

# TULIP ACADEMY

MAKING EVERY MOMENT MATTER

## MESSAGE FROM THE HEADTEACHER



Dear Parents & Carers

What a busy and successful term it has been!

Last week, several members of our Trust, including the CEO, Director of SEND and an external inspector, visited Tulip for our annual whole-school review. The outcomes were extremely positive, confirming that leaders had accurately self-evaluated across all areas of the new Ofsted inspection framework. It was encouraging to see recognition of the significant progress being made across both campuses, as well as the continued drive to move Tulip forward. It was a full and intensive day, with visitors seeing all aspects of our provision, including time spent speaking with both staff and pupils, all of whom spoke positively about their experience of the school.

We have also welcomed a wide range of visitors and experiences this term. These have included Safari Pete and the Fire Service (complete with fire engine!) at Springview, as well as Lush bath bomb workshops and careers advisors at the Waterside Campus, to name just a few. Many of our students also enjoyed a recent trip to the fair.

At Waterside, our student basketball team recently organised a 'Staff v Students' match, which was very well attended by the school community. It was a fantastic event – see team captain Alex's report for more details, particularly on our very narrow victory!

Parents Evening was another highlight. It was wonderful to see so many families attending and engaging in such positive discussions about the progress your young people are making. All of our staff are incredibly proud of our pupils, and we hope you left feeling just how highly we regard them.

This week, I noticed a message on Facebook from a member of the community reaching out to a parent they had seen struggling in a supermarket car park. It was a simple but powerful gesture of kindness, offering support, understanding and connection. As a parent of three neurodivergent children myself, I know how challenging daily life can be at times. It prompted me to think about how we might strengthen the sense of community amongst Tulip families – creating more opportunities for connection and mutual support.

If this is something you would be interested in being part of, please do get in touch. In the meantime, as always, please remember that we have a strong pastoral team across both sites who are here to support you and your family.

As we head into what looks to be a sunny half term, I hope you are all able to take some time to relax, recharge and enjoy time together. We look forward to welcoming pupils back to school on Monday 1st June.

Best wishes,  
Tina

## PUPILS WALKING HOME

If your child will be walking home or leaving the school site on foot instead of using their usual mode of transport, please ensure that you inform the office team in advance.

This allows us to update our records and make all staff aware of the change, helping us to ensure a safe and smooth end to the school day for all children.

Thank you for your support in keeping our procedures safe and effective.



# 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](mailto: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.

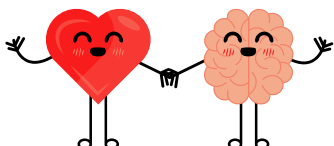
In a case where the national threshold is met for a third time (or subsequent times) within those 3 years, alternative action should be taken instead. This will often include considering prosecution but may include other tools such as one of the other attendance legal interventions.

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](mailto:Will.Munton@tulip-cit.co.uk)



**Olivia Lloyd-Casey**  
[Olivia.Casey@tulip-cit.co.uk](mailto:Olivia.Casey@tulip-cit.co.uk)

# BIRTHDAYS

Happy birthday to the following:

## MAY

Cadan (Spruce) Gabbie (Rowan)  
Tyler (Elder) Bailey (Ash)  
Alex (Maple) Declan (Pineapple)  
Bobby (Maple) Joseph (Mangos)  
Riley (Plums) Riley (Cedar)  
Leigh (Lime) Markus (Pears)  
Jaxson (Grapes) Majus (Apricots)  
Rio (Roots) Lewis (Apricots)  
Nora (Mangos)

## JUNE

Dylan (Spruce)  
Megan (Elder)  
Max  
Jennifer (Hazel)  
Laynee (Oak)  
Kaydan  
(Sycamore)  
Connor-Jay  
(Willow)

Tia-Mai (Lime) Alan (Birch)  
Teddy (Pineapple) Eoghan (Rowan)  
Tyler (Rowan) Kenton (Birch)  
Ashton (Willow) Charlie (Cedar)  
Macie (Rowan) Charlie (Mangos)  
Ellie (Grapes) Lucille (Mangos)  
Yusuf (Cherry) Jayden (Lime)  
William (Ash) Maisie (Oak)  
Elvey (Birch)



