



# SCHOOL PROSPECTUS 2024-25



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## INTRODUCTION

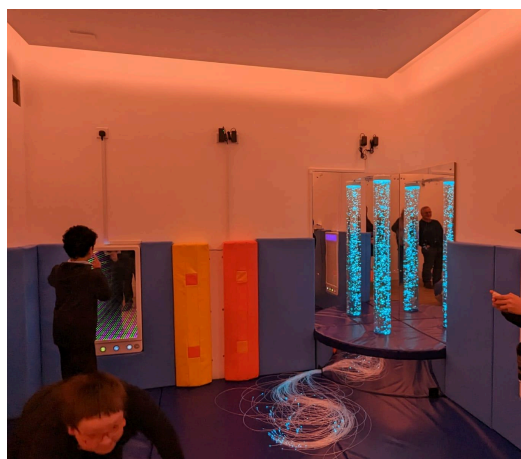
It is with great pleasure that we welcome your child into Vermont School. We hope that this prospectus answers many of the questions you may have about the school.

Vermont School is a day special school maintained by Southampton City Council. It is pleasantly situated close to a residential area and within a short walk of the Sports Centre.

The school currently admits 56 children aged from 5-11 who have a primary social, emotional and mental health difficulty. In addition, they may have mild to moderate learning difficulties, specific learning difficulties or mild physical or sensory impairment.

We want all children to enjoy school and to achieve their best.

Educational provision is carefully tailored and monitored to meet individual needs. Our school aims are similar to many mainstream primary schools. However, the way we try to achieve these aims may be different. We endeavour to make the learning situation successful and relevant to each child's needs, thereby enhancing self-esteem.



We believe that school is an on-going partnership between school and parents/carers and we encourage you to get to know us and how the school works. We value the opportunity to meet you and work closely with you in the interests of your children. We offer your child a fresh start in a highly caring, secure, and understanding environment.

We will do our best to explain what we do, and answer any questions that you may have after you have read this prospectus.

Please do not be anxious about what will be expected of your child. It will be well within their understanding and capabilities and circumstances permitting, will eventually lead to their returning to a mainstream school (which is our ultimate aim) or to them transferring to another school which is suitable for their needs.





**DATES FOR THE DIARY**  
(Further dates will be added)

Date	Event
2nd September 2024	INSET - School Closed for Staff Training
3rd September 2024	Structured conversations (Parents/Children meet new teams in school)
4th September 2024	Transition Day - new children/role models
5th September 2024	All children in
24th/25th October 2024	INSETs - School Closed for Staff Training
28th October-1st November 2024	Half Term
23rd December-3rd January 2025	Christmas Holidays
6th January 2025	INSET - School Closed for Staff Training
7th January 2025	Structured conversations (Parents/Children meet class teams in school)
17th February-21st February 2025	Half Term
14th March 2025	INSET - School Closed for Staff Training
7th April-Monday 21st April 2025	Easter Holidays
26th May - 30th May 2025	Half Term
Tuesday 22nd July 2025	School Closes for Summer



## VISION AND AIMS

### 'THE VERMONT FAMILY BELONG, BELIEVE AND ACHIEVE TOGETHER'

All children are valued regardless of their ability or behaviour. We provide all our young people with a fresh start to their education and give them access to a broad and balanced curriculum designed to meet their own educational and social needs.

We aim to:

- Recognise and cater for the learning and social needs of all our individual children;
- Develop their social and emotional skills;
- Teach personal skills and values;
- Encourage children to work and play on their own and together;
- Ensure that children establish and further their academic skills;
- Teach children how to find out and to gather information;
- Develop the skills of problem solving, decision-making and creative thinking;
- Give children access to a broad, balanced and differentiated curriculum within statutory requirements;
- Achieve the re-integration of pupils to mainstream education/another suitable educational setting through the establishment of support work and professional liaison;



## ADMISSIONS

Children who join Vermont will be directed by the Special Educational Needs Team in Southampton and must have an Education Health and Care Plan. In rare cases, an assessment place can be considered where Vermont may be considered as a more appropriate placement. In **all** cases, parents and the school must liaise with the local authority SEND team to agree placements.

On receiving a request for admission from the LA, the school considers the documentation very carefully. A response is made either confirming that the school believes it can meet the needs of the child or that they believe these would best be met in another educational setting. When it is unclear from the paperwork as to whether the school can or cannot meet the child's special educational needs, the parents and child are invited for a visit to help determine the decision.

Then if Vermont has places and everyone agrees a placement here is right for a child (and other children), a date is agreed for admission. A period of transition and will be agreed in line with the individual child's circumstances and needs.

When you first come to the school you will be asked to sign several forms including the Home School Agreement, consent for your child to go on outings, consent for photos and Internet usage and for necessary medical care.

All placements are then reviewed a minimum of annually through a review of the child's Educational Health and Care Plan/Statement of Educational needs. A document is sent home to parents two weeks in advance of the meeting for parents to share their views and professionals working with the child are also invited to share information and attend the annual review. The focus of the meeting is to:

1. Review the child's progress against their agreed targets from the previous year;
2. Agree their current special educational needs and record any changes;
3. Agree targets in maths, English and social and emotional development for the following year;
4. Make recommendations for placement for the coming year.

The meeting is conducted in partnership with parents and the child and provides a valuable opportunity to celebrate successes and discuss targets.

We have found that the opportunity of attending these meetings virtually have led to greater attendance from parents. Therefore parents will be given the chance to attend the annual review virtually, by phone or in person depending on their preferences.





**OFSTED  
AND US**  
What the  
inspectors  
said...

"Vermont School's values of 'belong, believe and achieve together' are evident throughout the school. "

"You have a considerate understanding of pupil's varied and often complex needs "

"Behaviour around the school shows that pupils treat each other with respect."

