
REGENT TRAINING CENTRE

DISABILITY ACTION PLAN

Mahere Mahi Whaikaha

2026 – 2027

Prepared by:
General Manager

Approved by:
Board of Directors

MoE Number:
9840

Version:
V2.0

1. Introduction

Regent Training Centre (RTC) has been operating as a private training establishment (PTE) in Te Taitokerau Northland since 1984. Kiwi-owned and operated, RTC serves people aged 15 years and above, across multiple campuses in Whangarei, Ngawha and Kaitaia, delivering zero-fees vocational education and foundation training funded by the Tertiary Education Commission (TEC).

This Disability Action Plan (DAP) has been developed to meet the requirements of the TEC Investment Plan and the obligations of the Education and Training Act 2020. It supports RTC's commitment to equity and inclusion and specifically addresses how RTC will improve participation and achievement outcomes for disabled learners across all its campuses and programmes.

This DAP has been developed in accordance with TEC Disability Action Plan Guidance (revised March 2024), the Kia Ōrite Toolkit, and the New Zealand Disability Strategy 2016–2026. It has been approved by the RTC Board and will be reviewed and updated annually as part of the TEC Investment Plan process.

1.1 About Regent Training Centre

Trading Name	Regent Training Centre (RTC)
Legal Name	Regent Training Centre Limited
MoE Number	9840
NZQA Registration	Registered Private Training Establishment
TEC Funding	Government-funded (zero fees for eligible learners)
Head Office	4 Keays Road, The Avenues, Whangarei
Campuses	Whangarei (29 Maunu Road, 13 Morningside Road, 370 Pipiwai Road), Ngawha (5449C State Highway 12), Kaitia (16 Whangatane Drive).
Programmes	Intensive Literacy & Numeracy, Health & Fitness, Life Skills, Hospitality, Automotive, Building & Carpentry, Computing, Horticulture
Operating Since	1984

1.2 Our Vision, Mission and Values

RTC's organisational identity is built around the following commitments:

Vision	Learners have CHOICE and CONTROL over their future
Mission	To positively impact communities, one learner at a time
Core Concepts	Whanaungatanga, Manaakitanga, Aroha, Ako - whole person wellbeing is the way forward

RTC's values are expressed through the I.N.S.P.I.R.E framework:

- Integrity – we value honesty above all
- Nurture – we care, we guide
- Success – we enable all to achieve
- Professionalism – we aim to do our best
- Innovation – we adapt to the needs of our learners, and for continuous improvement
- Respect – we celebrate and uphold diversity
- Engagement – we create new opportunities through mutual learning

These values are central to how RTC approaches disabled learner support: with care, respect, and a genuine belief in every person's potential.

2. Definition of Disability

RTC adopts the social model of disability as outlined in the New Zealand Disability Strategy 2016–2026. Under this model, disability arises when people with impairments encounter barriers in society - it is the barriers that disable, not the impairment itself.

Disabled people or disabled learners include those with permanent impairments, those with impairments resulting from long or short-term injury or illness, the deaf community and those with learning disabilities, neurological or cognitive difficulties, mental health conditions and other hidden impairments. These impairments may last for six months or more.

- Achieve / Kia Ōrite Toolkit, 2023

This definition is also grounded in Article 1 of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), which New Zealand has ratified.

RTC acknowledges that many of the young people it serves have previously been failed by traditional education systems. For a significant proportion of RTC learners, barriers to participation are compounded by intersecting factors including:

- Learning disabilities such as dyslexia, dyspraxia, ADHD, and autism spectrum conditions
- Mental health conditions including anxiety, depression, and trauma
- Physical impairments or chronic health conditions
- Being Māori or Pasifika and experiencing additional systemic barriers
- Low prior achievement and disrupted schooling histories
- Socio-economic disadvantage

RTC respects that individuals may identify differently with disability and will use both 'disabled learners' and 'learners with disabilities' responsively, according to individual preference.

