



**Tulip  
Academy  
Spalding**

**Prospectus**

# Welcome

Tulip Academy Spalding is a newly formed special needs school for children and young adults aged 2 – 19 with a range of learning difficulties and disabilities. Situated over two campuses in the market town of Spalding, Lincolnshire, the school caters for young people in the town and surrounding area. As of September 2024, the school has approximately 215 pupils on roll.

Our mission of 'Making Every Moment Matter' puts learners first, prepares them for their future and develops knowledge and skills which will allow them to thrive in adult life.

Our professional and caring staff make a strong and dedicated team where every child and young person is treated with respect to ensure that their rights, needs and aspirations, personal preferences and pathways remain central to the school's organisation. We want our pupils to be empowered and to benefit in the future from a meaningful and rewarding adulthood.

To achieve this, we are committed to ensuring that we work in partnership with our families and in collaboration with a wide range of professionals who guide and support us in meeting the individual needs of our pupils. Together, everyone contributes to enable all pupils to thrive, learn and achieve.

We recognise that by further developing strong links with the community we are fostering positive attitudes towards our pupils and promoting social inclusion for all. We strive to increase access and opportunities for our young people to enjoy lifelong learning in adult life. In unison we are enhancing the opportunities available to our pupils to make a unique contribution to their family, school and local community.

Our Springview campus is situated on Pinchbeck Road. It has recently undergone a major redevelopment and refurbishment project as part of Lincolnshire's Special Schools Project. The campus now homes seven spacious classrooms, a sensory immersion room, a therapy room and hydrotherapy pool. In addition to this the campus has smaller teaching, learning and therapy spaces to ensure teaching and support staff can provide bespoke and meaningful learning and development opportunities.

Our Waterside campus is situated on Neville Avenue. It has also recently undergone significant redevelopment and refurbishment as part of the Lincolnshire's Special Schools Project. This work includes a purpose built two storey building which homes nine spacious classrooms, a life skills teaching space, a sensory room and therapy spaces. The campus has several subject specialist rooms which support the curriculum offer of Art and Design, Science, Computing, Food Technology and Design Technology. The campus also has a large Forest School which supports our desire to provide learning opportunities in the natural environment.

Tulip Academy Spalding is part of Community Inclusive Trust (C.I.T). C.I.T is a vibrant and growing multi academy trust with a mix of special and primary schools.

Matthew Bloodworth-Flatt

Headteacher

"Pupils very much enjoy attending the school. They learn well, their views are listened to, and they appreciate the high-quality care and guidance they receive."

Ofsted

# Our Values

Our mission of **Making Every Moment Matter** puts learners first, prepares them for their future and develops knowledge and skills which will allow them to thrive in adult life.

Our vision is to create a first-class infrastructure that influences education and enables outstanding lifelong learning

To achieve this, all members of Tulip Academy Spalding aspire to and are accountable for the following shared values.

## Teamwork

As a school we are committed to building supportive and collaborative working relationships with all key stakeholders built on trust with a focus of always putting the pupils needs first and providing an inspiring, secure and safe learning environment.

## Understanding

Providing the best possible provision is a priority for our school. To ensure we can effectively support each pupil, we are committed to developing and sharing our collective knowledge of special educational needs and how this may be a barrier to learning.

## Life Skills

Our school's curriculum is developed to prepare our pupils for their future in the wider world. An important part of this is developing life skills so they can be resilient and independent young adults who can persevere through the many challenges they may face.

## Inclusion

Collectively we are committed to creating an environment of acceptance and belonging, allowing everyone to feel part of our caring and supportive school community, with equal access to high quality teaching, learning and therapeutic support.

## Personalised

Our successful approach to education focuses on creating adaptive and personalised opportunities which respond to the pupils needs.



# Meet the team

## Senior and Middle Leaders



Matthew Bloodworth-Flatt (Headteacher)



Zöe Williams (Deputy Headteacher)



Toni Wand (Assistant Headteacher: Springview)



Kathryn Greene (Assistant Headteacher: Waterside)



Rachel Archer (Designated Safeguarding Lead)



Will Munton (Behaviour and Pastoral Lead)



Rebecca Farrar (SENCO)



Charlie Harrison (Lead Teacher)



Reece Precious (Lead Teacher)



Cath Thirsk (Lead Teacher)

# Meet the team

## Class Leads, Teachers and HLTA's (Waterside Campus / Springview Campus)



Maicie Myers  
(Ash Class)



Brooke Lindsay  
(Rowan Class)



Dom Mason  
(Birch Class)



Charlotte Evans  
(Cherry Class)



