



DISABILITY ACTION PLAN

2026-2028

**NZ
WTS**

**NZ Welding,
Trades & Services**

Introduction

This Plan should be read in conjunction with the review of the Pastoral Care Code

NZWTS (NZ Welding, Trades & Services) is a Category 1 provider (replaced by Self-review 2026). For over 25 years, NZWTS has delivered welding and foundation trades programmes across its South Auckland campuses.

Our programmes are designed to equip learners with practical skills that lead to meaningful employment while contributing positively to their communities. A significant proportion of our learners identify as Māori and/or Pasifika, and our delivery approach reflects our commitment to supporting their success.

NZWTS is guided by the principle “*Ka mahi ka ora*” - to work is to live - which underpins our focus on empowering learners through education, skills development, and employment pathways.

NZWTS responds to the individual, needs and circumstances of every learner. NZWTS recognises that disability inclusion is an ongoing journey and is committed to continuous improvement through partnership with learners, staff, and the wider community.

Purpose

This Disability Action Plan outlines NZWTS’s commitment to ensuring equitable access, participation, and achievement for all learners, including those with disabilities and learning support needs. It reflects our guiding principle “*Ka mahi ka ora*” empowering all learners to succeed in education, employment, and life.

This Disability Action Plan is informed by the Kia Ōrite Toolkit, Code of Practice for supporting disabled learners in tertiary education. The plan reflects a whole-of-organisation approach to removing barriers and enabling equitable participation and success for all learners.

It also supports NZWTS to meet its obligations under:

- The Tertiary Education Commission (TEC) Disability Action Plan requirements
- The Tertiary Education Strategy (TES) priorities of access, participation, and achievement
- The New Zealand Disability Strategy
- The Education (Pastoral Care of Tertiary and International Learners) Code of Practice

Understanding Disability

NZWTS adopts the social model of disability, recognising that disability arises from barriers within the environment rather than the individual. This includes physical, communication, attitudinal, and systemic barriers that may impact a learner’s ability to fully participate in education.

NZWTS is committed to identifying and removing these barriers to ensure equitable access and success for all learners.

Goals and Success Measures

NZWTS is committed to achieving measurable improvements in outcomes for disabled learners. The following goals and indicators will be used to monitor progress:

- *Increase learner retention:*
Improve retention rates for learners with disabilities by at least 5% annually through targeted support and early intervention.
- *Increase completion and achievement:*
Improve course completion rates for disabled learners to align with or exceed overall learner achievement rates.
- *Increase disclosure of support needs:*
Increase voluntary disclosure rates through improved communication, safe disclosure processes, and staff capability.
- *Enhance learner satisfaction:*
Achieve positive feedback (80%+) from disabled learners in surveys regarding support, inclusion, and accessibility.
- *Improve access and participation:*
Increase participation of disabled learners in support groups, advisory forums, and learner voice activities.

Progress against these goals will be monitored through data collection, learner feedback, and regular reporting.

Timeframe

This Disability Action Plan covers the period 2026–2028 and will be reviewed annually to ensure it remains relevant and effective.

Implementation of Disability Action Plan

The implementation of the Disability Action Plan has been guided through a series of planned milestones and continuous improvement activities across the organisation. Development of the plan was informed by reviews conducted throughout NZWTS, including programme reviews, learner feedback, staff feedback, Disability Action Plan discussions, and organisational self-review processes.

NZWTS has worked closely with Aspire2 Group and other sector networks to strengthen its understanding of good practice and to support the development of a responsive and learner-centred Disability Action Plan. This external engagement has helped inform priorities and identify opportunities for improvement.

A key focus of implementation has been the review and strengthening of policies and procedures to ensure they support equitable access, participation, achievement, and wellbeing for disabled learners. Policies are reviewed regularly and updated where required to reflect current practice, legislative requirements, and learner needs.

The organisation has also strengthened its data collection, monitoring, and analysis processes. Disability-related data, learner outcomes, retention, achievement, learner voice, and support interventions are reviewed to identify trends, barriers, and opportunities for improvement.

