

TULIP ACADEMY

MAKING EVERY MOMENT MATTER

MESSAGE FROM THE HEADTEACHER



Dear Parents and Carers,

With the clocks going forward last weekend, Spring has officially sprung! It has been so lovely to see and smell the start of this sunnier season, to hear the lawn mowers and even the first ice cream van – all of those non-verbal cues that herald the arrival of brighter days ahead... fingers crossed!

It has been another busy and exciting term across both campuses. Pupils have enjoyed a whole host of activities, including our Comic Relief fundraising and a wonderfully creative World Book Week, with so many fantastic costumes, stories and shared moments across the school. Classes have also been hard at work with their learning, and we've had a number of trips, visits and special experiences that have truly enriched the curriculum.

We've also welcomed some unexpected visitors – including a poorly pigeon who needed a little TLC! His grateful owner was so impressed with the kindness shown by Mrs Stock that he has kindly offered to come in and lead an assembly for the children. We are very much looking forward to that one.

Reading and Phonics

Since stepping into her new role as HLTA for phonics and reading, Miss Bush has made a fantastic start. She has:

- Organised and updated both libraries
- Delivered Read Write Inc training to colleagues
- Assessed all relevant pupils to ensure accurate grouping
- Organised small, focused phonics and reading groups tailored to pupils' needs

As a school, we continue to work closely with Ruth Miskin's Read Write Inc team to fine-tune our practice, and we have another development day planned for May. We will also soon be sharing your child's Renaissance log-in so that our independent readers can complete quizzes from home. These feed directly into their ongoing assessments and help us continue building their love of reading.

Teaching & Learning Across Campuses

Toni Wand continues to be heavily involved in developing the shared curriculum for our all-needs special schools across CIT. As the informal and pre-formal pathway lead, Charlie Harrison is excited to be supporting classes across the Springview campus with her expertise in ensuring high-quality, personalised and bespoke provision for our learners with the most complex needs. Her work helps us continue to refine and strengthen our offer so that every pupil receives the right support at the right time.

Seesaw Online Platform

Thank you so much to all our parents and carers for engaging so quickly with the new Seesaw online platform. It has been wonderful to share pupils' learning with you more frequently and to see how much you are enjoying the updates. We have now enabled family sharing, meaning you can also contribute to your young person's journal. If you have any photographs or moments to share over the holidays, please do upload them – they provide excellent transitional talking points and really help pupils settle back into school routines.

FOTA Summer Fayre – Saturday 11th July 10am-2pm

Please save the date for our annual FOTA Summer Fayre! Preparations are already underway, and we are very excited for what promises to be a fantastic community event. FOTA are currently consulting with parents and carers on which campus you would prefer the fayre to be held on this year, so please do take a moment to complete the short survey. Your views are important and listened to, and your feedback will help us ensure we have the maximum level of buy-in, attendance and enjoyment from our whole school community.

I'd like to wish everyone a peaceful and happy Easter, filled with the joy of Springtime, plenty of chocolate, and a renewed sense of hope in the new life blossoming all around us.

As ever, thank you for your ongoing support.

Tina / Mrs Cox



ATTENDANCE

Attendance is always a priority for Tulip Academy Spalding as we know that pupils cannot achieve their full potential if they do not regularly attend school. Tulip Academy Spalding has an aspirational target of 95% overall whole school attendance. We know how important it is to work with parents and carers as well as other professionals to support pupils to attend school every day.



We have a dedicated attendance leader - Kat Garland who oversees all aspects of tracking, monitoring and supporting pupil attendance. Should you wish to contact the attendance lead please do so by email Kat.Garland@tulip-cit.co.uk or phoning school on 01775 725566.

In line with our [attendance policy](#), we work with parents/carers at the earliest point of concern, to help address any underlying reasons for irregular, low or persistent absence.

A reminder in relation to applications for leave of absence for a student during term time:

The following guidance will still apply, exceptional circumstances are regarded as circumstances beyond the parents' control, e.g. a period of serious illness/bereavement in the family or a religious festival. The cost of a holiday, the availability of flights, birthdays, weddings, public events and gifts are not regarded as exceptional circumstances.