Laura Lloyd  
(Willow Class)



Rebecca Lee  
(Oak Class)



Lesley Perry  
(Hazel Class)



Laura Jeff  
(Beech Class)



Natalie Flatters  
(Lime Class)



Reece Precious  
(Maple Class)



Rowan Woodward  
(Sycamore Class)



Cath Thirk  
(Elder Class)

# Meet the team

## Class Leads, Teachers and HLTA's (Waterside Campus / Springview Campus)



Abbie Winspear  
(Apples Class)



Tara Radeloff  
(Pears Class)



Charlie Harrison  
(Mangos Class)



Kelly Cooper  
(Pineapples Class)



Elaine Wright  
(Plums Class)



Anna Parsons  
(Grapes Class)



Daiva Gajauskaite  
(Strawberries Class)



Georgina Freeman  
Teacher



Lorraine Derrick  
HLTA



Jan Richardson  
HLTA



Emma Chappell  
HLTA

# Meet the team

## Inclusion Mentors



Luke Allen



Olivia Lloyd-Casey



Kim Hayman



Jackie Walsh

## Teaching Assistants

Milli Brockwell (Ash Class)  
Esther Earl (Rowan Class)  
Monika Darnes (Rowan Class)  
Richard Slade (Rowan Class)  
Laura Newton (Birch Class)  
Joshua Jacklin (Birch Class)  
Kirsty Coleman-Wilson (Cherry Class)  
Ashleigh George (Cherry Class)  
Matia Brackenbury (Willow Class)  
Shane Palmer (Willow Class)  
Sarah Nichols (Oak Class)  
Hayley Wing (Oak Class)  
Lauren Parsons (Hazel Class)  
Jan Richardson (Hazel Class)  
Donna Midgley (Hazel Class)  
Dale Pateman (Beech Class)  
Karen Antcliffe (Beech Class)  
Tsvetomira Pavlova (Lime Class)  
Pippa George (Lime Class)  
Kerrie White (Maple Class)  
Sam Palmer (Maple Class)  
Lee Phillips (Elder Class)  
Mayelin Stock (Elder Class)  
Rebecca Le Sage (Sycamore Class)  
Lorraine Derrick (Sycamore Class)  
Katie Grimston (Cover Supervisor)  
Pheobe Wagner (Cover Supervisor)  
Sami Hussein (LINE Lead)  
Cheryl Ellis (Apples Class)  
Sarah Ward (Apples Class)  
Lilian Read (Apples Class)  
Amelia Vaughan (Mangos Class)  
Angie Cannon (Mangos Class)  
Karen Caress (Mangos Class)

Lily Carter (Mangos Class)  
Abigayle Coles (Mangos Class)  
Sam Fones (Grapes Class)  
Gosia Chauhan (Grapes Class)  
Chloe Rate (Grapes Class)  
Maria Hopkins (Grapes and Pears Class)  
Shannon Chambers (Pears Class)  
Tessa Bristow (Pears Class)  
Amanda Roberts (Pears Class)  
Emma Chappell (Pineapples Class)  
Katie Lockett (Pineapples Class)  
Liepa Petraityte (Pineapples Class)  
Katie Jones (Pineapples Class)  
Holly Wright (Pineapples Class)  
Jayne Marshall (Plums Class)  
Abi Rayner (Plums Class)  
Sophie Chamberlain (Strawberries Class)  
Nikki Fraser (Strawberries Class)  
Mandy Chappell (Strawberries Class)  
Kayleigh Andrews (Strawberries Class)

## Administrators

Amanda Mumford (Office Manager & Exams Officer)  
Gemma Jones (Administrator)  
Karen King (Administrator)  
Jennifer King (Administration Assistant)

## Site Team

Chris Jones (Site Manager)  
Sean Barnes (Caretaker)  
Lyn Stokes (Assistant Caretaker)

## Catering Team

Sharon Cairns and Marion Perkins

# Our Curriculum

## Curriculum Intent

Our curriculum is designed to meet the individual needs of our pupils. It aims to provide motivating and relevant learning and development activities to maximise pupil engagement and support outstanding progress in all areas of learning.

## Curriculum Implementation

Personalised provision allows teachers to plan in direct response to a pupil's individual needs and interests, taking account of their barriers to learning. This is done through a combination of formal, semi-formal and pre-formal curriculum model approaches.

## Curriculum Outcome

Pupils are well prepared for each phase of their education and transition into meaningful, aspirational and independent adult life, well placed to make a positive contribution to life in modern Britain.

