DARLENE MCLENNAN: Okay, thanks for joining us today. For those that don’t know me, I am Darlene McLennan, the Manager of the Australian Disability Clearinghouse on Education and Training, ADCET for short. Today's meeting/webinar is being live captioned. To access the captions, go to the toolbar at the top or bottom of the screen to access them there or we are also putting captions into 1Capp and Jane will put that link into the chat box now. I want to start by acknowledging I am coming to you from Lutruwita, Tasmanian Aboriginal land, sea and waterways, and acknowledge with deep respect the traditional custodians on the land, the Palawa people. I stand for a future that profoundly respects and acknowledges Aboriginal perspective, culture, language and history and a continued effort to fight for Aboriginal justice and rights, paving a way for a strong future. I would like to acknowledge the traditional custodians on the various lands on which we are all working and studying on today and any Aboriginal and Torres Strait Islander people participating in this session. Today, if people have joined ADCET with our sessions before, we are using the meeting platform not the webinar platform. The reason for this is that we are going to have breakout sessions, giving people an opportunity to come together and talk. Hopefully, you are aware that today's session is Access Plans for VET Educators. This resource sits on ADCET now, it is a suite of professional learning resources. Jen Cousins and Meredith Jackson worked collaboratively with disability practitioners and educators from across the sector including people from TAFE Queensland, Tasmania TAFE, TAFE New South Wales, Charles Darwin University, TAFE Western Australia and TAFE SA. This session will explore the resources and how they can be accessed and how to contextualise them to your audience. I am excited about having this session and I think sometimes we put things on the website and we get a lot of engagement, but to hear from practical strategies to put it into practice is really wonderful and this webinar will — meeting will be a resource that will sit on that page on the website as well to help people engage in the content. As I said, we are being captioned. When we go to the break out rooms, we will ensure the captioner goes with anybody that needs captioning. Please message Jane Hawkeswood in the chat box if you didn't identify you need captioning so we can work that out. Some other housekeeping details, we are recording this, the recording will go on ADCET in the coming days. If you have any technical difficulties, you can email us at admin@adcet.edu.au. This session will go around 50 minutes - I forgot to confirm that, Jen and Meredith - and then we ask people to put any questions into the chat box and Jen and Meredith will answer those. Feel free to chat with each other and have a conversation throughout the session too, just make sure you choose all panellists and attendees so we can all see the conversation happening with each other. Yes, I think people have done that anyway, but I encourage you to mute when you are not talking and to keep video off to help with the bandwidth for people joining us as well, we had over 85 people register, which is fantastic, I think 90-something last count. Over to you wonderful women, it is exciting to see both your beautiful faces and have you with us today. Thank you again on behalf of ADCET and me for sharing your knowledge and doing this work. It is brilliant.

JEN COUSINS: Thanks, Darlene. Welcome, everybody. In the spirit of reconciliation, Meredith and I would also like to acknowledge the traditional custodians of the various lands we are meeting on today and pay respects to their Elders and to the cultural heritage we should be proud of as Australians. Thanks to the ADCET team for hosting us and hosting the resources we developed as part of our project. It is great to have this opportunity today to just unpack them a little more for everybody and think about the ways they can be used and I have popped in the chat box there the link to those resources if you haven't already had an opportunity to have a look at those. We started this project in 2019, it came about from a range of conversations that we had with the VET sector, the NDCO network and ATEND and ADCET itself just in our discussions, recognising we needed to bring forward better VET based resources and develop perhaps a better connection and network within the VET sector around those things. In that context, there were lots of discussions about the Disability Discrimination Act and the Standards for Education and how well they were being understood. There is lots of discussion around disclosure as being a requirement, often to get reasonable adjustments and the level of support that students required. In the VET sector, in particular, lots of discussion around the training packages. They are not always being written in an inclusive way, because they are actually written in a way that, I guess, identifies a lot of inherent requirements that created challenges. The different funding models we have in each of the states, limited VET guidance and training for people. There were a lot of issues bubbling away and the first thing we wanted to look at was around Access Plans, that seems to be where a lot of the feedback was coming from and saying, look, often people acknowledge Access Plans are a process we use and understand why we use them, but when they reach the educators, there is real challenges in the way they are implemented and understood and what the impact is for the student or the outcome in the way they are implemented. We were keen to pursue some of that. We could see it through other data like surveys being done across the VET sector, complaints data, what the students were saying about their experience. That is where we came together as a project group to have a look at those sorts of things. This project, the Access Plan resources were a result of those conversations and collaborations.

