



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.

Teaching  
Resilience  
Understanding  
Skills &  
Tenacity

## 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 (Eiklan-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

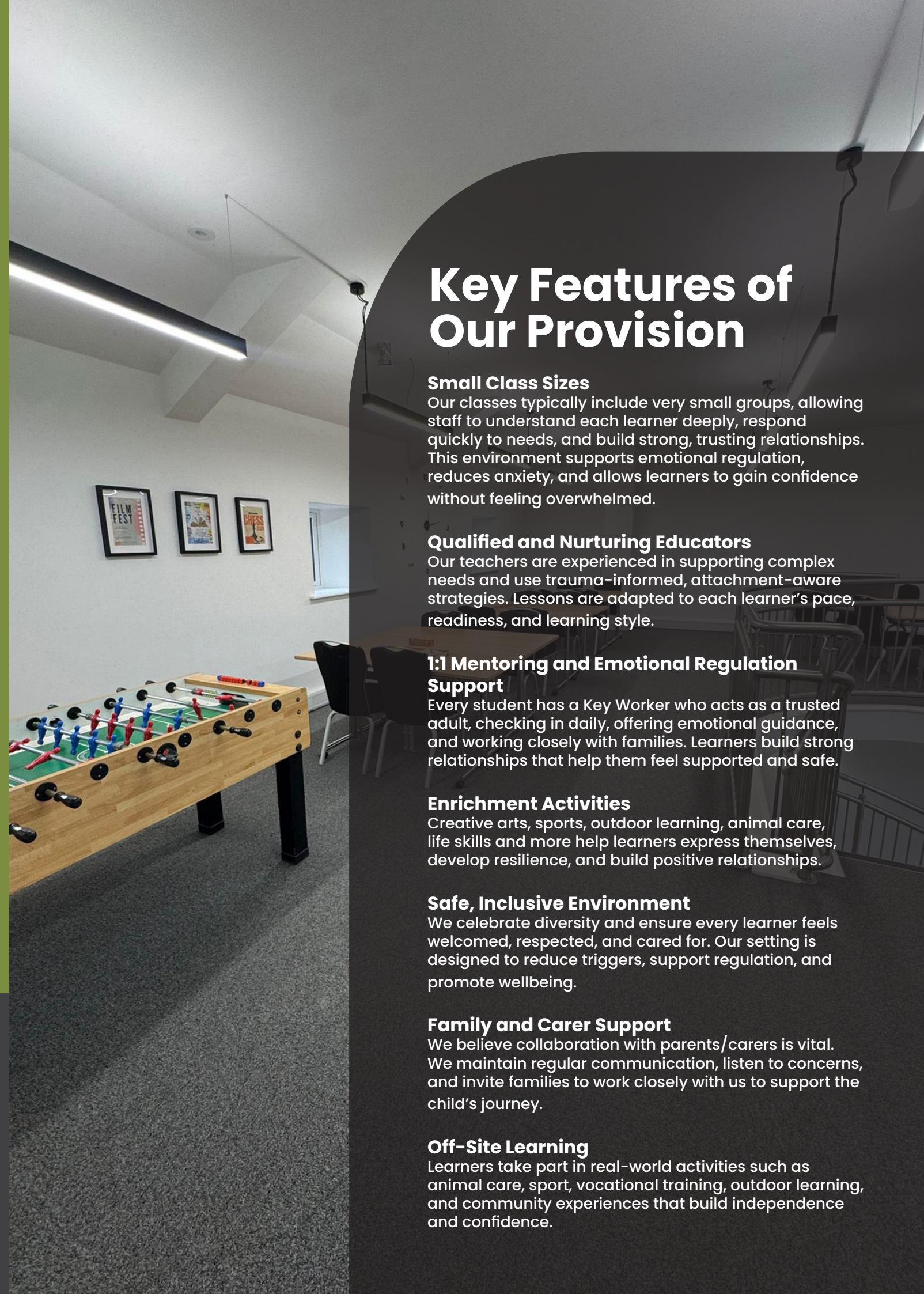
We celebrate diversity and ensure every learner feels welcomed, respected, and cared for. Our setting is designed to reduce triggers, support regulation, and promote wellbeing.