3. Current Practices Supporting Disabled Learners

3.1 Enrolment and Declaration

At the point of enrolment, applicants are provided with information about the support available at RTC and are invited - without pressure - to share any disability, health condition or learning need that may affect their study. Across all three campuses, enrolment coordinators take a person-centred approach, focusing on each applicant's strengths and abilities rather than their limitations.

RTC understands that not all disabled learners will feel ready to disclose at the point of enrolment - particularly those who have had unsupportive experiences in the past. Rather than relying solely on enrolment declarations, RTC uses an Individual Support Plan (ISP) to identify and respond to each learner's needs. The ISP is completed by tutors together with the learner, whanau and case workers, at a pace that works for them, once they have had time to settle into the RTC environment. **ISP**

Appendix A

3.2 Pastoral Care and Learner Support

Pastoral care is central to RTC's model of delivery. RTC's 2025 Code of Practice Self-Review confirmed that all four core Outcomes under the Pastoral Care Code are implemented, including:

- Learner wellbeing and safety systems
- Active learner voice mechanisms (surveys, korero, one-to-one conversations)
- Safe, inclusive, supportive and accessible physical and digital learning environments
- Ensuring learners are safe and well

Staff hold first aid qualifications and are provided with training in de-escalation and conflict management. RTC maintains a network of community support services and internal pastoral care resources across all campuses, providing referral pathways for learners experiencing mental health challenges, family difficulties or other barriers.

3.3 Flexible and Practical Learning

RTC's delivery model is inherently supportive of learners with diverse needs:

- All programmes are practical, hands-on and industry-relevant - reducing reliance on traditional academic approaches that have not worked for many RTC learners
- Small class sizes and low tutor-to-student ratios enable individualised support
- One-on-one and small group support is embedded in programme delivery
- RTC can assist with transport to and from campuses, reducing access barriers
- Campuses are equipped with workshops, kitchens, and well-resourced classrooms that simulate real work environments

3.4 Digital Learning Environment

RTC provides digital devices for each learner, with a back-office system that includes a monitored firewall to ensure learner safety online. Digital tools are used to support learner achievement and enable flexible access where possible. Accessibility of further assistive technology and resources is an area RTC has identified for further development under this DAP.

3.5 Partnerships and External Support

RTC works in partnership with a range of organisations that support disabled learners and the broader community:

- Toitu Te Waiora - wellbeing and mental health support
- Ministry of Youth Development (MYD) - youth-focused services
- Northable Matapuna Hauora
- Workforce Development Councils (Ringa Hora, Waihangā Ara Rau, Hanga-a-ro-rau, Te Kahui Kahu) - industry engagement
- Ministry of Education (MoE) - compliance and equity frameworks
- ITENZ - PTE sector peer learning and advocacy
- Local health, social and community providers in Northland

4. Areas Identified for Development

Using the Kia Ōrite Toolkit as a self-assessment framework, RTC has identified the following priority areas for development through this DAP:

Priority Area 1	Strengthen governance and leadership accountability for disabled learners
Priority Area 2	Improve the way disabled learner voice informs decisions and practice
Priority Area 3	Further enhance the ISP process, enrolment, disclosure and support policies and processes
Priority Area 4	Enhance accessibility and inclusivity across the physical and digital learning environment
Priority Area 5	Build disability confidence and inclusive practice capability across the RTC team

These priorities have been identified through review of RTC's current practices, the Kia Ōrite Ten Point Plan, TEC's DAP guidance, and consultation with staff and learners.