MEREDITH JACKSON: Thanks, Jen. Thanks, Darlene. Hello, everyone. It is exciting to have this opportunity to join you and talk about this wonderful project we are able to get involved with. Really, it wasn't hard for us to collectively work on the aims we had in regards to this. We all recognised the need to have a better mechanism of support for our educators from beginning to the more experienced educators. Also, some resources and approaches that supported the non‑educators as well that work with us. Equally, our equity practitioners across our VET sector. That was the start of our aims. It was also a great opportunity to build on existing networks that we have. As a practitioner, we have outstanding networks that we rely on and nurture and this was a great opportunity to continue and build further networks for the support and the collegiality that we needed and that we knew would foster the development of knowledge and skills and confidence with our VET sector. We aimed at promoting this partnership and really showcasing the value in working together and looking at all roles in the VET sector how, by coming together and collectively working with each other, we would ultimately be supporting our students. Improving the understanding and awareness of the student and equity services that are provided across our country by all of our VET organisations. It was also an opportunity for us to broaden and deepen the understanding of reasonable adjustments in the VET sector and what our stakeholder responsibilities were. Those responsibilities by the equity practitioners, those for the educators and ultimately, for the students as well. Also, the aim of the project was to share. We had a great collection of wisdom and experience and it was a fine time for us to get together and engage in those conversations and then also get those conversations out there across the sector around the understanding, awareness of implementation of our Access Plans. What were we trying to achieve? The correlation between what we were doing as the practitioners, streamlining what was happening with our educators and also our students. Building our students’ self‑advocacy and confidence and understanding of Access Plans. We wanted to have an opportunity to really develop our educators and I mentioned earlier from the beginning, from the first time they start in our sector, you are aware we have really experienced industry practitioners that come into our educational environment and they may not have a strong background in Access Plans and understanding. This was an opportunity to build from the ground up and then also build on those that are more confident and have a good understanding, but need some further information to be able to work with the Access Plans. We also wanted to look at how we could build the confidence with our teachers in regards to having conversations with our students around Access Plans as well as building the student themselves conversations and creating that greater self‑advocacy. Also, the understanding and awareness of inherent requirements and reasonable adjustments so that our students will be making more informed choices. Looking at streamlining our organisational processes. We work on national training packages in our VET sector in Australia. It made sense to look at how we could streamline organisational processes and give really good models to our VET sector as well. As I mentioned earlier, looking at strengthening the student voice and self‑advocacy. When we were looking at what we were trying to achieve, I know towards the end of the year when we had our Pathways Conference, I remember Dr Sheila Daniel Mace from the Uni of Sydney presenting at Pathways. What she said resonated with me at the time. It was reflective of what we were doing as this community of practice and with this project. She talked about creating places of belonging for people, for those living with disability and looking further from the diversity and inclusion that we see in our sector. I really felt that was what we were doing with this project and with this national resource that was emerging was we were ensuring we were stepping towards creating a greater sense of belonging for our students. Also, ensuring that we, as the practitioners, were creating a greater sense of belonging ourselves within the VET context. That was really exciting and the passion that emerged from our cop was fantastic. That is wonderful. That is what we were looking at achieving.

