



Special Educational Needs and Disability Policy

QUICK GUIDE for Parents and Carers

At Tulip Academy Spalding, every pupil has special educational needs, and everything we do is designed to support them.

Our aims for your child

- Make meaningful progress from their starting point
- Develop communication, independence, and life skills
- Feel safe, supported, and valued

What support will my child receive?

All pupils have an Education, Health and Care Plan (EHCP). This means your child will receive:

- A personalised curriculum
- Adapted teaching
- Support with communication, independence, and emotional regulation
- Access to therapies where appropriate

How do we understand your child's needs?

We build a full picture by:

- Talking with you
- Reviewing EHCPs and reports
- Observing and assessing your child

How is progress measured?

Progress looks different for every child. We focus on:

- Small, meaningful steps
- Communication
- Independence
- Emotional wellbeing

Working in partnership with you

We will:

- Keep you informed
- Involve you in reviews
- Listen to your views

If you need support, please contact your child's class teacher, the SENCO, Deputy Headteacher or the Headteacher.

Overview	
Legislation and guidance	This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (updated 2015) and has been written with reference to the following guidance and documents: • Special Educational Needs and Disability (SEND) Code of Practice and the following legislation: Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities and The Special Educational Needs and Disability Regulations 2014 which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report • Equality Act 2010: Advice for schools DfE This policy should be read with reference to our safeguarding policy, behaviour policy, accessibility plan, medical needs policy, curriculum and teaching policy
Tulip Academy Spalding overall aims	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. At Tulip Academy Spalding we aim to create an environment that meets the special educational needs of each pupil and ensures that the needs of all of our pupils are clearly identified, assessed and provided for. Our focus is to enable all pupils to access a broad and balanced school curriculum. We work hard to ensure that parents/carers play a key role in supporting their child's education and that our pupils have a voice in this process.
Our Vision	Our overall vision is to create a first-class infrastructure that influences education and enables outstanding and lifelong learning. We are a positive learning community working together to unlock potential. At Tulip Academy Spalding the VALUED approach is at the heart of everything we do. We are constantly striving to improve the lives of our pupils through their environment and experiences. 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. Learning opportunities are planned in direct response to individual pupil needs with a focus on preparing them for the next stages of their lives.
Aims of the	• To ensure that all our pupils have access to high quality provision that



SEND Policy	has been outlined in their Education, Health and Care Plan (EHCP). • That all those professionals involved have the opportunity to actively identify and respond to the needs of the pupils. • To ensure that all systems and practices support our vision and intent. • To assure that all our pupils needs are met through high quality teaching and personalised provision.
Provision	At Tulip Academy Spalding, the provision that we offer is personalised and tailored to meet the individual needs of all our pupils. Tulip Academy Spalding comprises of two Spalding-based campuses, East Campus and West Campus for pupils aged 3 to 16 with an additional Post 16 provision for students aged 16-19. Our school community includes learners with Moderate Learning Difficulties, Severe Learning Difficulties, Profound and Multiple Learning Difficulties, Autistic Spectrum Conditions, ADHD, Sensory Needs, Physical Needs, and/or Social, Emotional, Mental Health Needs. All of our pupils have an Educational, Health and Care Plan. Applications to the school are determined by the Local Authority. The learners' primary need, as identified in their EHCP, is used to decide the appropriate curriculum pathway formal, semi-formal, pre-formal or informal. The school offers a bespoke, broad and flexible curriculum to allow deep learning within each pathway, incorporating advice and therapies from all professionals involved with the pupils.
Broad Areas of Need	These areas help us understand pupils' needs. Many pupils will have needs in more than one area <u>Communication and Interaction</u> Pupils with needs in the area of communication and interaction have difficulty in communicating with others. This may include challenges in understanding language, expressing themselves, or using communication effectively in social contexts. Pupils may: ➤ have difficulty understanding what is being said to them ➤ struggle to express their thoughts and ideas ➤ experience challenges in social interaction, including interpreting social cues Examples of needs include but not limited to: ➤ Autism Spectrum Condition (ASC) ➤ Speech, Language and Communication Needs (SLCN) ➤ Developmental Language Disorder ➤ Social communication difficulties

➤ Selective mutism

These needs may impact on a pupil's ability to access learning, form relationships, and engage with the curriculum.

