

Vermont School's SEND Policy and SEND Information Report

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Name of responsible officer	L Paston (Interim Headteacher)
Approving Committee	Governing Body
Statutory Basis	Statutory Policy
Requirement to publish on website	Yes
Reviewed	October 2025
Date ratified by approving committee	December 2025
Review period	Every Year
Review date	October 2026

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Rationale

At Vermont School, we believe that every child, has an entitlement to fulfil their maximum potential and to acquire the knowledge and cultural capital they need to succeed in life. We recognise the importance of providing effective learning opportunities for all pupils through delivering an ambitious curriculum which meets every pupil's needs, setting suitable learning challenges, responding to students' diverse needs and through understanding and overcoming barriers to learning.

Aim

This policy outlines the school's commitment to providing an inclusive, nurturing and stimulating environment where all pupils, including those with SEMH and SEND, are supported to learn, make progress and achieve their full potential. It sets out the key principles and practices that guide our approach to meeting pupils' individual needs and ensuring high-quality provision for all.

- To ensure that all pupils have the opportunity to learn and make progress.

- To contribute to an environment in which all pupils are intellectually and emotionally challenged through meaningful learning experiences, and are encouraged to achieve their full potential.
- To ensure that schemes of work and planning take into account the needs of all pupils.
- To develop clear procedures and practices for the identification, assessment, and ongoing monitoring of the needs of pupils with SEND.
- To ensure that all staff respond effectively to the needs of all pupils, using differentiated approaches to meet their individual needs.
- To build and maintain effective links with external agencies and services to enhance the quality of provision for all pupils.

Legislation and guidance

This policy and SEND information report are based on the statutory [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 students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCoS) and the SEN information report

Definitions

A student has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than the majority of the others of the same age, or
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is **additional to, or different from**, that made generally for other children or young people of the same age by mainstream schools.

Roles and Responsibilities

The SENCo

They will:

- Work with the headteacher to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision outlined in EHCPs
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils up to date.

The Headteacher

The headteacher will:

- Work with the SENCO to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND

Teachers

Every teacher is responsible for:

- The progress and development of every pupil in their class
- Work closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCo to review each pupils's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy.

Parents/Carers

They will:

- Liaise with the pupil's class teacher, either by phone, Dojos or the Home School Communication book regarding any concerns
- Attend Structured Conversations to discuss progress, and any concerns
- Contact the school by email on info@vermontschool.co.uk

Admissions

In compliance with the [Equality Act 2010](#), Vermont does not discriminate on the grounds of disability. All pupils who attend Vermont School have an EHCP and are admitted on an equal basis with others in accordance with the Admissions Policy.

Close liaison with pupils' current settings prior to admission is maintained to ensure that staff are fully aware of each pupil's needs, strengths and effective strategies, enabling appropriate support to be in place from the outset.

Personalised transition programmes are arranged for pupils who require a longer period to adjust to Vermont School through consultation with parents and the SEND Department at the Local Authority.

Identifying Needs

To ensure that the school is responsive to pupils' individual and changing needs, staff work closely with the SEND department at the Local Authority, Educational Psychology (EP) team, and other professionals to continually review each pupil's profile. All pupils have an Education, Health and Care Plan (EHCP), and their needs are regularly monitored and assessed through ongoing observation, targeted assessments, and structured discussions with teaching staff, therapists, and specialist teams.

Assessment focuses on key areas such as literacy, communication, emotional regulation, cognition, and learning, ensuring that support is tailored and responsive. This includes the use of Thrive assessments, which are carried out on both a class basis to inform group provision and curriculum planning, and an individual pupil basis to identify specific developmental and emotional needs.

Progress and provision are reviewed through the graduated approach, with regular monitoring by teachers and senior leaders. In addition, structured conversations with parents and carers are held termly, providing opportunities to share updates, discuss strategies, and agree on next steps. Parents and carers are encouraged to raise any concerns about their child's needs with the class teacher or SENCo at any point, so that appropriate support can be reviewed and adapted as needed.

Graduated Response to Special Educational Needs (SEND)

The Graduated Response (GR-SEND) is a model of action that recognises there is a continuum of need and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a student may be experiencing.

The graduated approach encompasses an array of strategies which are underpinned by a number of central principles:

- All pupils are entitled to high-quality teaching
- All pupils can learn and make progress
- All teachers are teachers of SEND;
- An adaptive curriculum is not SEND provision – differentiated learning opportunities should be given to all learners;
- Provision for a student with SEND should match the nature of their needs
- There should be regular recording of a student's SEND, of the planned outcomes, of the action that the child is taking, and of impact of those actions and the outcomes achieved

The Code of Practice 4:19 – 4:13

The Code of Practice states a graduated response 'should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs in making good progress and securing good outcomes'.

