

Foundational Position Statement

Executive Summary – Tyneside Accessible Learning Framework & Visual Literacy

Why this framework exists

The Tyneside Accessible Learning Framework has been developed to address one of the most significant and persistent barriers experienced by people with disability: equitable access to learning, participation and meaningful capacity building. Despite significant advances in inclusive education, disability policy and workforce capability, many learning environments continue to rely upon traditional teaching methods that assume literacy, language processing, executive functioning and abstract reasoning skills that are not equally accessible to all learners.

The purpose of this framework is to provide educators, disability professionals, registered training organisations (RTOs), schools, support providers and allied health teams with a practical, evidence-informed methodology for designing and delivering accessible learning experiences that recognise diverse functional capacities while maintaining high educational expectations. Drawing upon principles of person-centred practice, strengths-based approaches, trauma-informed care and accessible communication, the framework supports learners to engage meaningfully in education, develop functional independence, and build the knowledge, skills and confidence required for lifelong learning, community participation and employment.

Unlike many accessibility resources that focus on a single diagnosis or educational setting, the Tyneside Accessible Learning Framework has been designed as a scalable model that can be implemented across early intervention, school education, vocational education and training (VET), disability services, community programs, allied health interventions and workforce development initiatives. The accompanying visual support system provides a consistent communication framework that enables learners to transfer knowledge and skills across educational, home, workplace and community environments, supporting continuity of learning and reducing barriers to participation.

Support professionals—including educators, trainers, disability support workers, allied health practitioners and families—play a critical role in bridging these barriers. However, they frequently work across sectors that use different terminology, planning processes and educational approaches, resulting in fragmented learning experiences and inconsistent implementation of supports.

The Tyneside Accessible Learning Framework responds to this challenge by providing a unified educational methodology that connects functional capacity building, accessible communication, curriculum design, vocational education, independent living skills and community participation into a single, evidence-informed framework. It recognises that meaningful learning occurs when educational strategies are responsive to the learner's communication profile, cognitive processing, sensory preferences, executive functioning and individual goals, rather than expecting the learner to adapt to inflexible systems.

The challenge this framework addresses

For many people living with disability, barriers to participation are not created by their diagnosis alone, but by learning environments that fail to provide accessible methods for understanding, demonstrating knowledge and participating alongside others. Individuals may possess the capacity to learn, communicate and contribute, yet remain disadvantaged by systems that rely heavily on written language, complex verbal instruction, assumed prior knowledge or inflexible assessment practices.

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Intended outcomes

The primary objective of this framework is to improve access, participation and educational outcomes for people with disability by providing practical strategies that can be implemented consistently across educational, therapeutic and community settings.

Through the implementation of this framework, organisations and practitioners are supported to:

- Design learning experiences that are accessible across diverse cognitive, communication and functional capacities.
- Improve learner engagement using structured visual supports, accessible communication and graduated instructional strategies.
- Build functional capacity that extends beyond the classroom into everyday living, employment, community participation and lifelong learning.
- Strengthen collaboration between educators, allied health professionals, support workers, families and service providers through a shared educational framework.
- Develop evidence-informed programs that support organisational quality, workforce capability and person-centred practice.
- Promote greater independence, informed decision-making, self-advocacy and participation through consistent, strengths-based educational approaches.

Why Tyneside Disabilities Training

Tyneside Disabilities Training brings together expertise that is rarely combined within a single organisation. The framework has been informed through extensive professional experience across special education, vocational education and training, disability support, complex care, curriculum development, workforce capability and accessible resource design, together with ongoing collaboration alongside allied health professionals, educators, disability providers and community organisations.

The organisation's methodology has been shaped through practical implementation across schools, Registered Training Organisations, TAFE NSW, National Disability Insurance Scheme (NDIS) supports, workplace learning, community capacity-building programs and curriculum development for nationally recognised training. This experience has enabled the development of educational resources that balance academic integrity with accessibility, ensuring that evidence-based practice remains practical, achievable and responsive to the diverse needs of learners.

Rather than viewing accessibility as an adaptation applied after curriculum development, Tyneside Disabilities Training positions accessibility as a foundational principle of educational design. Every learning experience, visual resource, assessment strategy and capacity-building program is developed to maximise participation, preserve learner dignity, recognise individual strengths and support meaningful outcomes across education, employment, independent living and community participation.

