

→Welcome

to Vermont School

2025-26





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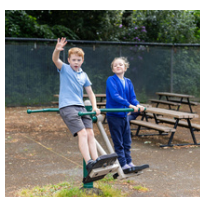
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Vermont School



Vermont School is a nurturing specialist primary school catering to children aged 5 to 11 with Social, Emotional, and Mental Health needs (SEMH).

All of our pupils have an Education, Health and Care Plan (EHCP) and many have additional needs, including conditions ADHD and Autism Spectrum Condition.

Our school community is built on strong, supportive relationships between children and adults. Every member of staff is committed to fostering a safe, inclusive, and respectful environment where every child can thrive.

At Vermont School, we take a child-centered approach to learning. Our curriculum is designed to promote independence, curiosity, and a love of learning through meaningful, hands-on experiences. We prioritise social and emotional development through regular social skills sessions both in school and the community, and emotional literacy support (ELSA), helping children build resilience and positive coping strategies.

We place a strong emphasis on explicitly teaching life skills, equipping our pupils with the tools they need to navigate a variety of situations both in and out of school.

The school currently comprises of seven small classes, each with between 6 and 10 children. Every class is supported by a team of three/ four highly skilled adults—a qualified teacher and two/ three experienced teaching assistants—ensuring that each child receives individualised support that is outlined in their EHCP.

We work in close partnership with families and external professionals to fully understand each child's unique needs. This collaborative approach allows us to adapt and respond effectively, helping every child reach their full potential.

Who's Who



Louisa Paston
Interim Headteacher
and DSL



Kelly Moss
SEND Support
Consultant and DSL



Jess Kennedy
Assistant Headteacher

Class Teachers

Mr Dave
Miss Donna
Miss Eve
Miss Nancy
Miss Nicole
Miss Summer
Miss Tash

Apprentice Teachers

Miss Issey
Miss Sam

HLTA and PPA Cover

Miss Tia
Mr Ewan

Teaching Assistants

Miss Mollie	Miss Narges
Miss Alana	Miss Lydia
Miss Felicia	Mr Luca
Mr Connor	Miss Erin
Mr Deagan	Miss Ella
Miss Shelley	
Miss Louisa	
Miss Julia	

Extended Leadership Team

Miss Annie - Operations Manager
Miss Lindsey - Business Manager

Pastoral

Mrs Richman
Miss Laura
Miss Lauren

Support Team

Miss Mandy - Assistant SENCo and DSL
Miss Sian - Attendance and DSL Lead
Miss Debbie - Receptionist
Miss Shirley - Finance Assistant
Mr Mark - Site Manager

School dog

Zola



Thrive at Vermont School

The children at Vermont School are here because they have an Education Health and Care Plan (EHCP) which has social emotional and mental health (SEMH) as one of their primary areas of need. The Thrive approach is a dynamic, developmental and trauma-sensitive approach to meeting the emotional and social developmental needs of all children.

We identify possible gaps in development and help to fill those gaps using a creative and playful approach. Thrive is preventative, reparative, pragmatic and easy to use.

What is thrive based upon?

Thrive is informed by recent developments in neuroscientific research, and is underpinned by a theoretical base in child development theory, attachment theory and research into creativity, play and the arts.

What are the guiding principles of thrive?

There are four guiding principles of the Thrive approach.

- Every child is a unique person, constantly developing and learning in different ways and at different rates, each with his/her own abilities, talents and potential to be fulfilled.
- Children's healthy development, emotional well-being and learning are crucially dependent upon and promoted through positive relationships.
- Children flourish when they are confident, self-assured, capable and resilient.
- Children thrive in enabling environments, in which their individual development, learning experiences and needs are understood, responded to, and supported through strong partnerships with parents/carers.

Thrive and behaviour

- Thrive recognises that behaviour is communication (even if that behaviour is seen as 'bad behaviour') and helps adult to identify the gaps in children's emotional development.
- Thrive provides the necessary information and skills to address those gaps.
- Emotional and social learning is essential and intrinsic to academic learning.