Graduated Response - SEND - Assess, Plan, Do, Review Cycle

At our school, all pupils have an Education, Health and Care Plan (EHCP). Provision is therefore carefully structured to ensure that support is layered and responsive to pupils'

individual and changing needs. The school adopts a graduated response that builds on high-quality universal provision and increases in specificity and intensity as required. This model ensures that pupils receive the right level of support at the right time, with input from staff, parents and carers, and external professionals where appropriate. The table below outlines the four stages of our graduated response:

Stage	Provision
Universal Provision	<ul style="list-style-type: none"> - High quality teaching within a supportive, therapeutic, and relational whole-school culture. - Specialist staff trained in trauma-informed practice, attachment, and de-escalation. - Enrichment activities and curriculum adaptations that reflect the four areas of need and SEMH pathways. - Whole class Thrive assessments and planning to support emotional development. - High levels of trauma-informed practice, with consistency and predictability embedded across the settings. - Pastoral check-ins for emotional literacy and co-regulation. - Personalised Regulation Support Plans (RSPs) informed by known triggers and regulation strategies. - Structured conversations with families to promote consistency and trust. - Adapted PSHE curriculum to build self-esteem, resilience, and social interaction skills in line with SEMH needs. - Universal behaviour expectations applied with trauma-informed practice. - Opportunities to practise social interaction and self-regulation in structured and unstructured contexts.
Targeted Provision	<ul style="list-style-type: none"> - SEMH interventions (e.g., social skills groups, ELSA, Drawing and Talking, Lego Therapy). - Targeted Thrive action plans with SMART emotional regulation goals. - Increased structured adaptations at key times of the day (e.g. transitions, lunch, break times). - Family support, including access to Early Help and universal services where needed.
Specialist Provision	<ul style="list-style-type: none"> - Regular involvement of external professionals such as Educational Psychologists, Speech and Language (SaLT), CAMHS, Social Care, and Early Help Teams. - Multi-agency planning to support complex emotional, behavioural, or attachment-based needs with both internal and external professionals. - Increased adult support at key times during the day to enable co-regulation. - Personalised SEMH curriculum and intervention pathways with measurable emotional and social development outcomes.

Intensive and Highly Personalised Provision	<ul style="list-style-type: none"> - Highly individualised SEMH provision and therapeutic programmes for pupils with severe, persistent, or complex SEMH needs. - Access to alternative or off-site provision where appropriate, planned and reviewed as part of a multi-agency approach. - Comprehensive Risk Assessments and Safety Plans to manage unpredictable, extreme, or high-risk behaviours. - Intensive therapeutic input, often involving Tier 3/4 CAMHS, Youth Justice Services, or Social Care. - Early or additional EHCP Annual Reviews to ensure provision remains appropriate. - Specialist interventions for pupils with significant self-harm, violence, prejudicial/sexualised behaviours, or severe anxiety even in familiar settings. - Regular multi-agency meetings to monitor and adapt provision rapidly in response to changes in need.
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Stage 1 - Universal Provision

Code of Practice 6.37

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

Code of Practice 6.52

The class teacher should remain responsible for working with the child or young person on a daily basis. They should work closely with any teaching assistants or specialist staff involved... the SENCO should support the class teacher in the further assessment of particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

At this stage, the school provides high-quality teaching that is differentiated to meet the needs of all pupils, forming the foundation of the graduated response. All pupils have an EHCP, and a therapeutic and relational approach underpins classroom practice. The curriculum is adapted to reflect pathways of need, ensuring that learning is accessible and meaningful. Universal provision includes Thrive assessments and planning, regular Pastoral check-ins, clear routines, and Regulation Support Plans (RSPs) to support emotional regulation and engagement. Class teachers have day-to-day responsibility for the progress and development of the pupils in their class, working closely with support staff and the SENCo to implement strategies effectively.

Stage 2 – Targeted Provision

Some pupils may require additional, time-limited interventions to address specific areas of need. At this stage, class teachers work collaboratively with the SENCo, support staff and pastoral teams to plan, deliver and review targeted provision. This may include small group interventions, targeted Thrive action plans, or Pastoral interventions such as ELSA, Drawing and Talking Therapy, or Lego Therapy. Adaptations may be increased at key times of the day, such as during transitions or unstructured periods, to support regulation and ensure

pupils can access learning. Interventions are regularly reviewed to monitor their effectiveness and to inform next steps.

