

# Post-19 Accessibility Policy

## Accessibility Policy

### 1. Our Vision

1.1 Our vision is to ensure autistic children and young adults access an education which empowers a life full of choice, independence and opportunity.

### 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 Behaviour Analysis, underpinned by the science of Applied Behaviour Analysis and Verbal Behaviour. This means that we will be proud to be advocates for behaviour analysis, with personal responsibility for dispelling myths or invalid criticisms to wider audiences .
- 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 are experts in delivering autism education services from pre-school to 25. BeyondAutism is a not-for-profit organisation, leading the way in autism education to ensure autistic children and young adults access an education which empowers a life full of choice, independence and opportunity. We do this by creating positive educational experiences, training for the professional team around the student, and information, resources and support for families and carers.

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 autistic adults 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 We are experts in delivering autism education services from pre-school to 25. BeyondAutism is a not-for-profit organisation, leading the way in autism education to ensure autistic children and young adults access an education which empowers a life full of choice, independence and opportunity. We do this by creating positive educational experiences, training for the professional team around the young adult, and information, resources and support for families and carers.

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 Specialist Post-16 Institution. Our teaching strategies are underpinned by Behaviour Analysis and guided by the science of Applied Behaviour Analysis and Verbal Behaviour. This forms part of our interdisciplinary (IDT) approach with Speech and language Therapists, Occupational Therapists and Teachers, to ensure a well-rounded, balanced curriculum for each of our learners that is focussed on their individual preferences and needs.

## 4. Aims

4.1 It is essential that autistic young adults, 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 Our practice guided by Behaviour Analysis is an approach that takes the scientific principles of learning and behaviour, and applies them in practice to teach important skills, personalised to an individual. It can also be used to help reduce behaviours that challenge or that limit opportunities by teaching functional alternatives. Behaviour Analysis helps us to understand how learning takes place, and how behaviour can be affected by the environment. At BeyondAutism, we use teaching strategies underpinned by Behaviour Analysis to teach our learners social, communication, academic and daily living skills, tailored according to their specific needs.

5.6 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.

5.7 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.

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

5.9 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 three Hubs based within Wandsworth and Hammersmith. The facilities include a teaching space, kitchen area, and an accessible toilet. The two hubs within Wandsworth also have access to a shower room. Each hub can comfortably accommodate up to 10 students.

## 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, trampolining, mini golf or other fitness activities. All students take part in social enterprise and work experience as well as visiting provisions for bespoke educational experiences. All students are given the opportunity to take part in teaching groups and events, which develop their peer interaction as well as their 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: November 2022

Date of next review: November 2025

Review group: Post-19 Advisory Board