




Red Kite Special Academy

Inclusion policy and SEN Information Report

Chair Signature: 

Reviewed by: **Karen Smith (Headteacher) Autumn 2025**

Reviewed by Governors: **Autumn 2025**

Review Cycle: **1 year**

The name and contact details of SEN coordinator (SENCO)

Suzu Geraghty, Assistant Headteacher – suzanne.geraghty@redkite.school

The name and contact details of the Designated Teacher for Looked After Children (DTLAC)

Suzu Geraghty, Assistant Headteacher – suzanne.geraghty@redkite.school

The name and contact details of the Designated Safeguarding Lead (DSL)

Samantha Sawyer, Lead DSL – samantha.sawyer@redkite.school

All teachers share responsibility for maximising achievement of all pupils and making individual arrangement accordingly.

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| <p>The kinds of Special Educational Needs which are provided for in our school</p> | <p>Red Kite Special Academy is a special school catering for pupils between the ages of 4 and 18 years.</p> <p>The school meets the needs of pupils who:</p> <ul style="list-style-type: none"> • Have significant or severe or profound and multiple learning difficulties • Have a diagnosis of an Autistic Spectrum Disorder (as well as severe learning difficulties) • Have attainments well below the expected range of their peers, with additional difficulties that may include physical difficulties, speech and language difficulties, sensory impairment and under developed social skills <p>All pupils have an Education, Health and Care Plan (EHCP).</p> <p>We fully comply with:</p> <ul style="list-style-type: none"> • SEN Code of Practice 2015 • Equality Act 2010 • Children and Families Act 2014. |
| <p>Our school admission arrangement</p> | <p>As a special school we follow the admission arrangements set by North Northamptonshire Council. All pupils must have an EHCP to come to our school. Please see the Trust Admissions Policy for further information.</p> |
| <p>Our school policies for identifying children and young people with SEN and assessing their needs</p> | <p>As a special school all pupils who attend Red Kite Special Academy have an EHCP identifying their special educational needs, aspirations, strengths and needs, provision and arrangements. Each pupils' EHCP is evaluated during a statutory annual review meeting. At this meeting the pupil's strengths and needs, progress against outcomes and the provision put in place to support the pupil are discussed. Annual reviews are conducted with guardians, teachers and, on occasion other professionals, to ensure that the provision put in place best supports the pupil.</p> |
| <p>Our school arrangements for assessing and reviewing children and young people's progress towards outcomes</p> | <p>We have high aspirations for all our pupils and we use a variety of assessment tools to monitor, track and celebrate our pupil's progress. All our pupils have an EHCP which details outcomes against key areas. Short steps are set against these outcomes and we call these Priority Now Targets (PNTs). These are set and reviewed three times a year.</p> <p>In Primary and Key Stage 3 (KS3) we also use a bespoke assessment framework called Assessment for All. This measures progress in a number of different areas of learning and creates an individual learning journey for each pupil. It uses colours of the rainbow and each colour is split into two stages, 1 and 2. Some pupils move through the rainbow from red to violet and some pupils' progress is measured in smaller steps, going over the rainbow.</p> |