### 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 structured check-in period where students build routines, receive emotional support, and prepare for the day.
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

# Pupil Assessment

At Trust-Education Group Ltd, we are committed to ensuring that every pupil receives personalised, high-quality education that meets their academic, social, emotional, and personal development needs. To achieve this, we use a comprehensive and structured assessment approach that allows us to understand pupils’ starting points, celebrate their progress, and provide targeted support where needed.

From the moment pupils join us, we complete a series of baseline assessments to ensure we understand how they learn best. These include recognised academic tools such as GL Assessments (including CAT4, literacy and numeracy assessments), which help us identify strengths, gaps, and future learning priorities. This information enables us to create a tailored learning plan for each pupil, ensuring the curriculum is accessible, engaging, and ambitious.

Alongside academic assessment, we place a strong emphasis on pupils’ wellbeing and social development. All pupils complete a Boxall Profile and a Strengths and Difficulties Questionnaire (SDQ) upon entry and at regular intervals throughout the year. These tools help us understand emotional needs, resilience, self-esteem, and any barriers to learning. This ensures our pastoral, therapeutic, and behaviour support systems are targeted, effective, and responsive.

Assessment continues throughout each pupil’s journey with us. Teachers use ongoing, informal assessment such as classwork, discussion,

and observation to monitor understanding and adapt teaching in real time. We believe feedback should be meaningful, constructive, and supportive. Our marking and feedback procedures are designed to help pupils understand what they have achieved and what they need to do next, without creating unnecessary pressure.

Formal assessments take place each term to track academic progress and evaluate the impact of teaching and interventions. These assessments, together with SEMH measures such as the Boxall Profile and SDQ, provide a clear and holistic picture of each pupil’s development. This helps us refine provision and ensures that every pupil continues to move forward in their learning, confidence, and wellbeing.

We maintain regular communication with parents, carers, and commissioning authorities. Termly progress reports share academic results, personal development updates, and individual targets. Annual review reports support Education, Health and Care Plan (EHCP) processes where applicable. Families are invited to discuss progress at any time and are encouraged to be active partners in their child’s education.

Trust-Education Group Ltd is committed to providing an assessment experience that is supportive, transparent, and focused on helping every pupil reach their full potential. Through careful monitoring, personalised planning, and high-quality teaching, we ensure that each learner is understood, valued, and empowered to succeed.





## THERAPY FIRST > PERSONAL GROWTH > ACHIEVABLE FUTURES\*

\*Our curriculum removes barriers through therapeutic support, builds personal development, and leads to meaningful accreditation and positive destinations.

All pupils require therapeutic and educational intervention to access a full and relevant curriculum. Interventions are carefully matched to each pupil's individual needs and are closely monitored to ensure impact.

# Core Offer

## POSITIVE DESTINATIONS

- College / Training
- Employment / Supported Employment
- Independent Living Skills
- Community Participation

**OUTCOME: REGULATION & READINESS TO LEARN**

## ACCREDITED & FUTURE-READY LEARNING

- ASDAN
- 1st4Sport
- GCSEs (where appropriate)
- Careers Education & Guidance
- Work Experience

Hairdressing  
Beauty  
Therapy & Media  
Make-Up  
Animal Care  
Boxing  
British Sign  
Language  
Mechanics  
Fishing  
Multi-Sports  
Boxing

- Duke of Edinburgh (DofE)
- Life Skills & Independence
- Cultural Capital
- British Values
- Business & Enterprise
- Transition Planning (College / Next Step)
- Health Education