"[The] staff provide such a warm welcome that they [the pupils] quickly settle and start to thrive. This is at the heart of what makes your school such a positive place."

"Pupils value highly the support that they receive and recognise the progress that they have made since joining the school."

"Parents are delighted with the positive attitudes to learning that their children develop after joining the school."

"Pupils learn how to think about the effect of their behaviour on their learning and what to do to be able to learn well. "

"As a result of teachers' high expectations most pupils are making good or better progress in all aspects of their learning."

"Behaviour management is very effective. This is evident in lessons, in the way that staff handle incidents...and in the attitudes that pupils show towards their work and the school as a whole."

**Our last OFSTED  
inspection took  
place on January  
25th 2018.**

WE WERE RATED

**GOOD**

"The leadership team has maintained the good quality of education in the school."  
"Safeguarding is effective."

**Ofsted**  
raising standards  
improving lives

## ATTENDANCE AT SCHOOL

The school is responsible for the care and safety of all pupils during and after the school day until they have left the premises, either at the end of the day or by arrangement with parents and carers.

Good attendance is essential if children are to gain the maximum benefit from their education and if they are to continue making progress in their Social and Emotional development. Our Children and Families Team work hard with our families to ensure children's attendance is the best it can be.

## ABSENCES

Parents are legally required to inform the school of all absences. Please let us know, either by telephone or email if your child is unwell. Levels of attendance have to be reported to the Local Authority and all absences are reported upon, therefore it is vital these are explained to the school.

For all cases of sickness and diarrhoea, it is recommended by the NHS that children remain away from school for 48 hours from the last case of vomiting or diarrhoea. If you are unsure as to whether to send your child to school, please contact us so that we can advise you as to the appropriate action.

Infectious or contagious diseases must be notified to us immediately.

We have to report all unauthorised absences to the Department for Education and Employment annually, and publish our statistics to parents.

We would advise that you then inform School Transport of when your child will be returning to school so that they can make the appropriate arrangements for collection.

If your child is to be absent for part of the day due to a medical or dental appointment, please notify the school office beforehand and give times, expressing when your child will be collected or returning to school. Wherever possible, parents should try to make appointments outside of school hours. However, if this is not possible, we would expect the child to be in school for the remainder of the day of their appointment.

Children are awarded 50 Golden Achievements each day that they are in school. There are also a host of other rewards for good attendance.



## LEAVE OF ABSENCE IN TERM TIME

Schools are no longer able to authorise absences during school term time unless in exceptional circumstances. As such, parents are asked to take their holidays during the school holiday periods. If this is not possible, please avoid taking your children out of school in September as this is an essential settling period and also, for Year 6 - the second week in May, as this is usually the time of their SATs (Statutory Assessment Tests).

If a Leave of Absence is absolutely necessary, please complete the request form which can be obtained from the school office or on the Parent section of the school website ([www.vermontschool.co.uk](http://www.vermontschool.co.uk)).

It is essential that you keep us up to date on any changes of contact information as if your child feels unwell at school we will immediately attempt to contact you as parents. Your child will be cared for until arrangements can be made for them to return home.

If they have a minor accident children will be looked after by one of our staff, who will have an up to date first aid qualification. However, in the case of a more serious accident, emergency or illness, we will call 999 or take your child to Southampton General Hospital and inform you as soon as we can.

## MEDICINES

If a child needs to have medicine administered during the school day, we require the original packaging and written instructions concerning the dosage. Information and the permission form can be obtained via the school office or from the school website in the Parent area. Medicines should be handed in to the school office to a designated medicine administrator, and will be secured in a locked, metal cabinet.

Please note, this form needs to be completed for us to be able to administer non-prescription medication as well.



In the event that a child has not had their regular medication (prescribed for ADHD or ASC etc), before school in the morning, we will expect parents to come to school to administer this. Unmedicated children find school very difficult to cope with and it is unfair to expect them to be able to manage a school day if they have not received the required dose.

## ASTHMA

If your child suffers from Asthma and uses a blue non-steroid inhaler it has been recommended that they keep their inhaler with them at all times. Brown inhalers containing steroids must be kept in the medical area. Parents are asked to complete the permission form and to provide written details of usage, to ensure that their child's well-being can be guaranteed at all times.

## SCHOOL TRANSPORT

Because our children come from all over Southampton (and some from Hampshire), many are entitled to School Transport. All transport is arranged by the Southampton Special Educational Needs Department in liaison with the Transport Team.

If your child is eligible for transport, a form will be generated by the SEND Team and will be passed to the Transport Team over the Summer Holidays. Then the Transport Team will ring school for the relevant information and confirmation of a child's start date. The Transport Team will then ring you as parent/carer for relevant information and they will then share the start date with the SEND Team. They will then send you a letter giving details of the time and place for collection and drop off on return.

Please note that whilst we can try to help parents with their school transport queries, we do not organise school transport and so any decisions are made by the School Transport Team.

Children are expected to hand any technology which they may have been using on their taxi into reception.



## PARENTS AS PARTNERS

Vermont has an open door policy for parents to promote and enhance parental involvement. We encourage you to phone or to visit the school to discuss any aspects of your child's welfare and development. Once your child starts at the school you become part of the Vermont Family.



We aim to liaise with all our parents at least once a week in a weekly phone call or email where we will update you on the weeks' progress and achievements. We will of course contact you in addition to this if we have something additional to celebrate or if we have any concerns. We would appreciate you doing the same to keep us updated on anything which may influence your child's behaviour and wellbeing.

Please note that inappropriate language, threats or acts of aggression towards staff or pupils will not be tolerated on the premises or by phone/email. Anyone behaving in such a way will be asked to leave, or staff will respectfully terminate the phone call. Parents may receive a ban from the premises and their behaviour may be reported to the police if such an incident occurs.

