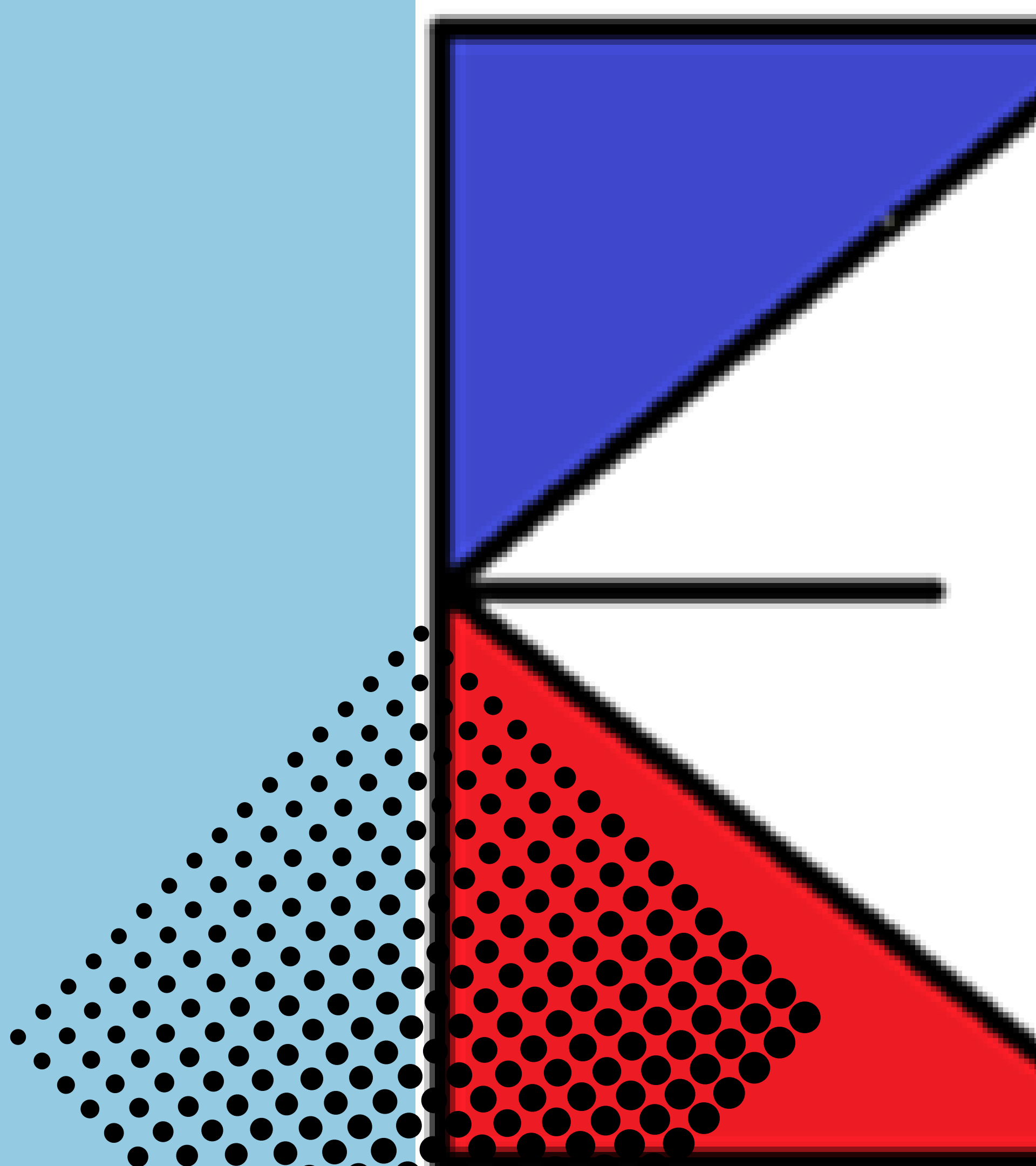


CANDIDATE INFORMATION BOOKLET

RED KITE SPECIAL ACADEMY



A MESSAGE FROM THE HEADTEACHER

Thank you for showing an interest in a vacancy at Red Kite Special Academy. We are proud to be part of the Kingsley Learning Foundation which consists of two Special Academies. Our families are at the heart of all our decisions. Our mission statement 'Helping people living in extraordinary circumstances to live ordinary lives' can be felt across our school.

Please feel free to visit both our KLF website www.kingsleylearningfoundationturct.co.uk and our school website www.redkitespecialacademy.co.uk to find out more about us.

We look forward to receiving your application.

Warmest wishes

Karen

Karen Smith
Headteacher

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

KEY MEMBERS OF STAFF



Headteacher: Karen
karen.smith@red
kite.school



**Assistant Head:
Nikki**



**Assistant Head:
Kate**



**Parent Support
Advisor/DSL:
Sam**



**School Business
Manager: Louise**



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



**Assistant Head:
Harriet**



**Assistant Head:
Geraldine**



**Pupil Affairs:
Emma**



**Medications Officer:
Carly**

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.

CURRICULUM AND LEARNING PRIMARY AND KS3

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 our children/young people'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 our children/young people's EHCP and will report in an End-of-Year Report – sharing progress, identifying next steps and celebrating our children/ young people'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.

STRATEGIES AND APPROACHES

**Intensive
Interaction**

**Attention
Autism**

Sherbourne

TAC PAC

PACE

Norfolk Steps

Talk 4 Writing

Interoception

TEACCH

**Total
Communication**

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.

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.

STAFF WELL-BEING

At Red Kite we are committed to staff wellbeing. These are some of the initiatives and approaches that we have in place to support this.

- Staff car park with plenty of spaces to park
- Comfortable staff room
- Teacher workrooms
- Employee Assist programme
- Mental Health Action group that meet termly
- Staff social events
- Discounted staff meals, freshly cooked on site
- Staff breakfast events
- Sweet treats days
- Staff wellbeing half day that you can choose when to take
- Termly 'Breathing Space' supervision sessions for leaders