NZWTS uses a triangulation approach to self-review, drawing information from multiple sources to ensure decisions are evidence-based. These sources include:

- Programme reviews
- Learner surveys and feedback
- Disability Action Plan reviews
- Code of Practice self-reviews
- Tutor and Learner Success discussions
- Academic Committee meetings
- Education Hui discussions
- Learner progress hui
- Organisational performance and achievement data

Findings from these reviews are used to inform action planning, monitor progress, and identify areas where additional support or changes may be required.

The Disability Action Plan aligns with NZWTS's organisational pillars and strategic priorities, ensuring that disability inclusion is embedded within everyday practice rather than treated as a separate initiative. Through ongoing monitoring, staff professional development, learner engagement, and continuous improvement activities, NZWTS aims to create an inclusive learning environment where all learners have equitable opportunities to participate, succeed, and progress into employment or further education.

The organisation recognises that disability inclusion is an ongoing journey and remains committed to regularly reviewing its practices, responding to learner voice, and implementing improvements that enhance outcomes for disabled learners.

Actions Implemented to Support Learner Needs

Dyslexia-Friendly Practice

NZWTS is currently recognised as a dyslexia-friendly organisation and has participated in the Ako Aotearoa Dyslexia Friendly Quality Mark (DFQM) external audit framework, supporting the development of inclusive practices for learners.

This framework has supported NZWTS to develop and strengthen policies and practices that enhance support for learners with dyslexia and other learning disabilities.

As a result, NZWTS has embedded a range of practices to support learners with learning disabilities across teaching, support services, and organisational systems.

Learning Disability Support Group

NZWTS has established a Learning Disabilities Support Group to guide and strengthen inclusive practice across all three PTE's

This group includes representation from:

- Tutors
- Learner Success staff
- Programme Managers
- Academic Committee members (including Māori and Pasifika representatives)

The group meets quarterly to:

- Success stories
- Discuss effective classroom and teaching strategies.
- Share practical tools and approaches to support learners.
- Identify appropriate reasonable accommodations and supports.
- Explore the use of assistive technologies and digital tools.
- Strengthen internal capability and consistency of practice.
- Build and maintain partnerships with external agencies and specialists.

Student Progress

Student progress hui occur fortnightly where individual learner progress is discussed and if required additional supports are put in place.

Virtual Learning

NZWTS were successful in gaining Strategic Funding from the TEC to establish virtual training as an additional resource available for our learners with disabilities.

Staff training – External PD on Neuro diverse conditions.

NZWTS provided organisation-wide professional development on neurodiversity, including Autism, ADHD, and other learning disabilities.

The training was delivered by an external stakeholder and focused on increasing staff awareness and understanding of neurodiverse conditions. It also aimed to equip staff with practical strategies to better support neurodiverse learners in teaching and learning environments.

Learner Demographic 2024 to Current

The following table provides a snapshot of Learners with disabilities in 2024 and to date. Learners identified as having a disability upon enrolment.

Year	Total	Gender		Ethnicity				Disability Listed	Numbers
		Male	Female	M	P	MP	NMNP		
2024	56	48	8	19	15	3	19	Hearing	2
								Intellectual	11
								Learning	5
								Medical	13
								Mental Health	
								Physical/Mobility	14
								Unspecified	11
								Vision	
2025	58	51	7	15	17	4	22	Hearing	1
								Intellectual	2
								Learning	10
								Medical	8
								Mental Health	7
								Physical/Mobility	14
								Unspecified	15
								Vision	

2026 – Till current

Year	Total	Gender		Ethnicity				Disability listed	Numbers
		Male	Female	M	P	MP	NMNP		
2026	27	24	3	8	9	1	9	Hearing	1
								Intellectual	4
								Learning	7
								Medical	2
								Mental Health	
								Physical/Mobility	4
								Unspecified	7
								Vision	
								Neurological condition	2

Power BI data reporting is used to inform disabilities across the student enrolment.

