



TRUST EDUCATION GROUP

**Teaching
Resilience
Understanding
Skills &
Tenacity.**

Prospectus 2025/26



Trust-Education Group Ltd

“Learning with Resilience, Growing with Trust”

Welcome to Trust-Education Group

At Trust-Education Group Ltd, we believe every young person deserves the opportunity to learn, grow, and discover their potential in an environment where they feel safe, valued, and understood. We specialise in supporting learners who may have experienced challenges in mainstream settings, including those with Social, Emotional and Mental Health (SEMH) needs, Special Educational Needs and Disabilities (SEND), and those who have struggled to engage in traditional schooling.

Many of our pupils arrive with disrupted educational journeys, fractured confidence, or heightened anxieties around learning. Our role is not only to educate, but to rebuild trust in school, help learners feel secure, and nurture the personal skills that lay the foundation for long-term success and wellbeing.

We believe in starting where each learner is, not where they are expected to be. Through patience, compassion, and personalised support, we help them take steps forward—academically, emotionally, and socially. Every small success is noticed and celebrated, because small steps become big strides.

At Trust-Education Group, your child's voice is heard, their needs are central, and their future matters.

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Our Mission

Our mission is to provide inclusive, inspiring, and impactful education that empowers young people to develop confidence, resilience, and essential skills for life.

We aim to:

- Create a nurturing, emotionally safe environment
- Inspire a love of learning through personalised experiences
- Offer meaningful pathways into further education, employment, or training
- Equip learners with life skills that help them thrive beyond school
- Celebrate individuality and support every child's unique journey

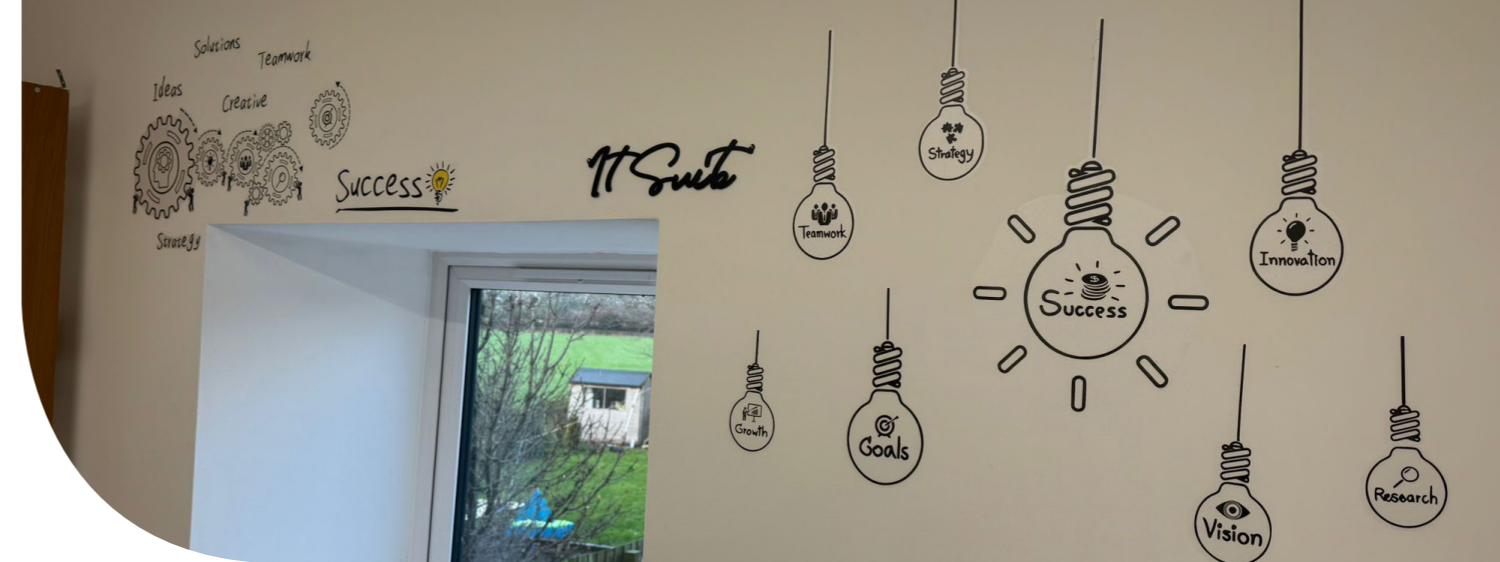
We are committed to ensuring that every learner leaves our provision with renewed confidence, strengthened emotional wellbeing, and a sense of hope for their future.



