



Provision Specifications

Red Kite Special Academy

Purbeck Drive, Corby, Northamptonshire NN18 0BX

www.redkitespecialacademy.co.uk

01536 216489

Type of Provision

Red Kite Special Academy is an all-through special school for pupils aged 4-18 years. It can accommodate up to 100 pupils. The academy is part of the Kingsley Learning Foundation, which is a multi-academy trust.

Red Kite Special Academy is for pupils whose primary needs are:

- Cognition & Learning Needs – Moderate Learning Disabilities (MLD) With Complexities
- Cognition & Learning Needs - Profound & Multiple Learning Disabilities (PMLD)
- Cognition & Learning Needs - Severe Learning Disabilities (SLD)
- Communication & Interaction Needs - Autistic Spectrum Disorder (ASD)

Admission Criteria and Arrangements

- The academy caters for pupils aged 4-18 whose Education Health Care (EHC) Plan identifies severe learning disabilities (SLD), profound and multiple learning disabilities (PMLD), and autistic spectrum disorder (ASD). It will also make provision for pupils with moderate learning disabilities (MLD) if there are additional complexities.
- All pupils will have an Education Health and Care (EHC) Plan. The Local Authority



North
Northamptonshire
Council

www.northnorthants.gov.uk

will have identified their needs as requiring placement at Red Kite Special Academy.

- The Local Authority will determine admission to the academy. It will consider parental preference and consult with the governing body and headteacher. It will follow the [Special Educational Needs and Disability Code of Practice: 0 to 25 Years \(2015\)](#).
- Placements are made throughout the year, although most occur at the start of the academic year.
- Staff will liaise with any previous or future education settings to enable a smooth transition.

Academy Characteristics

Red Kite Special Academy is a specialist and individualised learning setting for children with a wide range of special needs. It has extensive on-site facilities, including a hydrotherapy pool, a gym, and extensive grounds.

The academy's curriculum is founded upon the belief that children learn best when they are engaged in activities that interest and motivate them. It's also important for the learning process to take account of specific individual needs.

Red Kite Special Academy works to a structure of 'Wow' themes. They are based on the National Curriculum and are designed to excite curiosity. The academy makes individualised adaptations to learning content and experiences to optimise each child's opportunities and overcome barriers to their achievement. Staff track and monitor the children's development in regards to their cognition, well-being, engagement, and specific obstacles associated with their diagnosis. The academy offers a pupil-centred secondary curriculum that may incorporate GCSEs and ASDAN/AQA qualifications.

Each pupil has a teacher who coordinates their pastoral and curricular needs. They also ensure the EHC Plans are implemented, monitored, and reviewed. In general, classes will be staffed by one teacher and two learning support assistants. Where appropriate, additional staffing will be deployed, reflecting the level of need in the class. The classes take place within departments, each of which is led by an assistant headteacher under the direction of the headteacher.

Red Kite Special Academy's autism-specific department uses the 'Kingsley Autism

Learning Model' (KALM), which draws on specific ASD methodologies (such as TEACCH, SCERTS, and PECS). The department promotes academic and social development.

The academy has its own family support service. It offers training and advice for parents and provides equipment that enables them to mirror specialist aspects of the provision at home.

Red Kite Special Academy offers a play-scheme during every holiday week throughout the year. It also provides an after-school club.

Reviews

Role of the School:

- Review arrangements for pupils with EHC Plans are set out in the SEND Code of Practice. Red Kite Special Academy will adhere to them, ensuring that due process is followed and relevant timeframes are adhered to.

Role of the Local Authority:

- The Local Authority will review a pupil's EHC Plan under the SEND Code of Practice. It will ensure that due process is followed and relevant timeframes are adhered to.

Assessment and Monitoring

Of the Pupils:

- Each pupil is entitled to a statutory review of their EHC Plan (in addition to the academy's internal assessments, reviews, and monitoring). Statutory reviews provide a formal setting in which to discuss the progress and provision of the pupil's EHC Plan. Statutory review arrangements for pupils with EHC Plans are set out in the SEND Code of Practice.
- Red Kite Special Academy reviews EHC Plan objectives and intended outcomes at least three times a year. If a pupil makes significant levels of progress, the professionals and parents might agree that the EHC Plan is no longer required. Under these circumstances, the academy will work with the Local Authority to identify a more appropriate provision. The academy will draw up a transition plan (in

consultation with the Local Authority) if a more appropriate provision is identified.

- Individual learning programmes are written to ensure that all interventions are of high quality. The programmes are reviewed on a needs basis.
- Care Plans and Behaviour Plans are written and reviewed at least three times per year.
- The academy has a policy that covers parents' evenings and reports.
- The academy tracks progress and sets targets using 'P' scales. If a pupil progresses beyond the 'P' scales, the academy will use its own descriptors.

Of the Academy:

- The academy will be inspected and graded by OFSTED.

For more information about Red Kite Special Academy, please visit their website:
redkitespecialacademy.co.uk.