5. Disability Action Plan Objectives

Objective 1: Engage Governance and Senior Leadership in Accountability for Disabled Learners

Goals and Targets:

- Establish an Access and Inclusion Reference Group (AIRG) with representation from senior leadership, staff, disabled learners/graduates and external specialists
- The AIRG to develop, update, and monitor this DAP on an annual cycle
- Board to receive annual reporting on disabled learner participation, achievement, and wellbeing outcomes
- Ensure RTC policies are aligned with the UNCRPD and the Education and Training Act 2020

Person / Team Responsible	Tasks / Actions	Evaluation Methods	Kia Ōrite Link
General Manager / Board	Establish the AIRG with terms of reference, meeting schedule and membership criteria	AIRG minutes and membership records	All-of-institution approach; senior management accountability (Kia Ōrite Point 1)
General Manager / AIRG	AIRG to meet minimum 4 times per year and report to the Board annually	Board meeting minutes; annual DAP progress report to TEC	Review and reflect/respond cycle (Point 10)
AIRG / Board	Ensure DAP and DAP progress updates are approved by the Board before submission to TEC	Board resolution records	Leadership endorsement of inclusive policies (Point 1)
AIRG	Review and align all relevant RTC policies with disability legislation and best practice	Policy register; legal compliance checklist	Non-discriminatory practices awareness (Point 4)

Objective 2: Increase Disabled Learner Voice at All Stages of the Learning Journey

Goals and Targets:

- Invite disabled learners and graduates to participate in the AIRG
- Develop and regularly administer surveys to gather feedback from disabled learners and graduates
- Ensure learner feedback directly informs changes to policy, practice and programme delivery
- Create safe channels for disabled learners to raise concerns or provide feedback at each campus

Person / Team Responsible	Tasks / Actions	Evaluation Methods	Kia Ōrite Link
Enrolment Coordinators / AIRG	Invite enrolled disabled learners and/or recent graduates to join the AIRG	AIRG membership records; meeting participation	Partnership with disabled learners in planning and design (Point 2)
General Manager / Team Leaders	Develop and distribute bi-annual surveys to disabled learners and graduates across all campuses	Survey completion data; analysis reports presented to AIRG	Co-design of training programmes and resources (Point 5)
AIRG	Document how learner feedback has been used to make changes - a 'You said, we did' record	Change log linked to feedback themes	Review and reflect/respond cycle (Point 10)
Team Leaders	Create opportunities for one-to-one korero between disabled learners and pastoral staff at each campus	Records of support conversations; learner satisfaction	Pastoral care responsiveness (Kia Ōrite Code)

Objective 3: Update Policies and Processes to Ensure Accessibility, Inclusivity and Support

Goals and Targets:

- Review and update the enrolment declaration process to be more inclusive and reduce barriers to disclosure
- Develop a Disabled Learner Support Policy and Communication Protocol
- Ensure all RTC policies reflect the social model of disability
- Create clear referral pathways to internal and external support services

Person / Team Responsible	Tasks / Actions	Evaluation Methods	Kia Ōrite Link
Team Leaders / Customer Service Administrators	Review enrolment forms and processes to invite disclosure of all disability and health-related needs (not just those affecting study)	Updated enrolment materials; increase in disclosure rates	Remove barriers to participation (Point 7)
AIRG / Team Leaders	Develop a Disabled Learner Support Policy covering: declaration, confidentiality, referrals and accommodations	Policy approved by Board; communicated to all staff and learners	Inclusive policies and procedures (Point 1)
AIRG	Map external support services available in Kaitaia, Ngawha and Whangarei and create a resource directory for disabled learners	Published resource directory; updated annually	Remove barriers; connect learners to services (Point 7)
General Manager / AIRG	Develop a communication plan specifying how disabled learner information is shared confidentially within the organisation	Communication plan approved and implemented	Privacy and legal obligations (Point 4)

Objective 4: Ensure Accessibility and Inclusivity Across the Learning Environment

Goals and Targets:

- Conduct an accessibility audit of each campus (Whangarei, Ngawha, Kaitia)
- Apply Universal Design for Learning (UDL) principles to programme delivery and learning materials
- Improve the accessibility of RTC's digital platforms and resources
- Ensure assessment accommodations are available and consistently applied across campuses

