



## Red Kite Special Academy Newsletter

Friday 13th February

Dear Families,

We are at the end of another term and half way through the year already. It's been a busy term. Have a read below to see what each department has been up to this term.

### Lookout - Jess

*The Lookout Department has had a busy start to 2026! Classes have been out to different places in the community including to the Cancer Research shop, Home Bargains, Iceland, the local Morrison's and the Thunderbowl in Kettering for bowling or mini-golf- thank you for your support to enable these trips to happen! Students have also been on local walks to see environmental signs. Those who attended Young Voices this year from the department had an awesome time and the evening was full of joy!*

*Some learners have been learning about lists and visiting the local shops to practice using their lists and purchase an item or items. All learners have been studying money from exchanging one item for another to working out which items can be bought with a given amount of money.*

*This term's cookery topic was based on doughs so of course we have made lots of bread, flatbreads, rolls and pizzas! Our Enrichment topic has been around ribbon dance this term and classes have been experimenting with different ways of moving, creating their own movements alone or with others, and practising different ribbon dances from around the world. We certainly have some great performers in the department!*

*Have a lovely half term and see you all for Term 4! Jess*

### Woods - Kim

*This term, we have been exploring all things Italy in the Woods!*

*We have created our own fact files on key features of the country including landmarks, famous artists, iconic foods, Ancient Rome, the weather and explored photos of Italy. Italian artists Michelangelo and Arcimboldo have inspired our artwork this term and we have created our own versions of their work. The Italian tasting session was also a highlight of the term and the pupils really enjoyed trying different Italian cuisine.*

*Some classes explored the text Olivia Goes to Venice, the pupils loved discovering famous areas of Venice through the story, alongside rich sensory experiences and a range of writing activities.*

*It has also been lovely to see some classes get out into the local community this term. Bears have been touring their local community each week on their minibus trips.*

*Thank you as always for all of your support this term. We hope you have a brilliant half term break making lots of memories and we look forward to welcoming you all back ready for Term 4 - Kim*

**Purposeful Reflective Genuine Aspirational Joyous**

## **Woods - Michael**

### **Foxes:**

This term in Foxes we have been learning about fractions and addition and the pupils have shown amazing confidence throughout the term. In English pupils have produced some amazing writing and our pupils descriptive language has developed enormously. Pupils have developed their teamwork skills through benchball. In cooking pupils have made some delicious soups. We are finishing the term off with a school trip to Beefeater for breakfast.

### **Owls:**

This term in Owls they have continued to work on their qualifications in Maths and English. Pupils have also been working on their individual options and pupils are growing in confidence in all of these subjects. Owls have also had some very successful enterprises including a bake sale. Owls have finished the term off with a bowling trip.

### **Snowdrops:**

In maths this term we have been focussing on place value where pupils have made excellent progress. In English we have continued with Talk 4 Writing and this term have focused on the book 'The Tiger who Came to Tea'. Pupils have really enjoyed this book and have enjoyed some sensory activities that we have done. Pupils have also made excellent progress in handwriting and spelling.

## **Meadows - Debbie**

The Meadows department has had an incredibly busy term!

Daisies class has really enjoyed our theme of Up, Up and Away to the Land of Happily Ever After. We have linked this to our learning in Talk for Writing lessons too, focusing on Jack and the Beanstalk. One of our favourite activities was making beanstalks using green paint and materials. We have made great progress in the pool and have also engaged very well in Music lessons, using the boomwhackers.

Poppies class have worked hard on their theme of Up, Up and Away to the Land of Make Believe. We have looked at special buildings and made our own castles, including castles in the clouds. We have enjoyed our Talk for Writing story of The Tiger Who Came to Tea and worked hard on our communication methods during World of English lessons.

Caterpillars class have loved exploring Jack and the Beanstalk through our Talk for Writing approach, using exciting multi-sensory props to bring the story to life. Our theme, "Up, Up and Away to the Land of Happily Ever After" has inspired the children to build their very own castle, encouraging creativity, role-play, and lots of fun.

Ladybirds class have really enjoyed the theme of Up, Up and Away to the Land of Make Believe. They engaged well in our Talk for Writing story of The Tiger Who Came to Tea. The pupils have enjoyed exploring textures in both Cooking and in Art lessons.

**Purposeful Reflective Genuine Aspirational Joyous**

We have had a wonderful term in Butterflies class. The children have enjoyed talking about The Tiger Who Came to Tea story. We have looked at the characters in the story and even made some sandwiches for a tea party! Our theme, Up, Up, Up and Away to the land of Make Believe has been an interesting one to do as we researched famous buildings and learned about everyday materials. We made our own castles, looking at their features and their importance. We had a lot of fun when the Super Mario characters got trapped in the castle and we had to use our skills to release them.

Cornflowers have had a great term! Our focus in English has been around the story The Tiger Who Came To Tea. We made our own Cornflowers Cafe and took turns to serve each other. In theme lessons we enjoyed looking at famous buildings around the world. We even had the chance to build and paint our favourite buildings with boxes.

### **School Policies**

Our key policies are on the school website and KLF policies are also on the Trust website too. Copies of policies can also be requested from the school office at any time.

### **Channel 4 - The Dog House**

"Channel 4's The Dog House is looking for local families to offer a loving home to a rescue dog and share their reasons why on the show! If you're interested, find out more here:

<https://c4thedoghousetakepart.co.uk> or email [thedoghouse@fivemilefilms.co.uk](mailto:thedoghouse@fivemilefilms.co.uk)."

### **DFE Guidance on Parental Complaints**

The DFE has published a really good guide on how school and parents can work together to solve any issues that may arise. The guide gives clear steps to share your views and resolve issues quickly and positively. We have included a copy of the guide with the newsletter.

### **Parent Handbook**

Attached with the newsletter is our Parent Handbook. We hope this will be useful for families, in particular when new families join the school.

### **SEND IASS Event**

SEND IASS is running an event called **Future Fest: Preparing for Adulthood** on

Thursday 23 April 2026. This interactive event is designed for young people aged 13+ with SEND, and offers a lively, hands-on introduction to future pathways in education, employment, training, health, community life, and independent living. Schools are invited in the morning and then there is an afternoon session, from 2pm–5pm, which is open to all families. You can book onto this by emailing [sendiass@northnorthants.gov.uk](mailto:sendiass@northnorthants.gov.uk)

### **World Book Day**

This is on Thursday 5th March and our theme this year is going to be **Bedtime Reading**. To celebrate this day we will be inviting pupils to come to school in their pyjamas or dressed as a character from their favourite bedtime story.

**Purposeful Reflective Genuine Aspirational Joyous**

### **Transport Survey**

North Northamptonshire Council is carrying out a review of its Home to School Transport service and would value input from educational settings.

As part of this work, they are running a short survey to gather the experiences of those involved in home to school transport arrangements. The survey will look at what works well, where challenges arise, and where there may be opportunities to improve how the service operates in practice. The survey takes around 10 minutes to complete, and responses are anonymous. The survey closes on the 24th of February.

#### **Survey links:**

Parent & Carer - [Home to School Transport in North Northamptonshire – Fill in form](#)

### **School Meals**

If you wish to order one of our wonderful school lunches you must remember to order your child's meal via Weduc and ParentPay. If your child is in receipt of UIFSM or FSM you must still pre-order their meals. By placing your child's meal order on time ensures our fantastic catering staff have plenty of time to replenish their stocks for the coming week. All meals must be ordered by midnight on a Wednesday for the following week, It is so important we stick with this deadline, this ensures children are having a meal their parent/carer has chosen for them and that the catering staff are not giving children meals they are not fond of, or having to call home and ask for a packed lunch to be provided from home.

Term 4 starts back on **Tuesday 24th February** as Monday 23rd February is a training day. We look forward to welcoming everyone back then.