The school respectfully wishes to remind parents that it is their responsibility to let the school know of any facts relating to court orders that are placed upon their child.

Parents are welcome to visit us at any time although we advise you to telephone before coming to school so that we can make arrangements to meet with you. If you would like to discuss anything with our governors, meetings can be arranged through the school office.

Ongoing informal and formal means of information sharing and communication include:



- Weekly phone calls
- Individual Education Plans/Positive Handling Plans (sent home termly)
- Structured Conversations (usually at the start of a new term) where parents and their children are invited in to meet the class team
- Parent/Teacher consultations – in the Summer Term
- Annual School Report – sent home in the summer term
- Annual Review – once a year
- Phase Transfer Reviews (for Year 5 children and parents in the Summer Term)
- Parent Afternoon Teas – sessions to meet the teams and see your child's work
- Christmas Lunch and Fair – all parents and carers are invited to attend
- Sports Day, Summer Fair and other events to mark national celebrations
- Half termly newsletters to share upcoming events and learning for each half term
- Website – contains information regarding class timetables, topics, policies etc.
- Informal meetings – arranged at a time you would like to discuss a specific issue.

Concerns are usually resolved when parents approach the class teacher, SENCO, deputy or head teacher. Following these discussions, should a parent wish to make a formal complaint about any aspect of the school, they should refer to the Governor's Complaints Procedure, which is available at the school office.

We must have a number where we can contact you in case of emergency. If you are not on the telephone please give us the number of a friend or neighbour. In addition, if you are out at work all day please give us the number there so you can be contacted. We will also collect parent's email addresses as this is also one of our preferred methods of communication.

## HEALTHY FOODS/SCHOOL LUNCHES



As part of our work in developing our children's skills for life, we offer pupils a range of healthy foods over the course of the day. This will include breakfast, but also snacks including fruit, vegetables, crackers, yoghurts and cheese. The children will take turns in helping to prepare this food as well as then sitting together to eat it.

Lunch is cooked at Great Oaks School across the road and is then brought over to us to be served from our kitchen. Children can choose their meal from the daily menu each morning. This includes 2 hot options (vegetarian or meat),

baked potatoes with a choice of fillings and sandwiches or baguettes. If parents wish, they may provide their child with a packed lunch. Children will eat in their classrooms or the hall with school staff. Parents are asked to provide healthy lunch boxes with a balance of food (carbohydrate, dairy, fruit and vegetables) and no sweets, cans, fizzy drinks or glass containers.

Dinner money should be sent into school as cash or cheque (with the taxi escort if necessary) in a sealed envelope with the child's name, class and amount written on the outside. Cheques should be made payable to Southampton City Council. Free school meals are available to families on income support. Application forms are available from the school office.

If you know that your child is going to be late into school in the morning, please can you inform the school of your child's lunch choice as this has to be made before 9.30 each day.

Further details can be found at the school office or on our school website in the 'Parent' area.

## STAFF TEAM

Staff have made a choice to work at Vermont because they want to help our children and give them a fresh start in their education. They believe passionately that all children deserve the best opportunities and have an equal entitlement to an education. Emphasis is placed on developing strong relationships and building trust and understanding.

Headteacher

Matthew McLoughlin (Deputy DSL)

Interim Headteacher:

Louisa Paston (In Matthew's absence)

Deputy Headteacher/SENCO:	Lynne Mckeown (Deputy DSL)		
Children and Families Team:	Jo Calder (Lead DSL)	Mandy Trayhorn (Deputy DSL)	
Curriculum Lead:	Jess Kennedy		
Teachers:	Natasha Callen Kelly King	Jess Kennedy Millie Jones	Cerys Davies Donna Vokes
Unqualified Teacher/Cover	Ellie West		
HLTAs	Zara Manning	Lauren Manning	
Teaching Assistants	Tia Mesa Rachel Blue Laura Nash Izzy Winteridge Nicole Wilding-Hewitt Lauren Wilkinson	Liecha Tarafdar Hannah Cowap Tania Patel-Ramon Tilly Hutton Julia Szmielewicz	
Pastoral Team:	Julie Richman		
School Business Manager:	Jane Valentine	Finance Assistant:	Shirley Shankland
Admin Assistant:	Debbie Rowe		
Site Manager:	Mark Ruddock		

## GOVERNORS

The school has a Governing Body, which consists of representatives from the local authority, parents, teachers and members co-opted from the local community. The Governing Body is a group of people who voluntarily give up their time to work as a team contributing to the management of our school.

The aim of the Governors is to make certain that optimum learning conditions are provided so that each child may, through a properly delivered curriculum, achieve the highest possible standard.

Under recent government legislation they have been given increasing responsibilities and make decisions on a range of issues including finance, staffing, the curriculum and policies.



Chair of Governors:	Sam Chapman
Vice Chair	Damian Biles (parent governor)
Governing Board	Jo Shawyer, Adam Rimmer, Phil Chapman, Vacancy, Vacancy
Staff Governor:	Natasha Callen
Headteacher:	M McLoughlin-Parker/L Paston
Clerk to the Governors:	Judicium Education - School Support Services

All Governors can be contacted through the school office. An appointment can be made to meet with the chair of governors via the school office.

Governors can be found in school at various school events.