Thrive



at Vermont School





Attendance

At Vermont School, it is our responsibility to work with you and your family to ensure regular attendance. Good attendance is linked to better life chances in the future.

In the event of your child being absent, to support attendance we will:

- make daily contact with you for information on your child's well-being and reason for absence
- visit you at home as part of our safeguarding responsibility
- meet with you and your child to find agreed solutions to any barriers in attending
- make reasonable adjustments to help your child attend
- work with you to make a plan to include your child's voice in helping them attend
- seek outside agency help as needed
- keep records of any absence and reasons for absence
- inform the local authority if needed.

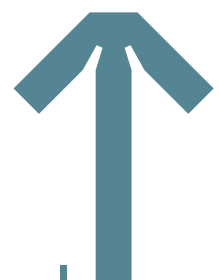
Missing school can mean missing out.

Talk to us if your child is having difficulties coming to school.

Please phone the school on **02380 767988** at 8am on the first morning of absence and each morning after that. This helps us keep your child safe.

Attendance

at Vermont School



Pathways

at Vermont School

At Vermont School, we believe every child is entitled to a curriculum that is appropriate to meeting both their SEND and academic needs. All our pupils have an Education, Health and Care Plan (EHCP) and require modified approaches to achieve their aspirations and goals. Our curriculum reflects the main EHCP areas and addresses pupils' individual needs and barriers to learning so that every pupil can develop to reach their true potential. The curriculum equips pupils with the skills and knowledge they need to prepare for their continued educational journey and the wider world.

Pupils at Vermont School follow one of the seven pathways. The school ensures that there is fluidity between pathways, allowing for a personalised approach that enable learners to benefit from approaches from other pathways and to move between pathways if need changes.

are also known as catalogs or pamphlets, and are usually created to communicate a message to a wide variety of audiences.

The overarching focus of all pathways is supporting pupils with Social, Emotional and Mental Health (SEMH) needs. Each pupil is placed on a specific pathway that addresses their additional needs whilst still prioritising SEMH which often overlaps with other developmental or neurological conditions. This holistic and integrated framework can ensure all aspects of a pupil's needs are met.

Early Years Foundation Stage (EYFS) Approach



The Early Years Foundation Stage (EYFS) pathway is designed to provide a nurturing, trauma informed and developmentally appropriate environment for pupils who struggle with emotional regulation, attachment and social interactions. The focus is on building relationships, emotional security and readiness to learn through play-based and sensory-rich experiences.

The EYFS pathway ensures pupils receive the emotional, sensory, and relational support they need before formal learning begins, helping them build the foundations for resilience, self-regulation and future success in education.

Autism Spectrum Condition (ASC) - Key Stage 1 and 2



The Autism Spectrum Condition (ASC) pathway is a personalised and inclusive approach that combines social skills development, sensory accommodations and emotional regulation techniques to ensure that students with ASC can thrive academically and socially, while also addressing their SEMH needs.

By embracing neurodiversity, creating predictable structures and offering individualised support, the pathway ensures that students with ASC can learn in a way that respects their unique strengths and challenges.

Trauma



The Trauma pathway is designed to create a safe, supportive environment where pupils who have experienced trauma or adverse childhood experiences (ACEs) can heal emotionally and thrive academically. This pathway combines therapeutic support, trauma informed practices, emotional regulation techniques and academic accommodations to ensure students can build resilience, feel safe and develop the skills necessary for personal growth and academic success.

By addressing both emotional and academic needs, Vermont ensures that pupils are supported in every aspect of their development, preparing them for future success while respecting their trauma histories.

Cognition and Learning



The Cognition and Learning pathway is designed to support pupils who experience challenges with their learning due to cognitive, developmental or academic difficulties. These could include challenges that impact their ability to learn, process information and develop problem-solving skills. These needs may include working memory deficits, processing speed needs and difficulty with executive function.