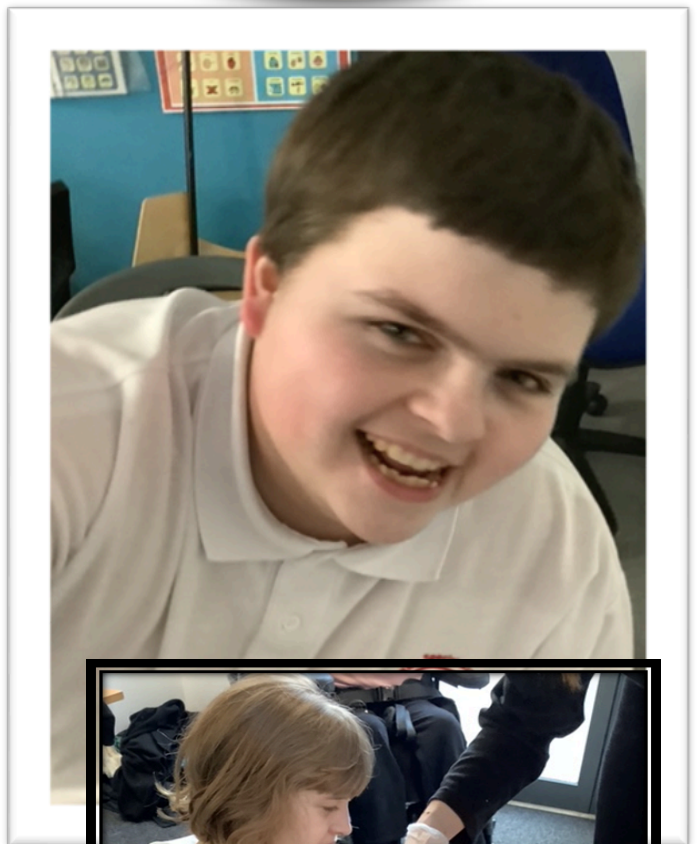
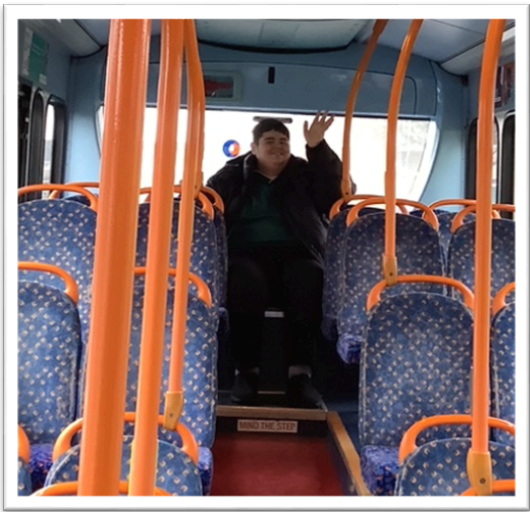
Wishing you all a lovely half term break.

Warmest wishes

*Karen*

Karen Smith

Headteacher



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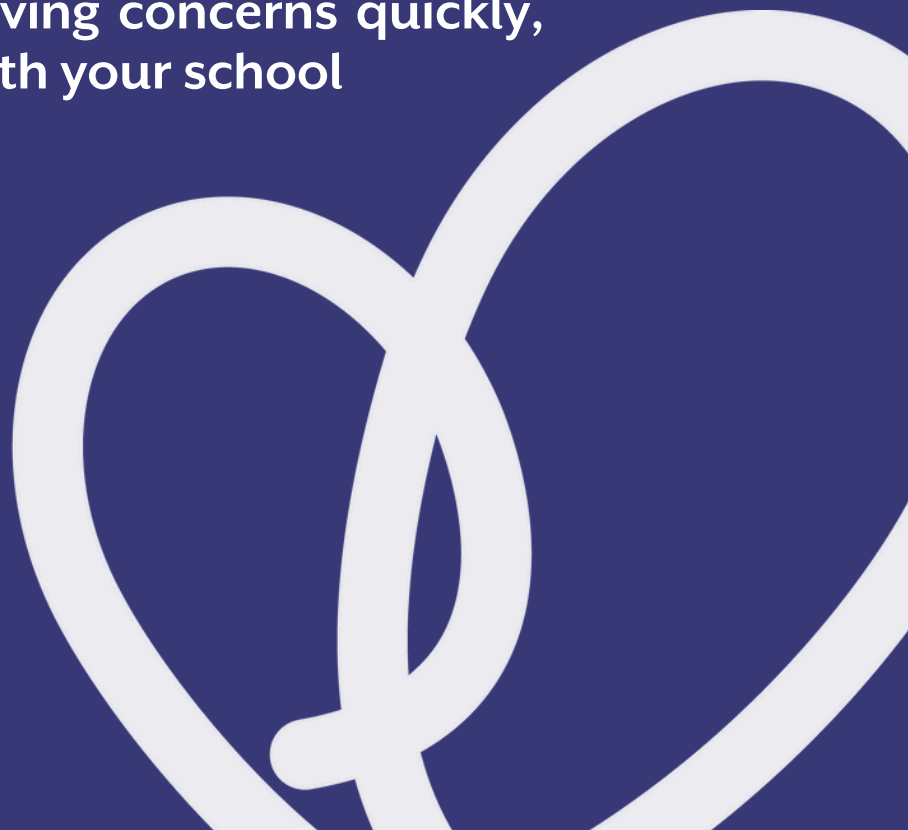


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# Parent guide to school complaints

Your checklist to resolving concerns quickly,  
easily and positively with your school

2025/26



# Working together to resolve issues

Parents and schools share the same goal: supporting children's education. Sometimes questions or concerns arise. This guide gives you clear steps to share your views and resolve issues quickly and positively.

## Why this matters

We know you value clear communication and want your feedback to make a difference.

When the process feels unclear or slow, it can be frustrating and leave you feeling unsure about what to do next.

By giving you simple, transparent steps for raising issues, we aim to help you feel heard and supported.

## How this guide helps

Most issues can be resolved quickly when you know who to speak to and what to expect.

This guide will support you to follow your school's complaint procedure. Our goal is to keep the focus on your child's education while building positive, supportive partnerships between you and the school.

# Five steps to making a school complaint

When issues come up, you need to know how to raise these with the school to get an outcome that supports you and your child.

Relationships between parents and schools last for several years. Ensuring mutual trust and respect is essential to making them work in the best interests of your child.

Let's build parent and school partnerships based on our shared commitment to a great education for all. We know these matters are incredibly important to parents, but everything is founded on good intentions.

The best way to resolve concerns is through clear, respectful communication.



# 1

## What kind of issue is it?

Complaints come in different shapes and sizes. The best first step is to identify what kind of issue it is, to make sure you can get the quickest action with your school.

### Is it feedback?

*You need to be heard*

Sometimes you will want to share your voice with your school without needing them to respond, but you expect them to listen and take it on board. Feedback is often sought by schools who want to hear and adapt to parents' views.

### Is it a concern?

*You need an answer*

Sometimes you have a worry or doubt over an important issue and you are looking for reassurance. Schools should take informal concerns seriously and make every effort to resolve the matter as quickly as possible.

### Is it a complaint?

*You need action*

Sometimes you are dissatisfied with the school's actions or lack of action. Your school will have a formal complaints procedure that is available to you (likely published on their website) with the steps you need to take to complain.

# 2

## Who in the school do I go to?

Often issues can be best resolved by the person closest to your child. Who is best to hear your view at your school?

### Discuss with their teacher/form tutor

Go to them first for anything that directly involves your child's classroom experience. Teachers know your child best and can usually sort things quickly.

Examples: homework, friendships, behaviour, day-to-day concerns.

### Raise to a middle or senior leader

Take it here if the issue is wider than just one lesson, or if it can't be resolved by the teacher. Leaders have oversight across classes and can coordinate support.

