



**BEVERLEY SCHOOL  
FOR  
PUPILS WITH AUTISM**

**ACCESSIBILITY POLICY**

**Updated: .....March 2016**

**Approved by Governors: .....March 2016**

**To be reviewed: .....March 2018**



## **Beverley School Accessibility Policy**

This policy should be read in conjunction with other relevant documents including the Equality Policy and SEN policy.

### **Introduction.**

Beverley School is a local authority special school for pupils aged 3-19 who have a diagnosis of autism. Pupils may also have an associated learning difficulty. All pupils have a statement of Special Educational Needs or an Educational Health Care Plan (EHCP).

The school accepts pupils from Middlesbrough and the surrounding counties, and pupils come from a variety of socio and economic backgrounds. The pupils are predominantly white British and predominantly male.

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to disability, of the Equality Act 2010.

### **Vision Statement**

Our vision is to provide a happy, caring and stimulating environment where children and young people will recognise and achieve their full potential.

Beverley School is accessible, inclusive and has strong links with the local community. It is a school where we celebrate diversity and support pupils and their families to achieve together. The curriculum develops the academic ability of pupils as well as developing the social and emotional needs of the individual. We have the highest aspirations whilst celebrating the smallest achievements.

### **Access and School Policy Procedures**

Beverley School adheres to the Equality Act of 2010 to ensure that pupils access appropriate learning environments.

### **Access to the Curriculum**

We provide a differentiated National Curriculum and ensure that all pupils can access the activities offered and adaptations are made where necessary. Lessons are highly differentiated to take account of their learning difficulties. Priority is given to developing independence and communication throughout the school and adults understand the learning priorities for each pupil and this is personalised. Communication is developed using visual prompts, Picture Exchange

Communication System (PECS), and signing (Makaton) where appropriate. All pupils also have access to appropriate computer technology.

We employ an Educational Psychologist, Psychotherapist and an Occupational Therapist (to develop our sensory curriculum,) all part time.

We have minibuses to ensure that all children can access the community and additional transport is hired for pupils who use a wheelchair.

### **Access to the School Environment**

Beverley School was purpose built in 2011 specifically to meet the needs of pupils with autism. The school is fully accessible to pupils, staff and visitors. There is a lift to access the second floor. There are also soft play and sensory rooms. The recent additional Nursery building was designed to be fully accessible to all pupils as was the outdoor environment.

### **Access to Information**

All information issued by school aims to be user friendly. Newsletters incorporate photographs as does the school website. Widgets are used through ICT programmes to enhance understanding of the written word for pupils. Text messages are an additional method of communicating with parents.

The school is supported by multi agency staff including social workers, and CAMHS. This includes ensuring that an interpreter is available should they be required. The school employs a Parent Support Advisor who ensures that families are supported.