**OUTCOME: ACHIEVEMENT, EMPLOYABILITY, FUTURE**

## PERSONAL DEVELOPMENT CURRICULUM

- Themed curriculum
- 1:1 tutoring
- Group Sessions
- Independent Learning

English  
Maths  
Science  
Computing  
PSHCE  
PE  
Art & Design  
Design  
Technology  
History

- PECS / Alternative
- Communication
- National Curriculum
- Social & Emotional
- Skill Development

Swimming  
Boxing  
Angling  
climbing  
Yoga  
Food  
technology  
Arts  
Textiles  
BSL,

**OUTCOME: ENGAGEMENT, CONFIDENCE & SKILLS**

## THERAPEUTIC FOUNDATION

- Therapeutic Social Understanding
- Sensory Profiling & Regulation
- SALT / Communication Baselines
- Behaviour Analysis & Support
- Pastoral Care
- Personalised Curriculum

**OUTCOME: REGULATION & READINESS TO LEARN**



# Curriculum Intent

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.



# Careers Education, Information, Advice & Guidance

At Trust-Education Group Ltd, we are committed to providing every student with a high-quality, inclusive, and inspiring careers programme. Our aim is to ensure that all learners leave us confident, ambitious and fully prepared for their next steps in education, training, or employment.

## Our Careers Programme

Students begin exploring the world of work early in their school journey. Classroom learning connects to future careers. Teachers embed real-world examples, employer links and labour-market information to help students understand the relevance of their studies. Through lessons, workshops, visiting speakers, and curriculum-linked activities, they learn about job roles, personal strengths, employability skills, and the many pathways available to them.



Leanne Barker Careers Education, Information, Advice & Guidance Lead

## Employer Encounters & Careers Events

We provide regular opportunities for students to learn directly from employers and discover a wide range of industries through:

## In-school Careers Fair

- Career visits and taster days
- Workplace challenge projects
- Talks and workshops delivered by professionals from a wide range of industries
- Industry-themed days highlighting key sectors and developing sector-specific skills
- These events broaden students' horizons and help them understand employer expectations.

## College, Sixth Form & Training Provider Engagement

To help students explore their options after Year 11, we offer:

- On-site presentations and Q&A sessions
- Visits to colleges, sixth forms, and specialist centres
- Workshops on course choices, apprenticeships, and transition guidance

These encounters support students in understanding the full range of post-16 pathways and what each one entails.

## Careers Roadmap: Year 7-11

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### Year 7 – Discover & Explore

#### Awareness

- Introduction to careers and employability
- Identifying personal strengths and interests
- First encounters with visiting speakers
- Curriculum links to real-world jobs

### Year 8 – Build Knowledge & Skills

#### Understanding

- Industry-themed activities and projects
- Taster sessions and visits (where available)
- Workshops on personal strengths and goal-setting
- Skills development workshops and training organisations

### Year 9 – Pathways & Decision-Making

#### Making Informed Choices

- Guided options support
- Career visits & taster days
- In-school Careers Fair
- Talks from colleges, sixth forms, and training providers

### Year 10 – Experience & Preparation

#### Developing Employability

- Work experience placement
- Mock interviews with employers
- CV-building workshops
- Leadership and enterprise challenges
- Employer talks and workplace project challenges

### Year 11 – Planning Next Steps

#### Transition

- One-to-one guidance interviews
- Post-16 application support
- Apprenticeship and college workshops
- Interview preparation
- Final careers events and employer encounters
- Transition planning with families and advisers

### By the end of Year 11, students will have:

- One-to-one guidance interviews
- Post 16 application support
- Apprenticeship and college workshops
- Interview preparation
- Final careers events and employer encounters

Our Aim

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# SENCO

## Jo Day

### Position : SENCO / Specialist Teacher

Jo has worked in several schools over her long career as SENCO, including specialist and mainstream provisions. She has been a Principal Officer for the Local Authority and has vast legislative and operational knowledge of SEND.

