



**Australian Government**

**TAEXDB401 Plan and implement  
individual support plans for learners with  
disability**

**Release: 1**

# TAEXDB401 Plan and implement individual support plans for learners with disability

## Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 3.0.

## Application

This unit describes the skills and knowledge required to determine, document and address the educational options and support needs of a learner with disability. It involves implementing individualised support that enables learners with different types of disability to access education and training opportunities.

This unit applies to vocational trainers, assessors, and other personnel within the vocational education and training (VET) sector who coordinate support and reasonable adjustment for learners. Their role and responsibilities would include ensuring the Registered Training Organisation (RTO) is meeting its legislated obligations to learners with disability under the Disability Standards for Education and other Federal or State/Territory legislation.

A person completing this unit is not qualified to be a disability support specialist.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Cross Sector Skill

## Elements and Performance Criteria

Elements	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify and communicate support processes available to individual learners with disability	1.1 Identify and confirm learning support processes available for learners with disability 1.2 Communicate availability and benefits of support and adjustment processes to individual learners with disability
2. Establish individual support plans for individual	2.1 Consult individual learners to identify their learning goals, capabilities, preferences and needs

learners with disability	<p>2.2 Discuss and agree preferred learning option and its requirements with individual learner</p> <p>2.3 Consult with learner to determine additional learning support needs relating to agreed learning option, and any required reasonable adjustments</p> <p>2.4 Agree and document an individual support plan for learner with disability</p>
3. Implement support plans for individual learners with disability	<p>3.1 Identify and source resources required to implement individual support plan within scope of own role and responsibilities</p> <p>3.2 Identify and source required resources that are outside scope of own role and responsibilities</p> <p>3.3 Ensure agreed supports, strategies, and/or adjustments are implemented during learning process</p> <p>3.4 Address or escalate implementation issues according to organisational policies and procedures</p>
4. Review and revise support plans for individual learners with disability	<p>4.1 Consult individual learners, and all those involved in support plan implementation, to review and evaluate effectiveness of implemented support plan</p> <p>4.2 Agree and document required updates to individual support plan</p>

## Foundation Skills

*This section describes those language, literacy and numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Reading	<ul style="list-style-type: none"> <li>Sources, analyses and interprets documentation and information relevant to the learning context to identify relevance for individual support plan</li> </ul>
Oral Communication	<ul style="list-style-type: none"> <li>Uses communication techniques to build rapport with learners with disability and explore their learning options, identify support needs, and agree on individual support plans</li> </ul>
Interact with others	<ul style="list-style-type: none"> <li>Selects and uses appropriate protocols when communicating with others to seek or share information</li> </ul>
Get the work done	<ul style="list-style-type: none"> <li>Organises and completes work according to defined requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes</li> </ul>

## **Unit Mapping Information**

No equivalent unit. New unit.

## **Links**

Companion Volume Implementation Guide is available from VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>