Person / Team Responsible	Tasks / Actions	Evaluation Methods	Kia Ōrite Link
General Manager / Team Leaders	Conduct a physical accessibility audit of all three campuses using the Kia Ōrite Toolkit criteria	Audit reports; remediation plan and timeline	Remove barriers to facilities and systems (Point 7)
Quality Assurance Co-ordinators / Tutors	Integrate UDL principles into programme design and learning material updates across all RTC programmes	Tutor reflections; curriculum review records; learner feedback	Universal Design for Learning in all course design (Point 8)
General Manager / Admin	Review RTC's digital platforms for accessibility compliance (WCAG 2.1 AA standard)	Accessibility review report; action plan for improvements	Accessible digital environments (Code Outcome 3)
Team Leaders / Tutors	Develop and communicate a clear assessment accommodations process including extensions, alternative formats and additional time	Accommodation policy; tutor awareness; consistent application across campuses	Flexible learning supports and reasonable accommodations (Point 6)

Objective 5: Build Disability Confidence and Inclusive Practice Across the RTC Team

Goals and Targets:

- Ensure all staff (tutors, pastoral, admin, leadership) complete disability confidence training
- Include disability and inclusion induction as a standard component of new staff onboarding
- Build tutor capability to apply inclusive and culturally responsive teaching practices
- Keep the team informed of updates to national disability policy and legislation

Person / Team Responsible	Tasks / Actions	Evaluation Methods	Kia Ōrite Link
Quality Assurance Co-ordinators / Team Leaders	All existing staff to complete Achieve disability confidence training by end of 2025; new staff to complete at induction	Training completion records; induction checklist	Disability confidence across the organisation (Kia Ōrite Point 1)
Quality Assurance Co-ordinators / AIRG	Explore further professional development including Certificate in Supporting Diverse Learners (Level 4) for appropriate staff	Staff enrolled or completed L4 cert; evidence of improved practice	Publicise training on inclusive practices (Point 5)
AIRG	Distribute updates on relevant national policy changes (UNCRPD, NZ Disability Strategy, TEC DAP guidance) to the team	Communication records; staff meeting agendas	Awareness of legal obligations (Point 4)
Tutors / Team Leaders	Develop a shared resource repository of inclusive teaching strategies and disability-related resources for RTC staff	Resource bank established and actively used	Co-design and knowledge sharing across campuses (Point 5)

6. Disability Action Plan Timeline

The following timeline summarises key actions across the three-year period of this DAP. Progress will be reviewed by the AIRG at each quarterly meeting, with an annual written update submitted to TEC as part of the Investment Plan.

Objective 1 - Governance and Leadership

Goal / Action	Responsible	Progress 2025	2026 & Beyond
Establish Access and Inclusion Reference Group (AIRG)	General Manager	AIRG formed with ToR; first meeting held	Ongoing quarterly meetings; annual Board reporting
Board to approve DAP and receive annual progress update	Board / General Manager	DAP v1.0 approved by Board	Annual progress reports approved and submitted to TEC
Align all RTC policies with disability legislation	AIRG / General Manager	Policy audit commenced	All key policies updated and reviewed annually

Objective 2 - Learner Voice

Goal / Action	Responsible	Progress 2025	2026 & Beyond
Invite disabled learners/graduates onto AIRG	Team Leaders	Outreach commenced; at least one learner/graduate representative on AIRG	Ongoing; refreshed each year
Develop and administer disabled learner surveys	Team Leaders / Customer Service Administrators	Survey tool developed and administered at mid-year and end of year	Results inform annual DAP update
'You said, we did' change log	AIRG	First log created; shared with learners	Updated bi-annually

