

ABERDEEN COLLEGE

INCLUSIVENESS STRATEGY

Revision Date: 20 January 2012

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1.0 Introduction

- 1.1 This strategy outlines the College's comprehensive anticipatory approach to meeting the needs of learners, including those who may encounter barriers to learning in whatever form. In setting out this approach it is intended to foster amongst learners an appreciation of the differences between individuals as set out in the nine protected characteristics together with the notion of supporting each other, regardless of these differences.

2.0 The Strategy

The College will adopt the following guiding principles in its commitment to wider inclusiveness

- 2.1 A commitment to providing appropriate access to learning opportunities for those who are able to benefit from them within the constraints of available resources.
- 2.2 Offering as comprehensive a range of programmes as funding allows, with clear progression routes between them and effective articulation from them.
- 2.3 Promoting access and inclusion by offering a range of vocational provision, as funding allows, coupled with flexibility of delivery in accordance with the Schools/College collaboration agreement between the College and Local Authorities.
- 2.4 Maximising vocational and essential skills that an individual can acquire through study.
- 2.5 Developing an individual's four capacities embedded in the Curriculum for Excellence together with Core Skills competence.
- 2.6 Providing effective and impartial pre-entry, on programme, progression and careers guidance and advice.
- 2.7 Recognising that there are individuals with particular learning needs who require additional support or special arrangements
- 2.8 Encouraging learners to identify and disclose any additional learning or support requirements at any time of their College experience.
- 2.9 Providing a range of types of learning support to meet identified needs by offering learners and staff an environment that respects and supports individuals.
- 2.10 Maintaining a close liaison with external agencies involved in provision for, or representation of, clients with additional learning requirements.
- 2.11 Offering access to learning opportunities for those who may be educationally disadvantaged in line with the Equalities Act 2010 and the Scottish Governments Putting Learners at the Centre reform agenda.
- 2.12 Recognising the wider community role of the College and continuing to work as a receptive partner dedicated to widening access and progression.
- 2.13 Recognising and reacting to the needs of employers.
- 2.14 Continually improving the physical estate to remove barriers to entry, subject to available resources.
- 2.15 Recognising the potential use of technology including assistive technologies to break down barriers to accessing learning opportunities.

- 2.16 Maintaining an active learning environment where students participate in classroom and wider College activities through positive interaction with peers and staff acknowledging prior learning and experience and appreciating that inclusive teaching is anticipatory, making reasonable adjustments, allowing for differentiation, without compromising experience and outcomes
- 2.17 Recognising the value of partnership working.
- 2.18 Providing learners and potential learners of the College with a range of meaningful engagement opportunities that can be recognised as impacting upon, influencing and enriching their overall College experience.
- 2.19 Ensuring student involvement in the self evaluation, reflection and quality improvement processes within the College.
- 2.20 Ensuring a range of alternative methods to accessing College information for those who may experience difficulty with traditional means of information delivery.

3.0 Responsibilities

- 3.1 It is the responsibility of *all College staff* to ensure an inclusive approach is adopted across the range of services offered.
- 3.2 The *Director (Curriculum and Learning)* will have specific responsibility for inclusive practice within the curriculum.
- 3.3 The *Associate Principal (Student Support Services)* will have specific responsibility for inclusive practice in services to support students.
- 3.4 The *Senior Lecturer (Inclusiveness)* will have specific responsibility for promoting inclusive practice within teaching and support teams.