The pathway ensures pupils receive a holistic, individualised, and therapeutic approach to education, enabling them to achieve both academic and personal success.

Journey to SATs



The Journey to SATs pathway is designed to provide a comprehensive support system for pupils on their journey to SATs. It integrates academic instruction with social, emotional and mental health at its core, ensuring pupils have the skills, strategies and confidence to succeed.

This pathway focuses on individual learning, where academic content is tailored to the pupils' emotional needs, enabling them to work towards the SATs in a stress-reduced, nurturing environment. The holistic approach focuses on SEMH as much as academic success, ensuring that when pupils sit their SATs, they're not just academically prepared, but emotionally ready as well.

Ready to Learn



The Ready to Learn pathway supports pupils who are not yet ready to engage in learning and focuses on addressing their social, emotional and mental health needs first, before gradually reintegrating them into a more formal education pathway. This approach recognises that traditional academic demands may be overwhelming and prioritises emotional regulation, relationship building and personal development as stepping stones to reengagement.

This pathway ensures that pupils who are not ready to learn receive the right emotional and relational support first, helping them develop the confidence, stability, and self-regulation skills needed to re-engage with education at their own pace.



Working in Partnership: Communication with Parents and Carers

At Vermont School, we believe that strong and open communication between home and school is essential to supporting children's progress and well-being. We value our partnerships with parents and carers and strive to maintain a positive, proactive, and respectful dialogue at all times.

Home School Communication

We recognise that parents and carers know their children best. By working together and sharing information, we can provide consistent support and help each child feel safe, understood, and ready to learn. We welcome ongoing communication to ensure that every child's needs are met effectively and we have developed a number of ways to support this:

Home School Communication Books

Each child will have a Home-School Communication Book which travels between home and school daily. This book is a positive space where staff share achievements, moments of progress, and successes from the school day. Our aim is to celebrate your child's efforts and foster a sense of pride and encouragement.

We kindly ask that parents use this book in the same positive spirit, focusing on sharing celebrations and supportive information.

Tell Us

We are passionate about hearing ideas and thoughts from our parents on tellus@vermontschool.co.uk

Supporting your Child Together

We ask that parents and carers to inform us of any changes in their child's well-being that may affect their day at school. For example, if your child has had a poor night's sleep, is feeling anxious, or has experienced emotional dysregulation before the school day begins, letting us know helps us to provide the right support from the moment they arrive.

This early information allows our staff to tailor their approach and ensures that your child is given the best chance to succeed throughout the day.

Communication around Behaviour

If there is a need to discuss behaviour-related concerns, a member of staff will contact parents or carers directly via phone or email. We believe that sensitive or complex matters are best handled through personal conversations, allowing for clearer understanding and shared problem-solving.

This approach helps us maintain the positive tone of the Home-School Communication Book, while still ensuring that any issues are addressed promptly and collaboratively.





Structured Conversations

At the heart of our school's commitment to personalised learning and strong home-school partnerships are our Structured Conversations. These meetings are held at the start of each term and are a key part of the **Assess, Plan, Do, Review cycle** we follow to support every child's progress and wellbeing.

Structured Conversations are a valuable opportunity for parents, carers and teachers to work together to review a child's previous targets, celebrate successes, and co-create new targets tailored to the child's needs. This collaborative approach ensures that support is consistent, focused, and responsive to each child's unique journey.

These conversations also provide space for parents to share updates about their child's experiences over the holidays—whether that's a new interest, a significant event, or any concerns that might impact their transition back to school. This dialogue helps teachers to understand the whole child and to adapt support where needed.

As part of the session, we also review the child's **Regulation Support Plan** with parents. This plan outlines strategies and tools that help the child manage their emotions and thrive in the school environment. Regularly revisiting this plan ensures it remains relevant and effective.

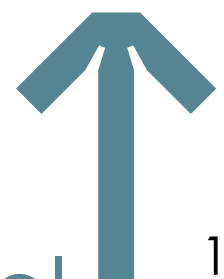
We actively encourage children to attend their Structured Conversation alongside their parents. Doing so helps reduce any anxiety about returning to school and reinforces the message that their voice matters in shaping their learning experience.