# KEY DATES



**MONDAY 1 JUNE**  
START OF TERM 6



**THURSDAY 25 JUNE**  
Y11 & Y14 PROM



**WEDNESDAY 22 JULY**  
FUN DAY



**FRIDAY 24 JULY**  
FINAL DAY OF TERM 6



**WEDNESDAY 15 JULY**  
SPORTS DAY

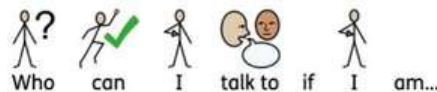
# WATERSIDE Y11 LEAVERS

We would like to inform families that the final day of school for Y11 students at Waterside Campus will be Friday 26<sup>th</sup> June. This marks the end of an important chapter in their school journey, and we are incredibly proud of all their hard work and achievements. We wish them every success in their upcoming exams and future pathways.

# 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

# SUMMER TERM UPDATE



## Pre-Formal

Mangos Class have been spellbound this term! They have been exploring in cognition sessions, the story of Winnie the Witch and her colour changing cat, using their bodies to turn white shaving foam and whipped cream into vibrant colours of their choice – mix it, magic it, watch it change! The magic didn't stop there, with Tinkerbell spreading her sparkle everywhere, as pupils eagerly tracked her movement using green and yellow lights with tactile fabrics, attempting to catch her as she flew by. Pre-formal have been truly magical this term!

Pupils across our Informal pathway were delighted to visit the local fire station, where they were warmly welcomed for a tour of the premises. The experience brought their learning to life, allowing them to explore the role of firefighters and the equipment they use. To extend this exciting opportunity, firefighters later visited the school with a fire engine, enabling all pupils to take part. Pupils thoroughly enjoyed climbing aboard the vehicle and had great fun engaging with the equipment, including trying out the hose, making the experience both memorable and meaningful.



## Informal (EYFS & KS1)

This term, pupils in EYFS and KS1 have enthusiastically explored the theme of Nature and the Natural World. They have engaged in a wide range of activities centred around the Arctic, Desert and Jungle environments, developing both their curiosity and their understanding of diverse habitats. Through these experiences, pupils have built on their engagement with a variety of tasks while enjoying opportunities to collaborate and share activities with their peers. Pupils have explored natural resources during their treasure basket sessions, using their curiosity and creative play to investigate, experiment and construct a variety of structures.

## Informal (KS2 and above)

This term, Informal pupils have engaged enthusiastically with activities linked to their topic, 'I Need a Hero!' During Explore and Discover sessions, pupils explored a range of equipment used by doctors and nurses, demonstrating a growing awareness of their purpose, for example, recognising how a stethoscope is used and identifying appropriate places for plasters. In Cognition sessions, pupils have focused on the number 9, making meaningful connections to the emergency number 999 and developing an understanding of how to seek help in familiar contexts.



# SUMMER TERM UPDATE



## Semi-Formal

This term, students have been busy building their independence and confidence through a range of Life Skills activities. They have been practising important everyday skills such as communication, teamwork, problem-solving, and taking responsibility. It has been lovely to see students growing in confidence and using these skills throughout the school day. The topic has focused on Nature and the Natural world, we've loved being out and about and learning how to take care of the environment.

In Maths, students have been focusing on measuring through fun and practical activities. They have been comparing length and height using a variety of hands-on resources and real-life examples to help build their understanding.

We've also been exploring non-standard units of measure and using other objects such as cubes to measure and compare length and height.

The children have worked really hard and shown great progress in developing their confidence and measuring skills this term.



## Formal

Key Stage 3 students have also been working very hard this term. In Science, they successfully completed a unit on plants and demonstrated great enthusiasm throughout their learning. Students continue to work hard during Tulip Reads sessions and are thoroughly enjoying the books available in the new library. In PE, students have been developing their communication and teamwork skills through a range of activities and challenges. Students were also able to visit Tuby's fair which is always a highlight at this time of year.

KS4 students have been working extremely hard on their speaking and listening assessments as part of their Functional Skills examinations. Their confidence and communication skills have continued to develop well throughout the term. In Science, students have been learning about ecosystems and the flow of energy through them. We were delighted to welcome an animal experience visit from Animals UK. Students had the exciting opportunity to see and hold a variety of animals, including a tarantula and a meerkat, which was enjoyed by everyone. Music lessons have focused on exploring music from different countries, with students learning and performing a range of rhythms and styles from around the world.