In schools, she has led subject departments including centre lead of a medical provision within Lancashire for ASC / SEMH / EBSA (Emotionally based school avoidance) and has taught young people with SEND needs from ages 7 – 18.

Jo has more recently been the lead in a larger than average Mainstream Secondary School provision. The school gained a reputation for inclusive practices which led to her successfully campaigning for a SEND unit for SLCN and cognition and learning.

Over recent years she has completed her level 7 Specialist Teacher award and continued her study to MSc level in Psychology at Edgehill University. She applies her wealth of knowledge in her day-to-day work supporting schools and families.

Jo is a passionate advocate and skilled practitioner for children and young people with SEND which is rooted in her own journey as a SEND parent.

She now works both for Trust Education as SENCO, and also in an independent capacity as a Specialist Teacher to support Primary and Secondary Mainstream colleagues across Lancashire to ensure better outcomes for children and young people.

## What is important to me?

- My family
- My dogs Meg and JJ
- My horses Thea, George and Milo
- Working with children and families who need help and support
- Fairness and doing the 'right thing'
- Being outside and enjoying nature

## What people like about me

- I am different
- I am funny
- I am knowledgeable and a creative thinker
- I am a good listener
- I can always find a way



## My job at Trust Education

I work to help support children and young people (and their families or carers) to find out what they are good at (their strengths) and what they find more difficult.

I use this to create a plan and work with all adults, including teachers and support staff, to think of better ways to help support and bring about positive changes.

I'm a creative thinker who loves to help problem solve and work out new and interesting ways of learning.

My approach is called 'person – centred', and it's developed around the thoughts of the child / young person and what is important to them.

## What happens if you meet me?

I'm very friendly and if you do meet with me then I will introduce myself and tell you what we will be doing.

This might include a chat about you, what is important to you, what you like and don't like.

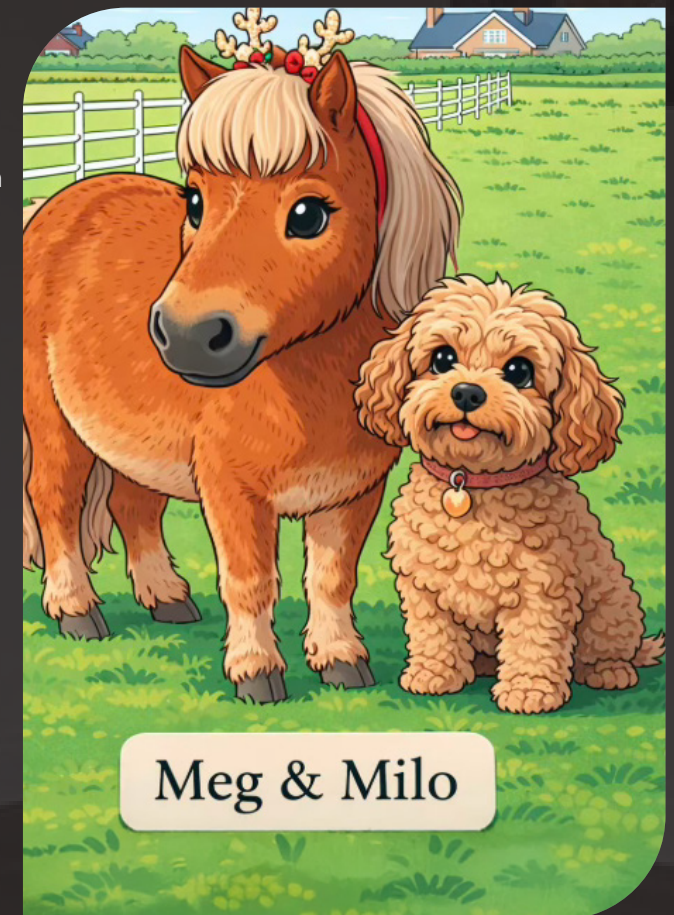
We might build a model, play a game, have a competition, or draw / create something amazing!