Objective 3 - Policies and Processes

Goal / Action	Responsible	Progress 2025	2026 & Beyond
Review enrolment disclosure process	General Manager / Team Leaders	Review completed; updated forms in use	Monitor disclosure rates; refine annually
Develop Disabled Learner Support Policy	AIRG / Team Leaders	Draft policy developed and consulted on	Policy approved by Board; reviewed annually
Create external support services directory (by campus)	AIRG	Directory for all three campuses compiled	Updated annually; shared with learners at enrolment

Objective 4 - Learning Environment

Goal / Action	Responsible	Progress 2025	2026 & Beyond
Physical accessibility audit of all three campuses	General Manager / Team Leaders	Audit completed; remediation priorities identified	Remediation actions implemented; re-audit 2027
Apply UDL principles to all programme delivery	Quality Assurance Co-ordinator / Tutors	UDL integrated into at least two programme reviews	UDL embedded in all programme updates by 2027
Digital accessibility review	General Manager / Quality Assurance Co-ordinator	Review completed; WCAG 2.1 AA gaps identified	Improvements implemented; re-review 2027
Implement assessment accommodations process	Team Leaders	Policy developed and communicated to staff	Consistent application monitored via AIRG

Objective 5 - Disability Confidence

Goal / Action	Responsible	Progress 2025	2026 & Beyond
All staff complete disability confidence training	Quality Assurance Co-ordinator / Team Leaders	100% of existing staff trained; included in induction for new staff	Ongoing; recorded in HR system
Explore Level 4 Certificate in Supporting Diverse Learners	AIRG / Quality Assurance Co-ordinator	Pastoral and tutor staff enrolled or have begun planning	Completions tracked; learning shared with team
Staff resource repository established	Tutors / Team Leaders	Repository created and communicated to team	Updated regularly; usage monitored

7. Access and Inclusion Reference Group - Terms of Reference

Purpose

The Access and Inclusion Reference Group (AIRG) is a standing advisory group of Regent Training Centre, convened to lead the development, implementation and monitoring of the Disability Action Plan. Its purpose is to ensure RTC creates an inclusive learning environment where disabled learners can participate, achieve, and thrive.

Role and Responsibilities

- Develop, update and monitor the RTC Disability Action Plan
- Recommend resource allocation to the General Manager and Board to support DAP implementation
- Monitor and report on participation, achievement, retention and graduate outcomes of disabled learners
- Ensure disabled learner voice is represented in decision-making
- Stay informed of relevant legislation and policy, and communicate changes to the RTC team
- Provide an annual report to the Board on DAP progress

Membership

Membership may include:

- General Manager (or delegate) - Chairperson
- At least two Team Leaders
- A pastoral care representative
- A curriculum/tutor representative
- One or more nominated disability learner representative/s
- An external specialist in inclusive education (where available)
- A Māori and/or Pasifika representative (supporting intersectional equity)

Membership will range between 4–8 members. All members must commit to attending a majority of meetings and maintaining confidentiality of personal learner information.

Meetings

- The AIRG will meet a minimum of four times per year
- Meetings will be held at a time and location accessible to all members
- Minutes will be taken and distributed within 10 working days

Reporting

- Quarterly: AIRG reports to the General Manager on progress against DAP actions
- Annually: Board receives a written progress report; DAP progress update submitted to TEC as part of the Investment Plan
- Disabled learner feedback data will be presented at each meeting

Confidentiality

All AIRG members must commit, in writing, to maintaining the confidentiality of all discussions and personal information relating to learners. Learner information is governed by the Privacy Act 2020 and will be handled accordingly.

8. Monitoring, Evaluation and Reporting

RTC will track progress against this DAP through the following mechanisms:

Disabled learner participation rates	Reported to AIRG quarterly; benchmarked against all-learner data by campus and programme
Course completion rates	Reported to AIRG quarterly; compared between disabled learners and all learners
Graduate outcomes	Tracked annually; pathways to employment or further education monitored
Learner feedback surveys	Administered bi-annually; results analysed and presented to AIRG
Staff disability confidence	Training completion recorded; qualitative feedback sought annually
Policy and process review	Annually; aligned with updated TEC guidance and legislation
TEC DAP progress update	Submitted as part of annual Investment Plan; includes updated data, progress narrative and next steps

Where data shows that disabled learners are achieving at lower rates than the broader learner population, the AIRG will develop targeted improvement initiatives and report these to the Board.