About Tyneside Disabilities Training

Who We Are

Tyneside Disabilities Training is an Australian education and workforce development organisation specialising in accessible learning, disability education, workforce capability and capacity-building programs for people with disability. The organisation works across education, vocational training, disability services and community settings to design evidence-informed learning experiences that enable people of all abilities to participate meaningfully in education, employment and community life.

Our Educational Philosophy

Every Tyneside program is underpinned by a commitment to:

- Person-centred practice – recognising the rights, preferences, goals and lived experiences of every learner.
- Strengths-based practice – building upon individual abilities, interests and existing capabilities to promote confidence, independence and lifelong learning.
- Trauma-informed practice – creating learning environments that prioritise safety, predictability, trust, collaboration and respectful relationships.
- Evidence-informed practice – integrating current legislation, national policy, educational research and contemporary disability practice to guide curriculum design, resource development and program delivery.

Capability and Professional Expertise

The Tyneside Accessible Learning Framework has been informed through professional experience across:

- Special Education (Primary and Secondary)
- Vocational Education and Training (VET)
- Registered Training and Assessment
- Nationally recognised curriculum development
- Subject Matter Expertise for disability qualifications
- National Disability Insurance Scheme (NDIS) supports
- Functional capacity building
- Complex support and high-intensity disability practice
- Workforce capability development
- Accessible curriculum design
- Visual communication systems

- Independent living skills
- Community participation programs
- Schools
- TAFE
- Registered Training Organisations (RTOs)
- Community organisations
- NDIS providers
- Government-funded education and disability initiatives

This breadth of experience has enabled the development of a framework that bridges education, disability support and workforce development, creating practical resources that are transferable across learning environments while remaining aligned with contemporary Australian educational and disability practice.

Educational Philosophy

The Tyneside Accessible Learning Framework is founded on the principle that equitable education is achieved not by lowering expectations for learners with disability, but by designing learning environments that recognise diversity as a fundamental characteristic of human learning. Every learner possesses unique strengths, communication preferences, cognitive processing styles, functional capacities and aspirations that should inform the design of educational experiences rather than limit participation.

The framework adopts a person-centred approach that recognises learners as active participants in their own education and capacity-building journey. Educational planning begins with understanding the individual, identifying existing strengths, recognising barriers to participation and collaboratively designing learning experiences that maximise engagement, independence and meaningful participation.

Central to the framework is a strengths-based philosophy. Rather than focusing on diagnosis or deficit, learning is designed to build upon existing knowledge, abilities and interests. Visual communication systems, structured routines, graduated learning supports and functional skill development provide learners with multiple opportunities to acquire, practise, generalise and demonstrate new knowledge across educational, vocational, home and community environments.

The framework also recognises that previous educational experiences, trauma, disability-related barriers and environmental influences may significantly affect learning readiness. Trauma-informed principles are therefore embedded throughout curriculum design, supporting predictable routines, psychologically safe learning environments, respectful relationships and collaborative practice that promote trust, confidence and learner wellbeing.

Underpinning every aspect of the framework is a commitment to evidence-informed practice. Educational strategies are developed through the integration of contemporary research, Australian legislation, nationally recognised educational frameworks, disability practice standards, vocational education principles and practical experience across education, disability services, allied health and community sectors. This ensures that accessible learning remains academically rigorous, professionally relevant and responsive to contemporary Australian practice.

Evidence and Research Foundations

The Tyneside Accessible Learning Framework has been developed through the synthesis of Australian educational policy, disability legislation, vocational education frameworks, contemporary disability practice, and evidence-informed teaching methodologies. Rather than relying upon a single educational model, the framework integrates multiple nationally recognised approaches into a cohesive methodology for accessible learning and capacity building.

The framework draws upon principles established within the Australian Curriculum, Foundation Skills Training Package, Australian Digital Capability Framework, Disability Standards for Education, NDIS Practice Standards, Australia's Disability Strategy 2021–2031, National Foundation Skills Strategy, and contemporary guidance relating to inclusive education, Universal Design for Learning, supported decision-making and person-centred practice. It also incorporates extensive practical experience gained through curriculum development, special education, vocational education, direct disability support, workforce capability development and collaboration with allied health professionals.

