

Learn to Shine Education Ltd

Meeting the needs of all children and young people in our Inclusion Base

For Local Education Authorities who are looking to meet the educational needs of children and young people requiring flexible, specialist provision.

Learn to Shine Education Ltd. has developed a strong reputation for delivering high-quality, personalised education that enables students to re-engage with learning, achieve academically, and develop confidence. We are Quality Assured by several Local Authorities and are trusted by numerous primary and secondary schools across North East Derbyshire, Sheffield and Rotherham.

Our provision has been designed to support Local Authorities, schools and families in fulfilling their statutory responsibilities under Section 19 of the Education Act 1996, the SEND Code of Practice (2015), and where appropriate, Education Otherwise Than At School (EOTAS) arrangements. We understand the importance of ensuring that every child, regardless of circumstance, receives suitable education (or provision tailored to their health and individual needs) that enables them to make meaningful academic, social and emotional progress.

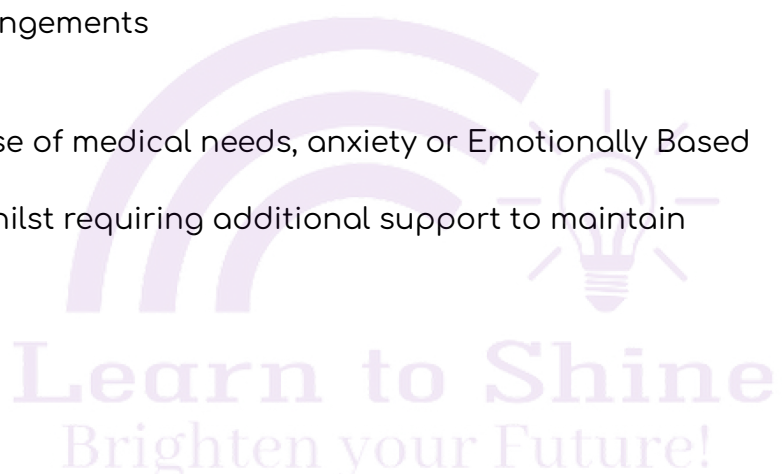
Our Provision

We offer a flexible range of educational support, including:

- Alternative Provision
- Our Inclusion Base (Monday-Friday, 9:30am-2:30pm)
- Private Tuition (9:00am-9:00pm weekdays and weekends)

Our services support students who are:

- Educated under Section 19 arrangements
- Accessing EOTAS provision
- Home educated
- Unable to attend school because of medical needs, anxiety or Emotionally Based School Avoidance (EBSA)
- Remaining on roll at a school whilst requiring additional support to maintain educational engagement



Every programme is individually designed to meet the outcomes identified by commissioners, schools, families and, where applicable, Education, Health and Care Plans (EHCPs).

Our Team

We are a highly reputable and multi-award-winning education company. All of our tutors are UK Qualified Teachers (QTS) with over 300 years of combined teaching experience. Every teacher is a subject specialist, supported by a highly skilled multidisciplinary team with qualifications including:

- SENDCo
- SEND Lead Practitioner
- ADHD Coach
- Dyslexia and Dyscalculia
- ACES and Trauma-informed Practice
- Safeguarding
- First Aid
- Food Hygiene

Our collective expertise enables us to understand the complex profiles of learners with additional needs while delivering ambitious, high-quality teaching.

Our awards include, but are not limited to:

- ★ Education Entrepreneur of the Year
- ★ Visionary Leadership in Education
- ★ School Tutor of the Year

A Curriculum with High Aspirations

Our Inclusion Base follows a carefully planned curriculum, developed by experienced education leaders and fully aligned to the Primary and Secondary National Curriculum.

All students are encouraged to work towards meaningful qualifications, including GCSE pathways where appropriate.

Our curriculum includes:

- Mathematics
- English Language
- Biology
- Chemistry



- Physics
- SPaG
- Preparation for Adulthood (PfA)
- Personal, Social, Citizenship, Health Education (PSCHE)
- Computing, IT and Artificial Intelligence
- Individual interests
- Educational visits and enrichment

Additional subjects such as Art, History, Geography, Music, and Business can also be incorporated into personalised learning programmes.

We firmly believe that students with SEND deserve an ambitious curriculum and should never have their aspirations limited by previous educational experiences.

Understanding the Young People We Support

Many of our learners present with co-existing needs including:

- Autism (ASC)
- ADHD
- AuDHD
- Dyslexia and other specific needs
- EBSA and anxiety

Whilst some students may have experienced interrupted education or appear academically behind, we recognise that these young people are often highly capable. We identify their strengths first, then carefully use those strengths to develop confidence, resilience and success through achievable small steps.

This strengths-based approach reflects the principles of the SEND Code of Practice, placing the child or young person at the centre of planning and ensuring that educational provision is responsive, personalised and outcome-focused.

Our students consistently meet or exceed their personalised targets because expectations remain high, support is individualised, and relationships are built on trust.



Holistic Support

We know that successful education depends upon more than academic teaching alone.

Each student benefits from:

- A trusted key-person mentor
- Strong relationships with teachers
- Close partnership working with parents and carers
- Holistic family support and signposting where appropriate

We are also pleased to be introducing an on-site Mental Health Practitioner, further enhancing our therapeutic and emotional wellbeing offer.

Working in Partnership

Communication and accountability are fundamental to our practice.

Every student has a secure online learning portfolio containing:

- Planning
- Assessment
- Progress evidence
- Individual Support Plans (ISPs)
- Education, Health and Care Plans (EHCPs), where provided

These records remain accessible to commissioners and key professionals, ensuring transparency and collaborative working.

Parents are actively involved through dedicated WhatsApp groups where they can see their child's learning, celebrate achievements and communicate directly with teaching staff. We welcome professional visits and maintain regular communication with schools, Local Authorities and families.

Flexible Delivery

One of our greatest strengths is our flexibility.

Provision can be delivered:

- Within our Inclusion Base
- Online
- Within the community (for example libraries and other agreed venues)
- As outreach within the student's home



We also understand that attendance barriers such as anxiety, neurodivergence, trauma or disrupted sleep patterns require flexibility. Timetables can therefore be adapted around individual needs, gradually increasing engagement whilst maintaining educational continuity.

This flexibility enables Local Authorities to fulfil their duties under Section 19, ensuring suitable education is available even where attendance at school is not currently possible. For young people accessing EOTAS, we work collaboratively with families and professionals to deliver bespoke programmes that align with EHCP outcomes while promoting independence, emotional wellbeing and academic achievement.

At Learn to Shine Education Ltd., we believe that every young person deserves to feel safe, understood and capable of success. Our ambition is not simply to provide education, but to build confidence, independence and positive futures through exceptional teaching and meaningful relationships.

Thank you for your time and consideration.