The following guidance can be found in the [Working together to improve school attendance - GOV.UK](#)

There will now be a two penalty notice limit and escalation in cases of repeat offences.

Only two penalty notices can be issued to the same parent in respect of the same child within a three-year rolling period and any second notice within that period is charged at a higher rate:

- The first penalty notice issued to a parent in respect of a particular pupil will be charged at £160 if paid within 28 days. This will be reduced to £80 if paid within 21 days.
- A second penalty notice issued to the same parent in respect of the same pupil is charged at a flat rate of £160 if paid within 28 days.

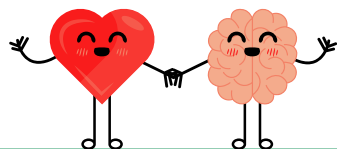
In a case where the national threshold is met for a third time (or subsequent times) within those 3 years, alternative action should be taken instead. This will often include considering prosecution but may include other tools such as one of the other attendance legal interventions.

The threshold is 10 sessions of unauthorised absence in a rolling period of 10 school weeks. A school week means any week in which there is at least one school session. (e.g. 10 sessions of holiday in one week). The period of 10 school weeks can also span different terms or school years (e.g. two sessions of unauthorised absence in the Summer Term and a further eight within the Autumn Term).

MENTAL HEALTH FIRST AIDERS

There are many types of support available. Your mental health first aiders can help you access it.

Mental health first aiders are a point of contact if you, or someone you are concerned about, are experiencing poor mental health or emotional distress. They are not therapists, or psychiatrists, but can give you initial support and signpost to appropriate help if required.



Will Munton
Will.Munton@tulip-cit.co.uk



Olivia Lloyd-Casey
Olivia.Casey@tulip-cit.co.uk

BIRTHDAYS

Happy birthday to the following:

MARCH

Isla D (Hazel) Logan K (Beech)
 Noah R (Chestnut) Julia S (Plums)
 Kasper L (Grapes) Kaitlin G (Sycamore)
 Kaitlin B (Chestnut)
 Ryan H (Chestnut)
 Logan W (Sycamore)
 William E (Elder)
 Archie L (Cherry)
 Joshua C (Ash)

APRIL

Joshua T (Hazel) Bradley T (Beech) Freddie O (Apricots)
 Emilijus Z (Maple) Isaac W (Pineapple) Isabelle K (Lime)
 Daniel P (Mangos) Jonathan S (Birch) Theo D (Apples)
 Jessica B (Maple) Reggie H (Chestnut) William C (Mangos)
 Matthew R (Spruce) Riley H (Spruce) Edvardas V (Maple)
 Rio W (Lime) Ryan T (Hazel) Matthew B (Maple)
 Sanza P (Willow) Maksims D (Pears)
 Adam C (Pears) Jessica A (Pineapple)
 Tyler B (Sycamore) Noah B (Beech)



KEY DATES



MONDAY 20 APRIL
 START OF TERM 5



FRIDAY 8 MAY
 VE DAY



WEDNESDAY 20 MAY
 PARENTS EVENING



MONDAY 4 MAY
 MAY DAY BANK
 HOLIDAY



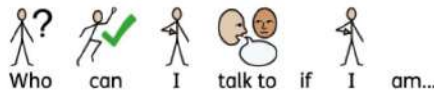
FRIDAY 22 MAY
 FINAL DAY OF TERM 5



MONDAY 1 JUNE
 START OF TERM 6

SAFEGUARDING

If your child is worried about anything, there are lots of people at Tulip Academy that they can speak to. [Click here to read our Safeguarding & Child Protection Policy.](#)