Cognition and Learning

Pupils with cognition and learning needs may learn at a slower pace than others of the same age or have specific difficulties that affect their ability to acquire, retain, and apply knowledge and skills.

Pupils may:

- have difficulty with literacy, numeracy, or problem-solving
- require additional time, repetition, and structured teaching
- experience challenges with memory, processing, or generalisation

Examples of needs include but not limited to:

- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)
- Specific learning difficulties such as:
- Dyslexia
- Dyscalculia
- Dyspraxia

These needs may affect progress across the curriculum and require adapted teaching approaches and personalised learning pathways.

Social, Emotional and Mental Health (SEMH)

Pupils with social, emotional and mental health needs may experience difficulties in managing their emotions, behaviour, and social interactions, which can impact on their ability to learn.

Pupils may:

- find it difficult to regulate their emotions
- display behaviours that challenge
- experience anxiety, low mood, or other mental health needs
- have difficulty forming and maintaining relationships

Examples of needs include but not limited to:

- Attention Deficit Hyperactivity Disorder
- Anxiety Disorder
- Depression
- Attachment difficulties
- Trauma-related needs

These needs may be influenced by a range of factors, including early experiences, trauma, or underlying conditions, and require supportive, relational approaches.

Sensory and/or Physical Needs

	Pupils with sensory and/or physical needs may have a disability or impairment that affects their ability to access learning and the physical environment. Pupils may: ➤ have visual or hearing impairments ➤ experience physical disabilities affecting mobility or coordination ➤ have sensory processing difficulties that impact on engagement Examples of needs include but not limited to: ➤ Cerebral Palsy ➤ Visual impairment ➤ Hearing impairment ➤ Multi-sensory impairment ➤ Physical disability ➤ Sensory processing difficulties <u>Co-occurring needs</u> We acknowledge that many pupils present with co-occurring (co-morbid) needs, meaning that difficulties in one area may overlap with or impact upon others. As such, provision is always based on a holistic understanding of the child, rather than a single diagnosis. Pupils' needs frequently span multiple areas and may change over time. The school recognises that co-occurring needs are common, and therefore adopts a holistic, person-centred approach to assessment, planning, and provision. Provision is not determined by a single diagnosis but by a detailed understanding of each pupil's strengths, needs, and starting points
Educational inclusion	Within the school we aim to offer excellence and choice to all our pupils, whatever their ability or needs. We have high expectations of all our pupils. We aim to achieve this through the removal of barriers to learning and engagement. We want all our pupils to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that our pupils: • Have different educational, emotional and behavioural needs and aspirations. • Require different strategies for learning and engagement. • Acquire, assimilate and communicate information at different rates. • Need a range of different teaching approaches, experiences and assessment tools to measure progress. • Communicate in different ways using a variety of strategies • Have English as their second language
Working in Partnership with	We encourage an active partnership through an on-going dialogue with



Parents/Carers	parents/carers. Parents and carers are encouraged to work alongside staff and be involved in the education of their child. They are encouraged to attend different events such as Open days as well as their child's Annual Review EHCP meeting, to discuss progress and individual targets. We take into account the parents/carers concerns and we ensure that everyone has an understanding of the agreed outcomes. The home-school agreement is central to this. Pupils in the Early Years, pre-formal and semi-formal pathways at our West Campus, use the Evidence for learning systems which allow images and reports to be tracked to show progress. Pupils' parents have access to a Seesaw account for sharing information between home and school.
Pupil participation	We encourage our pupils to take responsibility and to make decisions. This is part of the culture of our school and relates particularly to the election of the school council, and their involvement in the school decision-making. Our pupils are involved at an appropriate level in setting their personal targets and are encouraged to make judgements about their own performance in lessons. We recognise and celebrate success in any aspect of school life.
The Annual Review Process	The Education, Health and Care Plan is reviewed annually. The review process allows for any amendments to be made to the EHC plan in relation to Education, Health and Care to ensure that it is up to date for the individual and their needs. • All interested professionals are invited to attend or send reports for the review meetings. • The meetings are chaired by a Senior Leader, SENCO, SENCO Administrator or class lead. • The reviews are conducted following the recommendations of the Code of Practice issued by the DfE. • Where appropriate pupils are encouraged to attend their own annual review and express their views and opinions. • Parents/carers or the School can request an early review if necessary, to be approved by the caseworker. The decision to amend an Education, Health and Care Plan, or funding allocation is made by the Local Authority although the school will make recommendations based on evidence gathered in school.
Partnership with outside	We are committed to working in partnerships with other agencies to support the needs of our pupils.



