



SEN Information Report 2025 – 2026

Headteacher: Tina Cox

SENCO: Rebecca Farrar

What kinds of Special Educational needs does Tulip Academy Spalding make provision for?

Tulip Academy Spalding comprises of two Spalding-based campus', Waterside Campus and Springview Campus.

We cater for pupils between the ages of 3 and 19 with moderate to severe learning difficulties and complex needs. Our pupils' needs are wide ranging; many are on the autistic spectrum, with others having ADHD and varying degrees of developmental delay, and some with Profound and Multiple Learning Difficulties.

Our mission statement is:
"Making Every Moment Matter".

At Tulip Academy Spalding we are constantly striving to improve the lives of our pupils through their environment and experiences.

The curriculum across the school put the child or young person first supporting them so they 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. Our meaningful curriculum offer, focused on Life Skills, provides a breadth of knowledge to teach them about the wider world but also supports the development of skills pertinent to adult life. Therefore supporting CYP to become a resilient and independent young adult who can persevere through the many challenges they may face.

How would Tulip Academy Spalding identify and assess my child's special Educational needs?

Every pupil has an Education, Health and Care Plan. These are reviewed annually. In addition, our pupils are constantly observed and their progress is noted.

Pupils are assessed against their own prior learning and we also conduct our own assessments within school.

A parent/carer day is held twice a year with teachers to discuss progress. The school works closely with Therapists and external agencies to identify the holistic needs of every pupil.

How will I know how well my child is doing at school?



Every year we discuss progress at Annual Reviews and our expectations for your child. We hold two parent/carer evenings, one in the autumn term and another in the summer term. We communicate with you regularly through our home school books, by email and telephone. In addition to the Annual review you will also receive an Annual Report from us each year and a learning progress summary twice a year.

How will the staff support my child?

Every pupil has their own targets which identifies long term and short term objectives. Pupils may be taught 1:1, in small groups or whole class depending upon the activity.

How will the curriculum be matched to my child's needs?

All planning, both, medium term and short term is highly differentiated within each class. Each class has a full-time equivalent teacher and one or more teaching assistant. School staff are supported by Speech and Language Therapists, Physiotherapists, Occupational Therapists and specialist teacher advisors where and when appropriate.

The SEN Code of Practice (2014) recognises that 'Special educational provision is underpinned by high quality teaching and is compromised by anything less.' At Tulip Academy Spalding our priority is to ensure that all our pupils have access to outstanding lessons which are appropriately differentiated and personalised to meet the needs of individual pupils.

We also recognise that some pupils will require alternative educational provision that is bespoke and personalised to support their specific needs. To achieve this, we engage in a cyclical four-stage process: 'Assess, Plan, Do and Review':

- **Assess:** The class teachers and if necessary, the SENDco or professionals from external agencies, assess the needs of the individuals.
- **Plan:** We identify the barriers to learning, intended outcomes and plan appropriate support and intervention to meet those outcomes.
- **Do:** We provide appropriate support either within the classroom or as part of a targeted intervention programme. This could involve the provision of a resource, a change in an approach to learning, access to technology or working with an adult.
- **Review:** We evaluate the impact of the support provided and consider whether changes to the support need to be made.

How do you adapt the curriculum?

Our aim is to provide a curriculum that is relevant and broad and helps pupils to become as functionally literate, numerate, communicative and as independent as possible in an environment that promotes positive learning experiences.

How is the decision made about the level of support my child receives?



Your child will initially have their needs identified through their EHC plan. We constantly review this and using our expertise and experience will identify when and where additional support may be needed.

How will my child be included in activities outside the school curriculum including trips?

At Tulip Academy Spalding every pupil has the opportunity to access trips.

We have a robust safeguarding policy and protocol in place. Pupils health and well-being is paramount. Personal Care is conducted discreetly and with dignity and fostering independence whenever possible.

We work with medical practitioners if your child has a health need and will discuss with you a Health Care Plan and administration of prescribed medication. We also work with social services and the children with disabilities team.

What support is there for my child's overall well-being?

Within school we have access to staff trained in counselling, the FRIENDS programme, Art Therapy and Drawing and Talking Therapy. We also work closely with CAMHS, child and adolescent mental health services, if your child needs that level of support.

What training is provided for staff supporting children and young people with SEN's?

All of our teachers are qualified and have undertaken specialist further professional development. Our Teaching Assistants also have a range of expertise.

How are Parents involved in the school?

We hope to meet new Parents at the stage when you are deciding which school is your preferred choice for your child.

Each year we hold a structured conversation with you where we discuss targets for your child for the coming year. We hold two parent/carer days and you are very much encouraged to come along to your child's Annual Review.

How can you get involved and who should you contact?

Friends of Tulip Academy (FOTA) meet regularly to arrange social events and fund raising activities.

We also hold a Christmas Fayre, Summer Fete and put on a Christmas Performance and other events to which you are warmly invited. For further information, our website is regularly updated with upcoming events or alternatively please contact our school office.

How do Parents and children get involved in their education?



We keep you informed of your child's progress through the Annual Review, Annual Reports and by sharing targets at the parent/carer days. We also write to you in home/school books, email or ring you if needed and we hope you will also keep in touch with us that way as well.

The pupils are involved in the running of the school through the school council.

What do I do if I have a concern about the provision for my child?

In the first instance we encourage you to contact your child's class teacher. If you still have concerns, then please contact the Deputy Headteacher or Headteacher. In the unlikely event that your concern is not resolved then please contact our Chair of the Local School Board.

What specialist services and expertise are available at or accessed by the school?

We work closely with the following to support your child's needs. All Therapy services including Physiotherapy, Occupational Therapy and Speech and Language Therapy. Specialist services including Hearing impairment and the educational Psychology services, Music Therapy, CAMHS – Child and Adolescent Mental Health Services, Social Services – children with disabilities team.

Your child will need an Education Health Care Plan before being considered for admission to our school.

How do you prepare my child for joining your school or transferring to another school?

We offer a structured induction to your child once they are referred to us. When the time comes for your child to move we will liaise with the receiving school and follow their transition process. We will enhance this with extra visits if necessary.

How can I access support for myself and my family?

In the first instance go to

https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/service.page?id=2eVml9tG-ZY&familychannel=1205_4_2