Examples: bullying, additional support, repeated behaviour issues.

### Escalate it with the headteacher

Go here for whole-school issues, serious concerns, or if earlier steps haven't worked. The head is responsible for the school and final decisions before governors are involved.

Examples: safeguarding, school policies, staff conduct, health and safety.

**Remember - always check your school's complaint policy.**

# 3

## How do I raise my complaint?

Concerns are best resolved in discussion with your school. Complaints are best resolved when documented with your school. Follow these tips as you raise your issue.

### Follow one level at a time

Start with a query aimed at resolving things quickly with those closest to your child, and only escalate if you truly need to.

### Keep a record

Note when you've spoken to a teacher or leader, so you can show you have followed the right steps.

### Suggest a clear outcome

Be clear on what you are looking for from the school and ensure it is realistic, so they can see if it is possible.

### Start with the facts

Write down what happened, when, and who was involved. Be clear, relevant and avoid long stories.

### Stay objective

Avoid accusations against individuals, direct your issue toward the processes or decisions that led to the issue.

### Be positive

Make your complaint constructive, focused on solutions, and trust your school to listen.

# 4

## When to expect a response?

Different schools have different policies for handling complaints. You can trust that they are following their policy as they look into your complaint.

### Check the school's policy for timescales

Your school's complaints policy will be published on their website. Schools will normally outline how long they expect an outcome to take in that policy. Your school's policy should always be the best guidance to follow.

### Ask for a written acknowledgement

If you have written a formal complaint to your school, they will usually acknowledge it quickly. Normally they will detail the timescales for investigating and responding to you and may ask for more details.

### Complaint resolution times will vary

Complex complaints may take weeks of investigation. You may not always get updates, but trust that the school is following their policy, investigating and deciding the best action. You should always get a response to your complaint.

# 5

## Where to escalate a complaint?

Once you have fully followed your school's complaint procedure, you may still feel you need action from your school and there are a few ways that may apply to you. It's best to check who it should be escalated with to get it resolved quickly: contacting several people at once could slow things down.

### Is it for your school's governing body or trustees?

To be considered if you are unhappy with the school's response. Schools will normally have an escalation process that allows parents to seek a further review of their complaint by a panel which may involve governors or trustees.

### Is it for the Department for Education (DfE)?

To be considered if you are unhappy with the way your complaint has been handled or the school is preventing you from following the complaints process. In some circumstances, DfE can consider if the school has followed relevant statutory guidance and education law.

### Is it for Ofsted?

Ofsted do not resolve disputes between parents and schools. They may keep your complaint on file for their next inspection but don't always provide a response to parents.

# How complaints go wrong

Tensions can run high when you're concerned about your child, but some approaches make matters worse.

## **Using social media**

Sharing your complaint on social media can be harmful to those involved and will not lead to a quicker resolution.

## **Targeting people**

Making it personal to individual school staff members can take things too far, keep it to challenging school policy.

## **Only use AI with caution**

AI doesn't always get it right when citing laws and can make a complaint more complex than necessary.

## **Building a crowd**

Other parents may share your views, but your complaint should be specific to you and your child.

## **Behaving aggressively**

Abusive and aggressive behaviour will never be tolerated by a school and can lead to consequences for you.

## **Lacking partnership**

Having a good relationship with your school is important and it benefits all to move on after complaints are resolved.

**The outcome of a formal complaint is often a resolution, where parents and the school have worked together to listen and take action to support the child's education.**

## **Where parents act unreasonably**

In extreme circumstances, there can be consequences for parents where there is bullying and harassing behaviour towards the school. If parents use abusive language, are threatening or use intimidation, the school could:

### **Pause complaints**

Typically the first step is for the school to pause the complaints process until the unacceptable behaviour stops, and the school can resume the process.

### **Issue a verbal or written warning**

This sets clear expectations for future conduct and the school may issue a communications plan to reduce risk of confrontation.

### **Ban parents from school grounds**

In persistent or extreme cases of abusive behaviour, a school may take action by placing a ban on parents. The ban is usually issued in writing by the headteacher, though in some cases the local authority, academy trust or governing body may write one instead. Parents will have the right to appeal.

# Powering positive partnerships between families and schools

This guide has been created to further support parents. Built with wisdom, research and care by expert partners and members of the Improving Education Together board (IET), led by the Secretary of State for Education.

- Association of School and College Leaders (ASCL)
- The Catholic Education Service
- The Confederation of School Trusts (CST)
- GMB Union
- The Local Government Association (LGA)
- The National Association of Head Teachers (NAHT)
- The National Education Union (NEU)
- National Governance Association (NGA)
- The Sixth Form Colleges Association (SFCA)
- Unison
- Community Trade Union
- NASUWT
- The Department for Education
- Ofsted

# Get more insights, resources and support

Parentkind is on a mission to enrich the educational experience for every child - both at home and at school. We empower anyone with parental or educational responsibility with the knowledge, ideas and resources to give young people the very best start in life. As one of the largest federated charities in the UK, Parentkind has a network of 23,500 Parent Teacher Associations (PTAs), parent councils and schools, and mobilises more than 100,000 volunteers to raise vital funds for schools.

[www.parentkind.org](http://www.parentkind.org)

This guide is not legal advice and is subject to future change.