JEN: Thanks, Meredith. I think one of the key things is around that we didn't really want to reinvent the wheel. We need to learn to share across our sector and to support each other and that's been one of the great things about the resource, that we've come together very collaboratively to develop that. We had to work for quite a while to identify what were the types of topics we wanted to cover in the resource and I think at the outset, we had a lot of discussion about acknowledging that VET educators often don't have training in these particular areas. We don't often talk about Access Plans in our TAE training at the CERT 4 or diploma levels, and it’s often dealt with as an inclusive design topic when you get to the higher education areas. We often overlook the area of reasonable adjustments, inherent requirements, Access Plans and structures that support that in our organisations. I think that is important that we needed to acknowledge that our educators may not have had the opportunity to really get that training previously and we wanted to build on the expertise they already have. The topics we cover in the resources is really about what is an Access Plan, people's understanding of that as a tool used within the VET sector or the tertiary sector and school sectors. How does it actually apply in the VET sector. What kind of legal framework supports the use of Access Plans and what is the true purpose of it. We felt that a lot of the evidence was suggesting that people were really struggling with what was the actual purpose of the Access Plan. A lot of educators were telling us that they felt that the Access Plan was flagging to them this person had a disability that they should know a lot more about the disability and equity services and student services should fix the problem rather than understanding the Access Plan was designed to prompt them in their thinking. We wanted to strengthen the understanding of the roles of the equity services with the educators and the student and seeing it as a partnership if we are going to work around an Access Plan. We wanted to make sure that people got enough information understanding to understand those roles and responsibilities and feel confident enough about having those conversations. I guess the finer details around confidentiality and disclosure which often is a challenge for people. The Access Plan is saying, yes, the student has something that requires us to respond, but how much or how little do we need to know. What is the impact when we are not respectful around the confidentiality and disclosure for the student. Thinking a bit around the inherent requirements and the reasonable adjustments and then what sorts of things can I do from a practical level around implementing Access Plans and documenting and reviewing them from the educator point of view. What are they actually doing in terms of their documenting the processes and the strategies they have been using, the conversations they had with the students? We wanted to cover off on that process more widely and really prompt that conversation with the educators throughout the resource. The resource itself comes with a number of different components. We have a PowerPoint presentation, some session guidelines to guide people through the delivery of that, case studies that you can use and activity sheets with particular activities that we outlined and a series of supporting resources. Those things make up the kit. They are all there and downloadable for you on the ADCET website.

MEREDITH: There is a PowerPoint presentation that has about 40 slides in it. What I really love about the kit, and I will tell you more when I share me experience facilitating and using it, it is easy to contextualise and work with. Once you know your audience and what you are delivering and your time frame and the mode of delivery, you can go through and contextualise this presentation, which I did at the time I used it. It is a great kit. It has a wealth of information there that you can actually have a look at and determine who is my audience, how am I delivering and what am I going to use on the specific delivery. It is a great presentation.

JEN: I think what is really important is we do encourage you to adapt it and contextualise it. We wanted to give people some starting resources, really, because each of our organisations are really different, we have different processes and different ways we use Access Plans, different templates for Access Plans and we wanted to provide foundations you can build on and contextualise to meet your requirements. We have provided a whole outline of the session as we see it as a full two hour session, but we are not mandating it or prescribing that is the way it has to be done. We just really wanted to give people some guidance around that and how they could be using the tools and resources that we've developed. But we certainly encourage you to think about contextualising those as much as possible.

MEREDITH: Thanks, Jen. One of the tools that we came up with is this activity sheet which gives us the opportunity to have a conversation with a practitioner to help identify and document what actually are the inherent requirements, helping them unpack that unit of competency. Looking at what is required as far as the student demonstrating evidence, what are the tasks they have planned for the student undertaking the unit of competency and have a conversation around the potential reasonable adjustments can be. It is a really good tool to use, particularly with our beginning teachers that are getting used to this process because you can actually map out the conversation and you have a record there of what you discussed for the actual teacher to take away with them. That is an optional tool, it might be something you do during your presentation or something you can work with outside of that presentation or at any time with your practitioners. It is just a tool you can use on an ongoing basis to help you have those conversations when doing a consultation with them and identifying what reasonable adjustments could work with a particular unit of competency.

JEN: It is important that people are working in a very connected way to the areas they deliver and assess in. This really, these types of activities, we haven't prescribed the way they were done, we want people to connect to that themselves. We have provided general resources as well, a fact sheet about the process of Access Plans, the purpose, the legal framework. It outlines the whole process. We hope that will be helpful for organisations that may not have that well‑documented yet, but can certainly guide practice. We have a quick reference guide with links and resources that people can go to if they want to explore more and want to know more. We created just a really simple glossary of key terms and concepts to support people's understanding. We often are assuming they know and understand a lot about Access Plans, but that may not yet be something they have dealt with directly in their area. We wanted to make sure that was something available to people.