## THE SCHOOL DAY



0900-0905 – Children arrive and are greeted at school;  
0905-0915 – Registration/Breakfast Together/Morning Jobs;  
0915-1010 – 1<sup>st</sup> Lesson  
1010-1025 – 2<sup>nd</sup> Lesson (Phonics/Reading/Mental Maths)  
1025-1040 – Assembly (Singing Assembly on a Thursday)  
1040-1055 – Playtime - Children will be taught social skills during this time.  
1055-1155 – 3<sup>rd</sup> Lesson  
1155-1245 – Lunch and lunch play (including clubs - ICT, Art, Toy and Football)  
1235-1250 – Registration/Reading  
1250 -1345 – 4<sup>th</sup> Lesson  
1345-1430 – 5<sup>th</sup> Lesson  
1430 -1445 – Story/Circle Time/Dismissal

## SCHOOL UNIFORM

School uniform can be purchased from any good supermarket. Iron on logos (for jumpers and trousers) can be purchased from the office at a cost of £5 for each logo. Children are requested to wear clothing with the school logo on it.

School Uniform is as follows:

- Dark blue/Navy tracksuit bottoms or a blue/black skirt;
- Dark blue/Navy jumper or zip up jacket – with the school logo (NO HOODIES);
- Pale polo shirt;
- Blue checked summer dress for summer wear;
- Black trainers & slippers (children are expected to remove their shoes on entry into the classroom. They are welcome to wear slippers for comfort).

The school PE kit is:

- Pale blue polo shirt;
- Dark shorts;
- A change of footwear (plimsolls or trainers are ideal for this purpose);
- Dark, plain tracksuit bottoms can be worn for outside games in the winter.
- Swimming costume and towel for the designated swimming day (Wednesday or Friday)

## LOST PROPERTY

Please mark as much clothing and footwear as possible with your child's name (including their uniform, PE kit and swimming kit). We teach our children to value their property and that of the school, but this does not always prevent them from losing things! Lost property can be found in the school office.

## THE PASTORAL CURRICULUM



The pastoral curriculum may be defined as the systems planned to care for personal development and individual support of pupils.

Pastoral care in a special school for children with social, emotional and mental health difficulties is especially important as it represents the foundation on which the curriculum can then be built. It reflects the school's primary function, that is, the resolution of the difficulties experienced by individual pupils. The pastoral curriculum therefore is 'taught' by all staff at Vermont and underpins everything that we do in combination with a solid understanding of Maslow's Hierarchy of Need (image at the start of



this prospectus). There is a particularly heavy focus on this in the first half of the Autumn term and after this, we gradually introduce our more formal learning opportunities.

In many ways it is this which makes our SEMH School special. We understand the vital need to teach and support children in their social and emotional development and resilience, and also to develop their self-awareness and self-esteem, *before* they are ready to access and make progress in 'academic-type' learning. All of our children have had poor and negative experiences in their previous schools and so therefore need the specific support which we can provide to overcome these negative emotions associated with school.

The main aspects of the pastoral curriculum are therefore:

- Structured and consistent behaviour management systems
- Close liaison between school and home
- Close liaison between school and external agencies including Educational Psychologists and Social Workers
- Pastoral counselling and supervision work,
- Assessment and report writing
- Record keeping
- Continuous monitoring of an individual pupil's personal growth.



Important elements in link work with pupils are counselling, relationship-building and development of self-awareness.

If a child should need individual support from a specialist, for example a speech and language specialist, play therapist, psychiatrist or Educational Psychologist, this can be arranged with parental agreement.

We aim to make learning active, stimulating, challenging, relevant and purposeful, to involve and share values of the whole community within a secure, responsive educational environment.

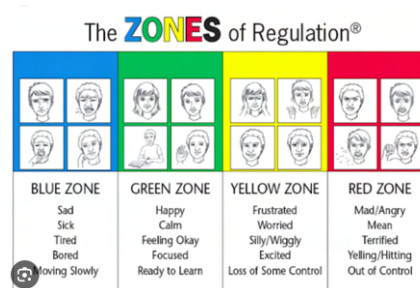
We do this by:

- Enabling children to discover their strengths and realise their potential;
- Helping children to become motivated learners;
- Encouraging children to think for themselves;
- Helping children to develop appropriate behaviour according to the situation;
- Enabling children to take an active part in the planning, evaluation and assessment of their learning;
- Building on, developing and extending their skills and knowledge;
- Helping children to feel happy, secure and confident in their learning environment and to have fun;
- Encouraging children to set high expectations and to maintain high standards;
- Helping children to develop an enquiring approach to their learning.

The role of the teacher is to enable the pupils to think for themselves, to understand the purpose of what they are doing and why they are doing it and to guide them in their moral, spiritual, social and cultural education.

This will be achieved by:

- Evaluating and assessing pupils' learning to aid continuity and progression,
- Effective planning,
- Flexibility of teaching style,
- Modification of the task to the child,
- Appropriate design of task,
- Questioning and intervention.



Our Teaching and Learning Policy will encourage pupils to become responsible, honest members of the community and to develop tolerance, respect and an appreciation of the rights and needs of others. Therefore, the whole ethos of the school is based on the rights and responsibilities of the individual within this community.

Throughout the curriculum there is an emphasis on personal and social education, helping children to develop the necessary skills to take their place in society as responsible and contributing young people. We use PATHS (Promoting Alternative Thinking Strategies) and the Zones of Regulation to support their social and emotional

development. This provides a highly structured programme for children to develop empathy and their social and emotional skills.

Once children have developed their 'Behaviour for Learning' skills, we will begin to introduce more formal, academic learning.

## THE INTERNATIONAL PRIMARY CURRICULUM

We follow the International Primary Curriculum (IPC) which uses the key objectives and skills from the National Curriculum and plans them into themed units. Through this, our teaching is based on the needs of the learner and the National Curriculum requirements. The topics and units are planned to be as relevant, real life and practical as possible and therefore enhance children's learning experiences within a broad and balanced curriculum.



Our aims are:

- To provide skills and strategies to enable our pupils to undertake realistic functional reading and writing tasks.
- To stimulate imaginative and logical thinking.
- To encourage and develop study skills.
- To encourage reading for pleasure.