Luke Allen
 Designated
 Safeguarding Lead



Dominic Mason
 Inclusion Lead
 & Deputy Designated
 Safeguarding Lead



Olivia Lloyd-Casey
 Inclusion Lead
 & Deputy Designated
 Safeguarding Lead



Paula Reeves
 Inclusion Lead &
 Deputy Designated
 Safeguarding Lead



Toni Wand
 Deputy Headteacher &
 Deputy Designated
 Safeguarding Lead

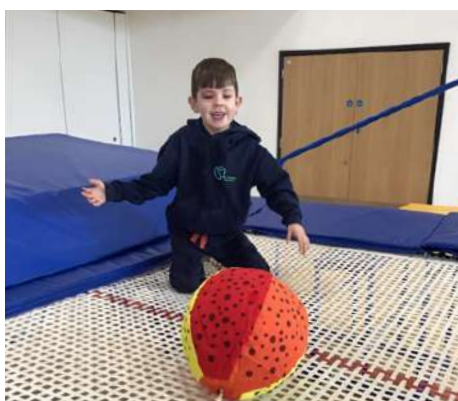
SPRING TERM UPDATE



Pre-formal

Our pre-formal learners have been exploring the topic of Animals this term. They have enjoyed engaging with the story Farmyard Hullabaloo, experiencing the sounds and movements of different creatures. The children have spent time in nature, searching for animals in the school garden and responding to what they could see, hear and touch. They also visited the local garden centre, where they explored the resources needed to look after animals and had the opportunity to watch and listen to some of the animals up close.

Pupils across our pre-Formal and informal pathways have been busy filling their Cultural Backpacks through a range of enriching sensory experiences linked to overarching topic, Eid, St Patrick's Day and Global Recycling Day. Pupils explored textures, colours and light associated with Eid, including opportunities to try henna art and light-based activities. For St Patrick's Day, they engaged in vibrant green-themed sensory learning, and for Global Recycling Day, classes investigated a variety of recyclable materials through hands-on exploration. These experiences provided meaningful opportunities for cultural understanding and sensory-rich learning.



Informal (EYFS & KS1)

Superheroes:

EYFS and KS1 have flown into the exciting topic of Superheroes! This term, the children have been exploring real-life superheroes, including doctors, opticians and police officers, learning all about how they help keep us safe and healthy. They have also investigated different parts of their bodies and the "superpowers" each one has to help us move, see, hear and explore the world. In physical play, their superhero skills were put to the test through super stretching, bending and experimenting with heavy and light resources. A super term complete with super learning!

Informal (KS2 and above)

Magic, Mystery and Fantasy:

Our Informal classes have stepped into a world of Magic, Mystery and Fantasy this term. During nature sessions, pupils explored the wonders of light and shadow and even created their own fairy chimes inspired by the natural environment. In Body and Mind sessions, they took part in calming dragon-breathing exercises and enjoyed sensory body-awareness activities themed around knights' armour. A truly magical term full of imagination and adventure!



SPRING TERM UPDATE



Semi-formal

We have had a fantastic and busy Spring 2 term, filled with engaging learning opportunities and exciting events for our pupils. Throughout the term, pupils enjoyed taking part in special celebrations such as World Book Day and Red Nose Day. These events provided wonderful opportunities for creativity, self-expression, and coming together as a school community.

In English, pupils explored a range of texts based on the theme of superheroes. This topic captured their imagination and supported the development of reading, writing, and communication skills. We also LOVED celebrating our love of reading on **World Book Day!**

In Maths, pupils focused on developing their understanding of fractions and time. They engaged in a variety of practical and interactive activities to support these important skills.

Our STEM sessions also followed the superhero theme, with pupils taking part in hands-on activities such as strengthening structures. These tasks encouraged problem-solving, teamwork, and critical thinking.

In Physical Development, pupils explored movement in space and movement to music. They demonstrated enthusiasm and creativity while developing coordination, balance, and confidence in physical activity. It has been a wonderful term, and we are very proud of all the hard work and achievements of our pupils.



Formal

The Formal Pathway has had an extremely busy and productive term. Key Stage 4 students have successfully completed their Functional Skills examinations in Maths and English and are now preparing for their speaking and listening assessments. Their positive attitude and dedication throughout the exam period have been excellent, and we are anticipating some very well-deserved results.

Key Stage 3 students have been working hard on their Maths assessments, covering topics such as position and direction, as well as decimals and percentages. In English, they have been exploring creative story writing and developing their imagination and expression.

All classes took part in World Book Day celebrations, with students showcasing fantastic costumes. A highlight of the day was the fashion show, where everyone had the opportunity to share and celebrate their creativity.