Parentkind



Department  
for Education

  
**Ofsted**  
raising standards  
improving lives



**IET**  
IMPROVING  
EDUCATION  
TOGETHER

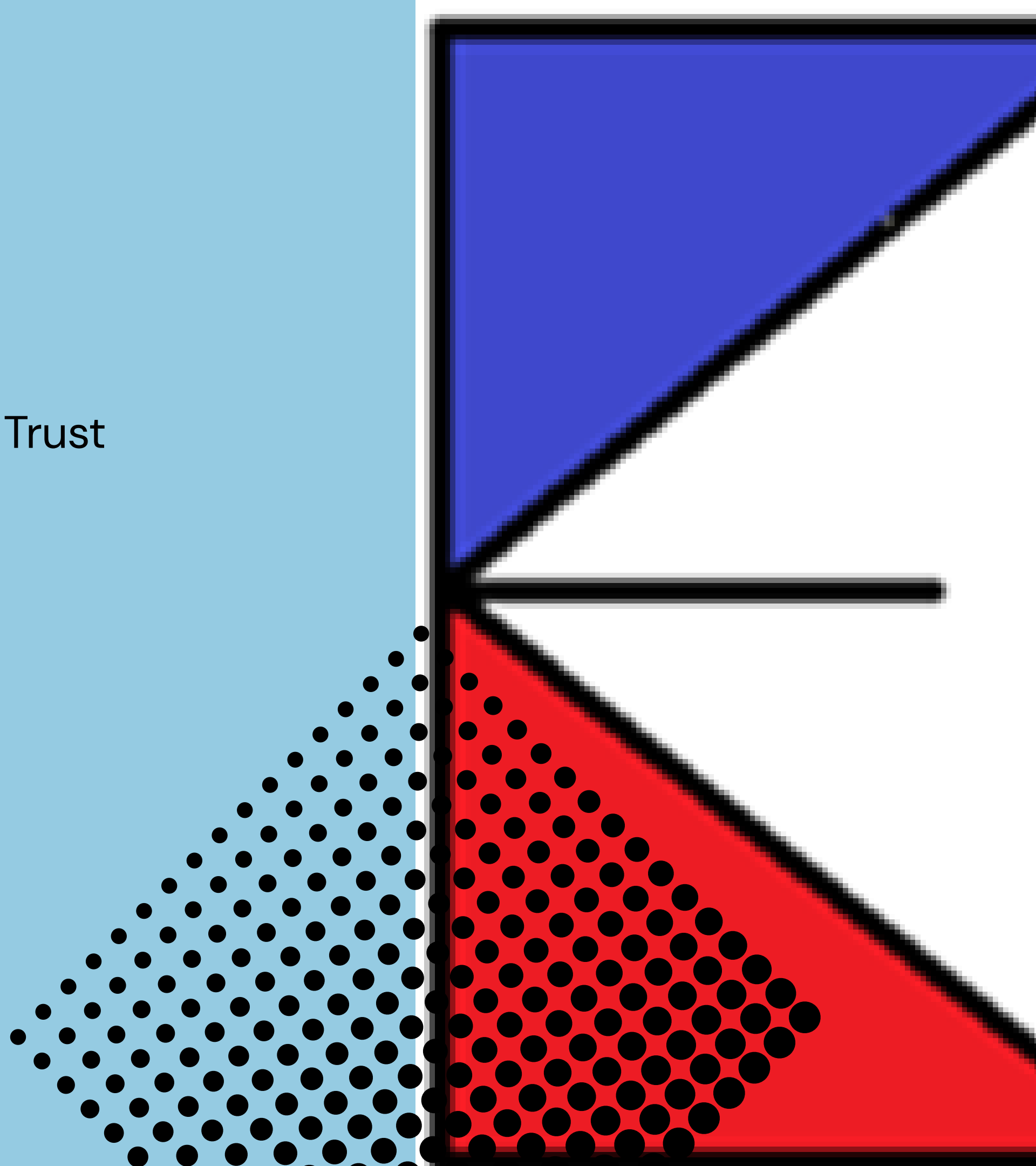


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# PARENT HANDBOOK

Supporting your child/young person at a KLF Trust  
Academy School

RED KITE SPECIAL ACADEMY



# MISSION STATEMENT

**“HELPING PEOPLE LIVING IN EXTRAORDINARY CIRCUMSTANCES TO LIVE ORDINARY LIVES”**

## **Vision:**

To have a positive impact on the lives of our pupils, their families, and the community.

We achieve this by keeping an open mind, celebrating all achievements, and persisting in all we do.

We will work tirelessly to create a better future for our young people and their families.

## **Values:**

### **Purposeful**

We aim to achieve our vision by acting with purpose

### **Reflective**

We are solution focused practitioners who continuously reflect on our practice and stay up-to-date with new developments

### **Genuine**

We act with authenticity, honesty and transparency. We value diversity & inclusivity and care deeply about our families and colleagues

### **Aspirational**

We strive for excellence and add value to people's lives. We are brave and take risks

### **Joyous**

We are passionate about learning and take pride in the achievements of our children, young people and staff across the Trust

# OUR APPROACH TO SPECIAL EDUCATIONAL NEEDS

Red Kite is built on the understanding that every child/young person is unique, learns differently, and requires an educational experience tailored to their specific needs.

This informs our child-centred approach, which focuses on:

- **Individualised Learning:** The curriculum, teaching methods, and various supports are precisely adapted to each pupil's unique learning styles, individual strengths, and specific challenges, aligning with their Education, Health and Care Plan (EHCP) and further refined through their Priority Now Targets (PNTs)
- **Highly Qualified Staff:** Our team includes high-quality teachers, learning support assistants (LSAs), family support, therapists (e.g., speech and language, occupational, music, physiotherapists), and other support staff who are experienced and trained in a wide range of SEN.
- **Holistic Development:** We focus not only on academic progress but also on social-emotional development, communication skills, life skills, independence, and personal well-being.
- **Positive Behaviour Support:** We implement consistent, positive strategies to promote self-regulation, appropriate social interactions, and a safe learning environment.
- **Accessible and Engaging Environment and Resources:** We ensure that our school environment is physically accessible and designed to minimise sensory overload and support diverse needs. We ensure access to school resources that empower students to develop essential skills throughout every aspect of their learning journey.

# ADMISSIONS AND ENROLMENT

## Admissions Process

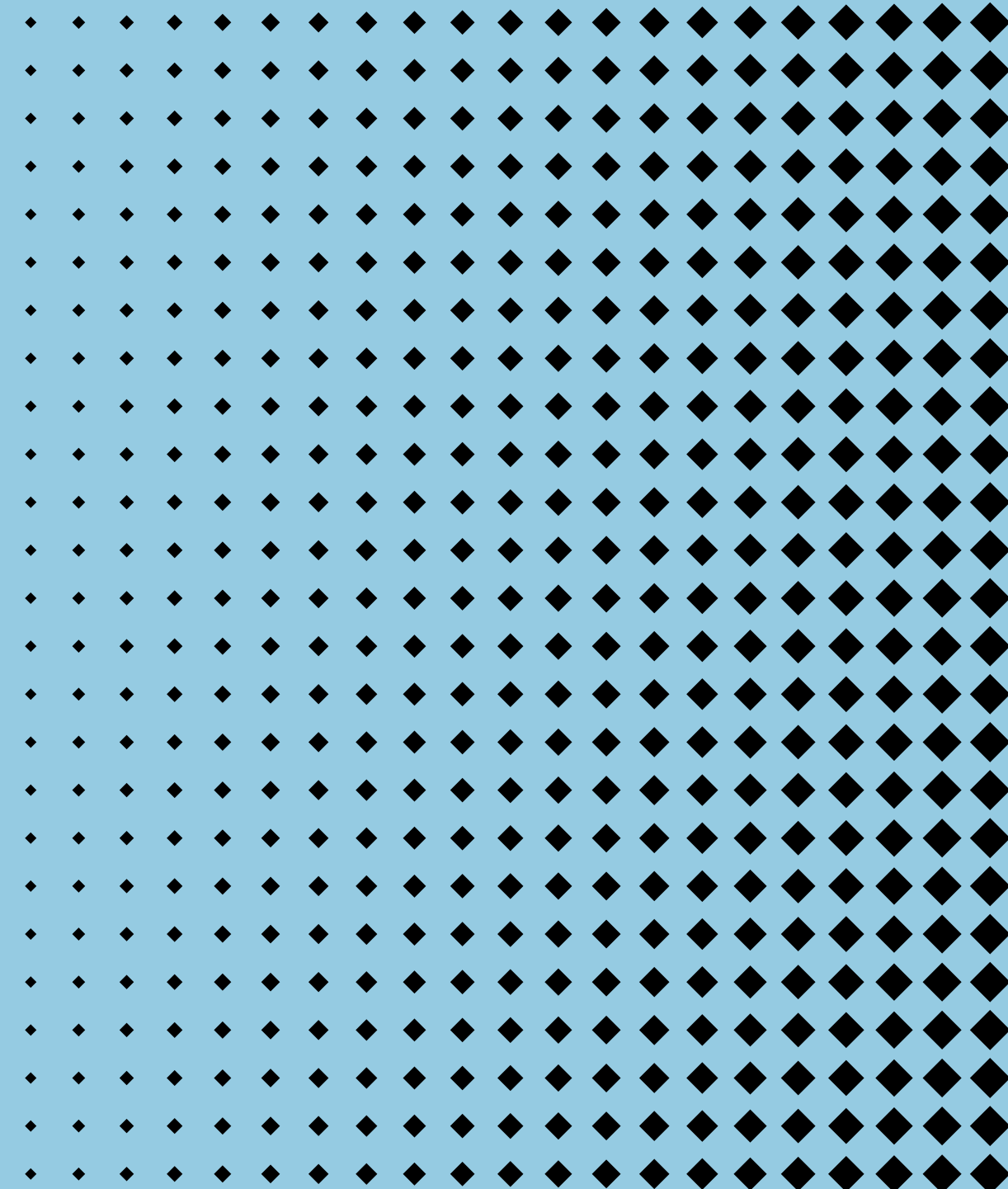
Admission to Red Kite Special Academy follows a referral process, applying through the Local Authority (LA). Every pupil at Red Kite must have an EHCP, from which the headteacher will identify the suitability of the school to meet the needs of the pupil before offering a place. For further support re: admission, please see the school Admission Policy (which can be found on the school website), or contact the Local Authority.

