Access & Inclusion Strategy
2018-2023

All College Strategies adhere to the guidelines and ethos of Equality and Diversity

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Date of Origin	Last Updated	Proposed Review Date	EQIA Date	Responsibility For Review
26 Mar 2018	26 Mar 2018	Mar 2019	15/03/18	Head of Faculty: Supported Learning

STRATEGY

This strategy document is intended to provide all stakeholders who have a responsibility for learner support with a clear understanding of our purpose and definition of our priorities and objectives.

It should be read in conjunction with the following plan document which present the detailed direction upon which this strategy will be implemented:

- Access and Inclusion Plan

This document covers the five year period AY 2018/19 – 2022/23 and reflects regional commitments as detailed in Lanarkshire's Outcome Agreement (OA).

PURPOSE

The Purpose of this Strategy is to ensure that the College is equipped to provide all its learners with the support they need to engage and succeed in their college journey

COMMITMENT

New College Lanarkshire (NCL) is committed to supporting the Scottish Government's (SG) Access and Inclusion ambitions.

NCL acknowledges and commits to the recommendations of CoWA's <u>A Blueprint for Fairness.</u>

We are determined to ensure all our learners are given the support to achieve and succeed. We will provide a commitment to ensure there are no barriers to entitlement or success and that the College influence positively attitudes and actions to deliver the Scottish Cabinet Secretary's vision of Excellence and Equity.

We will continue to work closely with all relevant agencies including schools, social work resources, NHS Lanarkshire and all appropriate local authorities in or near the region.

DELIVERY

Employing the skills, expertise and specialist knowledge of staff across the College we will provide support which ensures all learners receive appropriate support to succeed within their journey.

Analyse and act upon robust performance indicators in relation to all learners, but those with protected characteristics in particular, to ensure ambitions and deliverables are realised.

Manage and encourage worthwhile Partnership Working that builds on existing links across the region and foster a multi-agency approach to support the post 16 landscape.

Utilise sound financial planning, monitoring and control to ensure a continued ability to deliver our strategic objectives whilst working within strict budgetary constraints for the benefit of all learners.

The Vice Principal for Curriculum and the Vice Principal for Strategy and Corporate Performance will support the Heads of Faculty and Business Development Managers by providing Leadership guidance and direction in order to ensure that strategic priorities objectives and targets are achieved.

STRATEGIC PRIORITIES

Supporting all Learners	Developing all Staff	Targeting Resources
1	2	3

STRATEGIC OBJECTIVES

Supporting all Learners (1)

1.1 Collate sufficient and relevant data to identify range of learners needs.

1.2 Utilise Personal Learning Support Plans in order to meet identified needs for all learners.

1.3 Implement robust and effective transitional planning mechanisms to involve Stakeholders in the learner journey.

1.4 Ensure effective and professional collaboration across all partner agencies to promote communication and enhance good practice.

1.5 Challenge negative perceptions relating to support needs and facilitate ways to break down barriers to engagement.

1.6 Deliver bespoke approaches within the curriculum in a creative, innovative and respectful way.

Developing all Staff (2)

2.1 Create a supportive, non-judgmental ethos when dealing with all learners.

2.2 Effectively promote proactive collaboration to enhance support for all learners.

2.3 Work towards developing a holistic support system to ensure all learners have the opportunity to succeed.

2.4 Deliver bespoke Access and Inclusion awareness training to all staff.

2.5 Engage with teaching staff to ensure a confident, supportive workforce equipped to meet the needs of all learners.

2.6 Engage with support staff to ensure services are designed holistically and delivered with individual learners' needs in mind.

Targeting Resources (3)

3.1 Ensure sufficient and appropriate assistive technology is provided to meet learners' needs.

3.2 Create a supportive and welcoming environment which provides opportunity for engaging with specific support strategies and approaches.

3.3 Promote links with external support agencies to allow for sharing of specialist resources and expertise.

3.4 Utilise skills, knowledge and specialist expertise of staff to ensure effective provision for support.

3.5 Analyse trends in relation to resourcing within specific learning cohorts as highlighted within SFC OA Guidance in order to monitor/ improve attainment and retention.

KEY STRATEGIC ENABLERS

People

Provide training and development for all the Colleges' staff to ensure they have the skills and knowledge to engage with the strategy as confident, competent supporters of all learners.

Partnership Working

Build on the existing strong links within the region and foster a multi-agency approach to support in the post 16 landscape.

