

Introduction

Trust-Education Group Ltd is an Independent SEMH School for boys and girls aged 11–16 who, for various reasons, are not accessing mainstream education. Our school provides an alternative and personalised educational experience for young people who may otherwise leave school without qualifications and with reduced confidence and self-esteem.

Our curriculum is designed to be holistic, therapeutic, and inclusive, addressing not only the academic needs of our learners but also their social, emotional, and personal development. By tailoring education to individual needs and abilities, we ensure that each pupil has the opportunity to achieve, thrive, and transition successfully into further education, training, or employment.

The curriculum also integrates therapeutic practices, structured routines, and enrichment activities that help pupils to regulate, re-engage with learning, and build the resilience needed for lifelong success.

Our Vision and Inspiration

We are inspired by the belief that every young person has potential, regardless of background or circumstance. By listening, supporting, and raising aspirations, we aim to help pupils develop into confident, articulate, and well-rounded individuals who leave school equipped with skills, qualifications, and resilience for the future.

Our guiding principles are to:

- Support pupils by providing a nurturing and therapeutic environment.
- Educate through a balanced curriculum that is broad, relevant, and accessible.
- Encourage Independence so pupils can make positive choices and take responsibility for their futures.

- Inspire and Motivate through enrichment, vocational learning, and creative opportunities.
- Work in Partnership with families, carers, and external agencies to meet the needs of every learner.

Philosophy

We believe that:

- All pupils have individual learning needs, and education must be flexible to meet these.
- A broad and balanced curriculum with high priority on emotional well-being, communication, inclusion, and safeguarding is essential.
- Pupils should leave Trust-Education prepared to make a positive contribution to society with qualifications, skills, and confidence.
- Learning takes place in different ways and at different rates; our curriculum must reflect this diversity.
- Every pupil deserves access to high expectations, challenge, and support, regardless of past experiences of education.

Curriculum Framework

We deliver a broad, balanced, and personalised curriculum that meets National Curriculum requirements while being adapted for SEMH learners. Learning is differentiated according to need, with additional therapeutic and practical pathways.

Core Curriculum

Delivered through structured lessons, small group sessions, and 1:1 interventions:

- **English** (GCSE, Functional Skills, literacy interventions) – focus on communication, oracy, reading for pleasure, and cross-curricular literacy.
- **Mathematics** (GCSE, Functional Skills) – emphasis on problem-solving, numeracy for life, and real-world applications such as budgeting.
- **Science** (Core & Applied pathways) – hands-on, experimental learning to promote curiosity and engagement.
- **Information Technology and Digital Skills** – developing safe and effective use of technology, digital creativity, coding, and e-safety.

- **History** – exploring themes of identity, culture, conflict, and change to help pupils understand the modern world.
- **Physical Education** – focus on health, fitness, resilience, teamwork, and lifelong participation.
- **PSHCE** – supporting pupils in developing social and emotional skills, decision-making, and citizenship.
- **RSHE** – delivered sensitively, promoting healthy relationships, consent, respect, and personal well-being.

Vocational and Practical Curriculum

Delivered by qualified staff in specialist workshops and through accredited courses:

- **Animal Care and Husbandry** – hands-on experience with animals, responsibility, and care routines.
- **Arts and Textiles** – creative design projects, linking art, fashion, and practical skills.
- **Business Studies** – enterprise projects, financial literacy, and entrepreneurship.
- **Hairdressing and Beauty Therapy** – salon-based training, professional standards, and industry accreditations (VTCT).
- **Media Make-up Studies** – creative and vocational skills for media, theatre, and fashion contexts.

Enrichment and Holistic Development

A rich programme to broaden horizons, build confidence, and provide new experiences:

- **Boxing** – discipline, resilience, and physical fitness.
- **Sports Coaching** – leadership, teamwork, and strength and conditioning.
- **Swimming, Rock Climbing, and Angling** – outdoor and physical challenges that support resilience and teamwork.
- **British Sign Language (BSL)** – inclusion, communication skills, and cultural awareness.
- **Duke of Edinburgh Award** – building independence, service, and achievement outside the classroom.

Personal Development and RSHE

- **RSHE** – statutory provision delivered within a therapeutic framework.
- **PSHCE** – equipping pupils with the knowledge and skills to navigate modern life safely and responsibly.