agencies	We work collaboratively with Speech and Language Therapists, Physiotherapists, Occupational Therapists, Educational Psychologists, Sensory Education Support Team (SEST) and follow strategies and support programmes as recommended. At Tulip Academy Spalding, we also work closely with Social Care, the Lincolnshire children's Safeguarding Partnership, The Early Support and Care Coordination Team (ESCO), The children and Adolescent Mental Health Services (CAMHS), Healthy Minds, Autism Outreach and Portage.
Allocation of resources	The Headteacher, Deputy Headteacher and SENCO are responsible for the operational management of the specified and agreed resourcing for special needs provision as stated within a pupil's EHCP. The Headteacher informs the Local School Board of how the funding allocated has been used.
Access to the curriculum	All our pupils have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to: • Understand the relevance and purpose of learning activities; • Experience levels of understanding and rates of progress that bring feelings of success and achievement. Pupils may be taught 1:1, in small groups or whole class depending upon the activity. Alternative Provision may also be available where appropriate. All planning, both, medium term and short term is highly differentiated within each class. Each class has a full-time equivalent teacher/instructor and a teaching assistant where applicable. Every pupil has their own EHC related targets and Personal Learning Goals which identifies long term and short-term objectives. Target setting, which is employed through a small-steps approach; feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that our pupils experience success. Our aim is to provide a curriculum that is relevant, broad and helps our pupils to become as functionally literate, numerate, communicative and as independent as possible in an environment that promotes positive learning experiences. Preparation for adulthood Preparation for adulthood is embedded from the earliest stages, in line with the SEND Code of Practice. Tulip Academy places a strong emphasis on preparing pupils for adulthood. Provision is designed to support the development of:

	• Independence and self-care skills • Communication and social interaction • Community access and participation For older pupils, this includes: • Careers education • Life skills programmes • Transition planning Preparation for adulthood is embedded across the curriculum and linked to EHCP outcomes.
Assessment	At Tulip Academy we recognise that effective identification and assessment is an ongoing process, essential to ensuring that provision remains appropriate, responsive, and impactful. We place a strong emphasis on developing a deep and accurate understanding of each pupil's individual and holistic starting point which informs all planning, teaching, and progress is measured in small meaningful steps. Pre arrival information: Prior to starting, leaders ensure that they have sufficient information about a pupil from their previous setting to support and effective transition. On entry information: Pupils undergo a comprehensive baseline assessment to establish their starting points. This assessment reflects a holistic understanding of the child, including strengths, needs, and barriers to learning. Ongoing Assessment Assessment at Tulip is continuous and formative and embedded within daily teaching. It is responsive to pupils' changing needs Staff use a range of approaches, including: ➤ observation of engagement and behaviour ➤ assessment of small-step progress ➤ work scrutiny and practical outcomes Assessment focuses on: ➤ what pupils know, can do, and understand ➤ how pupils learn and engage ➤ progress in foundation skills, including communication, independence, emotional regulation Assessment is used to: ➤ inform individualised planning and teaching ➤ set meaningful, achievable targets linked to EHCP outcomes ➤ adapt provision where progress is limited ➤ ensure pupils are appropriately challenged Staff regularly review assessment information. Where progress is limited, the school will analyse possible barriers, adapt strategies and provision seeks additional advice where necessary and seek views from pupils and

parents/carers

Identifying unmet or changing needs

We recognise that pupils' needs are not static and may change over time. In addition, some pupils may present with unmet or previously unidentified needs, including those without a formal diagnosis.

We are committed to maintaining a proactive and responsive approach to identification, ensuring that all pupils receive appropriate and effective support.