The session will always include a fun activity which hopefully you will enjoy.

I sometimes work with a therapy dog called Meg and a very naughty pony named Milo

## Contact us

[SENCO@trustededucation.group](mailto:SENCO@trustededucation.group)





# Work Experience

All Year 10/11 students complete a quality-assured work experience placement; providing them with valuable insight into the world of work. This hands-on experience helps students:

- Explore roles linked to their interests
- Gain confidence and independence in professional environments
- Build communication, teamwork, and problem-solving skills
- Make informed decisions about their future pathways

## Personal Guidance

Students have access to an independent qualified careers adviser for one-to-one guidance interviews. These sessions help students explore options, interests, set goals and make well-informed choices about their future.

## Career-Related Enrichment

To strengthen employability and personal development, we offer a range of enrichment activities, including:

- Mock interviews with staff and employers
- CV-building and application workshops
- Industry themed days.
- Leadership and enterprise challenges
- Opportunities to develop confidence, initiative, and resilience

These activities help students understand how to present themselves effectively and develop key workplace skills.

# Our Aim

By the end of Year 11, every learner will have:

- Participated in a rich and varied careers programme
- Engaged in meaningful employer encounters and enrichment activities
- Completed work experience
- Developed strong employability skills
- Explored a full range of post-16 options
- Received personalised guidance to make confident, informed decisions about their future





# 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
- PSHCE
- 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

***“Learning with Resilience,  
Growing with Trust.”***

## 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.



# Relationships, Sex and Health Education (RSHE)

## Our Commitment to High-Quality RSHE

Trust- Education Group Ltd is committed to delivering Relationships, Sex and Health Education that prepares young people for safe, respectful, and healthy lives. Our RSHE programme helps pupils develop confidence, resilience, and the ability to make informed decisions. Teaching is inclusive, age appropriate, and grounded in safeguarding guidance.

RSHE is a key part of our mission to promote wellbeing, personal development, and a positive school culture. It equips pupils with the knowledge and skills they need to understand themselves, build healthy relationships, and stay safe both online and offline.

## What RSHE Includes

Our RSHE curriculum covers a broad range of essential topics that help pupils navigate adolescence and adulthood. These include:

- Healthy friendships and relationships
- Consent, respect, and communication
- Puberty, physical development, and personal hygiene
- Mental and emotional wellbeing
- Sexual health, contraception, and preventing sexually transmitted infections
- Online safety, digital conduct, and preventing exploitation
- Equality, identity, and diversity
- Recognising unhealthy or harmful behaviour

Every topic is delivered sensitively, based on factual information, and adapted to meet the needs of different learners.

## An Inclusive and Respectful Approach

We ensure that all pupils feel valued and represented. Teaching reflects the diversity of modern society, including different cultures, family structures, sexual orientations, and gender identities.

Content is taught without stereotypes, judgement, or bias. Pupils learn to treat others with respect and to recognise both their own rights and the rights of those around them.

## Supporting All Pupils

Some pupils may have questions about identity, emotions, or relationships. Staff provide a safe and neutral space for discussion, following safeguarding guidance at all times.

RSHE is delivered in a trauma-informed and supportive manner. Pupils experiencing anxiety, confusion, or personal difficulties can access additional pastoral or wellbeing support.

Learners with special educational needs or disabilities receive adapted resources and teaching methods to ensure full access to the curriculum.

## Keeping Pupils Safe

Safety is at the heart of everything we teach. Pupils learn how to recognise unsafe situations, unhealthy behaviours, and harmful online content. They are taught how to seek help, who they can talk to, and how to set boundaries.

Sensitive issues such as coercion, sexual harassment, mental health, and online risks are addressed with care and in line with Keeping Children Safe in Education guidance.

## Working Together with Parents and Carers

Parents and carers play an important role in RSHE. We provide information in advance about sessions involving sexual health or other sensitive topics and offer opportunities to ask questions or view teaching materials.

