



The Vermont Pathways

At Vermont School, we believe every child is entitled to a curriculum that is appropriate to meeting both their SEND and educational 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.

Overview of Pathways

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. A holistic and integrated framework can ensure all aspects of a pupil's needs are met.

Pathway	Overview
EYFS Approach	<p>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.</p> <p>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.</p>
ASC KS1 ASC KS2	<p>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.</p> <p>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.</p>
Trauma	<p>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.</p> <p>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.</p>

Cognition and Learning	<p>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.</p> <p>The pathway ensures pupils receive a holistic, individualised, and therapeutic approach to education, enabling them to achieve both academic and personal success.</p>
Journey to SATs	<p>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.</p> <p>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.</p>
Ready to Learn	<p>The Ready to Learn pathway supports pupils who are not yet ready to engage in learning and focuses on addressing their emotional, social 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 prioritizes emotional regulation, relationship building and personal development as stepping stones to reengagement.</p> <p>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.</p>

Assessment Cycle – All Pathways

Setting Targets

All pupils have long-term targets for the 4 areas of need as outlined in their EHCP.

The targets are broken down into short-term targets to support students in making progress towards their long-term targets.

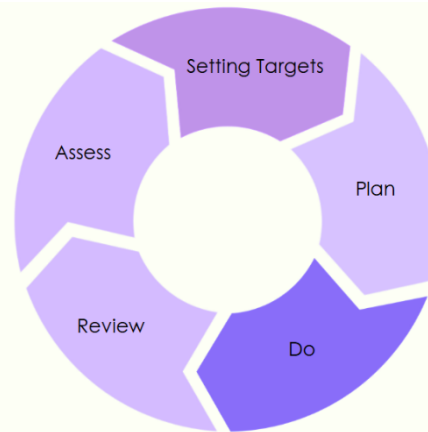
Parents and/or carers are involved in the target setting process through structured conversations with class teachers and the annual review cycle.

Assess, Evaluate and Moderate

Evidence is recorded on EfL, assessing the progress made against the short-term targets.

Regular moderation of evidence is undertaken by teachers and SLT.

Data is calculated as per the assessment plan.



Plan

A broad and balanced curriculum which is aligned to the learning outcomes and targets in the EHCP of individual pupils.

Learning environments and strategies put in place to support learners meet their targets.

Review

Evidence is recorded against targets on Evidence for Learning (EfL).

Evidence includes observations, photographs, videos and pupils' work.

Evidence of learning is mapped to assessment frameworks.

Do

The Vermont teaching team and external agencies work in collaboration to:

Triangulate need through a multi-agency approach;

Plan and deliver a curriculum that supports individual pupils and their needs;

Conduction observations.