Monitoring

Analyse and act upon robust performance indicators in relation to all learners, but those with protected characteristics in particular, to ensure ambitions and deliverables are realised.

Resource Management

Utilise sound financial planning, monitoring and control to ensure a continued ability to deliver our strategic objectives whilst operating within strict budgetary constraints for the benefit of all our learners.

Key Indicators

Priority 1. Supporting all Learners

1.1	1.2	1.3	1.4	1.5	1.6
Outcome Agreement National Measures Table: *Proportion of enrolled students successfully achieving a recognised qualification. (Filtered for protected characteristics) Proportion of enrolled MD10 students successfully achieving a recognised qualification;* Proportion of full-time enrolled Care experienced students successfully achieving a recognised qualification. *(OA National Measure 4a*[filtered], 4b* & 4d*)* Achievement of targets	HGIOC Framework - Delivery of learning and services to support learning: *2.2 Curriculum* *How well do curriculum teams provide learners with opportunities to plan and personalise their own learning?* Strong annual formal endorsement of evaluation and grading from ES and SFC.	HGIOC Framework - Delivery of learning and services to support learning: *2.5 Transitions.* *How well do staff work with external partners to ensure effective transition arrangements into and out of college programmes?* Strong annual formal endorsement of evaluation and grading from ES and SFC.	HGIOC Framework - Delivery of learning and services to support learning: *2.6 Partnerships.* *Collaborative arrangements. How well do staff work with partners to improve outcomes for learners?* Strong annual formal endorsement of evaluation and grading from ES and SFC.	HGIOC Framework - ***Outcomes and impact:*** *3.1 Wellbeing, equality and inclusion* *How well do inclusion and equality arrangements ease access and improve attainment for groups and individuals experiencing barriers to learning?* Strong annual formal endorsement of evaluation and grading from ES and SFC.	HGIOC Framework - Delivery of learning and services to support learning: *2.2 Curriculum* *Effectiveness and appropriateness of the curriculum* Strong annual formal endorsement of evaluation and grading from ES and SFC.

Priority 2. Developing all Staff

2.1	2.2	2.3	2.4 & 2.5	2.6
HGIOC Framework - Outcomes and impact: *3.1 Wellbeing, equality and inclusion* *How well do inclusion and equality arrangements ease access and improve attainment for groups and individuals experiencing barriers to learning?* Strong annual formal endorsement of evaluation and grading from ES and SFC.	HGIOC Framework - Delivery of learning and services to support learning: *2.6 Partnerships.* *Collaborative arrangements.* Strong annual formal endorsement of evaluation and grading from ES and SFC.	HGIOC Framework - Outcomes and impact: *3.2 Equity, attainment and achievement for all learners.* *Learner success over time.* Strong annual formal endorsement of evaluation and grading from ES and SFC.	HGIOC Framework – Leadership and culture: *1.2 Leadership of learning and teaching. How well do CLPL arrangements support curriculum teams and individual staff to deliver improvements to learning and teaching?* *1.3 Leadership of services to support learning; How effectively do managers communicate and collaborate to bring about improvement and enhancement?* Strong annual formal endorsement of evaluation and grading from ES and SFC.	HGIOC Framework - Delivery of learning and services to support learning: *2.4 Services to support learning.* *Management of resources to support learning* *Services which contribute to attainment, achievement and progression* Strong annual formal endorsement of evaluation and grading from ES and SFC.

Priority 3 Targeting Resources

3.1 & 3.2	3.3	3.4	3.5
HGIOC Framework - Outcomes and impact: *3.1 Wellbeing, equality and inclusion.* *Statutory duties.* *Inclusion and equality.* Strong annual formal endorsement of evaluation and grading from ES and SFC.	HGIOC Framework - Delivery of learning and services to support learning: *2.6 Partnerships.* *Collaborative arrangements.* Strong annual formal endorsement of evaluation and grading from ES and SFC.	HGIOC Framework – Leadership and culture: *1.2 Leadership of learning and teaching. How well do CLPL arrangements support curriculum teams and individual staff to deliver improvements to learning and teaching?* Strong annual formal endorsement of evaluation and grading from ES and SFC.	HGIOC Framework – Leadership and culture: *1.4 Evaluation leading to improvement.* *Analysis and evaluation.* Strong annual formal endorsement of evaluation and grading from ES and SFC. (Including Scottish Government National Priorities regarding Access and progression)