

ACCESSIBILITY POLICY AND PLAN

Accessibility Policy

BeyondAutism is a charity that provides services and information for people with autism. 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.

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.

The Charity Team

BeyondAutism is a non-profit organisation and charity based on the second floor of Floreat Wandsworth School, 305 Garratt Lane. The office accommodates 9 members of the team and 1 hot desk. There is a large meeting room with kitchen facilities and we have access to dedicated toilet facilities.

We have a dedicated entrance off Garratt Lane, identified by a large sign, and our offices can be accessed by a lift.

Our Service Provision

BeyondAutism Schools

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our Vision

Our vision is to empower young people with Autism to lead fuller lives and to offer them a life enhancing education that enables them to reach their full potential at school, at home and in their communities.

Our Aims

We will achieve our vision through:

- Consistently high expectations and achievements for every individual.
- High quality, inspirational and innovative teaching and learning.

- A safe, secure, caring and enjoyable environment in which to work, learn, thrive and grow towards independence.
- Inspirational and accountable leadership at all levels.
- A personalised curriculum, fit for the 21st century.
- An ambitious drive to be the leading Autism education provider in the UK and beyond.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan, including working with the charity team.

Our school's complaints procedure also covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

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.

Under the Special Educational Needs and Disability (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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

We use 'intensive intervention' to structure our programme, using the principles of Applied Behaviour Analysis (ABA) and B F Skinner's Analysis of Verbal Behaviour (VB). Teaching with ABA/VB reduces challenging behaviour and helps pupils to build on their social, play and independence skills.

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.

Pupils 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're able to guarantee children access to a broad, balanced and specialised curriculum.

All pupils are assessed individually and a bespoke programme is designed and tailored to meet the needs of all learner profile, utilising a functional communication approach and identifying preferred methods of communication for each student.

In order to ensure that all pupils are able to access the curriculum, staff are trained in Makaton and in-house ABA/VB training. Our schools 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 pupil.

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

Each pupil has an individual timetable and 1-to-1 support throughout the school day. Programmes and curriculum are monitored daily to ensure that adjustments are made when appropriate, in order that every pupil makes at least good progress.

Our updated accessibility action plan will be revised in April 2018, following successful separation of the school sites, in partnership with pupils, parents, staff and stakeholders. Key areas for the action plan will include:

- An accessible curriculum
- An accessible environment
- An accessible range of communication

School environment

Park House School (48 North Side, Wandsworth Common) accommodates the needs of people using wheelchairs to the ground floor and external buildings. It is organised in an age appropriate way. Each classroom has defined, labelled areas.

Tram House School (520 Garratt Lane, Earlsfield) is a purpose built school and is wheelchair accessible to all levels. The classrooms are arranged to accommodate up to 8 pupils with clearly marked work areas. Wall displays are limited to the current topic and pupil progress information.

The corridors are kept free of clutter with limited wall displays providing a clear, distraction free route between rooms; with signposting throughout.

BeyondAutism Schools actively promote and facilitate access to swimming, horse riding, local college provision and work experience. The schools organise educational visits in line with the topics being taught and with regard to the social, moral, spiritual and cultural development of the pupils.

BeyondAutism Post-19

Our adult learning provision is based on Goldhawk Road, Hammersmith accommodated by Yarrow Housing. There are a number of rooms and access options. The learners spend at least 50% of their week in their own local communities, facilitated by 1-to-1 staffing. We adopt a “total communication” approach to ensure each learner can access and take control of their activities.

BeyondAutism Early Years

Our Early Years’ service operates in a dedicated classroom adjacent to the charity office on the second floor at Floreat Wandsworth School, 305 Garratt Lane.

Outreach and Training

We deliver outreach and training to a variety of mainstream and special schools across London. We endeavour to meet the needs of children and young people with autism by enhancing the practice, and working with the professionals, within the provision they access. We also deliver training programmes using the space at the Charity Team’s office or in the meeting rooms in the schools.

We ensure that training materials meet individual requirements for example, but not limited to, print size, paper colour, audio and visual aids.

General access arrangements

Visitors

All visitors to BeyondAutism and our services are welcomed. We will do our utmost to accommodate individual needs and requirements by enquiring prior to any visit.

Visitors are met on arrival and accompanied throughout their visit.

Staff

The staff handbook is available electronically and can be printed if necessary. New staff are allocated a peer mentor to ensure that there is help to navigate the organisation.

Information

All information about the charity and our services is available on our website www.beyondautism.org.uk

We provide leaflets, a printed school prospectus and presentations on request.

As an organisation BeyondAutism seeks to work in partnership with other local charities to meet the needs of the wider community and to enhance good practice within local services

To maintain accessibility

Where a pupil, adult learner or permanent staff member is unable to access the existing facilities or information, BeyondAutism will conduct an individual assessment of need in order to make reasonable adjusts.

To maintain accessibility

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. The action plan, once updated in April 2018, will be reviewed annually.

Other relevant policies

Equality and Diversity Policy

Risk assessment policy

Health and safety policy

Equality information and objectives (public sector equality duty) statement for publication

Special educational needs (SEN) information report

Supporting pupils with medical conditions policy

Tram House School Accessibility Policy and Plan

Park House School Accessibility Policy and Plan

BeyondAutism Post-19 Accessibility Policy and Plan

Last review: March 2018

Date of next review: March 2021

Review group: Audit & Governance Committee

Accessibility Plan 2017-2018			
Key actions	Objective	Resources	Success Criteria
Visitors Reception team to be trained and aware of access issues. They will use an aide memoir to facilitate smooth access for all visitors	Most effectively meet the needs and requirements of our visitors	Admin time	Visitors report that they feel welcome and their visit has been a positive experience
BeyondAutism Schools Staff annual training and development plan includes Makaton, ABA/VB, PECS	Most effectively ensure that all pupils access the curriculum and make at least good progress	Planned training time	Staff report confidence in using key modes of communication with the pupils
Outreach & Training Pre-course information request from each delegate that, if shared, enables us to meet individual needs and requirements	Most effectively meet the needs of delegates booked to attend our training courses	Admin time	Course delegates report that their needs are met.
Information Research and work towards a "Plain English" kite mark	Our published information is clear and accessible	Marketing Manager £600 fee	Published information is recognised for being clear and accessible
Community cohesion Advertise our training and outreach service to local services including doctors, dentists and hairdressers	Most effectively enable access to local services by families with children who have autism	Admin time £500 printing costs	Children and young people with autism report that they are able to access their local services