## Pre-Admission

Before your child/young person starts, we'll invite you to a pre-admission meeting. This is a great chance for us to gather information to ensure a smooth transition into school, and for you to have any questions answered.

## Transport to School

Dependent upon the distance between your home and school, you may be able to access transport for your child/young person through the LA school transport. Please contact the LA for further information.



# CURRICULUM AND LEARNING

Our curriculum is designed to be broad, balanced, and highly differentiated to meet the diverse needs of our pupils. It includes focused learning opportunities based upon pathways:

## ·Pathway 1 Explorers (Pre-formal):

The curriculum for our Explorers focuses on learning in the areas of: My World, My Sensory World and the World of Action. Each learning area allows us to explore the world around us by building on key communicative, sensory and physical development skills.

## ·Pathway 2: Adventurers (Semi-formal):

Having embedded the skills from Pathway 1, our Adventurers are focusing on early subject knowledge, developing confidence in using learnt knowledge to discover something new through play-based learning. Using previously acquired skills, they build upon their abilities across the areas of learning of: My World, World of English, World of Maths, World of Creativity, World of Exploration and World of Action.

## ·Pathway 3: Voyagers (Formal):

Within our Voyagers Pathway, pupils will continue to build upon skills of early subject knowledge and engage further in subject-based learning. They will follow the National Curriculum, adapted to meet their individual needs.

## Life Skills and Independence:

All pathways offer the opportunity to develop practical skills for daily living, self-care and community access.

## Therapeutic Interventions:

Integrated therapy sessions (e.g., Speech and Language Therapy, Occupational Therapy, Music Therapy etc.) are offered as part of the pupil's individualised plan.

# CURRICULUM AND LEARNING KS4 AND 5

When designing our Key Stage 4 and 5 curriculum we always keep in mind our pupils' final destinations, whether that is further education or adult social care. To ensure our pupils are equipped to lead meaningful adult lives and are prepared for their future challenges we structure our curriculum and accreditations into different pathways.

## ·Pathway 1

This is suitable for pupils who are working within our informal curriculum. This is usually individuals with profound and complex needs relating to their diagnosis. Individuals on pathway 1 may be non-verbal and may benefit from a sensory based multi-directional curriculum. Individuals on this pathway may require a high level of support with their engagement, in meeting their care and medical needs.

## ·Pathway 2

This is suitable for pupils who are working at very early stages of a semi-formal curriculum. Individuals may have complex needs and are supported by systems, strategies and interventions. Pupils on this pathway may require a high level of direction and support, although will be working towards individualised independence.

## ·Pathway 3

This is suitable for pupils who are working at a more formal level, typically at entry level 1 – 3. Pupils on this pathway will be working towards independence although will still require some level of support.

## Key Stage 5

During Key Stage 5 we cater for Young People on Pathway 1 and 2. This is owing to our limited number of KS5 places and our belief that we can support and nurture the needs of this cohort most effectively for the last few years of their school education.

# ASSESSMENT AND REPORTING

We use a variety of assessment methods to monitor your child/young person's progress, including:

## **Formative Assessment:**

Ongoing observation, classroom tasks, and feedback.

## **Summative**

Assessment: Regular reviews against EHCP targets and Priority Now Targets (PNTs).

## **Progress Meetings:**

The school holds two parents' evenings each year and a statutory annual EHCP review meeting with parents in order to discuss progress, set new targets, and review the EHCP.

## **Reporting:**

Annually we will statutorily report against your child/young person's EHCP and will report in an End-of-Year Report – sharing progress, identifying next steps and celebrating your child/young person's achievements at the end of the academic year.

For more information on the curriculum and assessment, please see the KLF Curriculum Policy or the KLF Early Years and Foundation Stage (EYFS) Policy on the school website.

# COMMUNICATION AND PARTNERSHIP

We believe that a strong home-school partnership is crucial for your child/young person's success.

## KEY CONTACTS:

- **Class Teacher:** Your primary point of contact for daily updates and classroom-specific queries.
- **Department Leads:** Your first point of contact if you have a worry or concern that hasn't been resolved by the class teacher.
- **Parent Support Advisor (PSA) / Family Support Workers (FSW):** Support network for all families. FSWs also offer pastoral support with a range of interventions to support pupils social, emotional and mental health needs. The PSA is also the Designated Safeguarding Lead (DSL).
- **Medications officer:** Key contact for all the administration of medications across the school

# COMMUNICATION AND PARTNERSHIP

We believe that a strong home-school partnership is crucial for your child/young person's success.

## KEY CONTACTS:

- **School Office:** For administrative queries, attendance, and general information.
- **Pupil Affairs:** Oversees the administration of EHCPs reviews, Pre-admission support and maintaining the pupil database.
- **School Business Manager:** Responsible for the operational running of the school including HR, Finance and Facilities.
- **Headteacher/ Deputy Headteacher/Assistant Heads:** For broader school matters and supporting any serious concerns.