Parents have the right to withdraw their child from the non-statutory elements of sex education within RSHE up until three terms before the child turns 16. After this point, if the young person wishes to receive sex education, the school will arrange this teaching regardless of any previous withdrawal requests.

Withdrawal requests must be submitted in writing using the Relationships, Sex and Health Education Withdrawal Request Form, which can be found on the school's website. Our team is available to discuss any concerns or queries openly and respectfully, and these should be addressed to the Head of School Safeguarding and Pastoral, Katie Everson.

A copy of the withdrawal request will be stored in the pupil's educational record. The Head of School will discuss the request with parents/carers before confirming the arrangements. Alternative, meaningful work will be provided for pupils who are withdrawn from the non-statutory elements of sex education.

## External Specialists and Workshops

We occasionally invite external health professionals or trained specialists to enhance classroom learning. All visitors are approved by senior staff, supervised throughout their visit, and required to deliver content that is factual, age appropriate, and aligned with our curriculum.

## How We Keep RSHE Effective

Our RSHE curriculum is reviewed annually to ensure it remains relevant, accurate, and reflective of statutory guidance. We gather feedback from pupils, staff, and parents to understand what works well and where improvements may be needed.

Staff receive ongoing training to ensure confident, safe, and sensitive delivery.

## Where to Find the Full RSHE Policy

The complete Relationships, Sex and Health Education policy is available on our website. Families may request a printed copy at any time.

## Our Promise to Pupils and Families

**We promise to deliver RSHE that:**

- Promotes safety, respect, and wellbeing
- Provides accurate and balanced information
- Reflects diversity and promotes inclusion
- Supports healthy relationships and personal confidence
- Helps pupils make safe, informed choices
- Works in partnership with parents and carers

Trust-Education Group Ltd is dedicated to providing an RSHE curriculum that empowers every young person to thrive.



# 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)

## Provision of Uniform

One full set of school uniform will be provided on entry to the school, with the cost included as part of admission. Additional uniform items can be purchased directly from the school. Please speak to Melissa Wainman if you would like to purchase more uniform.