Students also supported Red Nose Day by wearing something red and helping to raise money for Comic Relief, showing great enthusiasm for a good cause.

Although it has been a challenging term, students have made strong progress across all areas of the curriculum, and we are very proud of their achievements.



SPRING TERM UPDATE



Post-16

It has been another productive and engaging Spring 2 term for our Post-16 pupils, with a strong focus on developing independence and real-world skills.

This term, pupils have been actively involved in taking part in sport within the community. These experiences have helped pupils to explore local opportunities and understand where they can safely and confidently participate in sporting activities outside of school, these included tennis at Ascoughfee courts, Swimming at the local leisure centre, using the 'free gym' at Wygate play park and step aerobics in our school gym.

In our Functional Maths sessions, We have focused on data and shape. Through practical and meaningful activities, they have developed their ability to interpret information and recognise shapes in everyday contexts.

In our Functional English sessions, the focus has been on writing for purpose. Pupils have worked on completing forms and important documents, building skills that will support them in later life, including in further education, employment, and independent living.

We are very proud of the progress pupils have made this term and the enthusiasm they have shown in developing skills that will support their future independence.



What's coming up next term?

As we look ahead to the Summer term, we're excited to share a preview of the themes and learning focuses your children will be exploring. Each pathway has a rich and engaging curriculum planned, designed to spark curiosity, develop key skills, and make the most of the changing season.

EYFS & Semi-Formal Pathways (*Apples, Apricots, Pears, Plums, Cedar, Ash, Rowan, Oak, Birch, Hazel*)

These pathways will be diving into **Nature and the Natural World**. Through sensory exploration, outdoor learning, and hands-on experiences, pupils will be encouraged to engage with the environment around them, observing seasonal changes, exploring plants and animals, and deepening their connection with nature.

Pre-Formal Pathway (*Mangos*)

Pre-formal will be exploring the wonderful world of **Magic and Mystery**. Pupils will experience the topic through sensory rich experiences and encouraged to engage with glowing lights, shimmering fabrics, and gentle sounds that help bring the magical atmosphere to life. A wonderful term ahead is brewing!

Informal Pathway (*Pineapples & Grapes*)

The theme for the Informal pathway will be **People Who Help Us**. Pupils will learn about community helpers—such as firefighters, doctors, shop workers, and more—through role play, stories, creative activities, and real-world links.

Formal Pathway (*Cherry, Beech, Willow, Lime, Elder, Sycamore, Maple*)

The Formal pathway will not follow a single theme this term. Instead, pupils will experience new subject-specific focuses across the curriculum, continuing to build on their academic skills and broader understanding through targeted teaching in each subject area.

Post 16 (*Chestnut & Spruce*)

This term, students will focus on spelling and grammar in English and revision across number, shape, space, and data in Maths to consolidate key skills. Students in Post 16, will also explore themes of grief and loss, build independence through cleaning and laundry, and take part in wider learning around water, online safety, work experience, and community engagement.

Summer Term Knowledge Organisers

Keep an eye on Seesaw, where you'll soon find the Summer term knowledge organisers (mind maps).
These will give you detailed information about what your child will be learning in their class.



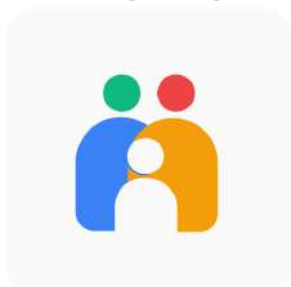
TULIP ACADEMY APP MENU

Welcome to our App Menu!

Below, you'll find a selection of apps we use to support communication, learning and everyday school life. Simply click on the icons to go straight to each app.

If you need any help accessing or using them, please don't hesitate to contact the school—we're always happy to help.

MCAS



The MCAS app is a secure parent portal designed by Bromcom to help parents and carers stay informed about their child's school life. It provides real-time access to important information such as attendance, behaviour, timetables, announcements, and academic progress, all in one convenient place. Parents can also receive instant notifications, check the school calendar, and make payments for trips and other activities.