MEREDITH: Okay. So, I am going to show you these case studies that we opened, bear with me as I share my screen, okay. They are fabulous, I read through these case studies, if you can't tell, I am a former teacher so I get overexcited. We collected 17 different case scenarios which were written by members of our community of practice. They are great. They can be contextualised. We set them out so that we would have a student name, I mean they could be case studies from experience and we have given them a fictional name. I know the ones I did were from students I worked with over time, but we collected them, we have 17 all together and different student demographics and levels of qualifications. We have actually got case studies from certificate 1 up to diploma across a range of vocational backgrounds. If you particularly wanted to contextualise them into a vocational background, you could look at that. If you wanted to use different case studies for one particular delivery area, for example, if you were working with community services and you wanted to contextualise them into that, you could make those changes yourself. What you do is up to you. They are a great starting point. They have a good profile of the student and the disabilities they identify with. We have some of the impacts that disability has on the student. Implications for learning and these implications are relating to the type of course that the student is doing. Then we added a particular event, something that happened in the delivery classroom context for that student. Then after that, we have some inclusive educator strategies. I will talk more about this when I explain how I deliver it at my particular organisation. We have given a really nice collection of strategies that our teachers could use to help ensure this student succeeds and has reasonable adjustments and has that sense of belonging we are passionate about working towards. Whether you use these or not is optional. You can use them or take them out. They are there for you and depending on who you are working with and the level of experience and knowledge that your teachers have will depend on whether you use them as well. They are wonderful. That was just one example of Andre. I will come out and I will show you another one. Andre was 20, studying a Certificate II in Baking and Andre identifies as deaf and has a cochlear implant. We then had Ravi who had a different background, he came to Australia as an asylum seeker. It gives background, where he lives. Doing a Certificate I in Construction. Wanted to be a carpenter. Gives an explanation of activities in his class. Impact, implications on learning, an event and the strategies there as well. We have those lower level prevocational qualifications. Then we’ve got examples such as Sarah, doing a Diploma Events Management, doing a full‑time load. Then Taylor, who is a recent school leaver who is 16 and has enrolled in a Certificate III in Cabinet Making, again, the disability and the impact. They are wonderful resources you can use as part of your delivery. I will move on to — hand back to Jen, now.

JEN: Terrific. Thank you, Meredith. I want to make a point about that. There is a real opportunity there and it has come up in a couple of questions people submitted regarding there is a time for people to have an Access Plan and particular things may be dealt with through the Access Plan, but there are many of our students who haven't disclosed they have particular requirements. Having those case studies where it is a bit broader and we are talking more about beyond the Access Plan, what are some of the other things we can do to actually do that and address those needs without the need for disclosure from that person is important as well. That’s one of the nice things is that we recognise that having an Access Plan is one part of it, but a lot is about the way we respond as educators and really building our own toolkit around the things that we could be doing is really important. We thought it might be valuable while we have such an amazing group of people online to do a bit of a break out session. We have got some prompting questions here, but we are happy for you to have a chat in your group about your experience of what you are observing, maybe some of the challenges around Access Plans and implementing them effectively or what some of the challenges might be around building educator capability around Access Plans or whether your organisation is using key strategies to address those things. We are going to get Jane to assist us to pop everybody into break out groups. If people need the captioner, you will be allocated to the same group as the captioner at that point in time so you should appear in the same group. We would like you to take the next five or 10 minutes to have that conversation with each other and then to come back and we will pop some of your key points into the chat box and Meredith and I will work through those with everybody.

DARLENE: Thanks, Jen and Meredith. Darlene, here. When you get allocated, you just need to click the join button.

[BREAKOUT SESSION]

DARLENE: Thank you, everybody, for bearing with us. We managed to lose three‑quarters of the audience in going to the break out room, everybody was too scared to work together, very disappointing. I thank and commend those who stayed with us, well done and hopefully you got a bit out of the conversation. I will hand back to you, Meredith and Jen.

JEN: Thanks, Darlene. Thanks, Jane, and thanks, everyone, that was a leap of faith. Clearly, it is scary for many people. We wanted to ask, are there any key things that were discussed in your group you wanted to pop into the chat box around some of the challenges or the strategies that you might have been using? I know that in the group I was in, we were certainly talking about the lack of training that educators probably have had in the VET sector around some of these areas and we have often expected them to be incredibly skilled and capable in doing those types of things, but in reality, they just haven't had that information or training or guidance around how they might be able to do that effectively. Meredith, do you have anything more to add?

MEREDITH: No, I think I will get feedback from everyone and go into the example. That correlates with what I am going to talk about with that experience of rolling out the resources.

