Access & Inclusion Action Plan Review

April 2019

ACCESS & INCLUSION ACTION PLAN

The Scottish Government and the SFC set out ambitions regarding the important role of education establishments in addressing the needs of underrepresented groups across Scotland, to enable every person to realise their full potential, no matter their background.

The college has developed an Access and Inclusion Strategy taking account of: the regional and local context; predicted population movements; demography; needs in specific areas; Scottish Index of Multiple Deprivation; the Youth Employment Strategy; the Commission on Wider Access and the guidance provided by SFC on developing an Access and Inclusion Strategy. The implementation of these is funded by SFC. The prime responsibility for each strategy lies with each college's Board of Management with the Lanarkshire Board having an overall monitoring responsibility.

The college's strategy outlines clear visions, goals and actions planned to promote equality, access and inclusion. It provides a commitment to ensure there are no barriers to entitlement or success and that the college influences positively attitudes and actions to deliver the Scottish Cabinet Secretary's vision of Excellence and Equity. The strategy indicates how initiatives, ambitions and success will be measured using key indicators to monitor the outcomes delivered for learners from the identified under-represented groups. The feedback from students and staff and the monitoring of relevant Performance Indicators (PIs) will inform improvement and enhancement actions as part of the colleges ongoing quality improvement processes.

 New College Lanarkshire has an ASDAN Centre of Excellence in Inclusive Curriculum. ASDAN is a pioneering curriculum development organisation and awarding body, offering programmes and qualifications that explicitly grow skills for learning, skills for employment and skills for life. New College Lanarkshire is a disability Confident employer. The college has achieved Investors in People. South Lanarkshire College is working towards Disability Confident Leader status. Staff in the college undertake professional development activities regularly to enable them to contribute actively to delivering and implementing fully the above strategies.

Priority ....1. Supporting all learners	2018/19 Action	
Objective 1.1: Collate sufficient and relevant data to identify range of learners needs.	Analyse the information gathered 2017/18 in order to deliver inclusive practices throughout the Faculties. Establish internal collaborative working practices to ensure all relevant information is gathered during recruitment to achieve these ambitions. Disseminate the findings to Heads of Faculties at the Access and Inclusion Steering group and set clear targets which address the data collected and continue to monitor impact in terms of retention and attainment. The Retention and Attainment sub-group will further analyse this information and provide a college wide perspective in relation to the data collected.	Discussions ongoing with SMT as to whether disability/support need information should be available to staff who are interviewing. Working with Admissions to update disability/support need section of the application. Just now it is based on information required for FES return and is not user friendly and does not encourage applicant to disclose. Information gathered at application and enrolment stage by Admissions, MIS and ELS. Figures relating to Mental Health i.e. disclosures and those who take up support are being analysed to identify any trends by the Mental Health Steering Group. As per national figures it has identified lower disclosures and a lower uptake of support by young males in STEM subjects.

Objective 1.2: Utilise Personal Learning Support Plans in order to meet identified needs for all learners.	Working party set up to decide future of PLSPs and Guidance created for their most effective use.	PLSP system has been further developed for use by Key Support, Student Advisers and the Partnership team. For session 19/20 it will also be trialled for completing Learner Progress Reviews. In addition, other Faculties have adopted this system to support the tutor role. The access and inclusion Steering group will look to bring key staff together to standardise this across the college and roll it out in all Faculties in phases.
Objective 1.3: Implement robust and effective transitional planning mechanisms to involve Stakeholders in the learner journey.	Continue to maintain partnership working with relevant agencies such as Schools, Social Work Resources and various external agencies such as NHS Lanarkshire, Lead Scotland, Local Authority network partners, transition forums, National Autistic Society and Who Cares? Scotland, in order to ensure we are considering all learners including those identified as having protected characteristics and to improve information available at transition stages.	AHOF is a member of CDN Access and Inclusion Steering Group and a cross-sector national working group, Outcomes for Students with Disabilities, joint led by Lead Scotland and the SFC. Through both working groups, key messages and national agenda are being cascaded within the college to key staff. Exploring ways in which the SDS =16 Hub can be used to improve data sharing and transition for young people.
Objective 1.4: Ensure effective and professional collaboration across all partner agencies to promote communication and enhance good practice.	The Access and Inclusion Steering Group will undertake to monitor and evaluate the partnerships with external agencies and undertake an end of year evaluation with recommendations to inform 2019/20 support.	An interim working group has been established to initially review partnership working with external agencies. Further investigation required before recommendations can be made.

Objective 1.5: Challenge negative perceptions relating to support needs and facilitate ways to break. down barriers to engagement.	Employ consultative practices with staff and learners in order to identify the nature and frequency of negative perceptions.	Equality and Diversity training programme implemented covering all protected characteristics. Online in-house E&D training currently being developed by Equality & Diversity Adviser.
Objective 1.6 Deliver bespoke approaches within the curriculum in a creative, innovative and respectful way.	Undertake a review of all Curriculum materials to ensure in keeping with strategy.	
Priority ….2. Developing all Staff	**2018/19 Action**	
Objective 2.1: Create a supportive, non-judgmental ethos when dealing with all learners.	Promote the programme of relevant and bespoke training is relation to Access and Inclusion agenda.	Equality and Diversity training programme implemented covering all protected characteristics. Online in-house E&D training currently being developed by Equality & Diversity Adviser. Disability Awareness training has been delivered during FWW to staff, support and curriculum, in all three main campuses. This will be offered again at salient points throughout the year. Furthermore, BSL training for staff has taken place and will be offered again tin the future. Developing training sessions on working with students with Autism, Downs Syndrome and vulnerable young adults.
Objective 2.2: Effectively promote proactive collaboration to enhance support for all learners.	Involve all relevant staff in processes relating to supporting learning at all stages of the learner journey with increased emphasis on specific strategies for support.	Document outlining the staff involved in supporting learning throughout the learner journey. Transition events will be used to signpost students to support within college.