Overall the analysis shows

- Physical/mobility disabilities were one of the most commonly reported disability types from 2024–2026, showing a continued need for accessible facilities and support.
- Learning disabilities increased from 5 learners in 2024 to 10 in 2025 and remained relatively high in 2026 (7 learners to date), indicating a growing need for learning support.
- Medical conditions were common in 2024 but decreased in 2025 and have not been reported so far in 2026, which may reflect changes in reporting or classification.
- Intellectual disabilities decreased significantly after 2024 and have remained at lower levels in subsequent year.

This Disability Action Plan is structured around the strands of the Kia Ōrite Toolkit, reflecting a whole-of-organisation approach to supporting disabled learners. NZWTS has used the toolkit’s indicators and self-assessment tools to review current practices and identify gaps. Based on this analysis, targeted actions have been developed under each strand, with clear measures to support monitoring, evaluation, and continuous improvement.

1. Leadership and Governance

NZWTS demonstrates organisational commitment to supporting learners with disabilities through its learner-centred approach and guiding principle “*Ka mahi ka ora*”. Leadership oversight is supported through regular reporting processes, including programme reviews, learner progress hui, and engagement with the Learner Success team.

NZWTS has established cross-functional groups, including Learning Disabilities Support Group and Academic Committee representation (including Māori and Pasifika perspectives), to guide inclusive practices. Senior leadership and executive team are informed of learner needs and operational challenges through ongoing reviews and reporting process.

Current practice	Any gaps	Action plans
Recruitment - NZWTS provides programme information to schools, career advisors, and community organisations that support disabled learners (e.g. disability support agencies) - Promotional materials: - Include representation of disabled learners - Provide information on how to request accommodations or support - Recruitment materials are available in accessible formats where required (e.g. digital, large print) - Recruitment events are held in accessible locations, considering mobility and participation needs - NZWTS promotes an inclusive approach, including a clear commitment to supporting learners with disabilities	- Website accessibility - Consistent awareness of inclusive recruitment commitments	- Ensure all programme and recruitment websites meet recognised accessibility standards (e.g. WCAG), including accessibility for learners with low vision, dyslexia, and other learning needs. - Review recruitment and promotional materials annually to ensure consistent representation of disabled learners and

• Where possible, NZWTS supports awareness of external scholarships or supports available to disabled learners • Recruitment and interview processes are designed to be accessible, with accommodations available (e.g. alternative formats, support persons) • NZWTS values diversity and supports inclusive staff recruitment, recognising the importance of role models and mentorship		clear information on how to request support or accommodations. • Continue to promote external scholarships, funding, and support services available to disabled learners as part of recruitment communications.
Application Process • Learners are given the opportunity to disclose support needs during enrolment • Application and enrolment processes aim to be fair, inclusive, and non-discriminatory • Information is handled with confidentiality and clear purpose • Flexible formats are available for application materials where needed • Staff are supported to make decisions that are fair and justified, with an understanding of support options • An appeals process is available and communicated to learners	Learners who are. • Reluctance to disclose • Inconsistent understanding of disclosure and support	• Provide staff training to build confidence in discussing disability disclosure in a respectful, strengths-based manner and to reassure learners about confidentiality and purpose. • Promote disclosure as voluntary, safe, and beneficial by clearly explaining how information will be used to support learner success. • Monitor disclosure trends through the Disability Advisory Group and adjust enrolment processes

		to reduce barriers to disclosure. • Ensure application forms clearly distinguish between different types of disabilities and support needs, avoiding unnecessary or confusing categorisation.
Induction • Learner support needs are identified early during enrolment and induction • Learners are informed about available support services and how to access them • Induction includes information about: ○ Support staff ○ Learning support services ○ External support or advocacy services (where relevant) • All learners (not only those who disclose) are provided with information about support options • NZWTS promotes a welcoming and inclusive environment during induction		
Governance • Senior leadership and the Executive Team are actively involved in the development and oversight of the Disability Action Plan • Leadership is informed through regular student progress monitoring, identifying any learning support needs and interventions required. • Learner progress hui are held regularly to discuss student progress	• Organisation-wide awareness of the Disability Action Plan	• Ensure the Disability Action Plan is communicated across the organisation, with clear processes in