# SUMMER TERM UPDATE



## Post-16

As part of our Careers lessons this term, Post-16 students enjoyed visiting workplaces at Asycoughfee Gardens to explore different job roles and career opportunities. Students had the chance to experience roles including gardener, shop assistant, cook, cleaner, photographer, artist, librarian, and many more.

The visits gave students valuable hands-on experiences and helped them learn more about different workplaces and responsibilities.

This term the two post-16 classes went head to head in a Chestnut Vs Spruce football match! The sun was shining, the students had trained ready for the occasion and looked the part in their football kits. It was a great match to watch and see their competitive sides come out!

Also this term the two classes went to Doodles at Baytree for a crafts session. Working collaboratively is a huge part of our post-16 provision and it was really special to see them having so much fun together and big thanks to Doodles for hosting!



## What's coming up next term?

As we look ahead to the final term, we're excited to share a preview of the themes and learning focuses your children will be learning and investigating.

### EYFS (*Apples, Apricots*)

EYFS classes will be getting into the summer spirit encountering the topic of **Holidays**. Pupils will experience different holidays through play based experiences, taking a trip over to our Forest school to set up camp! Pupils will also experience through multi-sensory approaches alternative holidays in different environments and weathers!

### Pre-Formal Pathway (*Mangos*)

Pre-formal will be exploring the topic of **Journeys and Transport**. Pupil's will experience the topic through engaging in sensory-rich activities reflecting modes of transport - a walk through a deep dark wood and a high fast speed train, all aboard the fun train!

### Informal Pathway (*Pineapples & Grapes*)

The theme for the Informal pathway will be **In the Jungle**. Pupils will explore exotic animals and their habitats, comparing local weather to daily tropical rain, and developing physical skills through jungle-themed obstacle courses and role-playing

### Semi-Formal Pathways (*Pears, Plums, Cedar, Ash, Rowan, Oak, Birch, Hazel*)

The topic this term for our Semiformal Classes is **Holidays!** As we approach the summer holidays its a great opportunity to recap on health and safety. Our English focus is Non-Fiction as we will be centring this around the topic of Holidays!

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

With our Year 11's flying the nest part way through next term, there will be lots of opportunities to **celebrate** a successful year. We will begin to prepare students remaining at Tulip for changes that may come in the new year and begin the transition process.

### Post 16 (*Chestnut & Spruce*)

This terms ASDAN focuses on different **natural environments** which is a great opportunity for trips out to the local woodland and the beach! Also this term, the Post-16 enterprise project focuses on **Car Washing** (staff cars only unfortunately!). Sounds like a really busy term for Chestnut and Sruce Class.

## 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.



# BASKETBALL!



On Thursday 21<sup>st</sup> May 2026, our newly created basketball team took part in an exciting Teachers vs Students basketball game after there were no current fixtures planned. The idea for the event came from Beech Class teacher Miss Morrison, and it turned out to be a brilliant afternoon for everyone involved.

On the morning of the game, the student team manager, Mr Gent, brought the players together to get ready for the match. Throughout the day, the students practised on the court, played games together, and got to know each other better, with some teammates speaking properly for the first time.

At around 1:30pm, both teams and the audience gathered in the sports hall ready for the game to begin. The teachers entered the court first with their walkout song, "Head in the Game" from High School Musical. The student team followed with "Beat It" by Michael Jackson, which really helped build the atmosphere before tip-off.

The starting line-up for the student team was:

- Alexander C
- Connor
- Connor J
- Riley M
- Kayen H

The teachers' starting line-up included:

- Mrs Cox
- Mr Mason
- Mr Berry
- Mrs McLay
- Mr Rose

The students got off to a strong start and were leading during the first quarter in a very close game. In the second quarter, Alexander was substituted off and the teachers began to take control, building up a 27–12 lead by the third quarter. However, when Alexander returned to the court in the fourth quarter, the students made a strong comeback effort. The final score was 36–27 to the teachers.

Overall, the match was a great success and a really enjoyable event for both students and staff. It was also a great opportunity for the new basketball team to work together and build team spirit.