The MCAS app is available on both iOS and Android, making it easy to stay connected on the go.

SEESAW



Seesaw is a digital learning platform that allows children to share their work and classroom activities with their families through a secure online journal. Parents and carers can view photos, videos, artwork, class tasks, and other creative projects their child uploads, helping them stay connected with learning at school. Families receive notifications when new work is added and can like or comment on posts, keeping communication positive and engaging. To join, parents need an invitation from the teacher and can access Seesaw through the mobile app or any web browser. Please note, class teachers will respond to messages during the school day within 48 hours.

EVIDENCE FOR LEARNING



Evidence for Learning (EfL) is a secure digital platform used by schools to capture and share your child's learning, progress, and key moments from the classroom. Teachers can upload photos, videos, and notes showing what your child is achieving, helping you stay connected with their day-to-day learning. Families can view evidence shared by the school, comment to support learning conversations, and even upload their own photos or videos from home to help build a fuller picture of progress. The newer EfL Family App makes this even easier, offering improved features and positive feedback from parents and carers.

ACCELERATED READER BY RENAISSANCE



Accelerated Reader by Renaissance offers access to more than 220,000 quizzes aligned to a wide range of books, allowing learners to choose texts that match their interests and reading levels. Through a simple cycle of choose, read, quiz, and analyse, students build reading stamina, vocabulary, and comprehension skills. The program supports reading for pleasure as well as structured literacy development, helping schools foster a strong reading culture and encouraging students to develop confidence and a lifelong love of reading.

EARLY YEARS LEARNING ALLIANCE

Targeted Positive Activities

Targeted Positive Activities offer a range of sessions including community groups, youth groups and holiday clubs held at a variety of local venues across Lincolnshire. The sessions provide a range of activities in a safe and welcoming environment, giving parents and carers a short break.

- Community groups for children with disabilities aged 5-18yrs
- Youth groups for children with disabilities aged 11-18yrs
- Holiday clubs for children with disabilities aged 5-18yrs

At the sessions, children with disabilities and their families are supported to maintain their quality of life, access high-quality care and learning opportunities, and receive encouragement to help children and young people remain living at home with their families. They are also supported to access as many services as possible within their local communities, enabling them to go on to live as independently as possible.

Each group is different, with the children and young people able to have a say in what they would like to do. The groups are led by caring, experienced and skilled educators who enable those attending to socialise and try new activities at a pace that feels comfortable for them.

Community groups and youth groups both run for 1.5 hours and holiday clubs run for 5 hours.

The service is subsidised by Lincolnshire County Council. The fees are as follows:

£9.60 for youth and community groups

£32 for holiday clubs

To request access to this support, please complete the online form here: https://forms.office.com/Pages/ResponsePage.aspx?id=t9BNla4jfkqBhzUmiO9ciFZ88-uj4_tOol4oZ-ZZfh5UNkpMR0E1NElIQUtJVDJXM0tZR0oxTEpNVy4u

For more information please contact CWDLincolnshire@eyalliance.org.uk or visit www.eyalliance.org.uk

The Children with Disabilities Support Services now has a QR code if you feel you can donate to support this service.

Thank you!

Early Years Alliance Children With Disabilities Service Request Support Form 2025



