

Disability Action Plan 2027-2029		
Focus	Significant activities	Progress points and outcomes to measure
Sector connection and shared practice	Continue engagement with the post-NZIST Ākonga Success Community of Practice and the separate disability-focused Community of Practice; participate in workshops and fora; contribute to or co-host a hui or wānanga by 2029.	2027: sector engagement opportunities mapped and visible to staff. 2027-2029: participation in two or more sector forums annually, with outcomes shared with staff and/or used in training. 2029: formal event or equivalent sector outcome delivered.
Access to support and individual learning plans	Complete a comprehensive review of the access plan and related processes, including individual learning plans; update and relaunch the access plan; embed the access plan in onboarding and service delivery; evaluate and update as required.	2027: learner and staff feedback gathered, and access plan reviewed and endorsed by staff. 2028: updated access plan relaunched; at least 90% awareness among relevant staff; evidence of improved access outcomes for ākonga; learner and staff feedback used for evaluation.
Staff capability in accessibility and disability	Review disability and accessibility training content; deliver disability awareness training; develop refresher training to complement induction; create a digital resource hub for tutors.	2027-2029: five disability awareness workshops and three refresher workshops delivered each year, with review and evaluation after each workshop. 2027: resource bank completed. 2028: hub accessible to all staff.
Physical accessibility	Establish a Physical Environment working group within the existing Pastoral Care Code group to develop a physical access assessment plan; determine adequacy of physical accessibility using staff and learner surveys and/or focus groups, inspections with Facilities staff and possibly an external provider.	2027: accessibility assessment planned. 2028: accessibility assessment completed and areas for improvement identified for consideration.
Peer support and relational support	Explore peer support and mentoring models with learners involved in co-design; pilot a peer support or mentoring initiative; refine and scale effective models.	2027: peer support model scoped and designed. 2028: pilot implemented and measured through participation and learner/staff feedback.

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		2029: model refined from feedback, with a target of increased student engagement and wellbeing.
Sustainable disability support delivery	Review and reprioritise initiatives delayed by post-NZIST restructuring; align planning with workforce capacity; adjust delivery models; embed adaptive, sustainable planning approaches.	2027: annual plans reflect realistic workload assumptions and include fresh initiatives. 2028: reduced deferral of planned activities. 2029: improved staff feedback on sustainability and adequacy of delivery.
Equity, hardship and employment outcomes	Review hardship funding processes annually; review post-study employment data annually; promote the John Harre Scholarship; strengthen work broker partnerships and employment pathways for graduates with a disability.	2027-2029: hardship review completed and applied to the following year; post-study employment data reviewed; promotional material visible to prospective students and whānau. 2028-2029: expanded or enhanced employment opportunities for graduates with a disability.