Evidence informing the framework consistently demonstrates that accessible educational design improves participation, engagement and learner outcomes when educational environments proactively reduce barriers rather than expecting learners to adapt to inflexible systems. Similarly, contemporary disability practice recognises that communication, executive functioning, sensory processing and functional capacity vary significantly between individuals, reinforcing the importance of flexible, individualised educational approaches.

Accordingly, the framework is designed to support implementation across diverse educational, vocational and community settings while maintaining consistency with nationally recognised quality standards and evidence-informed practice.

The Need for Accessible Learning

Across Australia, significant progress has been made towards inclusive education and disability rights. However, many learners continue to encounter barriers that limit meaningful participation in education, employment, community life and lifelong learning. These barriers frequently arise not from disability itself, but from educational systems that continue to depend upon complex language, traditional literacy, assumed executive functioning, standardised assessment and inflexible methods of instruction.

For many learners, the ability to demonstrate knowledge is influenced by communication methods, sensory processing, working memory, emotional regulation, processing speed, environmental context and functional capacity. When educational design does not account for these differences, learners may be incorrectly perceived as lacking ability rather than being provided with equitable opportunities to demonstrate capability.

Accessible learning therefore extends beyond curriculum modification. It requires educational environments that provide multiple ways to access information, communicate understanding, participate in learning and transfer newly acquired skills into everyday life. Effective accessibility benefits not only learners with disability, but also educators, families, support workers, allied health professionals and organisations by establishing consistent communication systems and shared educational practices across multiple environments.

The Tyneside Accessible Learning Framework responds to this need by providing a structured methodology that integrates accessible communication, graduated instructional supports, visual learning systems, functional capacity building and evidence-informed educational practice. Through this approach, learning becomes transferable across home, school, vocational education, workplaces and community settings, supporting greater independence, participation and lifelong learning.

Alignment with National Disability, Education and Workforce Priorities

The Tyneside Accessible Learning Framework has been intentionally designed to support the objectives of contemporary Australian disability, education and workforce policy. Rather than operating independently of existing frameworks, it provides practical educational strategies that assist organisations to implement nationally recognised principles through accessible teaching, curriculum design and capacity-building practice.

The framework directly supports the vision of Australia's Disability Strategy 2021–2031, which seeks "an inclusive Australian society that ensures people with disability can fulfil their potential, as equal members of the community." Through accessible educational design, visual communication systems and capacity-building approaches, the framework promotes equitable participation, inclusion and opportunities for lifelong learning.

The framework aligns with the Disability Standards for Education 2005, supporting providers to make reasonable adjustments that enable learners with disability to access and participate in education on the same basis as their peers. Educational planning within the framework incorporates flexible instructional strategies, accessible resources, graduated supports and individualised learning pathways that promote meaningful participation across educational settings.

Consistent with the NDIS Practice Standards and NDIS Code of Conduct, the framework embeds person-centred practice, respect for individual rights, supported decision-making, dignity of risk, collaborative practice and continuous capacity building throughout curriculum design and educational delivery. These principles support participants to exercise greater choice, develop independence and participate meaningfully within their communities.

The framework also reflects the objectives of Australia's National Foundation Skills Strategy, recognising literacy, numeracy, communication, digital capability and lifelong learning as essential foundations for social participation, employment and economic inclusion. Functional learning opportunities are integrated throughout educational experiences to ensure foundation skills are developed within authentic, meaningful contexts rather than through isolated academic instruction.

Similarly, the framework complements the Australian Digital Capability Framework, recognising that digital participation has become essential for education, employment and community engagement. Accessible digital learning strategies, visual communication systems and scaffolded digital skill development support learners to engage confidently with contemporary technologies while building independence across educational and workplace environments. The Australian Digital Capability Framework notes that "Digital capability is essential to education, workplaces and engaging in today's society" and that participation in work and education increasingly depends upon digital capability.

Collectively, these alignments position the Tyneside Accessible Learning Framework as a practical implementation model for national disability, education and workforce priorities. Rather than introducing an alternative educational approach, the framework operationalises established Australian policy through accessible, evidence-informed teaching practices that support participation, capacity building, lifelong learning and meaningful inclusion across education, employment and community life.