and address study or wellbeing issues • Decision-making is informed by learner needs and emerging support requirements • Ongoing professional development (PD) for tutors supports understanding of diverse learner needs and appropriate support strategies • NZWTS has invested in Learner Success staff to provide targeted support for learners who require additional assistance • Dyslexia and disability support champions are in place to guide staff and support learners where needed. • Governance supports a learner-centred, responsive approach to ensuring equitable outcomes. • Management systems provide accurate information about the participation, progression and achievement of disabled learners and identify barriers that impact on this with a view to continuous improvement.		place to support implementation at all levels. • Embed Disability Action Plan responsibilities into leadership, management, and staff roles to support consistent practice. • Regularly report progress against the Disability Action Plan to senior leadership and governance groups to support accountability and continuous improvement.
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2. Policy and Procedures

NZWTS policies and procedures are reviewed annually and updated as required to reflect current practice and learner needs. Policies and procedures are designed to ensure equitable access, participation, and achievement for all learners, and are aligned with relevant legislation and sector expectations. NZWTS is committed to maintaining policies that are learner-centred, responsive, and support the removal of barriers to learning.

Current practice	Any gaps	Action plans
• NZWTS has developed and implemented specific policies and procedures to support learners with disabilities and dyslexia • Policies are regularly reviewed to ensure they remain effective, relevant, and aligned to best practice		

• Procedures are in place to support learners requiring assessment assistance, including accommodations for those unable to complete written assessments • Clear withdrawal policies and procedures are established, allowing learners to withdraw without academic or financial penalty where an impairment impacts participation • Withdrawal processes are clearly communicated to learners prior to programme commencement and applied consistently • Policies and procedures are aligned with relevant legislation and regulatory requirements • NZWTS ensures that services and support are delivered in a culturally responsive manner, including for: ○ Māori disabled learners ○ Pasifika learners ○ Other diverse groups and international learners		
Communication: • Policies and procedures are communicated to all staff, and relevant information is accessible to both staff and learners. • Key policies are made visible across sites, including through noticeboards and other organisational channels, to ensure awareness and understanding. • Clear processes are in place to support consistent implementation, and their effectiveness is monitored through ongoing review, learner feedback, and operational practices to support continuous improvement.		

3. Staff Capability

NZWTS ensures staff are trained and supported to effectively work with learners with a range of disabilities, including learning, cognitive, and physical disabilities. Professional development activities are implemented to build staff awareness and understanding of diverse learner needs and

appropriate support strategies.

Current practice	Any gaps	Action plans
Staff training • NZWTS provides professional development (PD) to ensure staff are equipped to support learners with a range of disabilities, including learning, cognitive, and physical disabilities. • PD activities build staff awareness and understanding of diverse learner needs and appropriate support strategies. • Staff are supported to develop an understanding of individual learner requirements, enabling targeted and responsive support in teaching and learning environments. • Ongoing training strengthens staff capability to apply inclusive teaching practices. • Information about learner needs, including disclosed disabilities, is captured through enrolment and recruitment processes. • This information supports tutors to better understand learners and implement appropriate adjustments and support strategies • Participation in the Ako Aotearoa Dyslexia Friendly Quality Mark (DFQM) framework has strengthened staff capability to support learners with dyslexia	Identify and provide staff training to both academic and non-academic staff	• Identify and implement targeted disability training for both academic and non-academic staff to ensure consistent understanding and confidence across the organisation. • Maintain ongoing professional development to strengthen inclusive teaching and support practices, aligned with the Dyslexia Friendly Quality Mark (DFQM) framework. • Encourage and support staff participation in Disability Confidence 101 training to build baseline knowledge and confidence.
Support from the wider team • NZWTS has implemented a referral system to support learners who require additional assistance, including access to external agencies and specialist services		

• Staff are supported to make timely referrals to ensure learners receive appropriate academic, wellbeing, or specialist support • Internal collaboration between tutors, Learner Success staff, and disability/dyslexia support champions supports consistent and coordinated approaches across programmes • Staff are able to seek advice and share effective practices, supporting continuous improvement in meeting diverse learner needs		
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4. Learner Journey

We provide a learner-centred approach that ensures support is available at every stage of the learner journey, including recruitment, enrolment, induction, learning, and progression pathways.

