

# Accessibility Plan (Pivot Academy Leeds East)

2026 - 2028

**‘Because Children Deserve Better’**

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| Approved By:        | Kathryn Parkinson, CEO           |
| Responsible Person: | Kathryn Parkinson, CEO           |
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## 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.

| AIM                                                              | Current Good Practice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Objective                                                                                                    | Actions to be taken                                                                                                   | Person Responsible                       | Date to complete action by | Success Criteria                                                                                                                                                                                                                                                                                                     |
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| Increase access to the curriculum for learners with a disability | <p>Curriculum progress is tracked for all learners, including those with a disability</p> <p>Targets are set effectively and are appropriate for learners with additional needs</p> <p>The curriculum is reviewed to make sure it meets the needs of all learners</p> <p>Full consideration of the learning spaces provided for new learners and their needs</p> <p>Adaptations to the curriculum to ensure access for all learners</p> <p>Clear consideration of adaptations needed during admissions meetings for new learners</p> | Increase differentiated curriculum for all learners                                                          | Review curriculum access for all new learners and adjust as needed                                                    | Teachers / Instructors                   | Ongoing                    | <ul style="list-style-type: none"> <li>Increased engagement in learning activities</li> <li>Sustained and evidenced progress over time</li> </ul>                                                                                                                                                                    |
|                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Increase Assistive technology tailored to the needs of learners who require support to access the curriculum | Provide specific resources identified in EHCP or similar for individual learners                                      | SENCo                                    | Ongoing                    | <ul style="list-style-type: none"> <li>Learners have all they need to access the curriculum offer</li> <li>Learners feel confident in their ability to learn</li> <li>Learners feel valued</li> <li>EHCPs are reviewed annually more frequently if necessary</li> <li>Post 16 destinations are identified</li> </ul> |
|                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Provide more curriculum resources to include examples of people with disabilities                            | Provide a mix of visual resources, including videos and/or film clips that show people with a variety of disabilities | Teaching and learning leads<br>PSHE lead | June 2028                  | <ul style="list-style-type: none"> <li>Positive role models visible throughout the curriculum of all types of disabilities.</li> </ul>                                                                                                                                                                               |

|                                                         |                                                                                                                              |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                         |                                                                               |                                                                                                                                                                                                                                                                                                                                                                              |
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| Improve and maintain access to the physical environment | <p>All sites have ramp access to the main building</p> <p>Lighting is appropriate for all learners with a range of needs</p> | <p>Improve physical environment if needed for learners with sensory needs</p>                                                                                                                                                                                   | <p>Review provision to meet the needs of any new learners for example:</p> <p>Visual fire alarms</p> <p>Use of high vis tape or paint on steps.</p> <p>PEEPs to be completed for those learners that require them</p>                                                                                                                                                                                                                                             | Headteacher                                                                                             | July 2028 or sooner if a member of the Pivot community joins with these needs | <ul style="list-style-type: none"> <li>The access to and around school sites is safe for all members of our school community</li> </ul>                                                                                                                                                                                                                                      |
|                                                         | <p>Learning spaces including kitchens on both floors</p>                                                                     | <p>Consider the type of school vehicles available in relation to needs identified</p> <p>Learners to be able to access a purposeful leaning space</p> <p>Doors must be wide enough to easily accommodate the width of a wheelchair or other mobility device</p> | <p>When renewing school vehicles review access needs of school community to aid decision making</p> <p>When considering the consultations from LA's we will take into consideration physical needs should any be identified. Should the learners profile suit the cohort we would review the class groupings and make all reasonable adjustments to meet needs this may include locating suitable classes on the ground floor, making building adaptations to</p> | <p>Headteacher / Head of Estates and Facilities</p> <p>Headteacher / Head of Estates and Facilities</p> | <p>July 2028 or sooner if vehicles need changing</p> <p>Ongoing</p>           | <ul style="list-style-type: none"> <li>All members of the school community can use school transport for activities off site</li> <li>All learners that meet our criteria will be offered a place and adaptations will be made to the buildings to meet their physical needs</li> <li>All buildings have toilets that are accessible to people with physical needs</li> </ul> |

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|                                                                                                                  | Access to the buildings (front doors)                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                   | remove the need for a lift.<br>Replace all front doors to ensure accessibility                                                                  | CEO/Head of Estates and facilities<br>Business manager | October 26                         | <ul style="list-style-type: none"> <li>All buildings are easily accessible via the front door</li> </ul>                                                                                                                                                                                                            |
| <p>Improve how we capture learners voice.</p> <p>Improve our communication with parents/carers and learners.</p> | <p>Provide written, visual and verbal feedback at parent consultation days</p> <p>Use a range of methods to gather learners views about their time in school including: Verbal; Written; Pictorial; ICT</p> <p>Provide modified examination papers and assessment methods</p> <p>Continue to host school council meetings and display feedback and actions</p> | <p>Range of resources that staff have been trained on and can use to capture the voice of the learner.</p> <p>All learners have a voice that is formally recorded and are part of discussions</p> | <p>Training on materials to use delivered by Strategic Lead for SEN.</p> <p>School council notice board to be mounted in each learning site</p> | <p>Strategic Lead for SEN.</p> <p>Headteacher</p>      | <p>Annual basis</p> <p>Ongoing</p> | <ul style="list-style-type: none"> <li>Learners views are captured on a regular basis and these are fed into the school council and head teacher to help inform decisions on the next steps / ideas for the school.</li> <li>Families report that the information shared is easy to read and understand.</li> </ul> |

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| <p>Improve the delivery of information to learners/visitors /staff with a disability</p> | <p>Visitors asked if they need any adjustments</p> <p>Staff asked to declare if they require any reasonable adjustments</p> | <p>Improve the access of information to visitors on arrival in school</p> <p>Consider the sharing of information especially language used</p> | <p>Provide the visitors information in large print and auditory format</p> <p>Recirculate the use of language for neurodivergent individuals</p> | <p>Headteacher</p> <p>Headteacher<br/>SENDCo<br/>ASC Lead</p> | <p>July 28</p> | <ul style="list-style-type: none"> <li>All visitors will be able to access our visitor information in a way that meets their needs</li> </ul> |
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## 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 arrangements

This document will be reviewed every 2 years but may be reviewed and updated more frequently if necessary. It will be reviewed by Headteacher.

It will be approved by The Board of 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