		The Learner Progress Review is being evaluated and redesigned to ensure that all staff are appropriately supported throughout the year. This includes staff CPD and providing them with strategies/leaflets to support them in signposting students to the relevant support they require.
Objective 2.3: Work towards developing a holistic support system to ensure all learners have the opportunity to succeed.	Discuss logistics of holistic approach. Consider impact on structure and identify best practice that would enable a more holistic approach.	Educational Learning Support Team, Student Advisers and Learner Engagement are now managed by the same Head of Faculty, this will allow for a more holistic approach to supporting students to succeed in their chosen course.

Objective 2.4: Deliver bespoke Access and Inclusion awareness training to all staff.	Deliver the planned training courses as mandatory CPD at the appropriate time slots as identified through the college's calendar of events. Other modes of delivery will allow this development to continue throughout the year and reach as many staff as possible.	Equality and Diversity training programme implemented covering all protected characteristics. Online in-house E&D training currently being developed by Equality & Diversity Adviser. Further training will be designed and delivered in collaboration with HR and the Mental Health Steering group for the launch of the Mental Health Action Plan. Calendar of events currently being developed by Equality & Diversity Adviser.
	An Access and Inclusion Steering Group will be established to ensure effective implementation. A member of staff from Human Resources will contribute to the Access and Inclusion steering group and report back on a regular basis. Human Resources will liaise with College Managers to	An interim working group has been established to review all points above to map out strategies to address action points within the plan.

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	monitor coverage of training and effectiveness. The impact will see an identified Access and Inclusion champion within each Faculty and support functions who can drive the Access and Inclusion agenda within their staff groups.	Will be implemented along with Equality & Diversity and Mental Health Champions across all curricular and support areas.
Objective 2.5: Engage with teaching staff to ensure a confident, supportive workforce equipped to meet the needs of all learners.	Involve staff in planning of CPD and ensure needs met.	CPD needs of teaching staff is identified during the PDR process and is used to design the CPD calendar for the year ahead.
Objective 2.6 Engage with support staff to ensure services are designed holistically and delivered with individual learners' needs in mind.	Involve staff in planning of CPD and ensure needs met.	CPD needs of support staff is identified during the PDR process and is used to design the CPD calendar for the year ahead.

Priority ….3. Targeting Resources	2018/19 Action	
Objective 3.1: Ensure sufficient and appropriate assistive technology is provided to meet learners' needs.	Senior Accountants will be responsible for the review and processing of budget revisions. Revisions to the approved budget require written approval of the Head of Faculty or the Assistant Principal. Staff submit support requests with justification to Senior Finance. Capital expenditure related to the expenditure of capital equipment, computer equipment and other items in excess of 10k will be depreciated in accordance with the college policy. Budget Monitoring from the end of the second month of the new academic year management accounts will be prepared and issued to assist budget holders with monitoring actual against phased budget	ELS Managers identify the assistive technology requirements of the College based on student need. Appropriate technology is sourced based on functionality taking in to consideration new accessibility features added to licences already held by the College such as Microsoft.

Objective 3.2: Create a supportive and welcoming environment which provides opportunity for engaging with specific support strategies and approaches.	Encourage staff to share best practice through current CPD mechanisms and utilise individual expertise within teams.	NCL hosts Teach Meet Meetings. Best practice shared at Faculty Meetings, Support team Meetings, via The Clan and The Natter.
Objective 3.3: Promote links with external support agencies to allow for sharing of specialist resources and expertise.	Invite representatives from identified agencies to join the Access and Inclusion Steering Group to contribute the multiagency approach for the benefit of all learners across the college. Specialist agencies to deliver training to enhance staff development in line with training programme drawn up in 2017/18. The Access and Inclusion Steering Group will undertake to monitor and evaluate the partnerships with external agencies and undertake an end of year evaluation and	Equality and Diversity training programme implemented covering all protected characteristics. Online in-house E&D training currently being developed by Equality & Diversity Adviser. Change in Faculty Management team has delayed progress in this area.

	recommendations to inform 2019/20 support.	
Objective 3.4: Utilise skills, knowledge and specialist expertise of staff to ensure effective provision for support.	Identify staff with specialist skills in key areas relevant to the Access and Inclusion Agenda.	Staff are likely to be those already on key committees/steering groups such as Mental Health, Equality & Diversity and Corporate Parenting. Clear remit and focus required for each group. It would also be best practice for the Chair of each committee to meet regularly to ensure no overlap/cross over of work.
Objective 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.	Analyse the information gathered 2017/18 in order to deliver inclusive practices throughout the Faculties. Establish internal collaborative working practices to ensure all relevant information is gathered during recruitment to achieve these ambitions. Disseminate the findings to Heads of Faculties at the Access and Inclusion Steering group and set clear targets which address the data collected and continue to monitor impact in terms of retention and attainment.	Exploring ways in which students are referred to other Faculties for the Faculty of Supported Learning. Look to implement an automatic email system to alert staff to students in their classes with a PLSP. In addition, considering Faculty training for all staff in relation to PLSPs, the information they contain, how to access them and how ELS can support learners within specific subjects.

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	The Retention and Attainment sub-group will further analyse this information and provide a college wide perspective in relation to the data collected.	