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| | <p>For our pupils following a Pathway 3 curriculum (formal), they may progress beyond the rainbow and then their progress is measured in the colours of bronze, silver and gold.</p> <p>Pupils in Key Stage 4 (KS4) and Key Stage 5 (KS5) follow a range of accreditations and qualifications. Their progress is measured by moderation of the course work completed and outcomes at the end of the year.</p> |
| <p>How are school evaluates the effectiveness of its provision for children and young people with SEN</p> | <p>We monitor and evaluate the effectiveness of our provision in a variety of ways. This includes:</p> <ul style="list-style-type: none"> • Learning walks and lesson visits carried out by the senior leadership group (SLG) • Holding pupil progress meetings with teachers and the SLG • Parent voice through meetings and questionnaires • Pupil voice • Tracking and analysing a range of data • Monitoring PNTs • Analysing behaviour records • Analysing attendance data • Annual review data. |
| <p>Our approach to teaching children and young people with SEN, including how adaptations are made to the curriculum and learning environment of children and young people with SEN</p> | <p>We aim to provide a broad, balanced, and relevant curriculum that:</p> <ul style="list-style-type: none"> • Promotes the development of key skills - communication, social interaction, emotional regulation, literacy, numeracy and independent living • Builds upon skill development from short- to long-term memory • Fosters a safe and supportive environment that encourages confidence and self-esteem • Adapts teaching methods to meet individual needs through personalised learning planning • Prepares pupils for adulthood, including further education, employment, and independent living. <p>Our curriculum is organised into stages that reflect our pupils' age and development. Each stage focuses on core areas of learning while accommodating individual educational needs.</p> <p>Teaching and learning strategies aim to foster an inclusive educational environment. All pupils will have access to a high quality education tailored to their needs. Our staff employ diverse approaches to address our pupils' learning styles and paces. Furthermore, effective strategies promote a culture of empathy and understanding within the classroom, benefitting all pupils by creating a more supportive and diverse learning community. Ultimately, our teaching and learning strategies are essential for empowering our pupils to reach their full potential and offer them appropriate support for a successful life.</p> |
| <p>Support improving emotional and social development, including extra pastoral arrangements for listening to the views of</p> | <p>Our KLF Mission statement 'Helping people living in extraordinary circumstances to lead ordinary lives' and our vision and values drive our personal development with a focus on ensuring that despite their many challenges all our pupils have the same opportunities and these are not a barrier to their success. There are consistent high expectations of pupil</p> |

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| <p>children and young people with SEN and measures to prevent bullying</p> | <p>behaviour and conduct throughout the whole school whilst staff also have an in-depth understanding of our pupils' complex needs. Staff are trained to a high standard in safeguarding. We have a DSL and 6 Deputy DSLs within the school. A clear Behaviour Policy is used consistently across the school.</p> <p>Personal development is at the heart of our curriculum. Developing the pupils' communication and independence is woven through all our pathways. Our Pastoral Support Team is at the heart of the school with a Parent Support Advisor and two Family Support Workers. Our Family Support Workers offer both individual and group interventions which are bespoke to our pupils. This includes developing pupils' emotional literacy, building resilience, techniques for self-regulation as well as specific sessions in keeping safe. They also work closely with all pupils to ensure their voice is heard and their thoughts and ideas actioned.</p> |
| <p>Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured</p> | <p>Staff receive a variety of training in how to best teach and support the pupils who attend Red Kite. Staff training and development is a consistent feature of our school development plan and there is regular training throughout the year. Specific training needs are identified and met through induction and the appraisal/performance management process.</p> <p>As a minimum requirement we train our staff (with regular refreshers) in</p> <ul style="list-style-type: none"> • Fire Safety • Safeguarding (including Child Protection and Online Safety) • Manual Handling • Epilepsy, Allergy and Asthma awareness • Norfolk Steps • GDPR. <p>Staff have received the following training:</p> <ul style="list-style-type: none"> ✓ Autism Awareness ✓ Attention Autism ✓ TEACCH approach ✓ Trauma and Attachment ✓ Gestalt Language processing ✓ Sign-a-long ✓ Intensive Interaction ✓ TaSSeLs ✓ Sensory approaches/integration. |
| <p>How our school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children and young people's special educational needs supporting their families</p> | <p>We have a service level agreement with Magic Words Speech and Language Therapy and Thrive Occupational Therapy. They support with advice for classes and provision across the school.</p> <p>We commission Educational Psychologist support through Mosaic Psychology for key pupils as needed.</p> <p>All staffing appointments are carried out in accordance with equal opportunities legislation, employment law, safer recruitment and best practice. All vacancies are competitively advertised to ensure our school employs staff of the highest caliber.</p> <p>We work closely with a range of other agencies and professionals including:</p> <ul style="list-style-type: none"> • The Early Help Team • Multi-Agency Safeguarding Hub (MASH) • CAMHS |

