

## Focus Areas –Review (2021-2022)

### Staff professional Development

At Red Kite extensive staff continuous professional development is offered that is in line with the schools improvement plans and specific to staffs skills and qualities. Practice across the school will reflect current progressive interventions. Teachers, parents and pupils will all have the same understanding and approach to metacognition and concepts of enabled regulation.

Review: Staff development continues to be strong across the school. Staff have been able to take advantage of bespoke training and training that offers the school greater depth and understanding in behaviour, attachment, ASD strategies and regulation skills based theories. By topping up the schools professional development funding, more training has been able to be cascaded and taught at a higher rate than a lead professional sharing with all.

### Occupational Therapy

Two Occupational Therapists attend Red Kite for three days per week. The aim is to help children improve their participation and function in everyday activities. The OT provides a variety of services including assessments, therapeutic intervention consultation and training. Many sensory issues can be addressed, including special dietary needs. Family involvement is encouraged with support groups on offer.

Review: The work of the occupational therapists has continued to support the school, families and staff understanding of occupational therapies and sensory regulation within school and the home. We have continued to see across the school sustained progress within our EFS and independence skills. During any class closures or pupil absences due to Covid, the OT's service has continued to support families at home and offer supportive measures during a difficult time. Facets of individual children's specific needs are comprehensively addressed and therapists work in close collaboration with class teachers and leaders, developing interventions and programmes for children but also contributing to our curricular framework.

### Parent Support Advisor

Our Family Support Team work sensitively with parents and encourage them to have a good relationship with school. They offer help to families in a variety of ways, such as facilitating the benefits and aid they are entitled to, financial help with school meals, transport and clothing. Administrative assistance is given when making referrals to other agencies, such as social services, educational psychologists or health professionals. A number of home visits or meeting pupils and parents either in school or via virtual technology provide ongoing support.

Review: The advice and support offered to parents has enabled our families to overcome very significant challenges with particular focus on pupils whose families are struggling, often those who are entitled to pupil premium. We always hope to see a reduction in CIN cases and currently we have no pupils subject to CP procedures. The team have been particularly productive throughout the academic year as families begin to live 'post-covid'— providing materials and guidance as well as offering a sympathetic ear to parents under extreme stress. The Pastoral team now sits with the parent support

### **Music Therapy**

Music therapy offers a platform that allows pupils with profound and multiple learning disabilities to independently explore emotions and develop early stages of intentional communication and vocalisation whilst enjoying a sensory experience. Group sessions as well as individual sessions are undertaken as a creative arts therapy. The therapist uses music and all of its facets—physical, emotional, mental, social, aesthetic, and spiritual to help pupils improve their physical and mental health. Virtual lessons were offered to families during lockdown.

Review: The music therapists often work with pupils with profound and multiple learning difficulties and we greatly value the impact of their work. The children have the most complex of needs but the music therapist opens avenues, both cognitive and communicative. This aids children who are experiencing difficulties with their well-being and mental health. Throughout lockdown, contact was maintained with families with individual on-line lessons on offer. This contributed enormously with the families' capacity to cope.

### **Educational Psychologist**

An Educational Psychologist is available to Red Kite staff through the Local Authorities service level of agreement (minimum 10 days per year). Staff can access this provision to discuss child development and receive advice and strategies on how to engage pupils in their learning. Discussion to gain assessment of pupils is undertaken which will produce recommendations of teaching approaches and appropriate improvements. Parents are also invited to join the discussion to help with the home environment.

Review: We have been working with a clinical psychologist for the past 2 years. We routinely move between educational and clinical psychologists to ensure our practice remains as beneficial as possible. This approach has worked well with the specific needs of the current cohort. A number of targeted interventions have been worked on, essentially with parents who were experiencing particular difficulties. With the impact of COVID, staff counselling support has continued. Feedback has continued to be positive especially where advice has been offered to parents who have struggled under the oppressive conditions

### **SEMH Intervention**

Appropriate referrals will be made however, these will be reduced as staff will be able to address some difficulties on a daily basis within the schools parameters. Pupils will have improved self-esteem, confidence, and understanding of themselves. Pupils will begin to distinguish between anger the feeling and violence the behaviour

Review: As staff have grown in confidence we have seen a reduction in RPI and the need to update positive behaviour plans as they no longer are needing to be regularly updated.

### **Behaviour and Motivation Systems – Big Picture Treats/Trips**

At Red Kite there are many strategies and interventions that underpin the schools behaviour and motivation systems, one of which is the Big Picture Treat. The Big Picture Treat is a class earned provision that allows classes to engage as a class in a reward. Examples of this might include, trips out into the local community, trips into the local Corby Town, McDonalds, Cinema ect. The reward is earned by each class filling their Big Picture Treat tile for positive behaviours, work and school contributions.

In addition to the Big Picture Treat the school offers special Golden Time. The Golden lockers are regularly replenished and reflect current interests and trends.

Review: Behaviour continues to be very good across the school. Pupils work exceptionally hard to achieve their big picture treats.

### **Recovery Funding – School Led Learning/1:1 Intervention – Top up**

As there is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy, Red Kite will be employing a part time teacher to complete a fixed term contract to meet the educational needs of pupils, as a result of Covid 19. Pupils undertaking qualifications will be offered weekly intervention session, both in school hours and out, to support them in their KS4/5 journey due to lost time as a result of Covid. Where the bubble has to isolate, additional intervention can be sought. Identified primary and key stage 3 pupils too will be offered specific intervention time to address learning gaps as a result of covid. This intervention will typically focus on literacy, numeracy, communication and

Review: Pupils received high quality 1:1 tuition. One pupil who had achieved a 2 in Maths in the previous academic year that was in receipt of 4 hours 1:1 tuition a week was able to achieve the 4 needed to move on to further education.