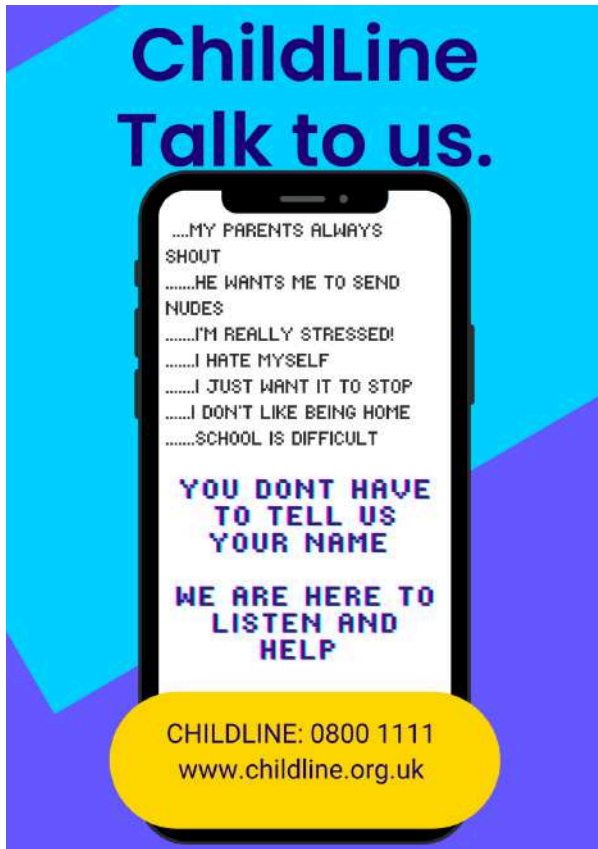
SEESAW

We would like to remind parents and carers that Seesaw continues to be an important platform for sharing learning and classroom updates. Through Seesaw, you can see regular snapshots of your child's work, receive announcements from their class team, and stay connected with what is happening in school. We encourage all families to check the app frequently to ensure you don't miss key information or celebrations of your child's achievements. If you need support accessing Seesaw or linking to your child's account, please contact the school office and we'll be happy to help.



SAFEGUARDING SUPPORT FOR FAMILIES

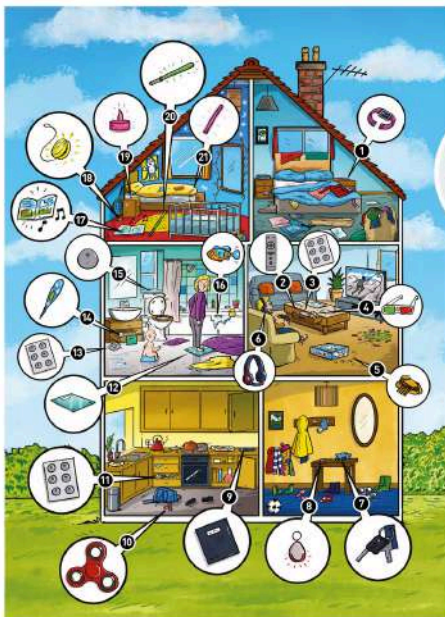
To help ensure families know where support is available, we have included a list of links to local food banks and community support services within this bulletin. Please share these resources with anyone who may benefit and remind families that seeking support is a positive and proactive step. No one should face this time of year alone, and these services are here to provide practical help when it's needed most.



- [Food help - Connect to Support Lincolnshire](#)
- [Get emergency food | Trussell](#)
- [Food & living - North West Leicestershire District Council](#)
- [Home - Citizens Advice LeicesterShire](#)
- [Food Banks | Ask Lion - Nottingham City Directory](#)
- [The most dangerous time of year | NSPCC](#)
- [Support & advice for families | NSPCC](#)
- [Family Action: Supporting families at every age and stage of life](#)
- [StepChange Debt Charity. Free Expert Debt Help & Advice](#)
- [Emergency grants, loans and money help - Shelter England](#)
- [Find urgent support](#)

For some families, this time of year can feel particularly unsafe or isolating. We remain alert to signs of abuse and continue to offer a safe, non-judgemental space for anyone who may need support.

- [Getting help for domestic violence and abuse - NHS](#)
- [Lincolnshire Domestic Abuse Specialist Service](#)
- [I need help - information and support on domestic abuse](#)
- [Homepage - National Domestic Abuse Helpline](#)
- [Contact Us | Samaritans K](#)
- [Keep Children Safe Online: Information, advice, support - Internet Matters](#)
- <https://www.internetmatters.org/>



Button batteries - where are yours?



Button batteries, particularly big, powerful lithium coin cell batteries, can badly hurt or kill a small child within two hours, if they get stuck in the food pipe. Know where yours are, so you can keep your children safe.

Five top tips

- Hunt around your home for button batteries – in products as well as spare and 'flat' batteries.
- Keep products well out of children's reach if the battery compartment isn't secured.
- Store spare button batteries in sealed containers in a high cupboard.
- Remember that 'flat' or 'dead' batteries still hold enough power to badly hurt a child. So put them out of children's reach straight away and recycle them safely and as quickly as possible.
- If you think your child has swallowed one, don't delay. Trust your instincts and take them to A&E straight away or call 999 for an ambulance. Don't let them eat or drink and don't make them sick.

