

Inclusiveness Policy



ABERDEEN COLLEGE®

QA05

Inclusiveness Policy

Review Date: July 2013

1.0 Introduction

- 1.1 This policy is designed to ensure that the College develops a comprehensive approach to meeting the needs of all students, including those who may encounter barriers to learning in whatever form. It also aims to foster amongst College students an appreciation of the differences between individuals be it through gender, race, disability or age and the notion of supporting each other, regardless of these differences through College life.

2.0 Principles

- 2.1 The College is committed to providing appropriate access to learning opportunities for all those who are able to benefit from them. These opportunities must however be delivered within the constraints of available resources and meet any necessary statutory requirements.
- 2.2 The College will offer as wide a range of programmes as possible, with clear progression routes between them and effective articulation with the opportunities offered by other providers such as Universities, providing coherent learning pathways.
- 2.3 The College will offer a range of vocational provision under the College / Schools collaboration agreement that meets the needs of those pupils and their respective Local Authority. This collaboration will be governed by a clear Memorandum of Understanding between the College and the Authorities.
- 2.4 The College recognises all learners as individuals and will as far as possible meet the specific needs of each individual through clear pre-entry guidance, on-going specific and general academic guidance, pre-exit guidance, and a range of other forms of support such as finance, accommodation and counselling.
- 2.5 The College is committed to maximising skills for work, skills for life and skills for work through implementation of Curriculum for Excellence and the development of the four capacities of responsible citizen, effective contributor, successful learner and confident individual..

- 2.6 The College will develop individual's key or core skills such as IT, Communication and Numeracy. A process of core skills screening and resultant actions (if required) will be used to achieve this.
- 2.7 The College recognises that for some individual students the nature of their learning need is such that dedicated provision is necessary as a prelude to progression to other provision. The College will provide effective pre-entry guidance to ensure that each individual student is placed on a course which matches his/her individual needs, abilities and aspirations and allows appropriate progression to maximise potential.
- 2.8 The College recognises that there are individuals with particular individual learning needs who require additional support or special arrangements, and is committed wherever possible to providing the required support and arrangements, so that all individuals can be included as fully as possible in the opportunities that the College can offer. The resources of the College's Learning Development Centre will be deployed to provide the necessary support, within the constraints of funding and statutory requirements.
- 2.9 The College will invite students to identify any additional learning requirements at the time of application/booking, and/or when they enrol, but will additionally take action to respond to needs identified by staff or by students after they have commenced their courses.
- 2.10 To ensure smooth transition and effective articulation between the College and other providers, the College will maintain close liaison with external agencies involved in provision for, or representation of, students with additional learning requirements.
- 2.11 The College recognises its responsibility in terms of offering access to learning opportunities for at risk or fragile learners and those who would not normally engage with education, employment or training.
- 2.12 The College recognises its wider community role and will offer a portfolio of courses that meets the needs of students in their local area.
- 2.13 In recognition of the needs of employers the College will offer a portfolio of work based courses that meet immediate employment needs.

- 2.14 The College recognises the potential in the use of technology to break down barriers to learning opportunities and will continue to develop practical strategies to optimise this within given funding constraints.
- 2.15 All College staff will be offered relevant development opportunities around inclusiveness and where these necessarily underpin particular roles this development will be mandatory.

3 Implementation

- 3.1 Strategic responsibility for inclusiveness rests with the Principal and Chief Executive.
- 3.2 Responsibility for strategic planning for inclusiveness across the curriculum and student support lies with the Associate Principal (Student Support Services).
- 3.3 Responsibility for the development of coherent curriculum pathways lies with the Director of Curriculum and Learning..
- 3.4 Responsibility for comprehensive arrangements for supporting students with additional support requirements rests with the Associate Principal (Student Support Services).
- 3.5 Responsibility for ensuring staff understand their duties with regard to students with disabilities, through appropriate training and development, rests with the Director of Human Resource Management and Development.
- 3.6 All managers have a responsibility for ensuring that reasonable adjustments are anticipated and made to enable students with disabilities and other additional needs to access the curriculum.
- 3.7 Responsibility for ensuring Health and Safety, arrangements for vetting staff and staff development rests with the Director of Human Resource Management and Development.
- 3.8 Responsibility for overseeing provision and support services to ensure they are appropriate and effective rests with the Course Provision and Student Services Committee.

4 Related Documents

- 4.1 College Mission Statement
- 4.2 Staff Responsibilities – job descriptions
- 4.3 Health and Safety Policy and Procedures
- 4.4 Remits of joint liaison and strategy groups
- 4.5 Liaison records (e.g. Partnership Matters)
- 4.6 Course committee meeting
- 4.7 Course evaluation documents
- 4.8 Minutes of the Board of Management
- 4.9 Minutes of the Course Provision and Student Services Committee
- 4.10 Records of the students' Disability Forum
- 4.11 Records of the Equal Opportunities Committee
- 4.12 Records of the General Management Group meeting
- 4.13 Estates Strategy
- 4.14 Information, Advice, Guidance and Support Policy
- 4.15 Learner Services Handbook
- 4.16 General Staff handbook and Induction procedures
- 4.17 Personal Learning and Support Plans
- 4.18 Staff Development programme and records
- 4.19 Disability Statement
- 4.20 Personal Handling Profile
- 4.21 Access Statement
- 4.22 Individual Learning Plans

Status:	Course Provision and Student Services Committee
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Responsibility for Review:	Associate Principal (Student Support Services)
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