Staff remain alert to:

- changes in behaviour or presentation
- reduced engagement or motivation
- emerging barriers to learning
- not making expected progress from their starting point
- current strategies or provision not having the intended impact
- a mismatch between need and provision

Referral Process

At Tulip class teachers have primary responsibility for identifying and responding to pupils' needs. Where concerns arise regarding a pupil's progress, engagement, or wellbeing, teachers will follow a structured process to refer concerns.

Referral is part of a graduated response and ensures that concerns are identified early, explored thoroughly and responded to appropriately.

A referral should be made when there is evidence that quality first teaching is not impacting on a pupil making progress from their starting point or that a pupil's presentation indicates possible unmet, undiagnosed, emerging or changing needs.

Before making a referral, teachers are expected to have implemented high-quality, adaptive teaching strategies and gathered evidence of strengths and areas of difficulty and discussed this with parents/carers. Referrals should include clear, detailed information with description of concerns and strategies already implemented and where appropriate pupil views to support accurate assessment and planning.

Following referral further investigations and discussions will take place. Next steps may include adjustment to current provision, further assessment or external advice.

Provision Mapping

Provision is organised into four levels:

- Range 1: Universal provision: high-quality teaching and support available to all pupils
- Range 2: In class targeted support that is additional or different to the peers in their class
- Range 3: In school targeted support that is specialist for identified need
- Range 4: External agency support

Provision is reviewed regularly to ensure that support remains appropriate, effective, and responsive to pupils' needs. Students with a more complex provision requirement will have a bespoke timetable which can be shared with parents/carers.

Graduated Approach

The school uses a graduated approach to meeting pupils' needs through a continuous cycle of:

- *Assess*: identifying needs through assessment and observation
- *Plan*: setting clear, measurable targets linked to EHCP outcomes
- *Do*: delivering provision through high-quality teaching and targeted support
- *Review*: evaluating the impact of provision and making necessary adjustments

This cyclical process ensures that provision is regularly reviewed and refined so that it remains effective and responsive.

Quality First Teaching

High-quality teaching is the foundation of provision for all pupils.

Teaching is:

- Highly personalised and adapted to meet individual needs
- Structured, consistent, and predictable
- Focused on engagement and accessibility

Strategies may include:

- Visual supports
- Augmentative and Alternative Communication (AAC)
- Structured routines
- Sensory adaptations

Teaching prioritises the development of communication, engagement, and readiness to learn.

Interventions and impact

The school implements a range of evidence-informed interventions to

	support pupils' individual needs. All interventions are: • Carefully selected based on identified need • Clearly planned with defined outcomes • Time-limited and subject to regular review The impact of interventions is systematically monitored through assessment, observation, and progress towards EHCP outcomes. Where interventions are not demonstrating sufficient impact, provision will be reviewed and adapted accordingly. Therapy Integration We adopt an integrated approach to therapeutic support, recognising its essential role in enabling pupils to access learning and develop key skills. The school works in partnership with a range of external professionals, Therapeutic input is incorporated into daily practice through both direct and indirect delivery models. Recommendations from professionals are used to inform: ➤ Individual targets and outcomes ➤ Teaching strategies and approaches ➤ Environmental adaptations Staff are supported to implement therapy programmes consistently, ensuring that therapeutic provision is embedded across the school day. Monitoring Progress and Impact We maintain a robust system for monitoring pupil progress and the effectiveness of provision. Progress is evaluated through: • Achievement of EHCP outcomes • Progress against individual targets • Levels of engagement and independence • Qualitative and observational assessment Senior leaders regularly review assessment information to: • Identify trends and patterns • Evaluate the effectiveness of provision • Ensure consistency across classes and key stages The school is committed to ensuring that all pupils make meaningful progress relative to their individual starting points.
Transitions to Tulip Academy	At Tulip Academy Spalding, we recognise the importance of a successful transition into school. Pupils and families new to the schools are invited to a Transition Meeting prior to their start date where a personal plan is drawn up