Using This Publication

The Tyneside Accessible Learning Framework has been developed as a practical implementation guide to support accessible education, functional capacity building and workforce capability across education, disability, allied health and community settings. While grounded in contemporary educational research and national policy, the framework has been intentionally designed to translate evidence into practical application.

The framework is not intended to replace existing curriculum, training packages, therapeutic interventions or organisational practices. Instead, it provides an evidence-informed methodology that complements existing educational systems by strengthening accessibility, improving learner participation and promoting meaningful capacity building across diverse learning environments.

The framework may be implemented within:

- Early childhood and school education.
- Special education settings.
- Vocational Education and Training (VET).
- Registered Training Organisations (RTOs).
- Disability service providers.
- NDIS capacity-building programs.
- Allied health interventions.
- Community education programs.
- Independent living and transition-to-employment programs.
- Workforce capability and professional development initiatives.

The accompanying visual resources have been developed to support consistent communication, scaffold learning, reinforce key concepts and facilitate the transfer of knowledge across educational, workplace, home and community environments. They are intended to be adapted to individual learning needs while maintaining the educational integrity of the framework.

The framework recognises that accessible learning is most effective when educators, families, support workers, allied health professionals and organisations collaborate using consistent language, shared educational strategies and common learning objectives. Users are therefore encouraged to adapt delivery methods to individual learners while maintaining the person-centred, strengths-based and evidence-informed principles that underpin the framework.

Framework Structure

The Tyneside Accessible Learning Framework has been organised into interconnected components that collectively support accessible learning, capacity building and lifelong participation.

Each component has been designed to function independently or as part of a comprehensive educational pathway, allowing organisations to implement individual resources or adopt the complete framework according to learner needs and organisational priorities.

The framework includes:

Accessible Learning Principles

Establishes the educational philosophy, evidence base and implementation principles that underpin accessible teaching, learning and assessment.

Visual Communication System

Provides structured visual supports that improve communication, comprehension, sequencing, organisation and independent task completion across diverse learning environments.

Functional Capacity Building

Integrates everyday learning experiences that strengthen communication, executive functioning, personal safety, daily living, decision-making, community participation and independence.

Curriculum Design

Supports educators and organisations to develop accessible learning experiences aligned with nationally recognised curriculum, vocational education standards and functional learning outcomes.

Workforce Capability

Provides professional development guidance and practical implementation strategies for educators, disability professionals, support workers, trainers and allied health practitioners.

Educational Resources

Includes adaptable learning resources designed to reinforce understanding, support knowledge retention and promote generalisation of learning across multiple environments.

Together, these components provide a comprehensive framework that supports individuals from initial engagement through to increasing independence, lifelong learning, employment and meaningful community participation.

Curriculum and Standards Mapping

The Tyneside Accessible Learning Framework has been intentionally designed to complement—not replace—existing Australian educational, vocational and disability frameworks.

Where relevant, learning experiences and educational resources may be mapped against nationally recognised curriculum, vocational education standards and disability capability frameworks to support consistent educational planning, quality assurance and evidence-informed practice.

Depending upon the intended audience and learning context, resources within this framework may align with:

Australian Curriculum (ACARA)

- Foundation to Year 10 learning areas.
- General Capabilities.
- Student Diversity adjustments.
- Personal and Social Capability.
- Health and Physical Education.
- Work Studies.
- Life Skills programs.

Vocational Education and Training (VET)

- Nationally endorsed Training Packages.
- Foundation Skills Training Package (FSK).
- Community Services Training Package.
- Health Training Package.

- Individual units of competency.
- Accredited skill sets.
- Employability Skills.

Disability Practice Frameworks

- Australia's Disability Strategy 2021–2031.
- NDIS Practice Standards.
- NDIS Quality Indicators.
- Disability Standards for Education 2005.
- Supported Decision-Making Principles.
- Person-Centred Practice.
- Positive Behaviour Support.
- Trauma-Informed Practice.

Workforce Capability

The framework supports professional capability development for:

- Teachers.
- Registered Trainers and Assessors.
- Disability Support Workers.
- Allied Health Professionals.
- Community Services Practitioners.
- School Learning Support Officers.
- Educational Assistants.
- Families and carers supporting learning.