# CONTACTS:



**Receptionist: Denise**  
reception@redkite.  
school



**Receptionist: Lydia**  
reception@redkite.  
school



**Pupil Affairs: Emma**  
emma.campbell@  
redkite.school



**Parent Support  
Advisor/DSL: Sam**  
sam.sawyer@  
redkite.school



**Business Manager: Louise**  
louise.holmes@redkite.  
school



**Headteacher: Karen**  
head@redkite.school



**Deputy Head: Suzy**  
suzanne.geraghty@red  
kite.school



**Assistant Head: Kate**  
kate.seaton@redkite.  
school



**Assistant Head: Nikki**  
nikki.bowskill@redkite.  
school



**Medications Officer: Carly**  
carly.cook@redkite.  
school

# COMMUNICATION CHANNELS

**Home-School Online Communication Diary:** We use Class Dojo for daily notes between home and school.

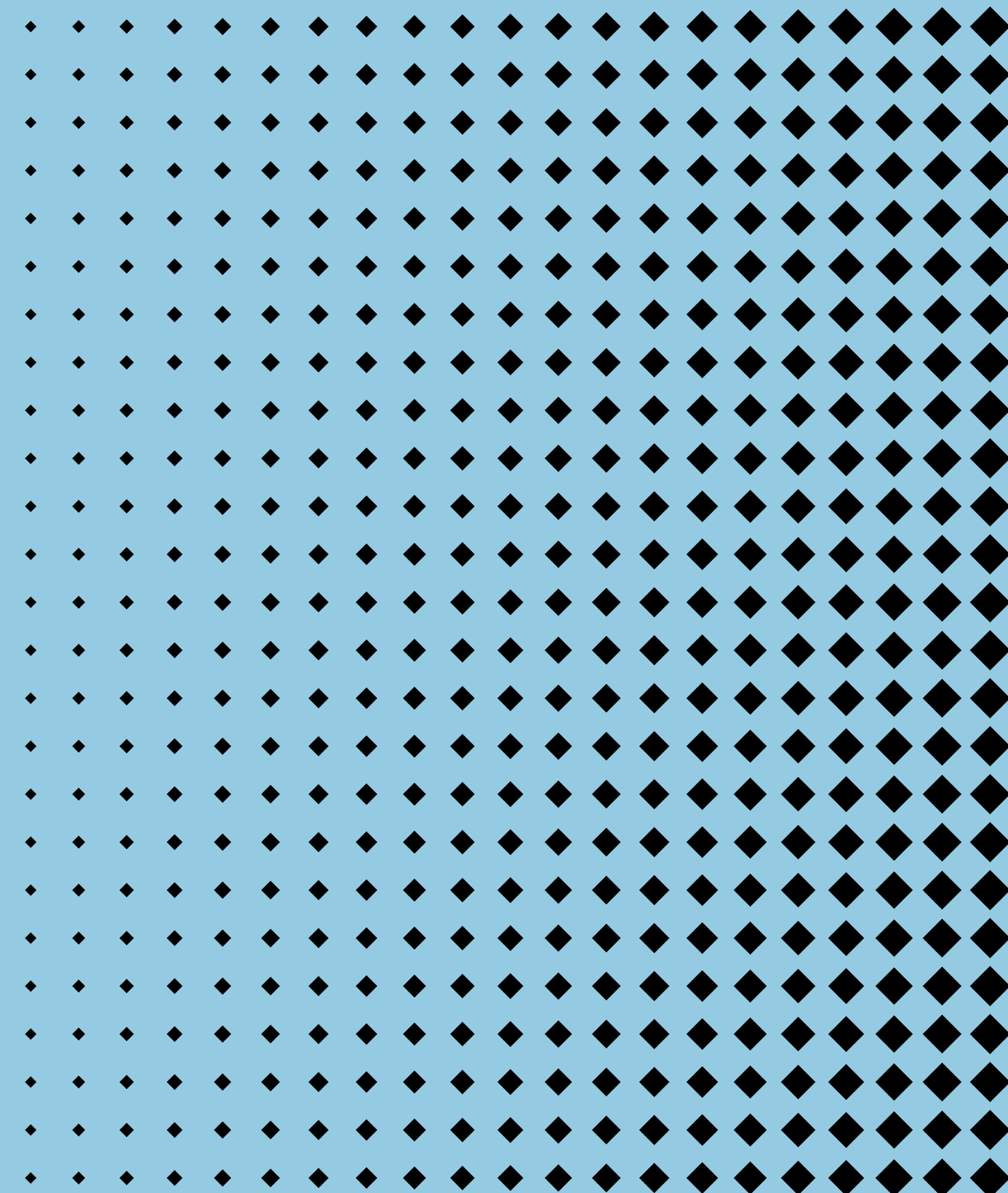
**Phone Calls/Emails:** For more detailed discussions.

**Parent-Teacher Meetings:** Scheduled opportunities to discuss your child/ young person's progress and targets.

**EHCP Reviews:** Annual statutory reviews to discuss and update your child/ young person's EHCP.

**Newsletters and School Website:** For general school news, events, and important announcements.

**Parent Workshops:** Sessions on specific topics related to SEN, strategies, or school initiatives.



# PARENTAL INVOLVEMENT

We encourage parents to be actively involved in the school community by:

- Attending meetings and workshops.
- Joining us during opportunities to attend celebrations and school visits.
- Joining the Parent Forum groups.
- Providing feedback and suggestions, through online questionnaires/surveys.
- Supporting us during fundraising activities and school fayres.

## PARENT CODE OF CONDUCT

A Parent Code of Conduct is vital for fostering a positive and respectful school community, ensuring a safe and supportive learning environment for all pupils. You'll find our Trust Parent Code of Conduct in Appendix 1.

We really appreciate your commitment to following it.

# HEALTH, SAFETY AND WELL-BEING

## SAFEGUARDING

Red Kite is committed to safeguarding and promoting the welfare of all our pupils. We have robust safeguarding policies and procedures in place, and all staff receive regular training. If you have any concerns about a child/young persons welfare, please contact our Parent Support Advisor (Designated Safeguarding Lead (DSL)) immediately.

Please see the KLF Trust Child Protection and Safeguarding Policy (on the school website) for further information.

## BEHAVIOUR POLICY

Our Behaviour Policy is based on positive reinforcement, clear expectations, and consistent boundaries. We focus on teaching appropriate social skills and self-regulation strategies.

Details of our policy are available on the school website.

# MEDICAL INFORMATION AND ADMINISTRATION OF MEDICATION

It is vital that the school is kept fully informed of any medical conditions, allergies, or health needs your child/young person has.

All medication administered at school must be prescribed and provided in its original packaging with clear instructions.

A medication consent form must be completed.

Please contact the Office or Medications Officer for further discussion about medicinal needs.

## FIRST AID AND ACCIDENTS

All staff are trained in basic first aid and emergency medical awareness. We also have trained First Aiders on site at all times. In case of a significant accident or illness, parents will be contacted immediately.

In line with medical requirements, parents will be contacted if your child has had an injury to the head.

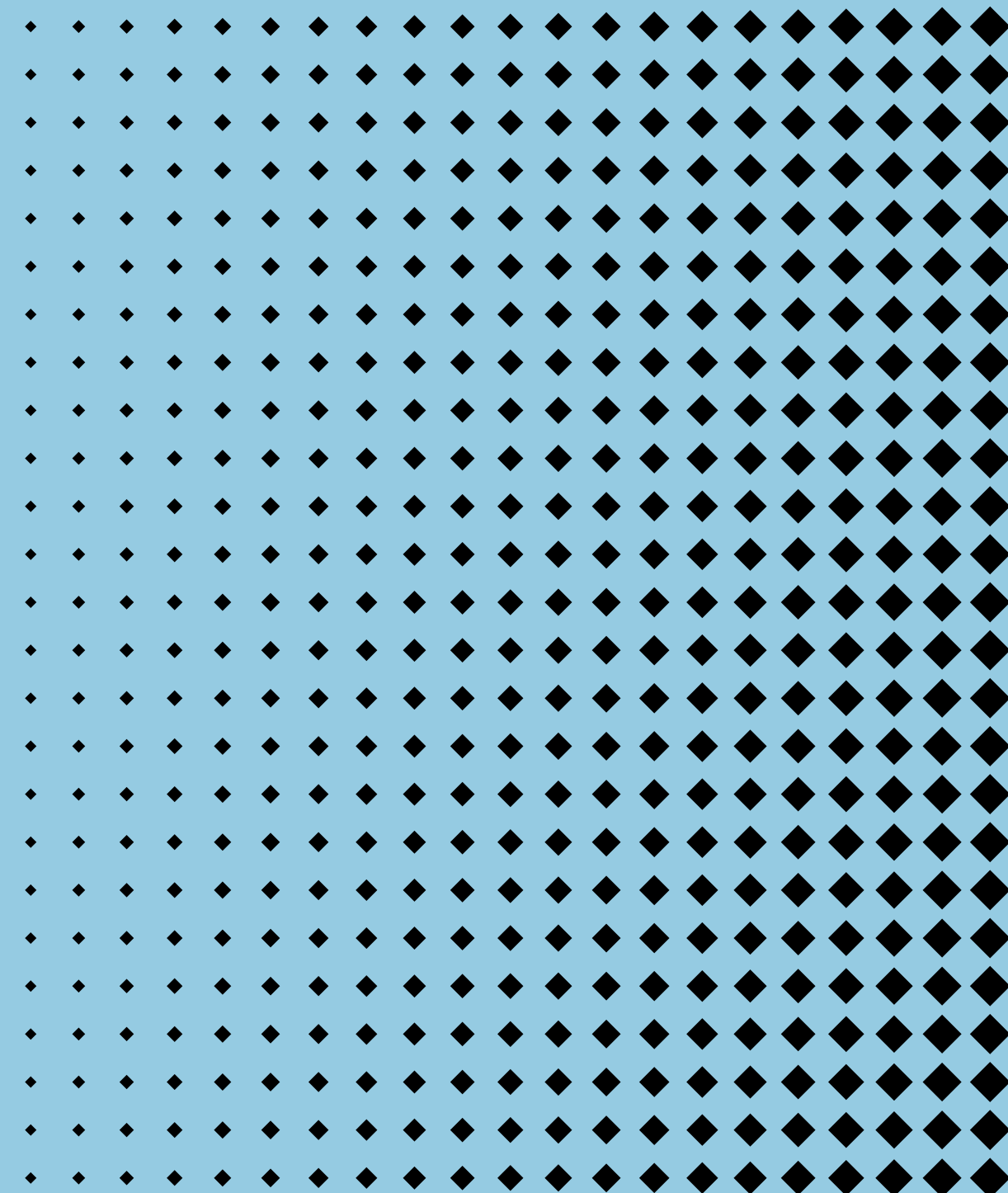
# HEALTHY EATING AND ALLERGIES

**Healthy Eating at School:** We actively promote healthy eating and kindly ask for your support in providing nutritious packed lunches with a good variety of foods. We understand that some children/young people have dietary restrictions or strong food preferences. To help broaden their palates, we offer a diverse selection of foods at both lunch and snack times, encouraging them to explore new options. During snack times, pupils can choose from a range of healthy choices