Mission Statement

“At Trust-Education Group, we support young people with social, emotional, and mental health difficulties and SEND through creative, active, and personalised learning. Our approach places mental health and emotional wellbeing at the core, helping every learner build resilience, confidence, and real-world skills. With a vocational, hands-on curriculum for ages 11–16, we create a nurturing environment where learners are supported, challenged, and celebrated every step of the way.”

“Learning with Resilience, Growing with Trust.”



Who We Support

Trust-Education Group offers specialist provision for pupils who require a more nurturing, individualised environment. We support:

- Learners with SEMH needs
- School refusers or those experiencing school-based anxiety
- Children and young people with SEND
- Pupils with Education, Health and Care Plans (EHCPs)
- Young people with disabilities
- Students with chronic medical needs
- Learners who are currently out of education or not on roll
- Pupils at risk of exclusion or disengagement
- Young people requiring short- or long-term intervention provision

Our learners often present with:

- Anxiety
- Low confidence or self-esteem
- Emotional regulation difficulties
- Behavioural challenges
- Speech, language, or communication needs
- Trauma histories
- Disrupted schooling
- Additional learning needs

We work holistically to support the whole child; not just their learning profile.

What We Offer

Trust-Education Group provides a bespoke, flexible, and therapeutic educational offer. We recognise that no two children learn in the same way, and we shape our provision to meet the needs, strengths, and aspirations of each individual.

Our offer includes:

- Academic teaching aligned with the national curriculum
- Vocational learning opportunities
- Enrichment experiences
- Therapeutic support
- Life skills development
- Small class sizes
- Key Worker support
- Trauma-informed teaching practices
- Speech and language-supportive teaching (Elklan-informed)
- Wellbeing support and mental health-focused approaches

Every aspect of our provision is designed to help learners re-engage with education, develop a sense of safety and belonging, and discover new interests and abilities.



Key Features of Our Provision

Small Class Sizes

Our classes typically include very small groups, allowing staff to understand each learner deeply, respond quickly to needs, and build strong, trusting relationships. This environment supports emotional regulation, reduces anxiety, and allows learners to gain confidence without feeling overwhelmed.

Qualified and Nurturing Educators

Our teachers are experienced in supporting complex needs and use trauma-informed, attachment-aware strategies. Lessons are adapted to each learner's pace, readiness, and learning style.

1:1 Mentoring and Emotional Regulation Support

Every student has a Key Worker who acts as a trusted adult, checking in daily, offering emotional guidance, and working closely with families. Learners build strong relationships that help them feel supported and safe.

Enrichment Activities

Creative arts, sports, outdoor learning, animal care, life skills and more help learners express themselves, develop resilience, and build positive relationships.

Safe, Inclusive Environment

We celebrate diversity and ensure every learner feels welcomed, respected, and cared for. Our setting is designed to reduce triggers, support regulation, and promote wellbeing.

Family and Carer Support

We believe collaboration with parents/carers is vital. We maintain regular communication, listen to concerns, and invite families to work closely with us to support the child's journey.

Off-Site Learning

Learners take part in real-world activities such as animal care, sport, vocational training, outdoor learning, and community experiences that build independence and confidence.



Structure of the School Day

Our day is designed to support routine, wellbeing, and consistent engagement.

9:10 – 9:20 AM Breakfast	A calm start to the day where pupils can settle, eat, and prepare emotionally for learning.
9:20 – 9:30 AM Form Time / Check-In	A calm start to the day where pupils can settle, eat, and prepare emotionally for learning.
9:30 – 10:20 AM Lesson 1	Academic, vocational, or enrichment subject.
10:20 – 11:10 AM Lesson 2	Academic, vocational, or enrichment subject.
11:10 – 11:20 AM Break	Supervised refreshment and social time.
11:20 – 12:10 PM Lesson 3	Academic, vocational, or enrichment subject.
12:10 – 12:40 PM Lunch	30-minute supervised lunch break.
12:40 – 1:30 PM Lesson 4	Academic, vocational, or enrichment subject.
1:30 – 2:20 PM Lesson 5	Academic, vocational, or enrichment subject.
2:20 – 2:30 PM End-of-Day Reflection	End-of-Day Reflection Learners review the day with staff, supporting emotional closure and preparing for transitions.