Throughout the week children experience the majority of subject areas. Topic titles include *Footprints from the Past, Myths and Legends, Young Entrepreneurs, Chocolate, What's in the News, Fashion and Water, Water Everywhere*.

These allow for a cross curricular approach with a different main subject focus for each topic. Other subjects are addressed within these but may not be the primary focus. Over the course of a year, all aspects of the National Curriculum are covered.

English is also taught within cross-curricular studies; most activities in this area are based around the IPC topic which changes every half term.

We also teach a programme of life skills alongside the IPC topics. Aspects such as managing feelings, healthy lifestyles, self awareness, and the world I live in are taught each half term and are built upon each year.

## ENGLISH

For reading, to foster enjoyment and pleasure of books the children are exposed to a wide variety of different texts and different methods of learning. They are exposed to reading experiences at least three times a day and we strongly encourage parents to hear their children read or read to them at least five times a week.

Children are taught daily phonics skills using Ruth Miskin's Read Write Inc. programme to support their reading and spelling skills.

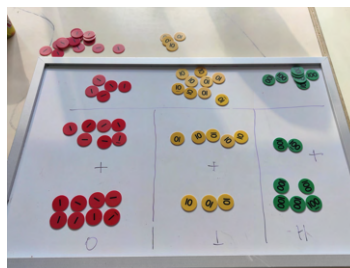
Writing is often a subject which our children find difficult. We therefore offer them the opportunity to 'talk' what they want to write rather than writing it until their confidence and self-esteem develops. We use Pie Corbett's Talk for Writing which encourages children to learn a range of writing genres by drawing pictures and verbally reciting their piece of 'writing' in the first instance. We also use the Narrative Approach initially, which focuses on the key aspects of a piece of writing (the who; the what; the where; the when and the why). These approaches encourage the children to verbally express their ideas. We use rich texts as a starting point for writing as these give a context for certain genres. Grammar and punctuation skills are generally taught within these sessions as a part of the 'whole' English curriculum, but discrete sessions are also used to teach children additional skills.



Speaking and Listening forms a key part of not only our English curriculum, but also our social skills which take place throughout the day. Children are taught the skills necessary for listening to each other, taking turns to speak, considering other viewpoints and also speaking in front of an audience.

## MATHEMATICS

The Mathematics Curriculum develops the mathematical understanding of all children by extending their reasoning skills, fluency of calculation, knowledge of concepts and their application of skills. We aim to enable children to be able to think logically, identify relationships between numbers and be able to use Mathematics in a variety of situations. We ensure children are given the opportunity to use concrete resources such as Numicon, as this supports their visualisation of concepts which is so essential to children who have gaps in their mathematical knowledge as so many of our children do.



## SCIENCE

We consider that science is an important part of the curriculum, as the subject permeates almost every aspect of life. Science should therefore be part of the 'whole curriculum' that is concerned with the development of knowledge and in particular an understanding of scientific skills and attitudes. Most science activities are also incorporated into the International Primary Curriculum, which enables the work planned to be aligned to the National Curriculum.

## PHYSICAL EDUCATION

In physical education, there are six areas of activity; games, gymnastic activities, dance, athletic activities, outdoor and adventurous activities and swimming. The National Curriculum states that children should be taught to play simplified versions of recognised competitive team and individual games.

At Vermont, PE is taught separately a minimum of twice a week with all children experiencing a planned programme of activities in all areas, including swimming. One of these sessions each week is taught by Saints Sports Coaches. They teach skills in a range of sports such as football, rugby, hockey, tennis and cricket.



Children use the hall and outdoor facilities for PE, gymnastics, athletics and movement on a regular basis, practising individual skills as well as co-operating in team games.

In dance, as well as expressing their own movements, they are taught a number of dance forms from different times and places including some traditional dances of the British Isles. Athletic activities include running, throwing (accuracy and distance) and jumping (height and distance). Outdoor and adventurous activities involve orienteering exercises and challenges of a physical and problem-solving kind such as negotiating obstacle courses.

Children also learn how exercise affects the body and how to evaluate their own performance.

Your child will need trainers, black or navy shorts and a white T-shirt for P.E. They will need a swimming costume and towel for swimming. You will be informed of the days when kit is needed, but to enable flexibility within the curriculum, we would advise their PE kit being in school at all times.

## SWIMMING



Children should be taught to swim 25m by the end of Key Stage 2. We have access to the Red Lodge swimming pool which is located up the lane from the school (as children need to walk up the lane, if they have demonstrated unsafe behaviour, we may risk assess that they are too unsafe to go on a particular week).

Children will have access to swimming lessons at least for two half terms in an academic year. All swimming lessons are led by a qualified swimming instructor. To be able to go swimming, all children need a towel and swimming shorts brought into school on their swimming weeks.



## RELIGIOUS EDUCATION

There are no National Curriculum documents for RE but the Local authority is required to draw up its own guidelines. We use Hampshire County Council's Living Difference document. This takes into account the multicultural make-up of our country whilst bearing in mind that the dominant religion is Christian.

We try to give children a basic knowledge of beliefs. In order to do this we teach some Bible stories, both Old and New Testament to those of our children who are ready to absorb them. All children learn some of the hymns and carols suitable to their age and experience, and all children learn something of other faiths.

We live in a multi-cultural society so we attempt to foster a respect for all members of society by giving our children a knowledge of the basic customs, values and beliefs of as wide a variety of the main ethnic cultures represented in Britain and the local community as possible. The children study in depth the main elements of Christianity, Islam and Judaism.

Parents have the right to withdraw their child from R.E. lessons. Please speak to your child's class teacher if you have any questions or concerns.



