1. Introduction and Context

Student success is at the centre of everything we do at Fife College and we strive to make the student journey as positive and seamless as possible. The College has developed a comprehensive approach to meeting the needs of all students, including those who may encounter additional barriers to learning. This begins with our vision to support people from a wide range of backgrounds to access a high quality educational provision and ultimately improve their positive destinations in life.

Fife College is highly committed to its obligations under equality legislation and this underpins all that we do throughout the organisation. These opportunities must however be delivered within the resources available. The College has agreed targets in our Regional Outcome Agreement and Strategic Plan that will allow us to measure impact and success of our Access and Inclusion strategy for our students.

Key priority’s set out in Fife College Strategic Plan 2018-23 are:

- Foster ambition and develop successful students ready to progress through an inspirational and high quality learning experience
- Provide a first class learning environment
- Provide a dynamic environment that will engage, empower and enhance experience.
- Develop and empower our staff to work in a culture of trust and respect in a successful and reputable college
- Maintain long term financial sustainability and become more commercially focused.

Each Key Priority Aim has a number of objectives which the college will aim to achieve.

The Access and Inclusion strategy will also support national priorities in terms of closing the attainment gap for students with protected characteristics and/or from deprived backgrounds. A specific focus will be placed on supporting Care- Experienced Young People as described in the ROA and in accordance with the Fife College Corporate Parenting Plan 2018 - 2021.

Fife College is an inclusive and diverse college which aims to utilise a range of support methods to allow the widest possible access to its provision to those who are able to take advantage of the learning opportunities within the context of a career progression pathway. It offers a wide range of support to students who have additional learning or support requirements including: physical or sensory impairments; specific learning difficulties e.g. dyslexia; autistic spectrum disorder; physical/medical/mental health conditions; being a young carer; being care experienced etc.

In keeping with its inclusive learning and teaching strategy, Fife College seeks as far as possible to meet the needs of the student within its inclusive learning environment. Particular emphasis is placed on the promotion of inclusive teaching practices which reduce/remove the requirement for interventions/adjustments for individual students. Staff use a variety of techniques, study aids and resources to ensure that a wide range of learning styles and learning differences are considered. Lectures are structured to include clear objectives and aims whilst incorporating choices, variations and differentiation.

We will continue to provide educational and progression opportunities for those with learning disabilities and will work with a range of partners, which include Fife Council, NHS Fife and third-sector agencies, to ensure that students with profound and complex needs continue to participate in programmes which enhance their knowledge, skills and employment prospects.

We will also ensure that; the educational provision provided for these students is matched to their ability to learn; that on-going support is detailed in a Personal Learning Support Plan; and that realistic learning targets and progression strategies are set and achieved in conjunction with partner agencies.
2. **Priority One – Wider Access to Education**

- Ensure early identification
- Actively engage with external stakeholders to enhance transition and create seamless pathways
- Recommend reasonable adjustments to improve access to education
- Develop comprehensive support mechanisms

Early identification of learning and or support needs is crucial if individuals are to make informed choices about their futures, and the Inclusion Team works proactively with the local authority and social work services to aid in the transitions to and from College for all students who have a recognised support need. Students may also self-refer or be referred to the Inclusion Team to discuss their support needs by a member of staff during pre-entry guidance, induction or at any time during the course. A robust support needs assessment process, including the creation of meaningful Personal Learning and Support Plans, identifies where additional support may be required and reasonable adjustments made in the learning environment which will assist the student when studying at the College.

A range of tailored and targeted support can be provided by Inclusion staff on a 1-1 or small-group basis, either in the Inclusion support areas or in-situ within curriculum classroom settings.

In addition to the undertaking of support needs assessments (including assessments for Disabled Students Allowance) for students across the College on both mainstream and supported programmes who have additional learning/support needs, the Inclusion Team is also responsible for:

- Implementing the process of alternative assessment arrangements across the College
- Co-ordinating across the College the processes centred on the creation and ongoing recording of Additional Learning Support and Extended Learning Support and preparation for audit
- Developing study skills materials and self-help resources to meet the learning needs of students ensuring compliance with internal quality standards and appropriate legislative requirements including copyright and data protection
- Organising and delivering literacy, language, and/or numeracy and study skills sessions, facilitating a range of activities appropriate to students’ needs
- Providing students with advice and assistance on appropriate approaches and strategies which they may adopt to facilitate effective study and core skill development, including assistive technologies training and support as required
- Providing in-class learning and study skills support in line with demand across all curriculum areas
- The management of care experienced students to ensure that their transition to/from College and their College journey is a positive and successful one, and working with curriculum staff and a range of external agencies to support and signpost them to the support services available to them
- The promotion of inclusive practices Cross-College and facilitation and support of improved student’s achievement, retention, transitions to/from College etc. through effective working with curriculum staff and external agencies
- Work with the Partnership Matters group to ensure a holistic approach to the support provision for students who have complex support needs
2.1 Evidencing and documenting additional support arrangements:

- PLSPs - including additional support in class and in Student Learning Hubs, alternative/additional assessment arrangements, health & safety measures.
- PEEPS – evacuation plans for students with mobility difficulties or sensory impairments.
- Social Support Plans – vulnerable students additional support arrangements.
- Time-sensitive medical requirements.
- Young Epilepsy form.
- Ensuring student information is up to date in relation to: student records, PEEPs.

2.2 School-College Partnership:

- Liaising with schools to provide early transition visits for students with complex and additional support needs.
- Additional information targeted at Winter Leavers issued during the spring while they are still at school, on induction and mid-semester 1.
- Working with SDS to provide additional CIAG to school leavers not offered a place at College or who leave early in semester 1.

2.3 STE(A)M activities:

The Fife College STEM Strategy is supported with interventions and experiences delivered in Fife primary schools to connect with the younger minds of school pupils and open up the world of opportunities in Science, Technology, Engineering and Mathematics in an engaging, fun and non-gender specific way to dual approach to address the gender gap in many of these related industries

2.4 Assistive Technology

General roll-out, including plans to deliver training at level 4 across the curriculum, plus software and training offered to specific students in response to needs identified in their PLSP. Also engagement with local high schools to pilot Texthelp training in schools to benefit students while completing current courses and ahead of their transition to College.
2.5 Partnership Working:

Strong working relationships with Fife Council, NHS Fife and third-sector agencies to provide additional support and additional referral opportunities for students. For Example

- Local Authorities
- Local Universities
- Police Scotland
- CELCIS
- Who Cares? Scotland
- College Development Network
- Skills Development Scotland
- Colleges Scotland
- NHS Fife
- National Autistic Society
- Penumbra
- MS Society

2.6 Future ambitions

- Enable early identification of Additional Support Needs - Students feel part of a supportive institution, improving retention and achievement
- Actively engage with external stakeholders to enhance transition and create seamless pathways by developing employability and life skills in students with additional support needs
- Updating inclusive support strategies, policies and procedures reducing educational inequalities and increasing Equity and Equality - Ensuring everybody has the same opportunities. Providing learning opportunities which ensures high retention, attainment and achievement.
- Creating accessible procedures - Most students are supported in their journey from beginning to end and are able to access materials in a way most suited to their needs
- Mental Health Advisor - Employed by Fife College and NHS Fife to support student’s mental health.
3. **Priority Two – Meeting the needs of all students through a proactive approach**

- Provide tailored curriculum targeting additional needs.
- Improve attainment of vulnerable student by appropriately addressing their needs.
- Promote a positive and proactive approach to health and wellbeing.

The college offers supported learning programmes - Levels 1 – 4

3.1 **Life Skills (SCQF Level 1-2)**

- Life Skills is for profound multiple learning difficulties (PMLD) support needs to allow students to develop their skills are working towards SCQF level 1-2. Predominantly from DAS departments or special schools. The groups are made up of 16-18 year olds.

The courses are delivered over a two-year duration. Life Skills students will work towards attaining ASDAN Towards Independence certificates. Independent living, essential and core skills, citizenship and vocational experiences are built into the curriculum.

3.2 **Future Pathways (SCQF Level 2-3)**

- Future Pathways: Is aimed at students with an additional support needs who have a moderate learning difficulties (MLD) or who may not have achieved the correct grades from mainstream at school. The groups are made up of 15-18 year olds.

The course is delivered over a two-year duration. Future Pathways students will work towards attaining essential core skills, National 3 SQA and ASDAN certificates. Personal development, enterprise and employability are built into the curriculum along with vocational and work experiences.