9. References

- Tertiary Education Commission (2024). Disability Action Plan Guidance - revised March 2024. Wellington: TEC.
- Achieve (2023). Kia Ōrite Toolkit: NZ Code of Practice for an Inclusive Tertiary Education Environment. Retrieved from <https://www.achieve.org.nz>
- New Zealand Government (2016). New Zealand Disability Strategy 2016–2026. Wellington: Office for Disability Issues.
- United Nations (2006). Convention on the Rights of Persons with Disabilities (UNCPRD). New York: UN.
- New Zealand Parliament (2020). Education and Training Act 2020. Wellington: Parliamentary Counsel Office.
- New Zealand Parliament (2020). Privacy Act 2020. Wellington: Parliamentary Counsel Office.
- Ministry of Education (2021). Ōritetanga - Learner Success Framework. Wellington: MoE.
- Regent Training Centre (2024). Code of Practice for the Pastoral Care of Learners - 2024 Organisational Self-Review Report.

10 Endorsement and Sign-Off

This Disability Action Plan has been developed with input from RTC staff, learners and the Access and Inclusion Reference Group. It has been reviewed and approved by the RTC Board of Directors as required under the TEC Investment Plan process.

Document Title	Regent Training Centre Disability Action Plan 2026–2027
Version	V2.0
Date of Approval	24/06/2026
Approved by	RTC Board of Directors
Board Chair Signature	
General Manager Signature	
Next Review Date	December 2027

Appendix A:

INDIVIDUAL SUPPORT PLAN (ISP)			
⚠ CONFIDENTIAL: This document contains sensitive personal information. Store securely. Privacy Act 2020.			
A. LEARNER DETAILS			
Learner Name		NSN	
Date of Birth		Age	
Programme		Level (if appropriate)	
Start Date		Under 18?	☐ Yes ☐ No
Campus		Tutor	
Initial LNAAT assessments: Reading Step ☐ Numeracy Step ☐			
B. NATURE OF NEED / CONDITION			
Type of need (tick all that apply):			
☐ Dyslexia / Reading difficulty	☐ ADHD / Attention / ADD / AFS / Irlens (other related conditions)	☐ Autism Spectrum (ASD)	☐ Anxiety / Mental health
☐ Hearing impairment	☐ Visual impairment	☐ Physical / Mobility	☐ FADS
☐ Other (describe below)			
Brief description of how this affects learning and/or assessment:			
C. AGREED ADJUSTMENTS			
Teaching and Learning adjustments:			
☐ Written copies of instructions	☐ Rest / movement breaks	☐ Assistive technology	☐ Flexible seating
☐ Chunked tasks / steps	☐ Extra time for activities	☐ Materials in advance	☐ Other: _____
Assessment adjustments (must comply with CMR for each standard):			
☐ Reader	☐ Writer / Scribe	☐ Extra time	☐ Separate room
☐ Rest breaks	☐ Enlarged print	☐ Computer / Assistive Tech	☐ Other: _____

Additional notes on adjustments:

D. CONSENT AND INFORMATION SHARING

I consent to information in this plan being shared with:

☐ Next Tutor ☐ Assessor ☐ Administration ☐ Parent/Guardian (if under 18) ☐ Other:

E. AGREEMENT AND SIGNATURES

Learner

Name: _____

Signature: _____

Date: _____

Tutor

Name: _____

Signature: _____

Date: _____

Team Leader

Name: _____

Signature: _____

Date: _____

F. REVIEW LOG

Changes Made / Notes / Comments	Reviewed By	Review Date