## COLLECTIVE WORSHIP

All schools should have a daily act of worship. Our assemblies are themed by the PSHE aspect headings which also link to our Life Skills, as well as considering behaviours for learning skills. We mark major British events and ceremonies as well as celebrating anniversaries of current British figures as well as those from the past.

We consider all major religions to widen our understanding of other cultures in this country, particularly to mark major ceremonies and events.

Parents may withdraw their child on religious grounds by writing to the Headteacher. A child withdrawn from collective worship will be suitably occupied in the class.

What we teach in the classroom will help our pupils foster lifelong aspirations, goals and values.

## PERSONAL, SOCIAL HEALTH AND CITIZENSHIP EDUCATION (PSHCE)

With this in mind, PSHE education isn't just another school subject. It's a chance to give every child and young person an equal opportunity to develop the skills and knowledge they need to thrive now and in the future. This includes helping them to deal with critical issues they face every day such as friendships, emotional wellbeing and change. And giving them a solid foundation for whatever challenging opportunities lie ahead, so they can face a world full of uncertainty with hope.

From making informed decisions about alcohol to succeeding in their first job, PSHE education helps pupils prepare for all the opportunities, challenges, life decisions and responsibilities they'll face. It underpins everything we do at Vermont. Our curriculum is designed therefore to develop awareness, confidence and responsibility and to prepare the children to play an active role as citizens.

In order to ensure that all pupils develop high self-esteem, the ability to form secure, responsible relationships and to make informed discussions about normal social issues, the school, in partnership with parents, will provide appropriate sex and relationship education as an integral part of Personal, Social and Health Education.

The programme will include:

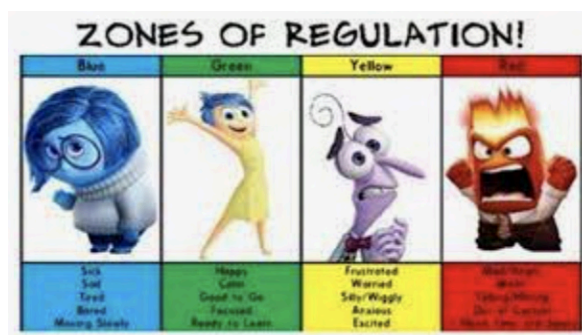
- Health care, hygiene and personal education.
- A simple outline of conception, growth and birth of a variety of animals including human babies.
- The ways in which members of the family support mother and baby when a baby comes into a family.

We believe sex education should be taught with care and sensitivity, simply and honestly, with due regard to individual religious and cultural factors.

Parents have the right to withdraw their child from elements of sex and relationship education. Please contact the Headteacher if further information is required.

## ZONES OF REGULATION

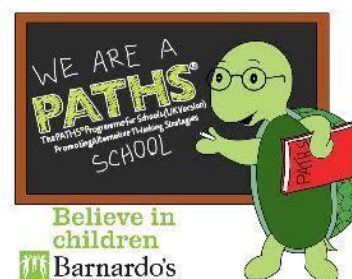
The Zones is a systematic, cognitive behavioural approach which we use to teach the children how to self-regulate. We teach them how to categorise the different ways they feel and states of alertness they experience, into four coloured zones. The Zones framework then provides strategies to teach the children to become more aware of their emotions and impulses and enables them to be more independent in controlling these. They learn to manage their sensory needs, and improve their ability to problem solve conflicts, so that they can become more successful socially.



## PATHS (PROMOTING ALTERNATIVE THINKING STRATEGIES)

The *PATHS*® Programme for Schools empowers all children to develop key social and emotional learning skills which will enable them to make positive choices throughout life. It is a highly structured programme which supports the development of:

1. Increased self-control, i.e., the ability to stop and think before acting when upset or confronted with a conflict situation. Lessons in this area also teach identification of problem situations through recognition of "upset" feelings.
2. Developing an appropriate sense of self-responsibility.
3. Increased understanding and use of the vocabulary of logical reasoning and problem-solving, e.g., "if...then" and "why...because."
4. Increased understanding and use of the vocabulary of emotions and emotional states; e.g., excited, disappointed, confused, guilty, etc. Increased use of verbal mediation.
5. Increased ability to recognise and interpret similarities and differences in the feelings, reactions and points of view of self and others.
6. Increased understanding of how one's behaviour affects others.
7. Increased knowledge of, and skill in, the steps of social problem-solving: stopping and thinking; identifying problems and feelings; setting goals; generating alternative solutions; anticipating and evaluating consequences; planning, executing and evaluating a course of action; trying again if the first solution fails.
8. Increased ability to apply social problem-solving skills to prevent and/or resolve problems and conflicts in social interactions



## COMPUTING

The National Curriculum states that children should gain the ability to understand fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.

Ultimately, we want our children to become responsible, competent, confident and creative users of ICT.

Therefore, as well as the Computing curriculum, we also give children the opportunity to use IT in all other aspects of the curriculum, whether this be for word processing, research, data collection or learning skills in other subjects.

## MUSIC

We endeavour to foster a love of music of various types. The playing of percussion instruments, both tuned and untuned, is encouraged. The children also enjoy movement to music and singing lessons.

Children are taught to recognise the musical elements of pitch, duration (pulse or beat and rhythm), dynamics (loud, quiet, silence), tempo, timbre (quality of sound e.g. ringing), texture (several sounds played or sung at the same time), and structure.

They listen to music from different times and cultures and by well-known composers and performers, both past and present. Children have the opportunity to sing in rounds, and to play pieces and accompaniments by ear and from notations. They are taught to identify the sounds made by a variety of instruments individually and in combination.

All children have the opportunity to learn drumming or take part in an iPad Band with Ricky from the Music Service. They all love these activities. We sometimes hold concerts to demonstrate the work they have done.

