

Accessibility Plan (Pivot Academy Kirklees)

2026 - 2028

‘Because Children Deserve Better’

Reviewed By:	Katie Lockwood, Headteacher (Kirklees)
Approved By:	Kathryn Parkinson, CEO
Responsible Person:	Kathryn Parkinson, CEO
Policy number:	5:41 V2
Date:	September 2026
Next Review Date:	September 2028

Contents

1. Aims
2. Legislation and guidance
3. Action plan
 - a. Curriculum access
 - b. Physical environment
 - c. Accessible information
4. Reasonable adjustments
5. Monitoring and review
6. Links with other policies and documents

1. 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 learners with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable learners with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to learners with disabilities

Pivot aims to offer all children access to equal opportunities and choices for life. This involves providing access and opportunities for all learners without discrimination of any kind. Every member of staff shares in the responsibility to remove barriers to learning for all learners, including those with a disability. Working collaboratively with all stakeholders we can provide a positive experience for all our school community.

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 with reference to the Equality Act 2010, including understanding disability issues.

We have included a range of stakeholders in the development of this accessibility plan, including learners, parents, staff and Local Authorities. As well as working closely with Pivots central team to develop and implement the plan.

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

2. 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 learners with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a learner with disabilities faces in comparison with a learner without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy includes the following buildings that belong to the Pivot Academy in Leeds. Units 3, 7 10, 11 and 12 are registered as school buildings.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Curriculum access

Priority	Current position / intended outcome	Key actions	Lead	Timescale	Success measure
Identify and meet individual accessibility needs	Individual needs are identified promptly so learners can access an ambitious and appropriate curriculum.	Identify accessibility needs through admissions, EHCPs, assessment, Learner/parent voice and professional advice. Record, communicate and review reasonable adjustments.	Head / SENCo	Admission and ongoing; review termly where required	Needs and adjustments are recorded, understood by staff and reviewed. Learner/parent feedback indicates barriers are being addressed.
Develop accessible and adaptive teaching	Teaching and resources are adapted according to individual need.	Provide staff training in SEND, SEMH, disability and adaptive teaching. Consider communication, sensory needs, learning environment, pace and presentation. Monitor through curriculum review, learning walks and learner voice.	Head / SENCo / T&L Leads	Ongoing; termly review	Appropriate adaptations are evident and learners can participate and make progress from their starting points.
Provide specialist resources and technology	Some learners require additional equipment or resources.	Identify and provide appropriate assistive technology, auxiliary aids, communication support and adapted resources, seeking specialist advice where necessary.	SENCo / Teaching Staff	As required	Identified resources are available and improve access to learning.
Ensure wider curriculum opportunities are accessible	Visits and enrichment may require additional planning.	Consider accessibility within visit planning, risk assessment, staffing, transport and equipment. Make reasonable adjustments where appropriate.	Visit Lead / Head	Before relevant activities	Disability does not unnecessarily prevent participation in educational visits or enrichment.
Promote positive representation	Curriculum resources should positively represent disability.	Review relevant resources and incorporate appropriate representation of disabled people within curriculum and equality work.	T&L Leads	Initial review by Dec 2026; ongoing	Positive and non-stereotypical representation is evident within relevant curriculum areas.