JEN: There is a message from Michael. Thanks, Michael. I think that is a good point about disclosure and if people seek out an Access Plan, does that actually create other impacts for them? And I think that's really a key issue going to be going on and on around that. We do need to design the way we deliver and assess, the way we engage students, the way we set up enrolment procedures, all those things need to take into account that people can access the additional support. That is the key reason why we wanted to put in the case studies, was to show people that beyond an Access Plan, there are other things we can be doing to effectively support students who may have other issues. Sometimes, there aren't robust orientations, yes, people aren't sure of that. I think that is a great point to understand. Thanks for that, Susan. I think it is one of the things we talk about, you know, when we are looking and using these resources, you are trying to encourage people to feel more confident about identifying and connecting with their student support services or equity services or people in the organisation that can help you support those students. I think that is really important as well. Bianca, you said there was a great analogy in your group that it can be hard for students to know what will assist them when studying if they haven't had much exposure to what has worked for them in the past. Being in a restaurant and being asked what you would like to have without being given a menu, it is a big challenge for us. That is a fabulous analogy. That is what happens for students. They often transition from school or other experiences and don't come with that knowledge and understanding about that. If we then get — if I am that person and get an educator that doesn't understand how they might respond, we get into a pretty awkward situation and that is where we see people drop out of courses and say, “I didn't get the support that I needed or have those opportunities.” So, I think that is fantastic. Thank you, everybody, for starting to look at that. It is a great analogy. The documents in the training packages and things don't give a lot of guidance. They are certainly improving, but don't give a lot of guidance and that lack of collaborative support means it is always push back to the educators to really manage it, but if we think about what training we might have had or professional learning we had to develop that, that is where our heart lies in having developed these resources. Thanks, everybody, your feedback is fantastic around that. Meredith is going to give us information about her experience of delivering them, but I thought I would talk about - we feel that having that face‑to‑face, whether you do that in the same physical environment or online is an important way to use the resources because we want people to connect and have the opportunity to discuss and that increases the engagement, I think. To date, where we have done it with groups, it certainly increased engagement. People feel relieved to have some of that conversation. Also, it is about that myth busting, help people connect to the right information and processes in their own organisation. Perhaps some of their own thinking. It is a great way to do unpacking of particular issues or examples that groups have around their own qualifications. Having it in small, educated groups, we could be sensitive to a range of the issues going on and we can manage that. We can really build on previous experiences that people had, whether positive or negative and help to turn that around. The fact that we can contextualise these resources is really what it is about. Meredith is going to share her experience in delivering with her teams.