## HOMEWORK

To support learning in school, it is vital that children are given opportunities to read or be read to at home. We would recommend this at least five times a week. It will also help them if you practise their times tables with them as this underpins their basic maths skills.

There will also be times when children will be asked to conduct maths, English, or topic related learning at home. This may include practising a concept currently being studied in maths or learning spellings or presenting information which they have learned about a particular topic. Please support them in this and if you have any questions regarding their homework, do not hesitate to contact the class teacher.

Children will be given logins to Sumdog and Accelerated Reader to support their learning at home.

## EDUCATIONAL VISITS

We believe in offering our children as wide a range of offsite activities and educational visits as possible as it provides them with a valuable opportunity to develop their social skills. Trips are also an essential part of the curriculum, and so they normally take place during the school day with little or no charge made to parents. Occasionally we may request a small contribution if the cost of the trip is greater than something which the school can fund. Parents will always be sent full details of these visits and their permission sought.



## SCHOOL COUNCIL

The School Council are elected through a ballot system in the first half term in September. Any child can be elected onto the School Council, they just need to make a speech to their classmates explaining why they would be good at the job!

The School Council meets on a half termly basis to discuss matters raised by the members. The meeting is chaired by Mrs Richaman and is attended by two elected members from each class.

This council has a positive impact on the school as they contribute to the rewards, visits and trips and also to the school environment.



## SCHOOL EXPECTATIONS

We aim to ensure that our expectations of children and adults are expressed and upheld clearly and consistently. Children are reminded of what is expected of them when necessary, to help them develop their skills for life, where rules and expectations are paramount to respect, empathy and consideration for others.

We use a well-established system of rewards and sanctions to support the children in making positive changes to their behaviour and to help the development of their social and emotional skills.

## REWARDS



We believe that praise is better than blame. We have an effective, well established, reward system in operation, which we hope will motivate all children to behave well.

**Points** – points are awarded regularly through the day for good work and good behaviour. At the start of the week each pupil has a target number of points to achieve each day. At the end of the day each pupil is told their points total (out of 40) and certificates are awarded as appropriate (if they have also followed instructions, been friendly and supportive etc);

**Golden Achievements** – pupils are awarded Golden Achievements (GAs) for good work, attitude, behaviour etc. The GAs can be collected and exchanged for items and experiences in the school shop;



**Golden Book** – Pupils with examples of good work have this written in the Golden Book. This is read out at the end of the week during the celebration assembly. Each entrant in the Golden Book receives a raffle ticket which is drawn during the celebration assembly and the winner receives a token for 500 GAs;

**Bands of Trust** – Pupils who have behaved extremely well for 1.5 consecutive days receive a Green Band. This allows them certain privileges such as bringing toys into school, having a cooked breakfast, being able to buy milkshakes etc. A further 2.5 days of exemplary behaviour leads to a Blue Band with further privileges such as help in assembly, help in the shop, go to the toilet on your own, go drumming with the music teacher etc. A further 3.5 days of exemplary behaviour leads to a Gold Band with further privileges such as eat in the quad, show visitors around the school, walk around the school without an adult, play on the field, use the school bikes etc; Children who maintain their Gold Band for more than 15 days move to a Platinum Band with a host of rewards and privileges designed to celebrate this amazing achievement.

**Individual Weekly Rewards** - Children earn awards for scoring the highest and second highest number of points each week. Each class team also chooses a class 'Star' each week based on outstanding effort with their behaviour or academic achievements.

**Whole Class Rewards** – Each class competes for several whole class rewards. The classes with the highest attendance, points total or most improved points scored for the week wins Golden Achievements for each child. Classes who win all three in a week will be rewarded with a special lunch such as a McDonalds.

**Head Teacher's Award** - The school staff team decide on one child who has stood out and made outstanding efforts across the school over the course of the week. Because this reward is chosen by so many staff, this is a high status reward which is valued and desired by all the children.

Further details can be found in our behaviour policy which can be obtained from the office or can be found on our website at [www.vermontschool.co.uk](http://www.vermontschool.co.uk)

## CONSEQUENCES

At Vermont we try to create a caring, consistent, but firm environment in which all our children feel safe, secure and happy, and enjoy coming to school. However, if your child's behaviour is unacceptable, we have various consequences/sanctions to make them aware that they have not dealt with the situation appropriately. We do not punish children at Vermont School as this can be a very negative and damaging concept for children.

We make a point of dealing with problems as they happen using Restorative Practice questioning techniques to encourage children (and adults) to reflect on the wider impact of their behaviour. We may discuss at a group or individual level why certain actions have been taken and how they may be avoided in the future.

We want to encourage children to become responsible for their own behaviour, to understand how it affects others and to become motivated towards wanting to put things right and behave in the right way in the future.

Staff, in liaison with other stakeholders will use discretion in the application of corrective consequences i.e. loss of privileges. Continued anti-social behaviour is communicated to parents by phone, email or letter.

In cases of extreme violence, criminal damage, or calculated physical assaults against peers or adults, a pupil may be suspended from school for a period of time. In such cases, the Headteacher will follow the guidelines laid down by Southampton Local Authority and parents will be informed of their rights of representation and appeal.

When incidents involve criminal actions, the police and potentially the courts may be involved. To do otherwise would be to collude in the view that expected behaviour at school is different from that in the wider world.

School staff are all trained in Securicare, the prevention and management of challenging and disruptive behaviour to support children. As a last resort, when children are putting themselves or others at risk, staff will use restrictive physical intervention to keep everyone safe. Parents are expected to sign the Home School Agreement accepting that if their child is putting themselves or others at risk, or are at risk of damaging the school equipment or environment, staff will use Physical Intervention to keep everyone safe.

## HEALTH AND SAFETY

Jewellery **may not** be worn (except for plain ear studs). For PE sessions and swimming, earrings should be removed or covered with surgical tape.