Current practice	Any gaps/Action	Responsibility
• Learners are encouraged to be actively involved in their learning and decision-making, including through toolbox meetings where health, safety, and learning needs are discussed • Programmes are designed to be inclusive and accessible, ensuring all learners can participate effectively • Dedicated support systems are in place, including: ○ Learner Success staff ○ Dyslexia and disability support champions • Clear pathways for learners to request support when needed • NZWTS provides a holistic pastoral care approach, supporting learner wellbeing through: ○ On-site first aiders and mental health first aiders ○ Ongoing monitoring and responsive support • Programmes are designed to ensure all learners including learners with disability learners can access and succeed in employment pathways, preparing them for industry and job opportunities	Learner voice in disability support groups	• Ensure disabled learners are actively encouraged and supported to participate in disability or learner support reference groups. • Use learner feedback from these groups to inform improvements to programmes, support services, and organisational practices.

• Learners are supported by employment support services, assisting with transition into work, apprenticeships, or further training • NZWTS provides tools and resources to support assessment, including assistive technology and alternative assessment approaches where required. • Learning resources, including online materials and workbooks, are developed to be inclusive and accessible for all learners		
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5. Teaching and Learning

NZWTS ensures learners feel safe, supported, and included throughout their learning journey. Teaching practices are inclusive and responsive, catering to the diverse needs of all learners, including disabled learners

Current practice	Any gaps/Action	Responsibility
• Learning materials and resources are adapted and developed to meet individual learner needs, including: ○ Use of coloured paper for learners with dyslexia ○ Tailored PowerPoint presentations and visual supports ○ Use of assistive tools such as speech-to-text where required • Learners are actively involved in their learning through: ○ Individual Learning Plans (ILPs) ○ Opportunities to contribute and participate in class activities • Individual learning plan are conducted to discuss their goals and identify learners who may require additional support, enabling early intervention. • Classrooms use innovative and interactive teaching approaches, including visual learning (e.g. content on whiteboards and practical	Keeping pace with emerging supports and technologies	• Maintain awareness of emerging technologies, tools, and inclusive support practices that enhance learning for disabled learners. • Review and adopt new assistive technologies and inclusive teaching approaches where appropriate to strengthen learner engagement and outcomes.

demonstrations) • Comprehensive induction processes are in place, introducing: ○ All relevant support teams ○ Available learner support services and advocacy ○ Complaints processes and Code of Practice information ○ Student Code of Conduct • Key information and information about external support services is made accessible through: ○ Noticeboards ○ Learner handbooks ○ Classroom displays • Teaching practices promote inclusive and supportive learning environments, ensuring all learners can participate effectively • NZWTS celebrates cultural diversity, including participation in cultural language weeks and activities		
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6. Learning Support and Health and Safety

NZWTS provides a supportive and safe learning environment that ensures all learners, including disabled learners, have access to the resources, support, and facilities required to succeed. A holistic approach is taken to learner support, integrating academic assistance, wellbeing support, and health and safety practices.

