

Inclusiveness Policy (Students)



THE ADAM SMITH COLLEGE, FIFE
INSPIRING LEARNING

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Responsibility for policy:	Director of Learner Services
Responsibility for implementation:	Institute Directors, Department Managers, Curriculum Heads, Estates Manager
Responsibility for review:	Director of Learner Services
Date for review:	September 2007



1.0 Policy

This policy is to ensure that the Adam Smith College provides an appropriate curriculum to a wide range of prospective learners, with additional support for those who need it. An inclusive approach must be planned and should be comprehensive so that inclusive principles and practice are embedded within all aspects of provision. This will ensure that all students are given due consideration by staff and are not disadvantaged.

Guidance from subject specialists, Special Learning Programmes staff, and staff of the Learner Services - Support and Development Directorate ensures that the curriculum content for students with additional support needs is informed by their prior learning and experience, by current needs, and by vocational or other opportunities available after leaving college.

The Learner Services team and subject departments work with applicants who are likely to require additional support to assess their requirements and record these in personal learning support plans. Special Learning Programmes staff cater for those with more complex support needs. Planned support measures are recorded, implemented and monitored.

Staff enable students to follow their chosen curriculum with the help, where necessary, of enabling technologies, ICT, alternative formats for source materials, flexible learning, human support and other means. Where the college has limited experience in providing such help, external advice will be sought. The college works in collaboration with other agencies to meet student needs.

The college estates strategy includes a planned programme for improving physical access to all college accommodation including teaching rooms, learning resources and social space.



Specific Objectives

- ❖ take account of all prospective learners and learning needs in the local community and design/adapt programmes to match them.
- ❖ provide, as far as possible, the environmental conditions and the support needed for learners to achieve success in learning.
- ❖ be accessible, informed, knowledgeable, helpful and welcoming to current and prospective students.
- ❖ provide information to prospective learners, enrolled students and other agencies about the curriculum and support, which can be provided.
- ❖ consult and liaise with relevant organisations in planning programmes and arranging support.
- ❖ plan individually tailored programmes to support learners.

2.0 Justification

This policy relates to the Disability Discrimination Act of 2000 as well as the Beattie Inclusion Initiative by the Funding Council.

3.0 Link to Strategic Plan

Core values

- ❖ Providing all learners with **the highest quality learning** experience
- ❖ Valuing clients and colleagues and treating others **with respect and integrity**
- ❖ Recognising that **enjoyable learning** is the most effective learning
- ❖ Embracing **diversity** as a cornerstone of our learning community
- ❖ Accepting **accountability** and responsibility for our actions

Strategic Aim 1

We will make a significant, recognised and valued contribution to the personal development of our students.



4.0 Exemptions

The policy applies to staff interactions with to students.

5.0 Related Procedures

The Board of Governors considers and approves college strategies to improve student access and support and receives reports on implementation through the Diversity Committee.

The Principals' Group and Directors' Group make sure that the key college committees take into account the needs of students with learning difficulties and disabilities in all aspects of the college's work and seek consultation with, or representation from, students.

The Assistant Principal - Curriculum and Quality leads the Diversity Committee and is informed by the local Community Learning Plan in developing curriculum provision and support arrangements. Committee members work with a range of agencies to make sure that college arrangements are aligned with those of other agencies and coherent to the learner.

The Learner Services staff produce a disability statement, which can be made available in a variety of formats, indicating the support that can be provided. All college recruitment literature signals that this information can be provided in alternative formats. Students' point of contact for information, advice and support is the Learner Services directorate, whose staff work closely with Curriculum Heads and the Special Learning Programmes staff all of whom who have a first line guidance responsibility.

The college produces disability statements on an annual basis, which are reviewed in consultation with students.



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The staffing structure includes posts with specific responsibilities for students with additional support needs at senior management, middle management and lecturer levels for students in mainstream and special programmes. Learning Support staff based in the Learner Services Directorate have a college wide remit to provide services to staff and students. Staff with specific responsibilities are suitably qualified or trained; all staff have relevant training at induction, supported by readily available learning materials and advice from specialist staff.

The College Portal has a learning support handbook, as well as copies of related policy documents:

- ❖ QP1.13: Equal Opportunities Policy
- ❖ QP2.17: Equal Opportunities Procedure
- ❖ QP1.17: Disability Statement
- ❖ QP2.20: Complaints Procedure
- ❖ QP1.14: Race Relations Policy
- ❖ QP2.15: Race Relations Procedure
- ❖ QP1.11: Anti-Harassment and Bullying Policy
- ❖ QP2.11: Anti-Harassment and Bullying Procedure

In addition, documentation related to Internal Referrals /Personal Support Plans are also available on the College Portal.