Additional Structure Features

- Sensory breaks as needed
- Opportunities for movement and regulation
- DEAR (Drop Everything And Read)
- Weekly assemblies
- Pastoral sessions built into timetables
- Early finish to support wellbeing and transport

Curriculum Intent & Implementation

At Trust-Education Group, our curriculum is designed to empower young people and equip them with the knowledge, skills, and confidence needed for long-term success. We recognise the individual journeys and diverse needs of our pupils, many of whom have experienced disrupted education, anxiety, or barriers to traditional learning.

Curriculum Intent

Our curriculum aims to:

- Inspire curiosity, creativity, and enjoyment of learning
- Develop core academic skills in English, mathematics, and science
- Provide meaningful vocational pathways
- Build essential life skills and independence
- Strengthen emotional resilience, self-regulation, and confidence
- Offer personalised programmes shaped around each learner’s needs, strengths, and aspirations
- Prepare learners for reintegration, further education, apprenticeships, or employment

Our curriculum is rooted in equity, flexibility, and inclusion. We strive to remove barriers and ensure every learner has access to positive outcomes.



Curriculum Implementation

Three Flexible Learning Pathways

1. Core Learning Pathway

Designed for learners ready to access a structured academic offer.

This pathway:

- Aligns with the national curriculum
- Prioritises English and mathematics
- Uses differentiated teaching to meet individual needs
- Provides structure while remaining sensitive to emotional readiness
- Encourages academic confidence through achievable milestones

2. Integrated Pathway

Blends academic subjects with interest-led, hands-on learning.

This approach:

- Tailors learning to strengths, motivations, and personal goals
- Supports engagement through practical activities
- Combines classroom study with enrichment and vocational learning
- Helps learners re-engage with education in a balanced, supportive way

3. Personal Development Pathway

A bespoke, enrichment-focused curriculum for learners who benefit most from experiential, practical, or creative activities.

This pathway:

- Prioritises confidence building
- Develops life skills, independence, and emotional regulation
- Fosters resilience through success in hands-on tasks
- Supports learners who find classroom learning challenging



Curriculum Delivery Model

Our curriculum is delivered across a structured five-year model covering key stages 3 and 4.

Key Features:

- Clear sequencing of knowledge
- Long-term and medium-term planning with revisited concepts
- Consistent lesson structure: retrieval → new learning → application → reflection
- Use of Elklan-informed strategies to support speech, language, and communication
- Trauma-informed practice embedded in teaching
- Personalised scaffolding to reduce cognitive overload
- Regular assessment for learning to inform planning

Key Stage 4 Qualifications

- Functional Skills or GCSE English
- Functional Skills or GCSE Mathematics
- GCSE Science
- Vocational qualifications
- Awards and certificates that support future pathways

Our curriculum builds engagement, helps learners rediscover their strengths, and prepares them for life beyond school.

Curriculum Offer

(Expanded to incorporate the Intent & Implementation above.)

Vocational Subjects

Extensive hands-on learning in:

- Hairdressing
- Beauty Therapy
- Media Make-Up
- Art & Design
- Textiles
- Automotive and Motorcycle Maintenance
- Animal Care & Husbandry
- 1st4Sport qualifications

These subjects help learners explore future careers, build confidence, and gain accredited skills.

Core Academic Subjects

We ensure learners have access to essential academic skills through:

- English (Functional Skills and/or GCSE)
- Mathematics (Functional Skills and/or GCSE)
- Science (GCSE)
- ICT and Digital Skills
- PSHE
- Citizenship and British Values
- History
- Art
- RSHE
- Physical Education
- Design Technology

Additional Programmes

- Sensory regulation sessions
- 1:1 life coaching
- Personalised learning packages
- Independent living skills
- Budgeting, cooking, and travel training

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Life Skills & Personal Development

We help learners develop essential life skills that will serve them throughout their lives:

- Communication skills
- Emotional resilience
- Practical household skills (catering, cleaning, organisation)
- Budgeting and financial literacy
- Time management
- Travel training
- Personal safety
- Relationship and health education
- Work readiness and employability training

We also offer:

- Swimming lessons
- Outdoor and community learning experiences

Duke of Edinburgh Award



Duke of Edinburgh (bronze, silver, gold) will be offered as part of our off site courses.