Current practice	Any gaps/Action	Responsibility
• Learners have access to appropriate learning resources, including: ○ Personal protective equipment (PPE) ○ Tools and equipment required for practical training (e.g. welding) • Learners can access Learning Support services, including:		

○ Learner Success support ○ Clear complaints processes and support pathways ○ Employment support ● NZWTS promotes an open-door approach, encouraging learners to discuss concerns, seek support, and raise issues when needed ● Learners are encouraged to provide feedback through surveys and other engagement opportunities, supporting continuous improvement ● Health, safety, and emergency procedures are designed to consider the needs of all learners, including disabled learners, including: ○ Fire evacuation procedures ○ Site safety and security processes ● Facilities and equipment planning considers the access and participation needs of disabled learners, with input from learners and support staff where required ● Information technology systems and classroom resources support accessibility, including consideration of assistive technology and learning needs ● Events and activities (e.g. graduations) are planned to ensure equal access and participation for disabled learners ● NZWTS ensures a safe, inclusive, and accessible environment where learners can fully participate in all aspects of training		
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7. Environment (Physical and Digital)

NZWTS is committed to providing a safe, accessible, and inclusive physical and digital learning environment that enables all learners, including disabled learners, to participate fully in their training. Physical spaces, facilities, and digital resources are planned and reviewed to meet accessibility requirements and support diverse learner needs.

Current practice	Any gaps/Action	Responsibility
• Key access features such as entrances, routes, accessible toilets, parking, and facilities are clearly identified and signposted across sites. • NZWTS provides accessible parking and designated drop-off and pick-up areas, with signage aligned to NZS 4121:2001 standards. • Buildings and facilities required for use meet the NZS 4121:2001 Design for Access and Mobility standards • Walk abouts are completed in consultation Health and Safety committee • Policies and procedures ensure that the needs of disabled learners are considered in all new building work and refurbishments, including consultation with learners and relevant support staff • Learners are notified of any changes that may affect physical access (e.g. building works), and clear processes are in place for reporting access issues • Digital systems and learning technologies are designed to support accessible learning, including consideration of: ○ Assistive technology ○ Accessible online platforms and resources ○ Flexible access to learning materials • NZWTS ensures that events and activities, including graduations, are planned to provide equal access and participation for disabled learners • We are also utilising emerging technologies, including artificial	• Disabled learners are included in reviews of physical access, ensuring their feedback informs improvements	• Include disabled learners in regular reviews of physical and digital accessibility to ensure their lived experience informs improvements. • Use feedback from learners to prioritise and address identified access barriers in a timely manner.

intelligence (AI), to support accessibility and enhance learning. This may include tools that assist with: ○ Reading and comprehension ○ Speech-to-text and text-to-speech functions ○ Personalised learning support		
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8. Partnerships

NZWTS is committed to developing and maintaining strong partnerships with industry, external agencies, and community stakeholders to provide learners with access to specialised support, resources, and employment opportunities.

Current practice	Any gaps	Responsibility
• NZWTS is committed to ensuring learners have access to expert support services where required to support their learning and wellbeing. • NZWTS actively works with external agencies to support learners with additional needs, including disability-related support. • Referral pathways are in place to connect learners with external support services, ensuring timely and appropriate assistance. • NZWTS is committed to supporting learners into employment and is continuously exploring opportunities with employers and industry partners. • Partnerships have been established with employers and organisations to support employment pathways following programme completion. • Learners are supported to transition into work through engagement with industry and employment support networks. • NZWTS engages with external providers to deliver specialised services where required, such as: ○ Interpreters (e.g. for deaf or hearing-impaired learners)	Access to higher-level or specialist expertise	• Identify and establish relationships with specialist disability support organisations (“super-support” providers) to assist learners with complex or high-needs support requirements. • Maintain a register of external specialist services to support timely referrals when additional expertise is required.

○ Disability support services ○ Other specialist learning or wellbeing services • NZWTS maintains strong internal collaboration between tutors, Learner Success staff, and support champions, ensuring a coordinated approach alongside external partners • The organisation continues to develop and strengthen partnerships to improve access to services, resources, and opportunities for learners		
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10. Monitoring and Self-review

NZWTS is committed to ongoing monitoring and self-review to ensure that practices supporting disabled learners are effective, responsive, and continuously improved. A range of systems and processes are in place to evaluate learner outcomes, identify barriers, and inform decision-making across the organisation.