**School Meals:** Our school meals are freshly cooked on site by our own school chef and offer a variety of healthy options and can be easily ordered and purchased. Remember, all pupils from Reception to Year 2 are entitled to free school meals. Our kitchen staff are highly trained to cater to diverse needs, ensuring your child/young person receives their food exactly as they require it, whether that's blended, separated on plates, or other specific arrangements.

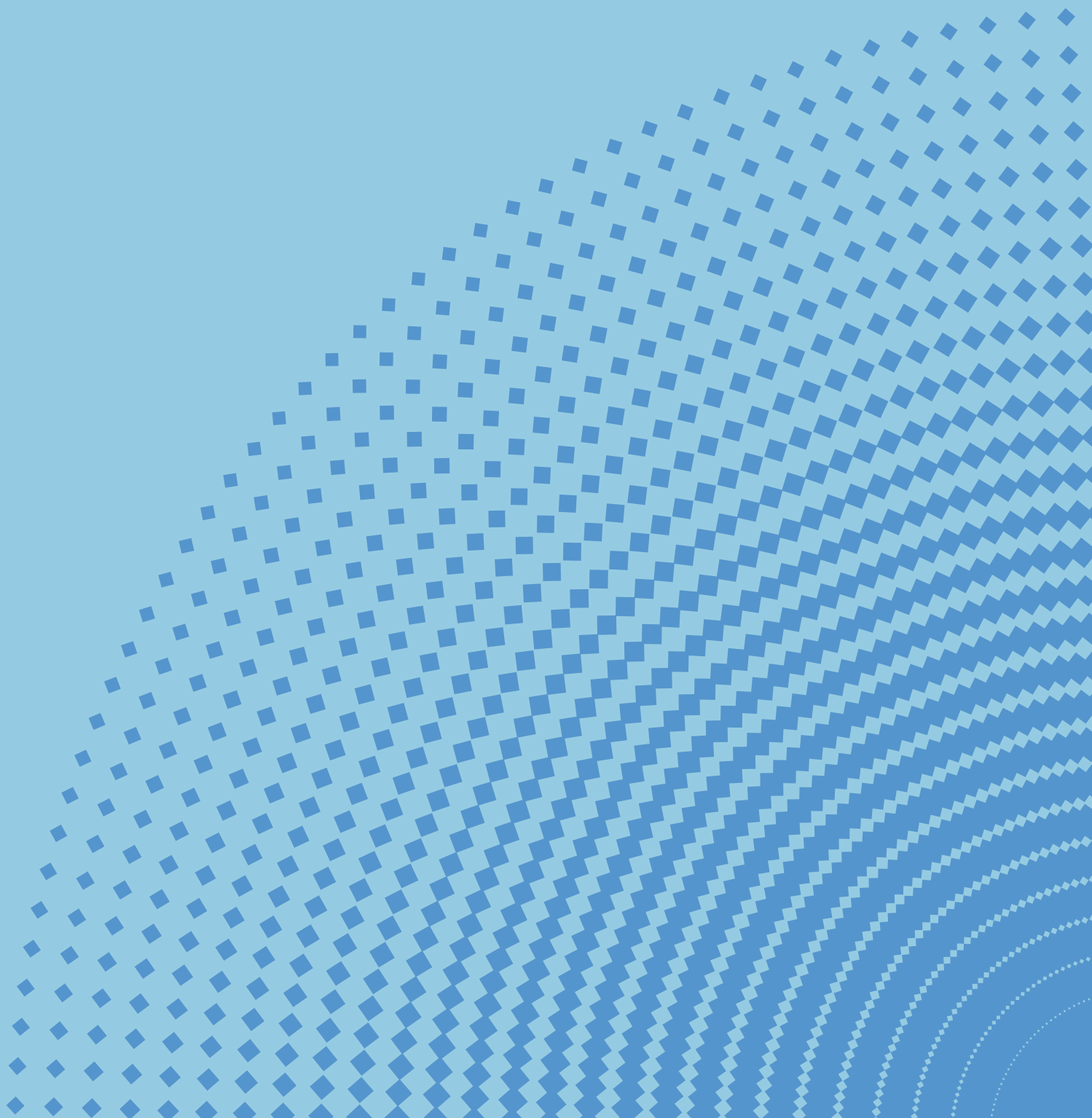
All new admissions will receive a link in order to access school meals.

**Please inform us immediately of any dietary requirements or allergies.**



# POLICIES AND PROCEDURES

Key school policies are available on our school website or upon request from the school office. These include, but are not limited to:

- KLF Trust Admissions Policy
  - KLF Trust Safeguarding and Child Protection Policy
  - KLF Trust Behaviour Policy
  - KLF Trust Anti-Bullying Policy
  - KLF Trust SEN Policy
  - KLF Trust Complaints Procedure
  - KLF Trust Pupil Privacy Policy (GDPR)
- 

# GENERAL INFORMATION

## School Hours:

- Start Time: 8.50am
- End Time: 3.15pm
- Break Times: Dependent on the needs of the pupils break times may happen at varied times throughout the day. However, lunch break is between 11.50am–1.10pm
- Arrival and Home Time: Pupils can be dropped off from 8.50am – 9.15am, after which they will be recorded as late. Pupils can be collected from 3pm by parents. Transport (buses and taxis) collect pupils from school from 3pm.

## School Calendar:

Our academic calendar follows the standard academic year, with terms/holidays aligning with the Local Authority. Key dates, including term dates, in-service training days, and parents' evenings, will be published on our school website and in newsletters.

## School Trips and Activities:

We organise a range of community trips and activities to enrich the curriculum and provide real-world learning experiences. Parental consent will be sought for any off-site activities.

## Complaints Procedure:

If you have a concern or complaint, we encourage you to discuss it initially with your child/young person's class teacher. Most issues can be resolved at this stage. If the matter remains unresolved, please follow the school's formal complaints procedure, which is available on our website.

# UNIFORM

At Red Kite Special Academy, our uniform is discretionary. We recognise that some pupils have sensory or accessibility needs when it comes to clothing. Therefore, we encourage you to select uniform items that are most suitable for your child, provided they align with our general requirements. For example, if black jogging bottoms are more comfortable than trousers, please feel free to send your child in those. We encourage comfortable clothing that allows for easy movement and participation in various activities.

**At Red Kite Special Academy, our uniform includes:**

**Blue sweatshirt/cardigan**

**Grey or black skirt/trousers/shorts**

**White polo shirt/t-shirt/shirt.**

A wide range of Red Kite logoed uniform and additional items can be ordered via our uniform provider at [www.ksschoolwear.co.uk](http://www.ksschoolwear.co.uk)

**Please make sure all personal items and clothing are labelled with your child/young person's name.**

The Trust's full Uniform Policy can be found on the academy website.