Evidence of Alignment

Throughout this publication, curriculum mapping tables identify where learning experiences support nationally recognised standards, educational outcomes and functional capacity development.

Where applicable, resources include mapping to:

- Australian Curriculum content descriptions and General Capabilities.
- Foundation Skills competencies.
- Units of competency within nationally endorsed Training Packages.
- NDIS capacity-building outcomes.

- Disability capability frameworks.
- Functional learning objectives.
- Workplace and community participation outcomes.

This mapping enables educators, Registered Training Organisations, schools, disability providers and community organisations to demonstrate educational integrity while adapting learning experiences to meet the individual needs of diverse learners.

Reading This Framework

A Framework for Strategic Planning, Professional Practice and Accessible Learning

The Tyneside Accessible Learning Framework has been intentionally designed to operate across multiple levels of education, disability support and workforce capability. While every reader will engage with the framework from a different perspective, each component has been developed using the same evidence-informed educational philosophy and nationally aligned methodology.

Whether you are responsible for strategic planning, curriculum development, direct educational delivery, disability support or participant learning, this framework provides practical guidance that can be adapted to your organisational context while maintaining consistency with contemporary Australian disability, education and workforce priorities.

The publication has therefore been designed to be read through one of three complementary perspectives.

Level One – Strategic Leadership and Organisational Implementation

For Government, Executive Leadership, Policy Makers, Registered Training Organisations, Schools, Universities, Disability Organisations and Community Services

This level focuses on organisational implementation, strategic planning and workforce capability.

Readers are encouraged to utilise the Executive Summary, Educational Philosophy, Evidence and Research Foundations, Strategic Alignment and Curriculum Mapping sections to understand:

- The evidence base underpinning the framework.
- Alignment with Australian disability, education and workforce priorities.
- Organisational implementation strategies.
- Workforce capability development.
- Quality improvement and governance.
- Curriculum design and accessible educational planning.
- Capacity-building outcomes for people with disability.

This level supports organisations seeking evidence-informed approaches that strengthen inclusive practice while aligning with contemporary legislation, national strategies and quality standards.

Level Two – Professional Practice and Educational Delivery

For Teachers, Trainers and Assessors, Allied Health Professionals, Disability Support Workers, School Learning Support Officers, Community Educators and Families

This level focuses on translating evidence into practical educational practice.

Readers are encouraged to utilise the implementation guidance, curriculum mapping, visual communication systems and supporting educational resources to:

- Design accessible learning experiences.
- Differentiate instruction.
- Build functional capacity.
- Develop communication and participation.
- Support executive functioning.
- Strengthen independent living skills.
- Promote community participation.
- Facilitate collaborative practice across multidisciplinary teams.

The framework recognises that accessible education is most effective when educators, families, allied health professionals and support teams share common educational goals, language and strategies across all learning environments.

Level Three – Learner Participation and Capacity Building

For Students, Participants, Learners and People with Disability

At its core, this framework exists to improve educational access, participation and lifelong learning for people with disability.

The accompanying visual resources, communication supports and structured learning experiences have been developed to reduce barriers to participation while promoting:

- Accessible communication.
- Increased confidence.
- Functional literacy and numeracy.
- Personal safety and protective behaviours.
- Health and wellbeing.
- Daily living skills.
- Digital capability.
- Employment readiness.
- Community participation.
- Choice, control and self-determination.
- Lifelong learning.

Learning experiences are designed to recognise individual strengths, build upon existing capabilities and provide meaningful opportunities for success across home, education, employment and community environments.

Alignment with Australian Disability, Education and Workforce Priorities

The Tyneside Accessible Learning Framework has been intentionally developed to complement Australia's disability, education and workforce priorities by translating national policy into practical, evidence-informed educational practice. The framework supports accessible learning, functional capacity building and workforce capability while maintaining the integrity of nationally recognised qualifications, curriculum expectations and quality standards.

Australia's Disability Strategy 2021–2031

National vision

"An inclusive Australian society that ensures people with disability can fulfil their potential, as equal members of the community."

