools are essential for equitable participation in modern training environments. Learners are supported to develop basic digital skills required for course engagement, including navigating learning platforms, accessing resources, and submitting assessments. Where learners experience barriers to online access; such as limited internet connectivity, device availability, or unfamiliarity with digital tools, SGS Academy will endeavour to provide reasonable adjustments, alternative formats, or referrals to support services.

Continuous Improvement

SGS Academy is committed to continuous improvement in access, equity, and wellbeing through regular collection of learner and staff feedback, monitoring of participation and outcomes data, and consultation with stakeholders. SGS Academy engages with community organisations, industry partners, and cultural advisors to ensure practices remain relevant and inclusive.

Trainer/Assessors, and RTO staff are also encouraged to provide feedback on learner needs and systemic barriers. Policy and practice reviews are conducted annually or following legislative changes, ensuring alignment with the 2025 Standards for RTOs and responsiveness to learner needs.

This policy will be reviewed annually or following any legislative or organisational changes.

REVISION RECORD		
Revision:	Date:	Changes since last issue:
3.2	02/03/2026	Included information on Bullying, discrimination and harassment from the Learner Handbook
3.1	19/01/2026	Updated LLN information to include self assessment as part of the enrolment process.
3.0	01/07/2025	Updated to reflect the 2025 Standards for RTOs, updated policy name to include Wellbeing. Changed SGS Australia to SGS Academy. Added First Nations inclusion and continuous improvement sections.
2.0	04/04/2023	Addition of LLN Assessment to process for longer courses
1.2	09/04/2021	Added lack of wheelchair access to MTT site
1.1	16/04/2020	Minor change to wording
1.0	19/02/2020	Initial issue