Current practice	Any gaps/Action	Responsibility
• Senior management has processes in place to identify barriers and assess their impact on disabled learners through ongoing Disability Action Plan monitoring • NZWTS uses a range of monitoring and evaluation systems to track: • Learner progress • Surveys (first impression, programme and graduate evaluation) • Retention • Achievement outcomes for disabled learners • Data is used to measure progress against targets and organisational goals, including those set through internal groups (e.g. Disability or Learner Support reference groups)	Accessibility of monitoring processes	• Ensure monitoring, feedback, and review processes are clearly documented, accessible, and understood by staff and learners. • Regularly review Disability Action Plan progress and outcomes, using data and learner

• Regular learner progress hui provide opportunities to review individual learner outcomes and implement targeted support • Systems are in place to provide a forum for raising and discussing issues, including: ○ Internal staff meetings ○ Learner support teams ○ Advisory or support groups • NZWTS encourages learner voice through: ○ Surveys ○ Feedback mechanisms ○ Informal discussions and engagement opportunities • Feedback from learners and staff is used to inform improvements to programmes, teaching practices, and support services • NZWTS adopts a continuous improvement approach, using self-review processes to: ○ Reflect on what is working well ○ Identify areas for improvement ○ Implement changes to enhance learner outcomes		voice to inform continuous improvement.
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Promotion and Accessibility of the Plan

NZWTS is committed to ensuring this Disability Action Plan is visible, accessible, and understood:

- The plan will be published on the NZWTS website in accessible formats.
- Learners will be informed about the plan during induction and enrolment.
- Staff will receive communication and guidance to support implementation.
- Learners and stakeholders will be encouraged to provide feedback to support ongoing improvement.

Evaluation of the Disability Action Plan

NZWTS will evaluate the effectiveness of this Disability Action Plan through a structured and ongoing process:

- *Quarterly monitoring:*
Progress against actions and milestones will be reviewed quarterly by the Academic Director and Executive Team.
- *Data analysis:*
Learner data (retention, achievement, progression, and support uptake) will be analysed to identify trends and areas for improvement.
- *Learner voice:*
Feedback from disabled learners will be gathered through surveys, hui, and support groups to assess effectiveness of support services.
- *Annual review:*
The Disability Action Plan will be formally reviewed annually to assess progress, update actions, and respond to emerging needs.
- *Reporting:*
Outcomes and progress will be reported to senior leadership and governance to ensure accountability and continuous improvement.

11. Milestones

Promotion and Accessibility of the Plan

NZWTS is committed to ensuring this Disability Action Plan is visible and accessible:

- Published on the NZWTS website in accessible formats
- Shared with learners during enrolment and induction
- Communicated to staff to support implementation
- Open to feedback from learners and stakeholders

Milestone	Responsibility	Timeframe
Ensure programme and recruitment websites meet accessibility standards (WCAG)	Marketing Manager	End of December 2026.
Annual review of recruitment and promotional materials for disability inclusion and support information	Marketing Manager / Learner Success Manager	Annually
Promote voluntary disclosure through enrolment communications	Enrolment Team	Within 3 months
Monitor disability disclosure trends and barriers	Disability Advisory Group	Quarterly
Review application forms to improve disability	Academic Director	Within 6 months

and support-needs identification		
Communicate Disability Action Plan organisation-wide	Executive Team	Within 3 months
Implement targeted disability training for academic and non-academic staff	Academic Director	Within 12 months
Maintain ongoing inclusive practice and DFQM-aligned professional development	Academic Director	Ongoing
Encourage Disability Confidence 101 participation	Programme Manager	Within 12 months
Increase disabled learner participation in support/reference groups	Programme Manager	Within 6 months
Use learner feedback to improve support services and programmes	Academic Director	Ongoing
Review emerging assistive technologies and inclusive teaching practices	Academic committee	Ongoing
Include disabled learners in accessibility reviews of facilities and digital systems	Health & Safety Committee / Programme Manager	Annually
Establish relationships with specialist disability support providers	Learner Success Manager	Within 12 months
Develop and maintain register of specialist external support services	Learner Success Team	Within 6 months
Monitor Disability Action Plan implementation and progress	Academic Director / Executive Team	Quarterly