Framework alignment

The Tyneside Accessible Learning Framework promotes equitable participation by reducing barriers to learning through accessible communication, visual supports, differentiated instructional strategies and individualised learning pathways. The framework strengthens educational participation, lifelong learning, employment readiness and community inclusion by recognising diversity as a foundation of educational design rather than a barrier to achievement.

National Autism Strategy

National focus

The National Autism Strategy seeks to improve inclusion, remove barriers and create environments that enable autistic people to participate fully across education, employment and community life.

Framework alignment

The framework incorporates predictable learning structures, visual communication systems, explicit teaching, sensory-aware learning environments, graduated instruction and flexible communication strategies that support autistic learners while remaining applicable to individuals with diverse communication, cognitive and functional support needs.

National Foundation Skills Strategy

National objective

To strengthen the literacy, numeracy, digital and communication capabilities that support lifelong learning, employment and participation.

Framework alignment

Foundation skills are embedded throughout the framework rather than taught in isolation. Communication, literacy, numeracy, digital capability, problem-solving and everyday decision-making are integrated into authentic learning experiences that promote functional independence and transferable life skills.

Australian Curriculum

National purpose

The Australian Curriculum supports every student to become a confident and creative individual, a successful lifelong learner and an active and informed member of the community.

Framework alignment

The framework complements the Australian Curriculum by providing accessible teaching strategies, visual supports and differentiated learning pathways that assist educators to deliver curriculum content while maintaining age-appropriate learning expectations. Curriculum mapping demonstrates alignment with learning areas, General Capabilities and Life Skills programs where relevant.

Disability Standards for Education 2005

National requirement

Students with disability are entitled to participate in education on the same basis as other students through reasonable adjustments.

Framework alignment

The framework provides practical methodologies for implementing reasonable adjustments that improve access to learning while maintaining educational integrity. Accessible communication, differentiated instructional design and flexible methods of engagement support meaningful participation without altering curriculum expectations or learning outcomes.

NDIS Practice Standards

National expectation

Supports and services should promote person-centred practice, dignity, choice, independence and continuous improvement.

Framework alignment

Person-centred planning, strengths-based practice, functional capacity building, supported decision-making and collaborative educational planning are embedded throughout the framework. Learning experiences are designed to build confidence, independence and meaningful participation across home, education, employment and community settings.

NDIS Code of Conduct

National principle

Providers must act with respect for individual rights, promote choice and control, and deliver supports safely, competently and with integrity.

Framework alignment

The framework promotes respectful educational relationships, ethical practice, learner autonomy and evidence-informed teaching methodologies. Resources support informed decision-making while recognising each learner's communication preferences, strengths and individual goals.

NDIS Quality Indicators

National focus

Quality supports should improve participant outcomes through continuous improvement, responsive services and person-centred approaches.

Framework alignment

The framework provides consistent educational methodologies, measurable learning outcomes and structured capacity-building strategies that contribute to participant development while supporting organisational quality improvement and evidence-based practice.

Foundation Skills Training Package

National purpose

To develop the foundation skills required for successful participation in work, education, training and community life.

Framework alignment

Learning experiences intentionally integrate communication, learning, reading, writing, oral language, numeracy, digital literacy and employability skills within meaningful everyday contexts. The framework provides practical pathways that complement nationally recognised foundation skills qualifications.

Australian Digital Capability Framework

National focus

Digital capability is recognised as an essential skill for participation in education, employment and contemporary society.

Framework alignment

Digital literacy is incorporated through accessible online learning, supported technology use, visual communication, digital safety, communication platforms and scaffolded digital participation. Learners are supported to develop confidence using technology as part of everyday learning and community participation.

Universal Design for Learning (UDL)

Educational principle

Learners benefit from multiple means of engagement, representation, action and expression.

Framework alignment

The framework reflects Universal Design for Learning principles by providing multiple methods of presenting information, engaging learners and enabling individuals to

demonstrate understanding. Visual communication systems, structured supports and flexible learning pathways promote accessibility while maintaining high educational expectations.

Disability Discrimination Act 1992

Legislative purpose

To eliminate discrimination against people with disability and promote equality of opportunity.

Framework alignment

The framework supports educational environments that proactively remove barriers to participation through accessible curriculum design, inclusive teaching strategies and equitable opportunities for learners to demonstrate their knowledge, skills and capabilities.