3.3 **NPA Employability and Enterprise (SCQF Level 3-4)**

- Designed for students with additional support needs as a feeder course into hospitality or as a transition course out into employment or meaningful activity. The students will work towards attaining National 4 SQA group awards in Employability and a National Progression Award in Enterprise and Employability. During their year at college they will undertake a vocational day in hospitality or retail. All students will undertake a work experience to improve employment prospects. This course is supported by a work placement coordinator who coordinates opportunities in industry and in the community.

3.4 **Access to Further Education (SCQF Level 4)**

- Designed for students with moderate learning difficulties (MLD) students or those with social, emotional and behavioural development needs (SEBD) who require support to transition to further education.

The course is one year in duration and students will work towards attaining essential core skills and a personal development award all at National 4 SQA. During the course they will have the opportunity to experience volunteering and vocational tasters.
The students will work with the delivery team who will assist with progression to mainstream.

Students on these programmes are supported by Inclusion Assistants looking after students wellbeing both in and out the class. In addition, Inclusion Assistants can also provide 1-1 support for individual students, teaching staff on Supported programmes have a pastoral role with assigned groups to look after any additional support needs and their development.

In addition to its Supported Learning provision and Cross-College arrangements to support essential skills requirements and facilitate accessible delivery, the College comprises specialist teams and specialist staff involved in the Access and Inclusion Approaches: The Inclusion Team, Guidance, Facility of Community and Supported Learning, and the Fife College Students’ Association (FCSA).

The comprehensiveness of the College’s approach to Access and Inclusion is demonstrated when a sample of activities are mapped against the SHANARRI model.

3.5 Fife College BSL Plan.

- The BSL plan was completed by Fife College in October 2018, this was written in consultation with members of the D/deaf community and external partners. The BSL plan outlines Fife College’s commitment to the D/deaf community in Fife and provides and provides an action plan on how we plan to make the college more accessible.

3.6 Corporate Parenting:

- Progress of every care-experienced applicant is monitored by a designated Guidance Advisor, with support offered to each young person and connections established with their high school and social worker where requested.

- Each care-experienced student offered a designated Guidance Advisor to work with them through their course.
Access to Advocacy through the support agreement with Who Cares? Scotland and the College.

Fife College purchased Christmas gifts for all our care experienced students and holds additional funds raised by students for emergency situations.

Active engagement with care experienced students supporting awareness raising.

3.7 Young Carers:

- Young Carers asked to identify themselves on application / enrolment.
- Offered a designated Guidance Advisor during their application and through their course.
- Strong working relationship with Fife Young Carers.
- As of February 2019, Fife College has committed to achieving the Go Further Recognition Award for their development and improvement of support available to Carer students.

3.8 Sexual Health:

- Every Guidance Advisor is condom-distribution trained.
- There is a sexual health inbox for students to email any issues or questions that they have that are sexual health related
- Fife College distributes free access to Sanitary products across all campuses.

3.9 Mental Health:

- Scottish Mental Health First Aid Training delivered 3 times a year for the past 2 years, with more than 80 staff trained to date.
- Action plan: bringing together existing and proposed health promotion measures, plus proposals to resource additional measures to support students with mental health conditions, including partnership working with NHS Fife to provide additional staff training.

3.10 Gender-based Violence Action Plan:

- Assessing students’ experiences of gender-based violence and developing a College-wide programme of activities to support victims and minimise future exposure.

3.11 Food Poverty

- Strong working relationships with local food banks; breakfast clubs to be trialled on two campuses spring 2017, with funding from Fife Council.
3.12 Future Ambitions

- Write and Implement BSL Strategy - Ensuring almost all D/deaf students have the same opportunities to access College.
- Work with curriculum areas – advising on inclusive practice and inclusive and accessible learning materials - Ensuring all students have the same opportunities and they feel part of a supportive institution.
- Corporate Parenting - Create a supportive and inclusive environment for all care experienced students as well as the awareness sessions with academic staff. This will continue the increase in partnership working.
- Mindfulness sessions with students - Improve mental health and wellbeing for most students and more students will gain an alternative coping mechanism to deal with stress, depression and anxiety.
- Health and Wellbeing showcase - Raising awareness of a variety of organizations and internal teams to support and promote mental health and well-being.

4. Priority Three – targeting resources

- Utilise skill knowledge and specialist experience of staff to ensure effective provision for support.
- Increase our CLPL opportunities and engage our staff to further develop.
- Evolve a student-centred culture, working in close partnership with the Student Association to enhance student participation in the shaping of their learning.

4.1 Inclusion Team:

- Student Advisors Inclusion assessing student support needs and providing specialist study support out with the classroom
- Inclusion Assistants providing specialist study support in the classroom. Maintaining a student-led service, in line with the requirements of the Equality Act 2010, presents a double challenge. First is keeping pace with an increasingly diverse and complex student body, with disability disclosure rates increasing year-on-year, especially mental health conditions. Second is managing the uncertainty of not knowing the final make-up of the student body until the start of session with recruitment continuing through clearing and into the start of September, putting a pressure on the College to access additional temporary staff that were not budgeted for to meet student needs.

4.2 Assistive Technologist:

- Providing specialist software advice and training to students and staff.
- Short and long term equipment loan to students including laptops, digital recorders and coloured overlays.
- Delivering training for a number of specialist assistive software packages including Texthelp Read and Write Gold, Sonocent Audio Notetaker, Brain in Hand, Mindview and Global Autocorrect.
- Working with and building links with partners such as Karten Foundation, JISC and CDN to share best practice and find the best possible technological solutions for Fife College staff and students.
4.3 DSA Needs Assessment Provider

- Better understanding of conditions and how they affect the students.
- Better understanding of Mental Health issues, effects and services.
- More equipped to work collaboratively with lecturing staff on more inclusive teaching practice.
- Better equip to support students to become independent learners.

4.4 Employability Team

- Fife College views embedding employability as providing the opportunities to develop knowledge, skills, experiences, behaviours, attributes, achievements and attitudes to enable all students to make successful transitions and contributions, benefitting them, the economy and their communities addressing STEAM and other economic priorities. Employability is relevant to all students and at all levels of study.

The Employability Teams Annual Plan includes:

- Launch of an Employability Strategy and a new collaborative service.
- Introduction of Employability Badges and a Digital Portfolio recording skills, qualifications and achievements supported by MWOW.
- Mock Interview Workshop Events - tailored to each department & Industry supported by guest employers.
- Database of Employers willing to participate in Work Experience/Placements/Mentors and Career Opportunities.
- Employer Information sessions/visits to employers for our students during their course of study. (DYW).
- Increase collaborative working with FCSA, Guidance and Inclusion relating to ‘awareness events’.
- New Positive Outcome process to support reduction in student withdrawals.
- A targeted focus on sustained positive destinations.
- Promote career pathways including self-employment, entrepreneurial skills (linked to the Enterprise Strategy), mind sets and behaviours.
- Develop /Expand the Employer Engagement and potential mentoring, strengthening effective partnerships with Employability Team.
4.5 Mental Health

- The College has enjoyed close partnerships with a variety of local organisations including Penumbra and NHS Fife/CAMHS to provide additional mental health support over and above the frontline work undertaken by Fife College staff. Through the work of our Guidance team and external partnerships, we have a clear insight into both the increasing incidences of mental health issues amongst our students but also that this increase will continue to impact students in the future. Using this insight effectively allows the College to adapt and grow the services on offer. In addition to further training of frontline staff, the College appointed a Health and Wellbeing Advisor in 2018 in order to boost the support available to students and promote overall positive health and wellbeing. The Health and Wellbeing Advisor has developed a Fife College Mental Health Strategy, in line with Scottish Funding Council Guidelines and the Fife Mental Health Strategy, which outlines the support activities and positive mental health promotion that is currently being delivered and developed.

4.6 Vulnerable Students

- Corporate Parenting: The College has had a corporate parenting plan in place since mid-2016. Fife College has developed strong links with the Fife Regional Corporate Parenting Board. Since submitting the first report to ministers in April 2018 the college has raised the profile and undertaken significant improvements for care experienced students. The college has raised awareness with staff at all levels through interactive staff development sessions. Sustaining the resources of some improvements will require additional core central funds.

- Young Carers: The College is extending its work with students who are young carers, in association with Fife Young Carers. As with care-experienced students, furthering and deepening this work will present a challenge and require additional resourcing, again to gain staff engagement and offer those students a better level of response to their support needs.

- Other Vulnerable Students, including homeless, estranged and victims of domestic violence. The complexity of our students’ support needs grows each year, reflecting the challenges experienced across Fife’s society. Staff capacity to provide an immediate response and support students in their studies is stretched and as third-sector funding is also reduced, the range of external partners we can refer students to has shrunk markedly in recent years. The College has an ambition to model good practice elsewhere in the sector and establish close case-working relationships available to all but especially vulnerable students but it currently lacks the staff capacity to offer this routinely.

4.7 Blended Learning/Developing Independent Study

- The move across all departments and levels of study towards increased blended learning and independent study under the College’s Teaching & Learning Strategy presents many opportunities for students. For some, though, there will be an increased support requirement, especially through the Student Learning Hubs, to ensure that teaching methodologies can be developed early in the course to sustain greater independence later on.

4.8 Commitment to ongoing CLPL

All College staff are offered relevant development opportunities around inclusiveness and where these necessarily underpin particular roles this development will be mandatory. All new staff receive a comprehensive induction programme which introduces them to the College Vision and Values and explains their duties under the Equality Act (2010) and other relevant legislation, corporate parenting and safeguarding are covered in the induction programme.
All new teaching staff undertake training to help them become skilled in designing and implementing learning experiences which are active, engaging and inclusive. Support is provided for new staff to achieve a teaching qualification within recommended time frames.

Ongoing training is provided to develop learning and teaching skills including the use of a range of digital technologies within the learning environment. Training is provided for staff who are required to assess students which includes inclusive assessment and the implementation of alternative assessment arrangements.

Inclusion staff are supported to achieve qualifications such as the Post Graduate Certificate in Inclusiveness or the PDA in Inclusiveness as appropriate.

Training events are provided which raise awareness of equality issues, such as mental health, dyslexia, Asperger’s syndrome, LGBTI, religion, culture etc.

The College ensures that all managers are trained in conducting Equality Impact Assessments. The College fully engages in staff participation at the Colleges Development Network (CDN) events.

### 4.9 Fife College Student Association

The role of the Students’ Association (FCSA) is to ensure that the student voice is represented at local and national level. It is to improve the student experience, to facilitate student engagement and contribute to the college quality mechanism. In shaping the life and work of the College and encouraging student participation the ambition is that we can empower all students to be responsible and active citizens and encourage an inclusive environment that respects, encourages and advances equality and diversity.

To do this the Students’ Association will work collaboratively with support services and curriculum teams and will:

- Run democratic processes to recruit Officers to promote Equality and Diversity and Health and Wellbeing. The FCSA will ensure that it is representative of the whole student voice on Committees and Boards by actively engaging with all members through Executive Committees, Class Representative Councils and Annual General Meetings
- The FCSA will undertake to support students where necessary to be actively involved in Clubs, Groups, Societies and Volunteering Opportunities within the Association
- The FCSA will seek advice from its partners to ensure that materials used in training etc. are appropriate for delivery to all student groups including ESOL and Learning Opportunities
- The FCSA will work closely with College to ensure that opportunities to take an active role in the Association through the course rep system, events, societies, campaigns and elections are promoted to all students and participation is encouraged and facilitated
- The FCSA will, through Peer Led activities, ensure that it is capturing the student voice and creating a positive declaration environment for student feedback relating to all aspects of the Student journey from pre application to transition stages.
- The FCSA will ensure that students have access to its entire staff and resources so that students feel supported and are signposted to appropriate support.
- The FCSA will seek to create a safe and Inclusive environment for all students and while campaigning on behalf of all students will seek to ensure that on-going awareness raising is conducted in respect of those within the protected characteristics groups including the Care Experienced.
The FCSA will actively participate in training opportunities to raise staff awareness of the vision, values and purpose of the FCSA to enable staff to fully understand and support the activities of the FCSA to encourage student participation and ensure an inclusive approach is implemented.

The FCSA will offer tailored training sessions which ensure every Class Representative is confident and able to accurately represent their peers through the College’s Quality Assurance systems.