Spalding	with a range of different internal and external professionals. This ensures that the relevant support is given to enable the learner to achieve their EHCP outcomes. There isn't a fixed model but all families and pupils can expect some of the following: • Assigned lead professional who will oversee the transition process. • The lead professional will consult with all relevant external agencies to ensure the school have all relevant documentation prior to the meeting. • A series of transitions meetings that might include home or school visits. • Where possible Tulip Academy Spalding lead will attend the learners' annual review with current school. • Learners entering the school might be offered a staggered entry after a discussion with families and agencies, regardless of their age.
Transition within Tulip Academy Spalding	Transition within school is carefully planned and every pupil is supported with the changes they may encounter. From Year 9 onwards, a Careers Advisor is involved to support parents/carers and works with the pupils to begin conversations about next steps.
Transition from Tulip Academy Spalding	Transition is discussed with parents/carers and our pupils. With the support of staff, a plan is put in place for the most appropriate next steps. We work hard to ensure that all our pupils can communicate effectively, feel confident in their new environment and are prepared for adulthood. We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents/carers and pupils which information will be shared as part of this. For our learners in Post 16, we offer a curriculum that focuses on becoming independent, accessing the local community and gaining vocational skills to support their transition into adulthood. We assist in applications, taster days and planned transitions for students in Year 11 and 14.
Monitoring and Review	SEND Provision is overseen by Headteacher, Deputy Headteachers and SENDCO. Collectively they meet to summaries of the impact of the policy on the practice of the school. Chair of Local School Board is scheduled for regular visits, to challenge and ensure best practice. Every learner's provision is monitored through their regular personal targets review and the Annual Review of their EHCP. Students are supported with Individual Education Plans (IEP's) through the schools format of Pupil Profiles.



	All subjects and planning are monitored by Deputy Headteachers. The policy will be reviewed by the Senior Leadership Team every year. It will also be updated if any changes to the information are made during the year. It will be approved by the Local School Board.
Staff Training	As a Special School, we are committed to continuous professional development for all staff to ensure that they have the skills, knowledge and understanding to support all our learners.
Roles and responsibilities	All staff at Tulip Academy share responsibility for ensuring that pupils with SEND receive high-quality provision and achieve the best possible outcomes. SEND is a whole-school responsibility and is embedded in all aspects of school life. Headteacher has overall responsibility for SEND provision within the school and ensures that it is central to the school's vision, culture, and strategic development. In line with the Headteachers' Standards, the Headteacher will: • Ensure that all pupils, regardless of need, have access to a broad, balanced, and ambitious curriculum • Promote a culture of high expectations and inclusion for all pupils • Ensure that statutory duties in relation to SEND are met, including compliance with the SEND Code of Practice • Ensure that appropriate provision is in place to meet the needs of all pupils with SEND • Monitor the quality of education and provision for pupils with SEND • Ensure that staff are appropriately trained and supported to meet pupils' needs • Deploy staff and resources effectively to maximise impact and promote independence • Work in partnership with parents, carers, the trust, and external agencies • Ensure that safeguarding arrangements take full account of the additional vulnerabilities of pupils with SEND Special Educational Needs Coordinator (SENCO) The SENCO is responsible for the day-to-day operation of SEND provision across the school. They will • Oversee the implementation of this policy and ensure consistency across the school • Ensure that provision meets the requirements of pupils' EHCPs

- Lead on the graduated approach (Assess–Plan–Do–Review)
- Support staff in identifying, assessing, and meeting pupils' needs
- Monitor the quality and impact of provision and interventions
- Maintain accurate and up-to-date records
- Coordinate and contribute to EHCP reviews
- Liaise with external professionals and ensure their recommendations are implemented
- Support staff training and professional development
- Work closely with the Headteacher and senior leaders to evaluate SEND provision
- Work in partnership with parents and carers
- Work alongside the Designated Safeguarding Lead to support vulnerable pupils

Teachers are responsible and accountable for the progress and development of all pupils in their class, including those with SEND, in line with the Teachers' Standards.

Teachers will:

- Plan and deliver high-quality, adaptive teaching that meets the needs of all pupils
- Set suitable learning challenges and respond to pupils' diverse learning needs
- Use assessment effectively to inform teaching and monitor progress from individual starting points
- Implement strategies and interventions as outlined in EHCPs and support plans
- Work closely with support staff to ensure effective delivery of provision
- Contribute to the graduated approach by identifying needs, planning provision, and reviewing impact
- Maintain high expectations for all pupils
- Promote independence and avoid over-reliance on adult support
- Communicate regularly with parents and carers
- Contribute to EHCP reviews and share relevant information
- Create a safe, supportive, and inclusive learning environment

Support Staff play a key role in delivering provision and supporting pupils' engagement and independence.