Stage 3 – Specialist Provision

Where pupils present with emerging or changing needs that require additional expertise, specialist professionals become more actively involved. This may include Educational Psychologists (EP) using Challenging Behaviour Consultation (CBC) assessments, Speech and Language Therapists (SaLT), Occupational Therapists (OT), or The Language Intervention Team (SALSA). These professionals provide assessments, recommendations and, in some cases, direct interventions. Class teachers remain responsible for the pupil's learning on a daily basis, working closely with specialists, support staff and the SENCo to implement strategies effectively. This stage ensures that the level of support is increased and tailored more precisely to individual needs through a coordinated, multi-agency approach.

Stage 4 – Intensive and Highly Personalised Provision

A small number of pupils may require highly individualised and intensive support due to the complexity or escalation of their needs. Provision at this stage may include 1:1 programme, access to alternative provision where appropriate, and increased multi-agency involvement. Risk assessments and safety planning are implemented where needed to ensure a safe and supportive environment. Additional or early EHCP Annual Reviews may take place to ensure that provision remains appropriate and responsive to the pupil's needs. Class teachers continue to work closely with specialist staff and external professionals to ensure that support strategies are delivered consistently and effectively.

Working with Parents

At Vermont School, we believe that co-production (working together) with parents, carers and pupils is the most effective way of ensuring that:

- the parent, carer and pupil's views are heard and valued;
- that Vermont School can deliver reasonable adjustments with consistency;
- the pupil is therefore supported to make progress based on their starting point

Procedures for concern

At Vermont School, we endeavour to meet the needs of all pupils but if there are any concerns, we encourage you to contact your child's teacher in the first instance.

SEND Information Report

This SEND Information Report provides an overview of how Vermont School implements its SEND Policy in practice. It sets out the school's approach to identifying and supporting pupils with special educational needs and disabilities, the provision available to meet their needs, and how we work in partnership with parents, carers and external agencies. The report is reviewed annually to ensure that it reflects current practice and statutory requirements.

What type of school are you, and what special educational needs do you cater for?

Vermont School is a primary SEMH special school located in Southampton, supporting pupils aged 6-11 with Social, Emotional and Mental Health (SEMH) needs.

All pupils have EHCPs. Many have additional or overlapping needs, including:

- Cognition and Learning
- Communication and Interaction
- Sensory and/or Physical needs

Our provision is highly individualised, with therapeutic approaches and relational practice embedded throughout the school day.

How are the needs of pupils identified and monitored?

All pupils join Vermont School with an EHCP, and their needs are reviewed regularly through close liaison with previous settings and professionals. Prior to admission, we gather detailed information from families, the pupil's current school or setting, and professionals to ensure a smooth transition and effective support from day one.

Pupil needs are continually assessed and monitored through:

- Class and individual Thrive assessments
- Ongoing teacher observations and Pastoral check-ins
- Input from the EP team (including CBC assessments where appropriate)
- Reports and assessments from external professionals (e.g., SALSA, SaLT, OT)
- Structured termly conversations with parents and carers

Pupil progress and provision are reviewed regularly through the school's Graduated Response, ensuring support is adapted as needs change.

How is the decision made about what type and how much support my child will receive?

All pupils have an EHCP which outlines their statutory provision. The type and level of support each pupil receives is determined through their EHCP, ongoing assessment, and the school's Graduated Response model.

This includes:

- **Stage 1 – Universal Provision:** Therapeutic and relational whole-school approaches, adapted curriculum, Thrive, pastoral check-ins, regulation support plans.
- **Stage 2 – Targeted Provision:** Group interventions, targeted Thrive action plans, pastoral interventions such as ELSA, Drawing and Talking, or Lego Therapy.
- **Stage 3 – Specialist Provision:** Input from EPs, SaLT, SALSA, OT and other external professionals; multi-agency planning and reviews.
- **Stage 4 – Intensive Provision:** Highly individualised support, access to alternative provision where appropriate, increased multi-agency involvement, and early EHCP reviews.

The SENCo, class teachers, Pastoral team and professionals work closely together to ensure that support is appropriate, effective and regularly reviewed.

What support will there be for my child's overall wellbeing?

Pupil wellbeing is at the heart of everything we do. Our therapeutic and relational approach creates safe, predictable spaces where pupils can build trust and develop self-regulation skills.