Structured Conversations Dates 2025/26

- 4th and 5th September 2025
- 5th January 2026
- 13th April 2026

Structured Conversations

at Vermont School





School Uniform

We believe that school uniform helps to create a supportive and inclusive atmosphere where children can feel part of the school community and focus on their learning. While we encourage all children to wear school uniform for both school days and school-organised events outside of school hours, we are also mindful of individual needs and circumstances.

We recognise that some children, particularly those with sensory needs, may find standard uniform options uncomfortable or distressing. As such, we take a flexible, child-centred approach to uniform and are always happy to discuss reasonable adjustments that support a child's comfort and wellbeing.

School Uniform Guidance

Families are welcome to purchase uniform items from supermarkets, high street retailers, or secondhand sources. To maintain a consistent school identity, we ask that parents/carers purchase iron-on school logos from the school office at a cost of £5 each.

Standard Uniform:

- **Navy, black or dark grey jogging bottoms, trousers**
- **Pale blue polo shirt**
- **Dark blue jumper or sweatshirt** – with school logo ironed on the left chest area (please note: hoodies are not part of the school uniform)
- **Navy, black, or dark grey shorts** (seasonally appropriate)
- **Closed-toe shoes or trainers** – suitable for active play and daily activities

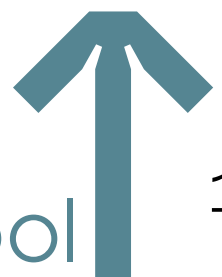
Sensory Needs

We understand that uniform can impact children differently, particularly those with sensory processing differences. Our staff are happy to work in partnership with families to agree reasonable adjustments where needed, such as softer fabrics, alternative cuts, or specific footwear. These adaptations will always be made with the child's comfort, dignity, and learning readiness in mind.

For further information or to discuss individual uniform needs, please speak to a member of the pastoral or school office team.

Labelling Uniform

We strongly advise that all items of clothing are clearly labelled with the child's name to help us return any lost items promptly.



Belong, Believe, Achieve



Our Values

Our school values – **Belong, Believe, Achieve** – are essential in supporting our children's growth and development. By fostering a sense of **belonging**, we create a safe and inclusive environment where every child feels accepted and valued. Encouraging children to **believe** in themselves builds confidence, resilience, and a positive mindset, helping them to face challenges with determination. When children feel they belong and believe in their abilities, they are empowered to **achieve** their full potential. These values lay the groundwork for lifelong learning, personal success, and a strong sense of community.

Important Information

Safeguarding Team

At our school, safeguarding is everyone's responsibility. The safety, wellbeing, and dignity of every child lies at the heart of everything we do. As a specialist SEMH primary school, we understand that children with social, emotional, and mental health needs may be particularly vulnerable, and we are committed to creating an environment where they feel safe, supported, and valued.

We maintain a whole-school approach to safeguarding, underpinned by robust policies, staff training, and daily practices that promote trust, consistency, and care. All staff receive regular safeguarding training and are vigilant in recognising and responding to any signs of concern, however small. Our Designated Safeguarding Leads (DSLs) are highly experienced and always available to offer support, advice, and guidance.



Louisa Paston
Interim Headteacher
and DSL



Kelly Moss
SEND Support
Consultant and DDSL



Sian Deltreu
Designated
Safeguarding DDSL
and Attendance Lead



Mandy Trayhorn
Assistant SENCo and
DDSL

Important Dates

3rd September 2025 - Inset day
4th and 5th September 2025 - Structured Conversation days
3rd November 2025 - Inset day
5th January 2026 - Structured Conversation day
13th April 2026 - Structured Conversation day
20th, 21st and 22nd July 2026 - Inset days

Contact Information

Vermont School 02380 767 988
Vermont Close info@vermont school.co.uk
Southampton
SO16 7LT