Support staff will:

- Implement planned strategies and interventions under the direction of the teacher

- Support pupils to access learning and develop independence
- Use agreed communication systems and approaches
- Provide feedback to teachers on pupil progress and engagement
- Support the delivery of therapy programmes where appropriate
- Contribute to assessment through observation and recording
- Promote positive relationships and support emotional regulation
- Maintain high expectations for all pupils

Parents and carers are key partners in supporting pupils with SEND.

The school recognises the importance of working collaboratively with families.

Parents and carers are expected to:

- Share relevant information about their child's needs, strengths, and changes in circumstances
- Engage with the school and attend meetings, including EHCP reviews
- Support their child's learning and development at home where possible
- Communicate any concerns or changes in need

The school will:

- Keep parents and carers informed about their child's progress
- Involve them in planning and decision-making
- Listen to and value their views

The Trust

The trust has a strategic role in ensuring that the school meets its statutory responsibilities.

The trust/governing body will:

- Ensure that the school complies with SEND legislation and guidance
- Hold leaders to account for the quality and effectiveness of SEND provision
- Monitor outcomes for pupils with SEND
- Ensure that appropriate resources are allocated to support pupils' needs
- Appoint a designated SEND link governor (where applicable)
- Review this policy regularly
- Ensure that SEND remains a key priority within school improvement

All Staff

All staff have a responsibility to support pupils with SEND.

All staff will:

- Contribute to a fully inclusive school environment

	• Maintain high expectations for all pupils • Be aware of individual pupils' needs and support strategies • Engage in ongoing professional development • Promote pupils' independence, wellbeing, and dignity
Meet the Team	  Kat Garland Laura Jeff Kat.garland@tulip-cit.co.uk laura.jeff@tulip-cit.co.uk Deputy Headteacher Interim SENCO Inclusion (SENCO)
Safeguarding and access	We recognise that pupils with SEND may be more vulnerable to harm. Safeguarding procedures are adapted to ensure they are accessible to all pupils, including those with communication needs. The school: • Provides appropriate emotional and mental health support • Uses relational and trauma-informed approaches • Ensures all staff are trained in safeguarding Safeguarding is embedded across all aspects of school practice. Attendance At Tulip Academy we recognise that SEND may impact on attendance and is committed to supporting pupils to attend regularly. The school: • Identifies barriers to attendance at an early stage • Works in partnership with families to provide appropriate support • Adopts flexible approaches where necessary The focus is on improving attendance over time and ensuring pupils feel safe and supported in school. The school works with external agencies where appropriate to support attendance. Accessibility At Tulip Academy we ensure that pupils are able to access the curriculum, environment, and wider opportunities. This is achieved through:



	• Adaptation of the physical environment • Use of specialist resources and equipment • Provision of appropriate communication support We aim to remove barriers to participation and promote equality of access. Medical needs and risk management Staff support pupils with medical and complex needs in accordance with statutory guidance and in line with the school's Supporting pupils with health needs policy. This includes: • The development and implementation of individual healthcare plans • Completion of appropriate risk assessments • Ensuring staff are trained to meet specific medical needs School works closely with families and health professionals to ensure safe and effective support.
Documentation and record keeping	Tulip Academy maintain accurate, up-to-date, and confidential records for all pupils. This includes: • EHCP documentation • Individual support and behaviour plans (Pupil Profiles) • Assessment information • Reports from external professionals Access to records is restricted to appropriate staff, and confidentiality is maintained in line with data protection requirements. Information is shared with parents and professionals where appropriate, in line with data protection requirements.
Complaints	Staff at Tulip Academy aim to resolve concerns promptly and effectively. Parents and carers may raise concerns through: • The class teacher • The SENCO • Deputy Headteachers • The Headteacher All concerns are taken seriously and addressed in accordance with the school's complaints procedures. If concerns are not resolved, parents may follow the school's formal complaints procedure.