Record of Achievement

Upon leaving Trust-Education, each learner receives a personalised Record of Achievement, beautifully presented and tailored to celebrate their journey.

This includes:

- Photographs
- Certificates
- Vocational awards
- Academic qualifications
- Personal reflections
- Staff comments
- Achievements and highlights

This document is often treasured by families and valued by future education providers or employers.

Key Worker System

Each child is assigned a dedicated Key Worker who builds a supportive, trusting relationship with them.

You will be notified of your child's Key Worker during their first week with us.

Key Workers:

- Provide daily emotional check-ins
- Offer 1:1 mentoring and guidance
- Support attendance and behaviour
- Communicate regularly with families
- Help learners set goals
- Celebrate progress and achievements
- Liaise with staff and external professionals

The Key Worker role is central to our nurturing ethos.



School Uniform

Our school uniform is designed to be simple, comfortable and inclusive. We have carefully chosen each item with sensory needs in mind, so that all students can feel as calm and comfortable as possible throughout the day.

Wearing the school uniform is **compulsory** for all students.

Uniform Options

Students may choose from the following tops:

- Hoodie or sweater
- Polo shirt or round-neck t-shirt

This allows students to select the style that feels most comfortable for them while still looking part of our school community.

Colours & Logo

All uniform items are available in:

- Black
- Beige

Each item includes the school logo, so students are clearly identifiable as part of our school.

Sensory-Friendly Considerations

We recognise that some students are sensitive to textures, seams and labels. Our uniform range has been chosen with these sensory needs in mind, including:

- Soft, comfortable fabrics
- Simple, non-itchy necklines
- Minimal seams and detailing
- Easy layering options (hoodie/sweater or t-shirt/polo)

Uniform Expectations

- Uniform is compulsory every school day.
- Students should arrive and leave school wearing their uniform.
- Any exceptions (for example, special activity days) will be clearly communicated in advance.





Attendance Information for Parents & Guardians

Good attendance helps learners build routine, confidence, and academic progress.

If Your Child Is Absent

Please contact us before 9:00am:

Phone: 07984 174 229

Email: attendance@trustededucation.group

Provide:

- Child's name
- Year group
- Reason for absence

Daily updates are needed unless a medical note is provided.

Authorised Absence

Medical evidence required where applicable.