MEREDITH: Thanks, Jen. Thanks, everyone, for the great comments and feedback here that — it’s really good we are sharing our challenges and concerns and having a quick look, I can see Kate has mentioned about the lack of collaborative support and resources and funding focussed private RTOs pushing back on to trainers to manage on their own. The resources are so critical and I come from a large RTO, TAFE Queensland, very aware of the challenges that our private RTOs have in that regard and the wonderful thing about the ADCET resources is that they are for everyone. Also, I know Bianca mentioned earlier, it is hard for students to know if they don't really know. We start from at the first point of contact, we get students coming in at year 10 onwards and our focus is always about building their awareness and self‑advocacy and working with the schools as they transition into post-educational programs. Having this chance to use this resource with our teachers is enhancing that process because we are building their understanding and awareness. They also don't know what they don't know. By having them get confidence and buy in, we are getting to a stage where we can create that sense of belonging for our students. My experience, I did write a few notes, so if I am flicking around, you will see why. Again, I wanted to really share it because I have total investment in this being involved. I also got involved because I knew how valuable this resource and process was going to be to us as equity practitioners and to my organisation and ultimately to my students. I worked for TAFE Skills Tech. We are and extremely large Queensland RTO and provide training in the traditional trade areas, construction and plumbing and electric areas. I have four campuses, probably about 300-plus teachers across there. I was given the opportunity to engage and do a session at our staff PD in January and that was face‑to‑face. That was wonderfully beneficial. Of course, this can be moved over into other forums. I had the face‑to‑face opportunity. So, I was given some sites one hour, some one‑and‑a‑half hours. I was able to grab the resource and take out what I believed I needed. My first tip was — tip one was to know who your audience is. I know my trade teachers and know my time and what worked for them. Tip two was about building a delivery approach. So, when I looked at it, I determined that I wasn't going to just roll out the one‑off PD session. This was my starting point because I knew I could use it and do a lot more to optimise the learning and engagement and development of my educators. I came up with a four-tier approach in delivering Access Plans for educators. Again, targeting the sense of confidence and belonging with my staff. That was my tier 1, having the face‑to‑face, using the contextualised resources. One group I was able to get working on the case studies, but the other groups, I didn't have the time. I parked the case studies because I am going to use them later on. The tier 2 with my approach is to be going to engaging at their team meetings be it face‑to‑face or online. It is at that point for some of my teams because my teams are all at different stages of skill level and experience and have different cohorts, I am going to, for some of them, look at doing case study work with them. My third tier is around ensuring that all of the staff that I am working with, all the educational staff are undertaking the wonderful disability awareness training that is free on ADCET. I am targeting the training for the educators and I’m going to be targeting colleagues that are non‑educators to do the training for non‑educators. It is an outstanding resource I can't compliment enough and it is free. It has tracking there, so I can track who has done it, started it and who hasn't. When I get to stage 3, I’ve really got good engagement with my teacher cohort, they’ve put up with me, engaged with me online or face-to-face at a team meeting and I am now getting them through tier 3 doing the disability awareness training. My fourth tier is around really starting to build their skills around having student conversations. It is at that later stage that they will have more confidence and understanding and awareness of Access Plans in an educational context. I am talking fast, sorry, because I am conscious of the clock. One of the important realisations is understanding that our teacher cohort is at different stages in development and I go back and reflect from having a teaching background, it is around the stages of learning where our truly beginning teachers are coming in and they have unconscious incompetence because they don't know what they need to know. They have no experience and that's a prime opportunity for us at that foundation level to work with them. If I am working with those unconscious incompetent teachers, it is them I would be looking at using the case studies to the fullest extent and working through and using those inclusive educator strategies and demonstrating it to them, showcasing the great examples there. We can build their understanding and awareness of our students, their needs and the adjustments they can make to become inclusive and ensure they are comfortable and engaging. The next is that unconscious incompetence level where the staff are aware they need to know about Access Plans and reasonable adjustment and accommodating students, but they don't know what it is that they need to know. Our resource kit is so explanatory. Jen took you through the content, it is all there for them. When we know where our teachers are at, we can work through the content and build on that. With that group, I would give them a case study to do, but I would give them all those inclusive educator strategies to reflect on and work in partnership. The next level would be the conscious competence. That is where our teachers really know, they are informed, about Access Plans and understand about reasonable adjustment and have experience. It is at that stage, I would take those inclusive strategies out and get them to work either individually or collectively and identify what they have experienced and what they have seen works well with reasonable adjustment for specific scenarios. Then, with that ultimate going being that our very experienced teachers are going to, as we work through the PD, the four tiers, we are getting our teachers to the stage of unconscious competence where they are so experienced and aware they are performing and including and ensuring our students have and teachers and equity practitioners have a sense of belonging without knowing they are doing it. I will be targeting our — I have done the teachers, I am doing the client services team and I am doing the VET in schools team and hopefully our business managers and I will be running through the resource and contextualising it for them and doing sessions as well. The final of my four tips is get that consistent language out there and reinforcement with staff. I am so much more conscious of using the language that is reflected in that resource. I talk at forums, I put little articles and reminders into the staff newsletters as well. Everything I am doing, I am linking back to our Access Plans and processes so the teachers are getting more exposure and familiarisation. I hope I explained that well.

DARLENE: Two minutes and we have to wrap up.

JEN: I was going to say, as you can see, there is lots of ways to use the resources. We are certainly using it as part of the complaints resolution where a complaint might relate to Access Plans or support provided to a student, continuous improvement through TA delivery. Lots of different ways it can be used, and to wrap up, the idea of having a sense of belonging is what we are trying to create. The importance, really, of having the conversations, intervening early and building the partnership between the student, student services or supports and your educators and really empowering our educators to feel confident about supporting students with disability. Thank you very much for your time. It has been great to share the resource with you and thanks, Jane and Darlene, for your support.

DARLENE: No, that is fantastic. Thank you for delivering such an informative session. I got a lot out of it. As I said at the beginning, it is easy to put up information on the website and not engage, this is encouraging people to engage in the content and be able to use it to benefit the students with disabilities and their organisation. Thank you, everybody, for joining us. Thank you for those that managed to stay on and join the groups and I am sure Jen and Meredith would be happy to hear from anybody if they have questions. Have you got your contact details at the end?

JEN: They are up on the website anyway, if you want a chat or discussion, please feel free.

DARLENE: Have a great day everybody.