Physical environment

Priority	Current position / intended outcome	Key actions	Lead	Timescale	Success measure
Review physical accessibility	The Kirklees premises are reviewed against the needs of current and prospective users.	Complete an annual accessibility review covering entrances, routes, levels, rooms, toilets, lighting, acoustics, signage, sensory spaces, outdoor areas and visitor access. Record and address identified barriers.	Head / Site Leads / Central Team	By Dec 2026; annually thereafter	A current review is available and identified barriers have actions and timescales.
Support sensory and environmental needs	Some learners experience barriers arising from noise, lighting, visual stimulation or the physical environment.	Review low-arousal spaces and consider lighting, acoustics, visual contrast, signage, seating and other environmental adaptations according to individual need.	Head / SENCo / Site Leads	Ongoing	Appropriate adjustments reduce identified sensory/environmental barriers.
Maintain safe and accessible evacuation arrangements	Some individuals may require additional evacuation support.	Maintain PEEPs where required, review them when circumstances change, check relevant equipment and ensure staff understand individual arrangements.	Head / Business Manager	Annual and when needs change	Current PEEPs and appropriate evacuation arrangements are in place where required.
Review vertical access and transport	Stairs, changes of level or vehicle arrangements may create individual barriers.	Assess vertical access at Salus House, including the feasibility of lift provision and alternative reasonable adjustments. Consider accessibility when school transport is procured or replaced.	Head / Central Team / Estates	During 2026/27 and when needs arise	Identified barriers have documented, proportionate arrangements or improvement plans.

Accessible information

Priority	Current position / intended outcome	Key actions	Lead	Timescale	Success measure
Identify communication needs	Learners receive information in ways they can access and understand.	Identify and record needs through admission and ongoing SEND review. Share relevant communication requirements with staff.	SENCo / Teaching Staff	Admission and ongoing	Identified needs are recorded and understood by relevant staff.
Provide accessible information and resources	Information may require adaptation according to individual need.	Provide appropriate formats, including adapted language, visual supports, larger print, digital/audio resources or communication aids.	SENCo / Teaching Staff	As required	Learners can access and understand key information and learning materials.
Ensure assessment and learner voice are accessible	Some learners need adaptations to demonstrate learning or express their views.	Implement appropriate assessment/examination access arrangements and provide suitable verbal, written, visual or digital methods for gathering learner voice.	SENCo / Exams Officer / Teaching Staff	As required	Eligible access arrangements are in place and learners can participate meaningfully in consultation.
Maintain accessible communication for families, visitors & online	Communication needs vary across the school community.	Provide reasonable alternative formats or communication support when required. Consider accessibility when producing digital, parent/carers and visitor information.	Head / Administration	Ongoing	Identified accessibility requirements are responded to appropriately and within a reasonable timeframe.

4. Reasonable adjustments

Pivot Kirklees will make reasonable adjustments to prevent learners with disabilities from being placed at a substantial disadvantage. Adjustments will be based on individual need and, where appropriate, informed by the learner, parents/carers, staff and relevant professionals.

Needs may be identified through admission, EHCP and SEND review, learner or parent/carer information, professional advice or changes in a learner's circumstances.

Reasonable adjustments may include:

- adaptations to teaching, resources or timetables;
- movement or sensory breaks and low-arousal spaces;
- assistive technology, auxiliary aids or communication support;
- additional adult support where appropriate;
- alternative methods of recording or presenting work;
- assessment and examination access arrangements;
- adaptations to transitions, visits and enrichment activities; and
- physical or environmental adaptations.

This list is not exhaustive. Adjustments will be recorded, communicated to relevant staff and reviewed according to individual need.

5. Monitoring and review

The Head, supported by the SENCo, Business Manager and Directors, will oversee implementation of this plan.

Progress against the Action Plan will be reviewed at least termly, considering:

- progress against actions and timescales;
- new or changing accessibility needs and barriers;
- the effectiveness of reasonable adjustments;
- learner and parent/carer feedback; and
- any additional training, premises or resource requirements.

The plan will be updated where necessary rather than waiting for the next formal review. The Accessibility Plan will be formally reviewed by the Head at least every two years, or sooner following significant changes to legislation, guidance, premises, provision or accessibility needs.

The plan will be approved by the Directors.

6. Links with other policies and documents

This plan should be read alongside relevant Pivot policies and procedures, including:

- SEND & Inclusion Policy and SEND Information Report
- Equality Policy
- Supporting Learners with Medical Conditions Policy
- Health and Safety and Risk Assessment policies
- Admissions and Behaviour policies
- Safeguarding Policy
- Educational Trips & Visits Policy
- Complaints Policy
- Emergency evacuation procedures and PEEPs
- Relevant curriculum, premises and facilities arrangements