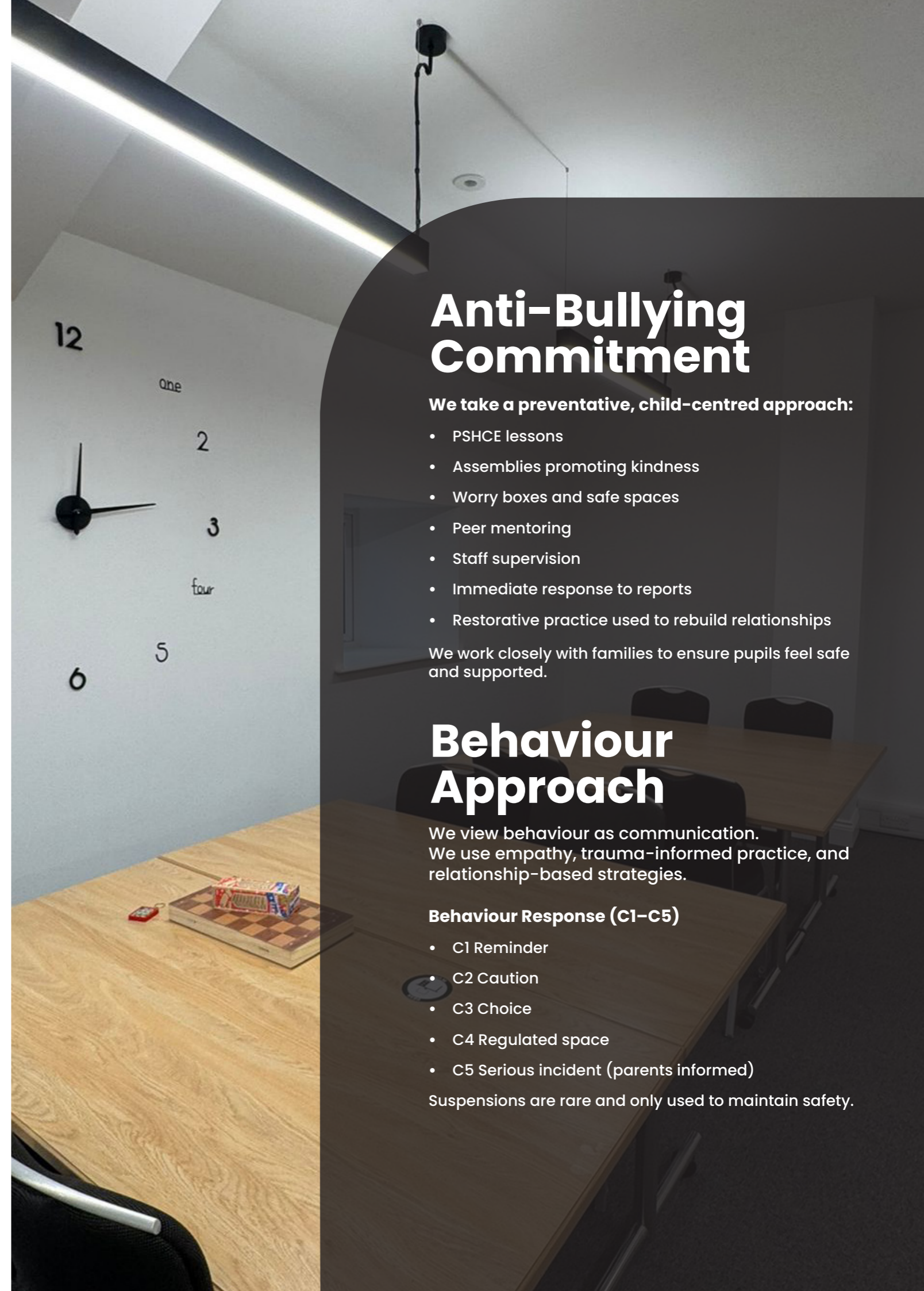
Holidays

Not authorised except in exceptional circumstances with a Holiday Request Form.

Why Attendance Matters

- Better learning outcomes
- Improved confidence
- Stronger social connections
- Reduced anxiety

Full policy is available on our website.



Anti-Bullying Commitment

We take a preventative, child-centred approach:

- PSHCE lessons
- Assemblies promoting kindness
- Worry boxes and safe spaces
- Peer mentoring
- Staff supervision
- Immediate response to reports
- Restorative practice used to rebuild relationships

We work closely with families to ensure pupils feel safe and supported.

Behaviour Approach

We view behaviour as communication. We use empathy, trauma-informed practice, and relationship-based strategies.

Behaviour Response (C1–C5)

- C1 Reminder
- C2 Caution
- C3 Choice
- C4 Regulated space
- C5 Serious incident (parents informed)

Suspensions are rare and only used to maintain safety.

Mobile Phone Agreement

Phones:

- Handed in on arrival
- Stored securely
- Returned at end of day
- Misuse leads to parent collection

This supports safeguarding and wellbeing.

Rewards at Trust-Education

We celebrate all forms of progress.

ClassCharts

Parents and pupils can track achievements.

Rewards Include

- McDonald's treats
- Outings and interest-based trips
- Personalised equipment (hairdressing, art, sports)
- Certificates
- Awards assemblies
- "Shining Star" postcards

Holiday Requests

Holidays during term time require a Holiday Request Form and will only be considered in exceptional circumstances.

Proud to Provide I'm So Good Meals



At **Trust-Education Group Ltd**, we are proud to provide **I'm So Good meals**. Ensuring every pupil has access to nutritious, balanced meals is a core part of our mission to support children's wellbeing, development, and readiness to learn.

About I'm So Good

I'm So Good is a trusted manufacturer of fresh, ready-prepared meals that fully meet national school food requirements. Their meals offer a healthy alternative to fast food and snacks, supporting positive eating habits and providing the essential nutrients pupils need each day.