We advise that children wear suitable footwear in school – closed toe shoes, no high heels or sandals/flip flops. Children are asked to remove their shoes when entering the classroom. This helps meet their sensory needs and makes them feel more comfortable and settled in class. Parents are welcome to send in slippers if their child would like to wear these.

We cannot take responsibility for any item of value brought into the school. We ask that mobile phones or other technological devices are not brought into school. However, if children want to use these in their taxis, they should hand them in at the front of school on arrival.

To ensure children are kept safe, as a last resort, we will use physical intervention if a child is at risk of hurting themselves or others or causing damage to the school environment. All staff are trained by Securicare trainers and follow strict rules and guidelines to ensure any physical interventions are conducted safely and in the child's best interests. In line with the DfE Advice, Use of Reasonable Force in Schools, all school staff have a legal power to use reasonable force.

## TRANSITION/LINKS WITH OTHER SCHOOLS

We work closely with our special and mainstream colleagues/children's previous schools to ensure we have all the up to date information for children who are moving to Vermont. We want to make their transition as smooth as possible to give them the best possible start so we endeavour to gain as much information about them as we can. We will arrange a transition timetable for children to experience as much of the school as possible before officially joining us.

We work towards our children transitioning back to a mainstream school, if this is decided, in consultation with parents and other professionals, that this is the right thing for the child. We therefore design individual transition programmes for children who could return to mainstream schools in consultation with parents.

If you would like to discuss this possibility, please contact the Head or Deputy Headteacher.

## EMERGENCY SCHOOL CLOSURE

We have developed a contingency plan to cover school closures. Because Vermont is not a neighbourhood school and caters for children across the City it is impossible to have the same emergency routines as other schools.

We therefore propose that, should the school have to close following an overnight emergency we will notify all transport contractors and cancel the transport for the day. This will prevent children from travelling into school unnecessarily. We would then, as far as possible, notify parents and explain the position using email or text messages.



There will also be details given on our school website [www.vermontschool.co.uk](http://www.vermontschool.co.uk).

Should an emergency occur during the day, we will contact parents, inform them that children will have to be sent home. Emergency transport arrangements will then be made.

To ensure that these arrangements work, it is essential that we have up to date contact information (home and work telephone numbers and email addresses) and a contact number where we can ring you through a friend, neighbour or relative, should you not be able to access your phone. School emails will come to you from Primary Site.

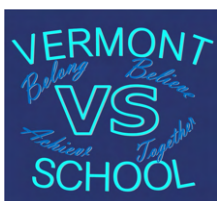
## COMPLAINTS

We hope that by working in partnership, we can avoid the need for you to make a complaint, but if, in the unlikely event that you do have a complaint to make; we would encourage you to contact your child's class teacher or the Headteacher, Deputy Headteacher or SENCO in the first instance. You can also ask to speak to the Chair of Governors.

Under section 23 of the Education Reform Act it is the duty of the Local Authority to make arrangements for the consideration of complaints about the implementation of the National Curriculum, the provision of Religious Education or Religious Worship, the use of unapproved external qualifications or syllabuses and the provision of information in respect of the schools they maintain.

Further information is available from the school on request.

## TO CONCLUDE:



We hope that this prospectus has answered many of your questions about Vermont School. However, we know from time to time you may have problems you would like to discuss, or observations that you would like to pass on which may be of help to us.

We wish to emphasise again that we are ready to speak to you on the telephone or to see you at the school. The closer we can work in partnership the more possible it will be for positive progress to be made in the education of your child.

We shall do our utmost to enable your child to enjoy their time with us, because unless they are happy they will not want to learn. We shall find out what they are good at and work at this, while at the same time we shall introduce them to other aspects of the curriculum that they may have missed in the past. We work hard to provide a caring, supportive and fun environment in which we nurture your child and develop their independence, resilience and self-esteem. Our ultimate aim is to enable children to return to mainstream education and prepare them for life outside of school.

If you have any concerns regarding your child, please contact myself or the team!

*Lousia Paston June 2024*





June 2024

Dear Parent,

We would like to welcome you to Vermont.

Now that your child has a place agreed with us, you are part of the Vermont Family. We will work hard with you to support your child and you as a family in the best way we can. We are very proud of each and every one of our pupils and of all the parents who encourage and support their children so admirably. Our aim is to offer a safe environment where all children have access to the enriched education they deserve, to fulfil their full potential and become responsible, independent and caring adults in their later lives.

The role of the Governing Body is to work closely with the Headteacher and all the excellent school staff to ensure that objectives are met for the children and that planning for the future is both ambitious and realistic. The Governors are incredibly proud of the school and of its achievements.

We hope you have enjoyed reading about our school. If you have any questions, please do not hesitate to contact the school staff or me via the school office.

Kind Regards,

Sam Chapman  
Chair of Governors

*The Information in this prospectus is correct as of June 2024. It may be necessary to alter some of the items in the future as dictated by circumstances, and this prospectus will be amended at intervals.*

Address: Vermont Close, Southampton, SO16 7LT  
Telephone: 023 80767988  
Email: [info@vermontschool.co.uk](mailto:info@vermontschool.co.uk)  
Website: [www.vermontschool.co.uk](http://www.vermontschool.co.uk)  
Headteacher: Matthew McLoughlin-Parker/Louisa Paston  
Deputy Head/SENCO: Lynne Mckeown

Chair of Governors: Sam Chapman

Education Office: Children and Young People's Services, Southampton City Council, One Guildhall Square, Southampton.

Catchment Area: Vermont School serves the whole of the City of Southampton. Pupils living outside of this boundary can also attend Vermont providing a request to attend the school from their home Local Authority to Southampton is agreed and there are vacant places.

School Location:

