

Accessibility Policy and Plan

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1. Our Vision

1.1 BeyondAutism is a charity dedicated to empowering people with autism to lead fuller lives through positive education experiences, training for the people who work with them and support for their families and carers.

2. Our Values

2.1 At BeyondAutism we are:

- Dedicated to delivering excellence – By developing expertise, outstanding services and positive engagement, always seeking to go above and beyond expectations.
- Committed to Applied Behaviour Analysis – By contributing to research and ensuring our staff continually develop and share best practice that ensure aspirational outcomes for people with autism are achieved.
- Respectful – By embracing diversity, showing integrity, acting with compassion and always treating people with dignity.
- Proud to challenge – By listening, changing thinking, shifting attitudes and educating.

3. Our Service

3.1 We want to see our students prepared for adulthood with a skill set that enables them to have choice and control over where and how they live, what they do and with whom. We believe that adults with autism should;

- Have a voice;
- Be involved in decision making;
- Be able to contribute to society as active citizens.

3.2 Through an individualised personal curriculum, our students follow a programme of study that best prepares them for adulthood, focusing on the skills required for independent or supported living, training and employment, health and wellbeing and community participation. By providing just enough support we are preparing our students for their lives after education.

3.3 BeyondAutism Post-19 is part of BeyondAutism, a registered charity. We provide education, outreach, training and support to children, young adults and families affected by autism across the UK and abroad. BeyondAutism Post-19 operates across London and receives students from all local authorities within a reasonable travelling distance.

3.4 BeyondAutism Post-19 teaches adults aged 19–25 years old with autism and related communication disorders. The service is registered with the Department for Education as a special post-16 institution. Our approach is underpinned by the principles of Applied Behaviour Analysis (ABA) and Verbal Behaviour (VB). Our students follow an individualised programme focused on developing communication and independent living skills in preparation for adulthood. Through partnerships with other organisations, our students spend around 50% of their week working and learning in their local communities.

3.5 The service includes a multi-disciplinary team approach, involving Broad Certified Behaviour Analysts, Qualified Specialist Teachers, Speech and Language Therapists and Occupational Therapists.

4. Aims

4.1 It is essential that people with autism, their families and the professionals that work with them are able to access our information, buildings and staff team appropriately and with ease.

4.2 We aim to be a community where everyone is treated fairly and with respect. We want everyone to have choice and control, and recognise that for some people, extra support is needed to help them achieve and be successful. We take our legal duties on equality seriously. We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations.

4.3 Under the Equality Act 2010 we are required to have an accessibility policy. The purpose of this policy is to:

- Ensure disabled students can participate in the curriculum
- Ensure the physical environment of the onsite provision enable disabled students to take better advantage of education, benefits, facilities and services provided
- Ensure information is available for students with disabilities.

4.4 The Post-19 provision aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

5. Access Arrangements

5.1 This document meets the requirements of Part 6: Education Chapter 2 of the Equality Act 2010 and the Special Educational Needs and Disability Code of Practice 0 to 25 years.

5.2 The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

5.3 Under the SEND Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

5.4 The Post-19 Service is required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

5.5 We follow the principles of Applied Behaviour Analysis (ABA) and B F Skinner's Analysis of Verbal Behaviour (VB).

5.6 Teaching with ABA/VB reduces challenging behaviour and helps students to build on their social, play and independence skills.

5.7 We identify different types of reinforcement to maintain our student's motivation and use an intensive teaching approach using discrete teaching trials, which is supported by extensive data collection to closely monitor student progress and inform decision making.

5.8 Students can achieve their academic potential with ABA/VB. By reducing challenging behaviour, through a multi-disciplinary approach involving SaLT (Speech and Language Therapy) and OT (Occupational Therapy) we are able to guarantee students access to a broad, balanced and specialised curriculum.

5.9 All students are assessed individually, and a bespoke programme is designed and tailored to meet the needs of all learner profiles, utilising a functional communication approach and identifying preferred methods of communication for each student. Student programmes are developed through the Education, Health and Care Plan and assessment process. Students are also assessed by the speech and language therapist, occupational therapist and external professionals as required.

5.10 In order to ensure that all students are able to access the curriculum, staff are trained in augmentative and alternative communication (including Makaton) and in-house ABA/VB training. Our service-based settings are "total communication" environments that aim to make use of a number of modes of communication such as signed, oral, auditory, written and visual aids; depending on the particular needs and abilities of the students.

5.11 At Annual Review Meetings parents can request a translator to attend, if they are not confident in holding the meeting in English.

5.12 Each student has an individual timetable and 1-to-1 support throughout the day. In some cases, students may be 2-to-1 depending on the individual needs. Programmes and

curriculum are monitored daily to ensure that adjustments are made when appropriate, in order that every student makes at least good progress.

6. Post-19 Hubs

6.1 The BeyondAutism Post-19 provision is based in learning centres or 'Hubs'. Post-19 currently has one Hub based within the basement floor of Yarrow Housing, 216 Goldhawk Road, London. The Yarrow Hub accommodates the needs of the people using wheelchairs to the basement floor. Each room is labelled, including Kitchen; Common Room; and Classrooms. The facilities also include a shower room and an accessible toilet. The provision can comfortably accommodate up to 9 students.

6.2 The corridors and high traffic areas are kept free of clutter and areas are signposted for easier transitions.

7. In the Community

7.1 The Post-19 service actively seeks out opportunities for students to take part in community-based learning. This includes sessions such as swimming, visiting a gym or other sporting activities. All students take part in work experience in each year of their placement as well as visiting provisions for bespoke educational experiences. All students are given the opportunity to take part in group events, such as educational visits which develop student's social, moral, spiritual and cultural development.

7.2 Through providing choices and experiences, students are able to develop their 'ideal week' through the support of the Post-19 provision.

Last review: March 2019

Date of next review: March 2022

Review group: Post-19 Advisory Board