Importantly, I'm So Good meals are also designed to meet sensory needs, offering textures, flavours, and meal options tailored to meet each child's individual sensory profile, helping them feel comfortable and confident during mealtimes.

Key features of the I'm So Good meal service include:

- Freshly prepared, ready-to-serve meals delivered daily
- Fully compliant with national nutritional standards
- Menus designed specifically for children's growth, energy, and development
- Healthy alternatives to fast food, processed meals, and sugary snacks
- Wide variety of options, including vegetarian, allergy-safe, and sensory-friendly dishes

Why We Chose I'm So Good

We believe children learn best when they are well-nourished, comfortable, and supported. By choosing I'm So Good, we ensure our pupils receive meals that are:

- Nutritious and balanced
- Appealing and child-friendly
- Prepared to high safety and quality standards
- Designed with sensory considerations aligned to each child's individual profile
- Suitable for diverse dietary and cultural requirements

This partnership reflects our commitment to high-quality, accessible, and inclusive food provision across our schools.



Supporting Healthy Learning

Good nutrition is essential for concentration, behaviour, and overall wellbeing. By partnering with I'm So Good, Trust-Education Group Ltd ensures our pupils receive high-quality meals that support their learning, health, and personal development.

We are proud to provide a meal service that is healthy, reliable, inclusive, and tailored to the needs of every child, including those with sensory differences

Safeguarding

“Safeguarding is everyone’s responsibility.”



Designated Safeguarding Lead

Katie Everson

Email: safeguarding@trustededucation.group
Tel: 07984 173654



Deputy Safeguarding Lead

Melissa Wainman

Email: safeguarding@trustededucation.group
Tel: 07984 174229



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1. Know what safeguarding means

- Safeguarding = keeping children safe, happy, and protected from harm.
- Child protection = taking action if abuse or neglect happens.

2. Be aware of the main types of abuse

- Physical abuse – hitting, shaking, hurting.
- Emotional abuse – constant criticism, threats, rejection.
- Sexual abuse – inappropriate touching, grooming, exploitation.
- Neglect – not meeting a child’s basic needs (food, clothing, care).
- Other risks – online exploitation, bullying, forced marriage, FGM, trafficking, radicalisation, modern slavery, child-on-child abuse.

3. Spot the warning signs

- Sudden changes in behaviour or mood
- Unexplained injuries
- Fearfulness or withdrawal
- Signs of control by others
- Excessive time online, secrecy, or unsafe internet use

4. Teach your child to stay safe

- Encourage open conversations: let them Tell, Explain, Describe (TED) their worries.
- Talk about healthy relationships, respect, and online safety.
- Teach correct body part names so they can explain clearly if something happens.

5. Know who to contact

If you’re worried about a child at Trust-Education Group:

- Contact the Designated Safeguarding Lead (DSL): Katie Everson (Head of School) Email: safeguarding@trustededucation.group Tel: 07984 173654
- If Katie is unavailable, ask for Melissa Wainman (Deputy DSL). Email: safeguarding@trustededucation.group Tel: 07984 174229

6. Act quickly in emergencies

- If a child is in immediate danger, call 999.
- You can also contact Lancashire Children’s Social Care directly on 0300 123 6720

7. Keep it confidential

- Only share safeguarding concerns with the DSL, police, or social care.
- Do not confront alleged abusers yourself.

8. Work with the school

- Trust-Education provides training, online safety systems, and support.
- Safeguarding is discussed regularly with staff and monitored closely.
- Parents are encouraged to raise concerns early; no worry is too small.

9. Stay informed

- Read school updates on safeguarding, anti-bullying, and online safety.
- Ask for RSHE (Relationships, Sex and Health Education) materials if you want to see what your child is being taught.
- Learn about online risks, scams, and misinformation so you can guide your child.

10. Remember

- Safeguarding is about prevention, protection, and partnership.
- Children feel safest when parents, schools, and communities work together.

Contact Information

Trust-Education Group Ltd

Telephone: 07984 174 229

Email: info@trustededucation.group

Attendance: attendance@trustededucation.group

Safeguarding: safeguarding@trustededucation.group

www.trustededucation.group