Nationally Endorsed Training Packages

National requirement

Training and assessment must meet the requirements of nationally endorsed units of competency while maintaining assessment integrity.

Framework alignment

The framework supports accessible delivery of nationally recognised training by providing visual resources, structured learning supports and reasonable adjustments that improve access to learning without reducing competency requirements. Assessment integrity remains consistent with the Standards for Registered Training Organisations (RTOs), ensuring that learners demonstrate all required elements, performance criteria, performance evidence, knowledge evidence and assessment conditions before a qualification or Statement of Attainment is issued.

Summary Statement

Collectively, these alignments demonstrate that the Tyneside Accessible Learning Framework is not an alternative educational model, but an implementation framework that operationalises Australia's disability, education and workforce priorities through accessible, evidence-informed teaching, learning and capacity-building practices. By integrating national policy with practical educational methodologies, the framework supports organisations, educators and disability professionals to deliver learning experiences that are inclusive, measurable and responsive to the diverse needs of learners while preserving the integrity of curriculum, qualifications and quality standards.

Acknowledgements

The development of the Tyneside Accessible Learning Framework has been informed by contemporary Australian disability policy, educational research, vocational education frameworks, professional practice standards and the collective expertise of educators, disability professionals, allied health practitioners, Registered Training Organisations (RTOs), government agencies and community organisations committed to improving educational access and participation for people with disability.

Particular acknowledgement is extended to the Australian Government, state education authorities, the National Disability Insurance Scheme (NDIS), Australian Curriculum, Assessment and Reporting Authority (ACARA), Skills Ministers, HumanAbility Jobs and Skills Council, and other organisations whose publicly available legislation, policy documents, standards, frameworks and guidance materials have informed the evidence base underpinning this publication.

The author also acknowledges the invaluable contribution of students, participants, families, carers, disability support workers, teachers, trainers, allied health professionals and multidisciplinary teams whose lived experience and professional practice continue to shape the evolution of accessible education, functional capacity building and inclusive learning.

The Tyneside Accessible Learning Framework represents the integration of evidence-informed practice with practical implementation across education, vocational training, disability support and community participation. Every effort has been made to accurately acknowledge the organisations and publications that have contributed to the development of this framework.

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Professional Practice

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Trauma-Informed Practice resources.

Positive Behaviour Support literature.

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Strengths-Based Practice literature.

Supported Decision-Making resources.

Professional Organisations

Speech Pathology Australia

Occupational Therapy Australia

Australian Psychology Society

Australian Association of Special Education

National Disability Services

Tyneside Resources Developed for this Publication

The following original resources were developed by Tyneside Disabilities Training as part of the Accessible Learning Framework project:

- Tyneside Accessible Learning Framework
- Accessible First Aid, Safety and Life Skills Pathways
- Visual Communication System
- Accessible First Aid Visual Resource Book
- Functional Capacity Building Framework
- National Qualification Mapping
- Australian Curriculum Mapping
- Learning Pathway Framework
- Accessible Delivery and Assessment Integrity Framework
- Program Delivery Framework
- Professional Development Framework
- Capacity Building Programs
- Visual Communication Cards (all series)
- Protective Behaviours Framework
- Personal Safety Framework
- Emergency Communication System

- Independent Living Skills Framework
- Workplace Readiness Framework
- Curriculum Cross-Mapping Resources
- Assessment Accessibility Resources
- Easy Read First Aid Resources
- Accessible Glossary Series
- Trainer and Assessor Implementation Guides

OUR VISION

To remove unnecessary barriers to learning while maintaining educational excellence, assessment integrity and meaningful participation for every learner.

FRAMEWORK PRINCIPLES

The Tyneside Accessibility Learning Framework is founded on the following principles

- Every person can learn
- Every learner deserves equal access
- Accessibility strengthens learning for everyone
- Different does not mean less
- Learning should fit the learner
- Participation is meaningful
- Independence develops through opportunity
- Confidence grows through success
- Real learning occurs through real experiences
- We begin by assuming people can.

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THE TYNESIDE ACCESSIBLE LEARNING FRAMEWORK TM

A Framework for Accessible Learning, Participation and Capacity Building

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