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| | <ul style="list-style-type: none"> • MHST • North Northants SEND Information, Advice and Support Service • NNC SEND Support Service • Local NHS services, e.g. CTPLD, Specialist School Nursing Team, Community Nursing Team, Continence Team, Dietician • EIPT. |
| Looked after Children/Previously Looked after Children | <p>There is a statutory requirement for all schools to have a Designated Teacher for Looked After Children (DTLAC). The responsibilities of our designated teacher include:</p> <ul style="list-style-type: none"> • Monitoring the progress of pupils who are ‘looked after’ to ensure that they have the best life chances possible and access to the full range of opportunities in school • Ensuring that pupils who are ‘looked after’ have access to the appropriate network of support • Checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed at least every six months • Ensuring that information concerning the education of pupils who are ‘looked after’ is transferred between agencies and individuals • Preparing a report on the pupil’s educational progress to contribute towards the statutory review (these are usually held at six monthly intervals or more frequently if there is a concern) • Discuss feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the guardians and a member of the Virtual School team • Liaising with the pupil’s social worker to ensure that there is effective communication at all times • Celebrating the pupil’s successes and acknowledge the progress they are making. <p>Our school will work closely with the county’s Virtual School for Children, which promotes the educational needs of children in care and monitors admissions, PEP completion, attendance and exclusions.</p> |
| Arrangements for consulting children/young people with SEN and involving them in their SEN education | <p>We really value our pupil voice and use a range of communication methods to support our pupils in communicating this. We use a range of visuals as part of the annual review process and meetings with professionals, e.g. CIN meetings to ensure pupil voice is heard and valued.</p> <p>Our Pastoral Team work closely with pupils both individually and in small groups to gain pupil voice, e.g. choosing their favourite songs for the school disco.</p> |
| Accessibility | <p>Our school is a safe and accessible building and was designed to serve the needs of our pupils.</p> <p>For those pupils who need support with communication, the school uses a variety of approaches such as photographs, symbols, and signing.</p> |
| Arrangements for consulting parents of children/young people with special educational needs and involving them | <p>The school aims to work in partnership with parents and carers by:</p> <ul style="list-style-type: none"> • Making parents and carers feel welcome at the school • Having a strong pastoral team so that our communication with and support for our families is readily available, particularly at times of crisis |

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| <p>in their child/young person's education</p> | <ul style="list-style-type: none"> • Giving parents and carers lots of opportunities to get involved with school life • Encouraging parents and carers to let the school know of any difficulties their child/young person may be having so support can be put in place • A focus on the child/young person's strengths as well as areas of difficulty • Open communication and keeping parents and carers informed • Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language. <p>We invite parents and carers to attend a variety of meetings including their child's statutory annual review which is face-to-face meeting where possible. ClassDojo is used to communicate with parents and carers throughout the week.</p> |
| <p>Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood (effective transition)</p> | <p>We aim to ensure a smooth transition into our school from the previous phase of education and from our school into the next phase of education. Personalised transition is arranged for pupils leaving Red Kite in Year 11 and Year 13.</p> <p>When a pupil has been given a place at Red Kite, parents/carers are invited to attend a pre-admission meeting. At the meeting paperwork is completed and information is gathered about the child/young person. Dates for transitioning into school are set. For pupils transitioning into Early Years a staggered start will take place to allow time for new pupils to settle. A range of internal transition takes place each year in-house to support pupils who are moving classes and for pupils transitioning from primary into secondary and KS3 into KS4 and KS5.</p> |
| <p>Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made by the school</p> | <p>If there are any complaints these will be dealt with in the first instance by the class teacher and or a member of the leadership team, then, if unresolved, by the Headteacher. In the case of an unresolved complaint the issue should be taken through the complaints procedure (see separate Complaints Policy).</p> |
| <p>Links to other services</p> | <p>https://localoffer.northnorthants.gov.uk/ https://www.northnorthants.gov.uk/schools-and-education/send-information-advice-support-service https://www.northnorthants.gov.uk/virtual-school https://www.northnorthants.gov.uk/attendance-behaviour-and-home-schooling https://www.nhft.nhs.uk/search/venue/mental-health-support-teams-485/</p> |