The curriculum offered at Tulip Academy Spalding is broken down into the following pathways:

- EYFS / Key Stage One Stage
- Pre-formal Pathway
- Semi-formal Pathway
- Formal Pathway



“Curriculum design and implementation is effective and provides pupils with a bespoke offer closely linked to their education, health and care plans. Pupils make outstanding progress.”  
Ofsted



# Our Curriculum

## EYFS / Key Stage One Stage

All pupils in Apples Class (Springview), follow the Early Years Foundation Stage Curriculum (EYFS), where learning is underpinned by the Early Learning Goals (ELGs). There are seven areas of learning comprising of the three prime areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

and four specific areas:

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design.

The school has a separate EYFS Curriculum.

## Pre-Formal Pathway

Pre-formal learners access a pre-formal curriculum across Key Stages One – Five. The pre-formal curriculum embedded at Tulip Academy Spalding is non-subject specific for assessment purposes and teaching and learning underpins the five aspects of The Engagement Model and the five core aspects to engagement:

- Exploration
- Realisation
- Anticipation
- Persistence
- Initiation

Our two pre-formal class groups (Springview) have succinct over-arching topic themes which lend themselves to an exceptionally high quality of teaching and learning opportunities most pertinent to individual needs and abilities and how these pupils learn best.

For those class groups in Key Stage Four and Five group learners, as part of their curriculum, access inclusion visits within local adult social care providers to support with their transition into adulthood and life after Tulip Academy Spalding.

## Semi-Formal Pathway

Semi-formal learners access a semi-formal curriculum which is a subject based curriculum, delivered using semi-formal methodology.

The semi-formal class groups have succinct and subject based over-arching topic themes which lend themselves to an exceptionally high quality of teaching and learning opportunities most pertinent to individual needs and abilities and how these pupils learn best.

In addition to a subject based curriculum and over-arching topic themes, our semi-formal class groups in Key Stage Four and Five also access an enhanced, broad and enriching array of educational experiences and activities, focusing on independence, social communication, vocational and daily living skills and the development of skills and knowledge most pertinent to our students once they leave Tulip Academy Spalding.

Inclusion visits at local colleges and adult social care settings, internal and external work experience opportunities and the world of careers also play a crucial part of this curriculum.

AQA Accreditation is provided at Pre-Entry Level.

# Our Curriculum



## Formal Pathway

Formal Learners access a subject based curriculum, delivered in a formal way. A broad, balanced and bespoke curriculum offer that organises essential knowledge and key skills into the subject areas taken from the National Curriculum. The curriculum in place allows for an exceptionally high quality of teaching and learning opportunities most pertinent to individual needs and abilities and how these pupils learn best.

In the middle stages of the school the curriculum offer is adapted enabling pupils to gain accreditation through a variety of awarding bodies. With particular focus on preparing pupils to live independently through course like, first aid, e-Safety, health and safety, travel training and financial capability. Pupils will select two options from the following accredited courses:

- Drama and Theatre Studies
- Art
- Horticulture
- Physical Education
- Hospitality and Catering

In the upper stages of the school pupils follow a curriculum of Skills for Working Life and Adulthood. The emphasis is put on giving pupils the skills, qualities and knowledge to successfully move onto the different opportunities available to them after Tulip Academy Spalding. Close links are fostered with outside agencies such as local schools, educational establishments, employers and other associated organisations in the local community to ensure that pupils make good progress towards taking a useful and active role in society and fully engage with further education appropriate to their needs. In English and Mathematics lessons pupils are taught a broad curriculum with the aim of supporting them in achieving accreditation at a level appropriate to them. Delivery covers functional skills from Entry Level through to (Higher) Level Two.



# Making every Moment Matter

## Wider Curriculum Opportunities

Careers Day

Work Experience

College Inclusion Visits

Community Inclusion Visits

International Days

STEM Days

Horse Riding

## Extra-curricular Activities

School Football Team

School Council

Football Club

Athletics Club

Choir

Music Lessons

Craft Club

## Therapies and Interventions

Art therapy

Friends Programme

Lego Therapy

Zippy Friends

Drawing and Talking Therapy

Speech and Language Therapy

Physiotherapy

Occupational Therapy

Sensory Circuits

Catch Up Literacy

Catch Up Numeracy

Working Memory Programme

Pets as Therapy

Hydrotherapy

"Staff provide extensive opportunities that promote pupils' personal, social and emotional development very well."