Support includes:

- Pastoral check-ins and key adults for every pupil

- Thrive assessments and action plans at class and individual level
- Regulation Support Plans tailored to individual needs
- Access to Pastoral interventions including ELSA and Drawing and Talking Therapy
- Close working with EPs, SaLT, SALSA, OT and CAMHS where appropriate
- Safe, structured spaces for pupils during unstructured times (e.g. break and lunch)

Wellbeing is supported through consistent routines, positive relationships and close partnership with families.

Who are the SEND team?

Our SEND team includes:

- **SEND Support Consultant and SENCo**
- **Pastoral**
- **Thrive Practitioners**
- **ELSA Practitioners**
- **Class Teachers and LSAs trained in SEMH approaches**
- **External Professionals:** EP, SALSA, SaLT, OT

All staff are trained to work with pupils with complex SEMH needs and to implement therapeutic strategies consistently.

How can I let the school know if I am concerned about my child's progress in school?

We strongly value partnership with parents and carers. If you have concerns:

1. Speak to your child's class teacher in the first instance.
2. If further support is needed, contact the SENCo or a member of the leadership team.
3. We are happy to arrange meetings to discuss your child's progress and review support.

How will the curriculum be matched to my child's needs?

Our curriculum is adapted to pathways of need, ensuring it is accessible, relevant, and meaningful for all pupils. Class teachers plan learning that reflects pupils' EHCP outcomes, therapeutic targets and individual learning goals. Teaching is differentiated, flexible, and responsive, with close support from LSAs, therapists and specialists to remove barriers to learning.

What opportunities will there be for me to discuss my child's progress?

We hold termly structured conversations with parents and carers to discuss progress, review provision and plan next steps. In addition, families are involved in:

- Annual EHCP reviews
- Informal meetings and phone calls as needed
- Joint meetings with professionals where appropriate

What opportunities are there for consultation with pupils?

Pupil voice is central to our approach. Pupils are supported to express their views through:

- Daily check-ins with key adults
- Thrive activities and class discussions
- Lunch clubs

- Student Council
- Annual EHCP reviews
- One-to-one conversations with trusted adults or pastoral staff

How do you evaluate the effectiveness of your provision?

We evaluate SEND provision through:

- Regular review of individual pupil plans and EHCP outcomes
- Termly reviews of interventions and Thrive assessments
- Annual reviews for all pupils
- Pupil and parent voice
- Ongoing monitoring by leaders, SENCo and external professionals

Findings inform future planning and staff development.

How will Vermont School prepare and support my child to join the school, transfer to a new school, or transition to the next stage of life?

Transition is carefully planned for each pupil. We work closely with previous settings to ensure detailed information is shared and strategies are in place before pupils start. Additional visits and phased transitions are arranged where needed.

When pupils move on, we work with receiving schools and services to ensure support continues seamlessly. This includes joint meetings, information sharing and transition planning tailored to the child.

How accessible is Vermont School?

Vermont School is committed to providing an inclusive and accessible environment for all pupils. Most areas of the school are accessible to pupils with physical needs; however, there are some parts of the site that currently present accessibility challenges.

There is no ramp at the front entrance, so pupils, staff or visitors with mobility needs are supported to access the building through alternative entrances where necessary. In addition, the school hall and The Snug (Pastoral area) are only accessible via stairs, and there is currently no lift access to these spaces.

Where required, reasonable adjustments and alternative arrangements are put in place to ensure that pupils who cannot access these areas are not disadvantaged. Individual access needs are addressed through Personal Emergency Evacuation Plans (PEEPs) and risk assessments, and the school regularly reviews its site and procedures to improve accessibility wherever possible.

How will my child be included in activities including trips?

All pupils are included in trips and enrichment activities. Risk assessments are carried out to ensure safety and accessibility, and additional adult support is provided where necessary. Alternative arrangements are made only when essential, with parents and carers fully involved in planning.

What if the child I am caring for is Looked After by the local authority (CLA)?

We have a Designated Teacher for CLA who works with carers, social workers and other professionals to ensure pupils' needs are fully met. Regular Personal Education Plan (PEP)

meetings are held to monitor progress and plan support. More information can be found in the Designated Teacher for LAC Policy.

What steps should I take if I have a concern about the school's SEND provision?

If you have a concern:

1. Speak to your child's class teacher or SENCo.
2. If not resolved, follow the school's Complaints Policy, available on our website. We are committed to working with families to resolve concerns quickly and effectively.