1. Fitness tracker
2. Remote control
3. Spare batteries
4. 3D glasses
5. Robot bug toy
6. Gaming headset
7. Car key
8. Key finder
9. Kitchen scales
10. Light up fidget spinner
11. Spare batteries
12. Bathroom scales
13. Spare batteries
14. Thermometer
15. Flat battery
16. Robo fish
17. Musical greeting card
18. Light-up yo-yo
19. Tea light
20. Light saber
21. Flashing wand

For more help



• capt.org.uk/button-batteries
 • @ChildAccidentPreventionTrust



E-SAFETY

Play and talk with your child about the games they enjoy so you can agree on which are age-appropriate. Keep the conversation open about who they play with, what they share, and why some games are better saved for when they're older. Agree on limits together and discuss in-game purchases to avoid surprises.

E-Safety Tips for Staying Safe Online

Here are some simple ways to stay safe when using the internet:

- Keep your personal information private
- Don't share your full name, address, school name, or phone number online.
- Use strong passwords
- Choose passwords that are hard to guess and never share them with anyone except a trusted adult.
- Be kind online
- Treat others how you'd like to be treated. If someone is mean or upsetting, tell an adult.
- Only talk to people you know
- Don't chat with strangers online, even if they seem friendly.
- Ask before downloading or clicking
- Some links or downloads can be unsafe. Always check with an adult first.
- Tell someone if something feels wrong
- If you see or hear something online that makes you feel uncomfortable, talk to a trusted adult straight away.

[Click here to view CYBERWISE for useful resources](#)

What you need to know about... AGE RATINGS

18+ Inappropriate content
16 & UP ONLY Peer pressure
12-15 Free Platforms

Spot the Signs

- Being vague**: Be aware of children being vague or evasive about what they're doing online.
- Unfamiliar terminology**: Watch for terms or language that your child doesn't know or doesn't use in real life.
- Worried to be excluded**: Be aware if a child says they're worried about not being able to play a game or use an app.
- Be aware of spending**: Watch for signs of in-game purchases or subscriptions.

Safety Tips

- Do your research**: Check the age rating and what it means.
- Review parental controls**: Use parental controls to monitor and restrict your child's online activity.
- Encourage open dialogue**: Talk to your child about what they're doing online and why.
- Discuss ratings**: Explain what the age ratings mean and why they matter.

Our Expert Heather Cardwell

Heather Cardwell is a practicing Online Safety Lead and senior school leader who is passionate about safeguarding online and educating children around online risks. She has over 10 years of experience in education and has successfully developed and implemented a whole school approach to online safety. Heather is also a frequent speaker at conferences and helps to rollout a bespoke online safety policy across her local network of education settings.

www.nationalonlinesafety.com | Twitter @nationalonlinesafety | Facebook /NationalOnlineSafety | Instagram @nationalonlinesafety

HELP STRENGTHEN LOCAL SCHOOLS BY DONATING UNUSED APPRENTICESHIP LEVY FUNDS

CIT is seeking support from businesses that pay into the Apprenticeship Levy but don't use all their funds. By transferring unspent Levy contributions, organisations can directly help develop skilled, motivated apprentices who play essential roles in our schools - from supporting teaching and SEND provision to administration and vital operational services.

Apprentices at CIT receive high-quality training, structured mentoring, and a clear development pathway, giving them the confidence and experience to build meaningful long-term careers in education. Levy funds can help us grow a dedicated workforce that shares our commitment to inclusion and excellence.

We're looking for organisations that:

- Have a payroll over £3 million (Levy-paying employers).
- Don't fully use their Apprenticeship Levy funds.
- Are willing to transfer their unused funds to support apprenticeships within CIT.

By partnering with us, businesses can make a real impact on young people, schools, and communities across the region.

Interested in supporting CIT?

Contact: Lauren.Bedford@citacademies.co.uk