- **CEIAG (Careers Education, Information, Advice and Guidance)** – embedded across the curriculum.
- **SMSC** – promoted through daily practice, assemblies, and curriculum projects.

Tailored Pathways

- Pupils work at the appropriate level of ability, with pathways ranging from Entry Level and Functional Skills through to GCSEs.
- Each learner has an Individual Education Plan (IEP) informed by academic data, SEMH needs, and aspirations.
- Accredited vocational qualifications (e.g. VTCT, ASDAN, 1st4Sport) provide clear progression routes.
- Therapeutic input (mentoring, counselling, SEMH support) underpins all academic and vocational learning.

Principles

We aim to:

- Provide every pupil with an Individual Education Plan linked to SEMH needs, interests, and accredited outcomes.
- Monitor and track progress holistically, combining academic, social, and emotional growth.
- Offer broad accreditation routes (Functional Skills, GCSEs, VTCT, ASDAN, 1st4Sport) to ensure success for all.
- Develop pupils' life skills, employability, and resilience alongside academic learning.
- Embed therapeutic and trauma-informed practices into daily teaching.
- Recognise and celebrate achievement through assemblies, reflective sessions, and personal portfolios.

Careers and Transitions

- Careers education begins in Year 7, gradually increasing in depth towards KS4.
- Pupils are supported in developing CVs, portfolios, and interview skills.
- All pupils take part in work-related learning, visits, and employer engagement activities.
- College applications, apprenticeships, and vocational pathways are planned with staff and carers.

- Transition planning ensures every pupil leaves with a clear, sustainable progression route.

Preparing for Life in British Society

We actively promote **Fundamental British Values (FBV)**: democracy, rule of law, individual liberty, mutual respect, and tolerance. Pupils explore these through:

- Debates, projects, and pupil councils.
- Community engagement and charity events.
- Cross-curricular links in history, PSHCE, and RSHE.
- Encouragement to develop respect and empathy for people with protected characteristics under the Equality Act 2010.

Procedures

Teachers will:

- Plan engaging, differentiated lessons with therapeutic awareness.
- Embed literacy, numeracy, and oracy in all subject areas.
- Use a wide range of approaches: discussion, project-based learning, outdoor learning, ICT, and hands-on experiences.
- Provide immediate, constructive feedback linked to personal and academic targets.
- Collaborate with therapists, SENCO, and external agencies.
- Promote inclusion and safeguard pupils in all learning contexts.
- Support resilience and reflection with regular opportunities for pupil voice.

Monitoring and Review

- Senior leaders monitor teaching and learning through formal observations, work scrutiny, and learning walks.
- Pupil progress is tracked using data systems, IEP reviews, and half-termly reports.
- Parents/carers are fully involved through reviews, reports, and meetings.
- Staff receive ongoing CPD linked to SEMH teaching, vocational delivery, and safeguarding.
- The curriculum is reviewed annually against:
 - DfE guidance and statutory requirements.
 - Internal data on pupil outcomes and destinations.

- Feedback from pupils, staff, and parents.

Legislative Framework

This policy has been developed in line with key statutory requirements, including:

- **Education Act 2002** – duty to provide a balanced and broadly based curriculum.
- **The Education (Independent School Standards) Regulations 2014** – Part 1: Quality of Education.
- **Special Educational Needs and Disability (SEND) Code of Practice 2015** – supporting pupils with SEND.
- **Equality Act 2010** – promoting equality of opportunity and tackling discrimination.
- **Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019.**
- **Careers Guidance and Access for Education and Training Providers (DfE, 2023).**
- **Keeping Children Safe in Education (DfE, 2024)** – safeguarding pupils in all areas of school life.

Conclusion

The curriculum at Trust-Education Group Ltd provides a holistic, inclusive, and personalised pathway for every learner. It combines the rigour of the National Curriculum with vocational, therapeutic, and enrichment opportunities, ensuring that pupils:

- Achieve meaningful qualifications.
- Build the confidence, resilience, and independence needed for adult life.
- Leave with a clear progression plan for further education, training, or employment.
- Develop the skills and values to become responsible, active citizens in modern British society.



Policy Lead	Melissa Wainman Director of Education
Date:	15th September 2025
Policy Review Date:	September 2026
Version:	1
Approval:	Trust-Education Group Board of Governors

