

## 1. Appendix 1: Vermont School Core Offer

	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and physical
<b>We are likely to be able to provide for...</b>	<ul style="list-style-type: none"> <li>• Pupils with specific learning difficulties that have additional impact on their SEMH needs.</li> <li>• Pupils who are able to work close to, at or above age-related expectations.</li> <li>• Pupils who are able to access a subject based curriculum.</li> <li>• Pupils who can access a curriculum differentiated through presentation, pace of delivery and recording mechanisms.</li> <li>• Pupils working significantly below age related expectations as a result of their SEMH needs and gaps in their learning.</li> <li>• Pupils who have difficulty sustaining attention and require substantial adaptations to support this.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils with a good level of functional communication and who are able to express their wants and needs.</li> <li>• Pupils who are able to understand instructions but may need this broken down into smaller steps.</li> <li>• Pupils who have difficulty interacting with others due to a social communication disorder.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils who have significant difficulties understanding and regulating their emotions which has led to learning taking place outside the classroom and/or exclusions.</li> <li>• Pupils who have significant sensory needs that impact on them accessing a mainstream classroom consistently.</li> <li>• Pupils who have difficulties developing and maintaining relationships with peers and staff.</li> <li>• Pupils with diagnosed mental health needs that require access to a high level of support.</li> <li>• Pupils experiencing significant anxiety and require a smaller environment.</li> <li>• Pupils requiring a high level of autism friendly strategies to support their SEMH needs effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils who are independently mobile and able to access the school environment independently.</li> </ul>

			<ul style="list-style-type: none"> <li>• Pupils who are highly impulsive and require a higher level of adult oversight.</li> </ul>	
<b>We may be able to provide for...</b>	<ul style="list-style-type: none"> <li>• Pupils who have moderate learning disabilities as a secondary area of need.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils who have difficulties with speech that require regular Speech and Language intervention.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils who require extensive intervention in order to regulate their emotions resulting in a high level of 1:1 adult support.</li> <li>• Pupils who require significant intervention with outside agencies including social care, CP, CAMHS and the Youth Offending Team.</li> <li>• Pupils in need of a sustained and high level of therapeutic input.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils who require personal care.</li> <li>• Pupils who have significant sensory, visual or hearing impairment secondary to their SEMH needs.</li> </ul>
<b>We are unlikely to be able to provide for...</b>	<ul style="list-style-type: none"> <li>• Pupils who have Severe Learning Disabilities</li> <li>• Pupils who require significant adaptations to all areas of the curriculum to access learning</li> <li>• Pupils who are working at extremely low academic levels</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils who are non-verbal and require access to Makaton/Sign/PECS or other forms of non-verbal communication</li> <li>• Pupils whose communication skills are significantly delayed or disordered.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils who regularly engage in unpredictable and extreme social and emotional based behaviours which compromise their safety or the safety of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils who require access to daily intervention from health professionals.</li> <li>• Pupils who are reliant on adults to meet their physical needs.</li> </ul>
<b>Other areas of consideration:</b>				
<b>Health</b>		<b>Social Care</b>		

<ul style="list-style-type: none"> <li>• Pupils who have health needs that do not require a high level of intervention or onsite nursing provision.</li> <li>• Pupils who have health needs that are not directly related to the primary area of need, requiring minimum intervention and can be met through delegated health support.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils who have assessed social care needs that impact on their SEMH needs.</li> <li>• Pupils who are looked after to the local authority and have experienced multiple home and school moves resulting in a detrimental impact on their SEMH needs.</li> <li>• Pupils who are open to the Youth Offending team and impact is evident due to the multi professional support.</li> </ul>
---	--

-