

1. Appendix 1: Vermont School Core Offer

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

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

- Pupils who have health needs that do not require a high level of intervention or onsite nursing provision.
- 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.

- Pupils who have assessed social care needs that impact on their SEMH needs.
- Pupils who are looked after by the local authority and have experienced multiple home and school moves resulting in a detrimental impact on their SEMH needs.
- Pupils who are open to the Youth Offending team and impact is evident due to the multi professional support.