Match report written by Alexander Catherwood – Tulip Academy Basketball Captain

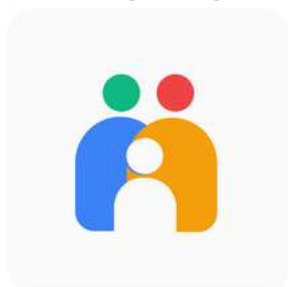
# TULIP ACADEMY APP MENU

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



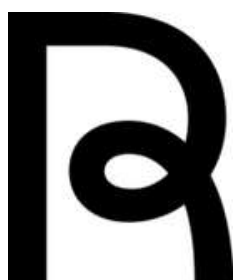
Seesaw is a digital learning platform that allows children to share their work and classroom activities with their families through a secure online journal. Parents and carers can view photos, videos, artwork, class tasks, and other creative projects their child uploads, helping them stay connected with 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](https://forms.office.com/Pages/ResponsePage.aspx?id=t9BNla4jfkqBhzUmiO9ciFZ88-uj4_tOol4oZ-ZZfh5UNkpMR0E1NElIQUtJVDJXM0tZR0oxTEpNVy4u)

For more information please contact [CWDLincolnshire@eyalliance.org.uk](mailto:CWDLincolnshire@eyalliance.org.uk) or visit [www.eyalliance.org.uk](http://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



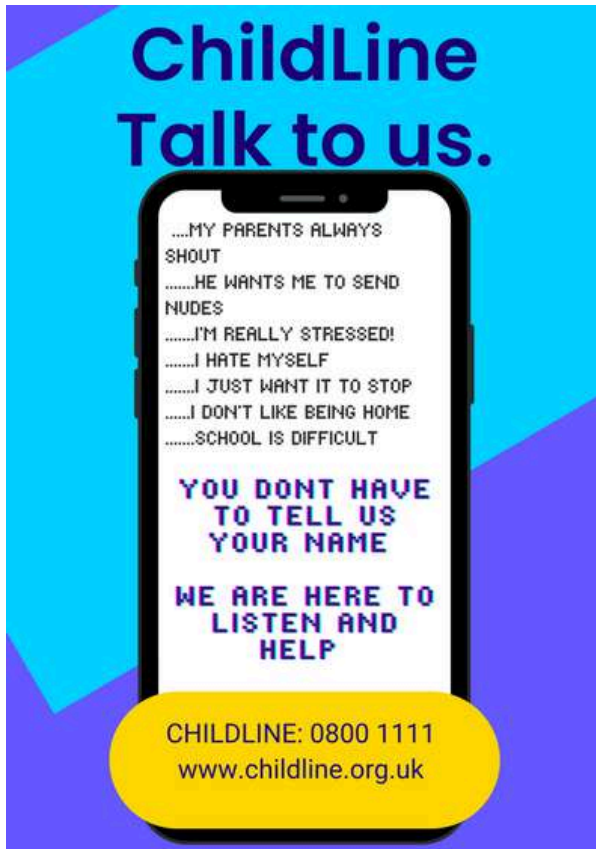
## SEESAW

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/Batteries](http://capt.org.uk/Batteries)  
 • [@ChildAccidentPreventionTrust](https://www.childaccidentpreventiontrust.org.uk/)



# 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+**

**16 & UP ONLY**

**12-15**

**What are they? 'Age Ratings'**

A game's age rating can be used by adults to give an informed choice as to whether or not a game is suitable for their child. The ESRB (Entertainment Software Ratings Board) system rates games and is used in the USA. The UK's PEGI (Pan European Game Information) system rates games and is used in Europe. The UK's ESRB (Entertainment Software Ratings Board) system rates games and is used in the UK. The UK's ESRB (Entertainment Software Ratings Board) system rates games and is used in the UK.

**Know the Risks**

- Inappropriate content**
- Peer pressure**
- Level of player**
- Free Platforms**

**Spot the Signs**

- Being online**
- Unfamiliar terminology**
- Worried to be excluded**
- Be aware of spending**

**Safety Tips**

- Do your research**
- Review parental controls**
- Encourage open dialogue**
- Discuss ratings**

**Our Expert Heather Cardwell**

Heather Cardwell is a practising Online Safety Lead and senior school leader who is passionate about safeguarding online and educating children around online risks. She has over 20 years as a primary lead and has successfully developed and implemented a whole school approach to online safety in schools following online safety training to both school staff and parents and helping to roll out a bespoke online safety policy across her local network of education settings.

# 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](mailto:Lauren.Bedford@citacademies.co.uk)