4.10 Future Ambitions:

- Work with curriculum areas – advising on inclusive practice and inclusive and accessible learning materials
- Collaborative working and pilot work put in place to allow for extra focus on withdrawals. This will inform further efforts to reduce our withdrawal rates
- Develop and invest in our colleagues
- Encourage staff to embrace technology to their advantage
- Provide a high quality, sector leading learning experience

5. Associated Costs

There are additional costs relating to the implementation of Access and Inclusion resources and activities this includes costs associated with:

- Providing additional assessments and examinations arrangements.
- Alternative marketing and support materials (internal and external e.g. Stonewall).
- Specialist software and assistive technologies.
- ICT equipment, including additional devices required to support students who may not have access to them out with College.
- Costs associated for provision of additional information management processes (e.g. specialist options to be developed for Management Information System) including support for data sharing with external agencies and more forensic data collection and reporting.

The College facilitates all members of staff to continuously update and develop their skills, knowledge and expertise and sees this as both an entitlement and responsibility. All members of staff have an opportunity to discuss annually through the Professional Development Review Process their development needs and to record these. The outputs from this process are used to form a programme of activity throughout the following year and individual qualification or attendance at external conferences is managed through an approval system over and above that programme. Access and inclusion is a key consideration in the programme and activities are included to address these annually. For example, there were sessions in the November 2018 Professional Activities Week to support access and inclusion such as Scotland’s Mental Health First Aid, Professional and Respectful Team Cultures (Where Well-Being Thrives), Text Help Read and Write Gold, SPSO Complaints Investigation Training and Providing Academic References for Students Applying to UCAS.
To date, 30 members of staff have been supported to study various qualifications to support access and inclusion for example, the PDA in Inclusiveness, the PDA in Dyslexia and the HNC Additional Support Needs and BSL Level 1&2. It is anticipated that the level of support by the end of this academic year will at least be in line with that for the previous year. Members of staff undertaking such qualifications are encouraged to share their learning with others both in and across teams within the College.

While the College remains committed to supporting all students, it is currently extremely difficult to source sufficient numbers of communication workers and BSL interpreters, who are able to charge premium rates for their services. While an increase in the number of students from the Deaf community would be welcomed, each will require significant additional funding to be sourced if we are to support them adequately.

### 6. Responsibilities

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Senior Executive team</td>
<td>Responsible for monitoring the strategy</td>
</tr>
<tr>
<td>College Senior Management Team</td>
<td>Responsible for ensuring the implementation of the strategy</td>
</tr>
<tr>
<td>Director Student Experience and Engagement</td>
<td>Responsible for ensuring the achievement of the priorities within the strategy</td>
</tr>
<tr>
<td>All College staff</td>
<td>Responsible for supporting the delivery of the strategy</td>
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</tbody>
</table>

### 7. Related Documents

- Fife College Strategic Plan 2018-23
- Regional Outcome Agreement
- Learning and Teaching Strategy
- Assessment Arrangement Policy and Procedure
- Positive Outcome Procedure
- Corporate Parenting Plan 2018-21
- Fife College BSL Plan 2018-24
## 8. Future Ambitions

### Priority 1. Wider Access to Education

<table>
<thead>
<tr>
<th>PI</th>
<th>Objective</th>
<th>Actions 2018-19</th>
<th>Expected outcome and impact</th>
<th>Responsibility</th>
<th>Appropriate timescale</th>
<th>Update 2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
<td>Ensure Early Identification</td>
<td>Enable early identification of Additional Support Needs</td>
<td>Students feel part of a supportive institution, improving retention and achievement</td>
<td>Inclusion Team</td>
<td>June 2019</td>
<td>Ongoing work with the SCP</td>
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<tr>
<td>P1</td>
<td>Actively engage with external stake holders to enhance transition and create seamless pathways</td>
<td>Develop employability and life skills in students with additional support needs</td>
<td>The majority of students will be able to progress independently.</td>
<td>Engagement and Employability</td>
<td>May 2018</td>
<td>Ongoing work with the SCP</td>
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<tr>
<td>P2, P3</td>
<td>Recommend reasonable adjustment to improve access to education</td>
<td>Updating inclusive support strategies, policies and procedures reducing educational inequalities and increasing Equity and Equality</td>
<td>Ensuring everybody has the same opportunities. Providing learning opportunities which ensures high retention, attainment and achievement.</td>
<td>Inclusion Team</td>
<td>July 2018</td>
<td>Complete</td>
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<td>Creating accessible procedures/processes</td>
<td>Inclusion Team</td>
<td>September 2018</td>
<td>Ongoing and continually updated</td>
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<tr>
<td>P2, P3</td>
<td>Develop comprehensive support mechanisms</td>
<td>Mental Health Advisor</td>
<td>Employed by Fife College and NHS Fife to support students mental health</td>
<td>Director – Students Experience and Engagement, FSCA</td>
<td>May 2018</td>
<td>This has been completed and we will continue to implement the service</td>
</tr>
</tbody>
</table>
## Priority 2. Meeting the needs of all students through a proactive approach