Ofsted

# Home School Agreement

## As a school we will:

- Provide a safe and happy environment where all pupils are valued, respected, listened to and included.
- Provide inclusive teaching, personalised support and a bespoke and meaningful curriculum offer that meets pupil's special educational needs.
- Foster an environment that promotes positive social, moral, spiritual and behavioural standards.
- Achieve high standards of behaviour by providing opportunities for children to develop positive social relationships, self-esteem and a sense of responsibility.
- Support and teach your child to develop a positive attitude to others regardless of age, disability, gender, race, religion or belief, background and/or ability.
- Work in partnership with parents, carers and a range of other professionals to promote every pupil's personal development and well-being.
- Regularly share the progress of your child through routine reporting, regular parent/carer consultation meetings and annual EHCP reviews.
- Provide information to you about our school, including relevant policies, meetings, workshops, and events by keeping our website up-to-date, routinely sharing information via ParentMail and updating an annual calendar of events at regular intervals.
- Respect the confidentiality of information regarding each child.

## As a parent/carer I will:








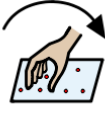


- Make sure my child attends school regularly and arrives at school on time with the correct uniform and equipment.
- Let the school know of any concerns or worries that may be affecting your child's learning, behaviour or well-being.
- Regularly read information on the website and that distributed via MyChildAtSchool (MCAS) so that you are kept up to date with important details of relevant policies, meetings, events and information about your child.
- Talk to your child about school activities relating information received from school, i.e. timetables, menu, items in the home school communication book.
- Support the school by encouraging your child to follow school expectations and display positive behaviours for learning (as outlined in our Behaviour and Wellbeing policy).
- Support the school by encouraging your child to develop a positive attitude towards every member of our school community and beyond.
- Support your child's learning by engaging your child in activities linked to planned topics as outlined within curriculum planning available on the school website.
- Attend parent/carers evening and EHCP review meetings.
- Support the school by attending school functions such as sports day and fund-raising events.

There is a culture of vigilance throughout the school. Staff know their safeguarding responsibilities. They receive regular training on how to keep pupils safe. They are aware of the vulnerabilities of pupils who attend the school. Teachers prioritise teaching pupils how to stay safe. This includes when using social media.

# Home School Agreement

As a pupil I will:

## Follow our Principles for Positive Progress

	<b>Pride</b>	I take pride in myself and my work.	 pride	I am happy for adults to help me stay smart. I try my best in lessons.
	<b>Protect</b>	I look after, appreciate and care for my school.	 protect	I help adults look after my school.
	<b>Pleasant</b>	I look after others and make everyone else's day brighter.	 pleasant	I try to be kind to others.
	<b>Persevere</b>	I always try my hardest and do my best.	 persevere	I try hard to learn more
	<b>Proactive</b>	If I have a problem I ask for help.	 proactive	I communicate my needs and wants.

"Pupils make excellent personal and academic progress in this inclusive school. They know the school Principles well: pride, protect, pleasant, persevere and proactive. These develop pupils' character and prepare them well for adult life."

Ofsted

# Admissions



Children and young people are admitted to Lincolnshire Special Schools with an Educational Health Care Plan (EHCP), which names a special school. Tulip Academy Spalding may not admit a child to the school unless an Educational Health Care Plan is maintained for that child and the Academy is named in the child's EHCP.

Before an EHCP is issued, the child or young person will have been formally assessed. After the multi-professional assessment, parents will receive a draft plan describing the child's / young person's special educational needs and the various elements of special educational provision required.

Parents will consider the information and are asked to express a preference for a school. In most cases, the LEA will comply with the parent's preference and that school will be named on the EHCP. When considering parental preference, the LEA will need to be sure that the school named by parents can meet the pupil's special educational needs and the placement is consistent with the provision of suitable education to other children and young people already at the school. The LEA also needs to be sure that the placement is compatible with the efficient use of available resources. Before reaching its final decision on admission to a special school, the LEA will

consult with the Headteacher of the special school to ensure that all needs can be met. The Headteacher must respond to the Local Authority's proposal within 15 days.

The Headteacher shall base their decision to recommend a placement on whether he/she feels the school can successfully meet the individual's needs without jeopardising the needs of others already on roll. The headteacher shall base this decision on three factors:

- Paperwork provided by Additional Needs
- Initial assessment of pupil in school
- Home assessment.

After the decision has been made to admit a child or young person to Tulip Academy Spalding every effort will be made to support the prospective pupil through the initial stages of the placement, staying in close contact with the parents / carers so that concerns or problems can be ironed out without unnecessary formality.

Further information can be found within our Admissions Policy available on our website.



# Tulip Academy Spalding

**Making Every Moment Matter**

Springview Campus  
Pinchbeck Road  
Spalding  
PE11 1QF

Waterside Campus  
Neville Avenue  
Spalding  
PE11 2EH