# CONTACT US

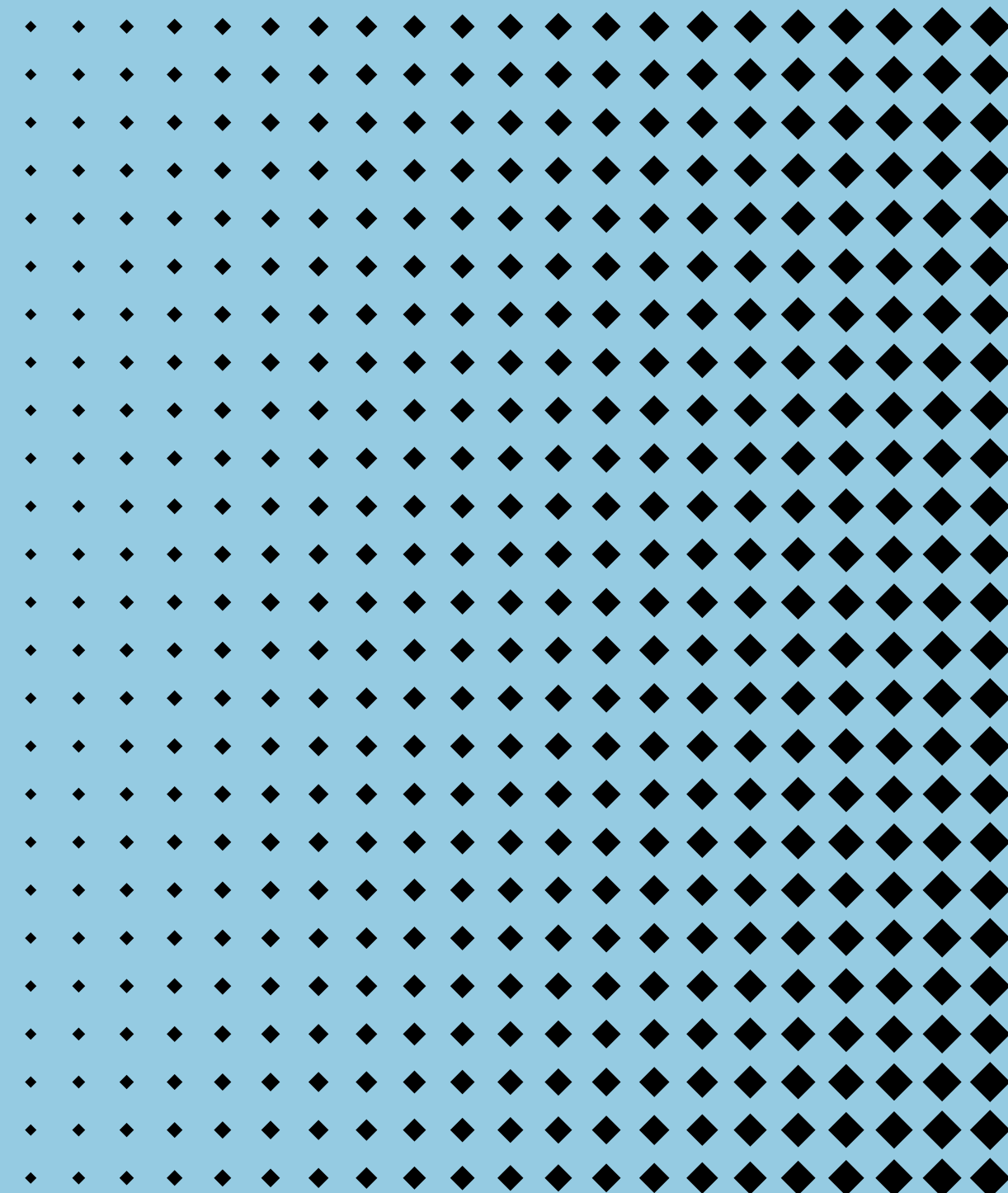
Thank you for choosing Red Kite Special Academy for your child/ young person. We look forward to a successful and rewarding partnership. Please do not hesitate to contact us if you have any questions or require further information.

Red Kite Special Academy  
Purbeck Drive,  
Corby  
NN18 0BX

**Tel:** 01536 216489

**Email:** [reception@redkite.school](mailto:reception@redkite.school)

**Red Kite Special Academy is part of the Kingsley Learning Foundation Trust (KLF)**



# USEFUL RESOURCES AND SUPPORT SERVICES

We understand that parenting a child/young person with SEN can present unique challenges. Here are some resources that you may find helpful:

## Local Authority SEN Information:

Local Offer:

<https://localoffer.northnorthants.gov.uk/>

LA SEN Information Advice Support Service (SEND IASS):  
<https://www.northnorthants.gov.uk/schools-and-education/send-information-advice-support-service>

Specialist SEND Support Services:  
<https://www.northnorthants.gov.uk/specialist-send-support-services>

## Parent Carer Forums:

North Northamptonshire Parent Carer Voices:  
<https://npcv.co.uk/parent%2Fcarer-forum>

## National Charities/Organizations:

National Autistic Society:  
<https://www.autism.org.uk/>

Downs Syndrome Association:  
<https://www.downs-syndrome.org.uk/>

Mind:  
<https://www.mind.org.uk/>

Ambitious about Autism:  
<https://www.ambitiousaboutautism.org.uk/>

Mencap:  
<https://www.mencap.org.uk/>

## School Website:

Regularly updated with resources, news, and events.  
<https://www.redkitespecialacademy.co.uk/>

# APPENDIX 1 – PARENT CODE OF CONDUCT

At Kingsley Learning Foundation Trust we believe in fostering a positive and collaborative partnership between parents, staff, and pupils. To ensure a safe and respectful learning environment for all, we have established the following Code of Conduct for parent behaviour:

## 1. Commitment to Partnership:

- We believe that a strong partnership between parents and the school is essential for the success of our pupils.
- We encourage parents to participate in school events and activities.
- We value your feedback and suggestions for improvement.

## 2. Respect and Consideration:

- Treat all members of the school community, including staff, pupils, and other parents, with respect and courtesy.
- Refrain from using abusive, offensive, or threatening language or behaviour, whether verbal, written, or electronic.
- Respect the professional judgement and expertise of school staff.
- Be mindful of cultural differences and individual needs.

## 3. Communication:

- Communicate with the school in a polite and constructive manner.
- Use appropriate channels of communication, such as scheduled meetings, email, or telephone calls, rather than approaching staff during teaching time or in front of pupils.
- Respond promptly to school communications and requests for information.
- If you have a concern, follow the school's complaints procedure, which is available on the school website.
- Refrain from using social media to publicly criticise or disparage the school, its staff, or pupils.
- Do not interfere with the school's disciplinary procedures.

#### 4. Pupil Well-being:

- Support the school's policies and procedures, including those related to attendance, behaviour and uniform.
- Work in partnership with the school to address any concerns about your child's well-being or progress.
- Ensure your child arrives at school on time and is collected promptly.
- Respect the privacy and confidentiality of other pupils and their families.
- Do not interfere with the school's disciplinary procedures.

#### 5. School Environment:

- Respect school property and maintain a clean and tidy environment.
- Adhere to school visitor policies, including signing in and wearing a visitor badge.
- Refrain from bringing pets onto school premises, except for assistance dogs.
- Park responsibly and safely, adhering to school parking regulations.
- Do not smoke or consume alcohol on school premises

#### 6. Online Behaviour:

- Refrain from posting or sharing inappropriate or harmful content related to the school or its pupils on social media or other online platforms.
- Respect the privacy of pupils and staff when sharing photos or videos online.
- Use social media responsibly and avoid engaging in cyber-bullying or harassment.

**Breaches of this Code of Conduct** may result in the school taking appropriate action, which could include:

- o Verbal or written warnings.
- o Restrictions on access to school premises or events.
- o Referral to external agencies.
- o In extreme cases, exclusion from the school community.

**By adhering to this Code of Conduct, we can create a positive and supportive learning environment for all our pupils.**