<table>
<thead>
<tr>
<th>PI</th>
<th>Objective</th>
<th>Actions 2018-19</th>
<th>Expected outcome and impact</th>
<th>Responsibility</th>
<th>Appropriate timescale</th>
<th>Update 2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
<td>HGIOC 2.2, 2.3, 2.4, 2.6</td>
<td>Provide tailored curriculum targeting additional needs</td>
<td>Write and implement Fife College BSL Plan</td>
<td>Ensuring almost all D/deaf students have the same opportunities to access college.</td>
<td>Director Student Experience and Engagement Inclusion Manager</td>
<td>Oct 2018</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Work with curriculum areas — advising on inclusive practice and inclusive and accessible learning materials</td>
<td>Ensuring all students have the same opportunities and they feel part of a supportive institution.</td>
<td>Inclusion Team</td>
<td>Ongoing</td>
</tr>
<tr>
<td>P1</td>
<td>HGIOC 2.4, 3.1</td>
<td>Improve attainment of vulnerable students by appropriate addressing there needs</td>
<td>Corporate Parenting</td>
<td>Create a supportive and inclusive environment for all care experienced students as well as the awareness sessions with academic staff. This will continue the increase in partnership working.</td>
<td>Student Experience and Engagement Department and Curriculum</td>
<td>June 2018</td>
</tr>
<tr>
<td>P2</td>
<td>HGIOC 3.1</td>
<td>Promote a positive and proactive approach to health and wellbeing</td>
<td>Mindfulness sessions with students</td>
<td>Improve mental health and wellbeing for most students and more students will gain an alternative coping mechanism to deal with stress, depression and anxiety</td>
<td>Wellbeing and Support team.</td>
<td>March – June 2018</td>
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<td></td>
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<td>Health and Wellbeing showcase</td>
<td>Raising awareness of a variety of organizations and internal teams to support and promote mental health and wellbeing.</td>
<td>Students Experience and Engagement Department, Curriculum and Marketing</td>
<td>March 2018</td>
</tr>
</tbody>
</table>
## Priority 3. Targeting Resources

<table>
<thead>
<tr>
<th>PI</th>
<th>Objective</th>
<th>Actions 2018-19</th>
<th>Expected outcome and impact</th>
<th>Responsibility</th>
<th>Appropriate timescale</th>
<th>Update 2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>P4 HGIOC 1.3, 2.4, 2.6</td>
<td>Utilise skills knowledge and specialist experience of staff to ensure effective provision for support</td>
<td>Work with curriculum areas – advising on inclusive practice and inclusive and accessible learning materials</td>
<td>Ensuring all students have the same opportunities and they feel part of a supportive institution.</td>
<td>Inclusion Team</td>
<td>Ongoing</td>
<td>Learning Hubs open 4-5pm on all campuses’ for tutor drop ins</td>
</tr>
<tr>
<td>P4 HGIOC 2.4</td>
<td>Increase our CLPL opportunities and engage our staff to further develop</td>
<td>Develop and invest in our colleagues</td>
<td>Promote a college of talent and great leaders</td>
<td>Senior Management team</td>
<td>On going</td>
<td>This has been complete and we will continue to improve the service</td>
</tr>
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<td>All Fife College staff have access to enroll in any appropriate college course.</td>
</tr>
<tr>
<td>P1 HGIOC 3.2</td>
<td>Evolve a student-centered culture, working in close partnership with the Student Association to enhance student participation in the shaping of their learning</td>
<td>Providing a high quality, sector leading learning experience</td>
<td>Innovative teaching practice and student engagement</td>
<td>FCSA</td>
<td>On going</td>
<td>Continued partnership working</td>
</tr>
</tbody>
</table>