## 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](mailto: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.

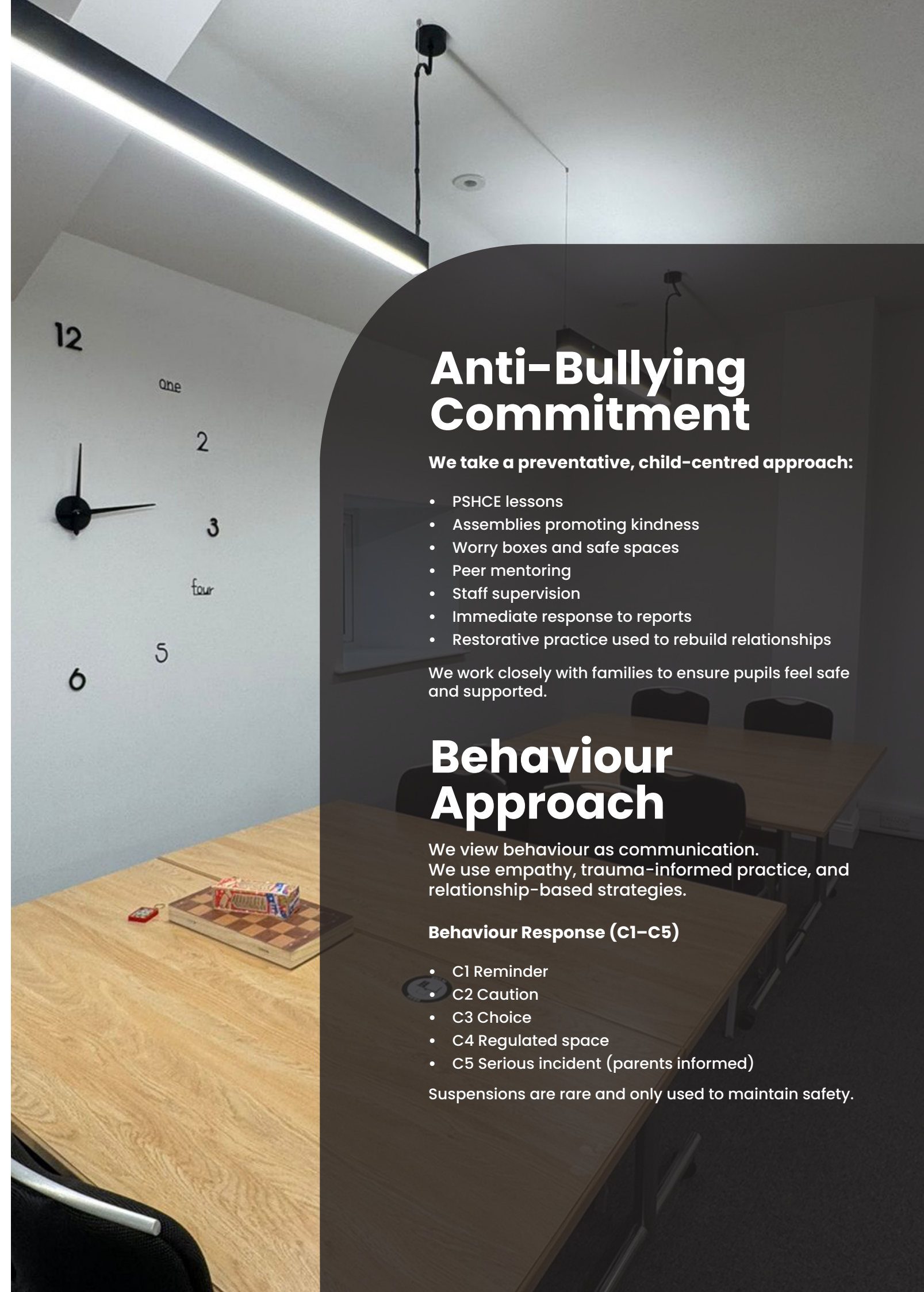
## Holidays

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 Phones & Social Media – Keeping Children Safe in Education

At Trust-Education Group Ltd, safeguarding and pupil wellbeing are at the heart of everything we do. To maintain a safe, focused, and respectful learning environment, we operate a strict no-phone policy on site.

What this means for your child:

- All pupils hand in their mobile phones each morning to their key worker or a member of the Senior Leadership Team
- No personal phones are used on site by pupils at any time. If a pupil needs to contact home, this is arranged safely through a member of staff
- Staff never use personal devices to take photos, videos, or recordings of pupils
- Staff do not connect with pupils on social media or share school-related content online
- All communication takes place through approved school systems in line with safeguarding guidance

These measures help protect pupils' privacy, reduce distractions, and ensure a calm, secure environment where children feel safe and supported every day.

## 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](mailto:safeguarding@trustededucation.group)  
Tel: 07984 173654



**Deputy Safeguarding Lead**

**Melissa Wainman**

Email: [safeguarding@trustededucation.group](mailto:safeguarding@trustededucation.group)  
Tel: 07984 174229



TRUST EDUCATION GROUP

## Trust-Education Group Ltd

***“Learning with Resilience,  
Growing with Trust”***

### 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](mailto:safeguarding@trustededucation.group) Tel: 07984 173654
- If Katie is unavailable, ask for Melissa Wainman (Deputy DSL). Email: [safeguarding@trustededucation.group](mailto: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](mailto:info@trustededucation.group)

Attendance: [attendance@trustededucation.group](mailto:attendance@trustededucation.group)

Safeguarding: [safeguarding@trustededucation.group](mailto:safeguarding@trustededucation.group)

[www.trustededucation.group](http://www.trustededucation.group)

