



Thomas Hickman School

Special Educational Needs Annual Report (Local Offer)

September 2026

What is the local offer?

The children and families act (2014) outlines the Government's plans to require Local authorities to publish information on services and provision across education, health and social care for children and young people aged 0 -25 with special educational needs and disabilities (SEND). The purpose of a local offer is to enable parents and carers to see more clearly what services are available for children with SEND in their area and how to access them. The process extends to early years settings and all the information below forms our local offer and shows how we provide for children with SEND.

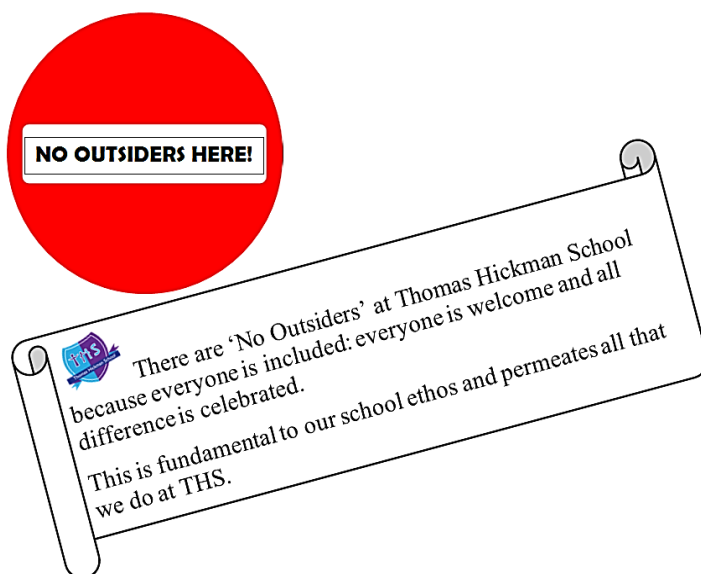
At Thomas Hickman School, we strive to support all children to enable them to achieve their full potential at school and beyond. We believe that a holistic approach to SEN is vital and this begins with quality first teaching. However, for some children there are occasions during their school life when additional support may be needed to help them to achieve their goals.

B.I.R.D.S

Our school values underpin everything that our school community does.

Brave	We face challenges with strength and are willing to 'have a go' and take risks.
Independent & Inspirational	We are inspirational citizens and there is no limit to what we can achieve for ourselves and our community.
Resilient & Respectful	We respect everyone as individuals regardless of differences and do the right thing even when no one is watching.
Determined	We are determined to succeed and strive for greatness, even when giving up is the easier option.
Scholarly	We gain knowledge by being curious; empowering us to create the lives we want for ourselves. We call this 'growing our brains'.

We have a rich and varied school community and we celebrate our differences and support each other so that no BIRDS fly alone. We believe that there are No Outsiders Here at Thomas Hickman School...



At Thomas Hickman School we endeavor to improve the lives of children, young people and families. We celebrate our rich diversity and take steps to tackle all kinds of bullying. In doing so, we believe that children will attain more at school and our community will be happier and more successful.

We celebrate all our children and their families without discrimination.

We are a caring community where our whole-school, BIRDS charter is built on mutual trust and respect for all, regardless of **race, religion, ethnicity, sexual orientation, gender identity, disability, age or gender**. The 'No Outsiders' message fulfills our duty to promote diversity and prepares our children for life in modern Britain.

'No Outsiders' is British Law and supports the Equality Act to ensure that everybody is treated equally and without prejudice.



As a **Trauma Informed School (TIS)** staff at Thomas Hickman understand that **Adverse Childhood Experiences (ACEs)** will impact a child's ability to manage school life and inhibit their ability to learn and reach their ambitions.

Research shows that children with **3 Aces or more** are;

- Twice as likely to experience academic failure
- Five times as likely to have attendance problems
- Twice as likely to be overweight
- Thirty two times more likely to have behaviour problems

For every additional ACE there is an increased risk of learning difficulties, behaviour problems, obesity and mental health issues later in life.

Staff at THS know that emotionally available adults in school actually shape the neurocognitive development of executive functions in the child's frontal lobe and therefore interrupt the impact of ACES – in essence, adults who have a strong relationship with a child can redirect a child's future.

Therefore, staff work tirelessly to:

- Understand a child's 'story' – what's happened to them in their little lives so far, **not** 'what's wrong with them'?
- Develop secure attachments with the children in their care
- Ensure that children are kept **safe**, are **seen** and **soothed** and that they feel **secure**.
- Help children to understand how the 3 main areas of the brain work to support their emotional literacy, co-regulation and, ultimately, work towards self-regulation all of which are far more challenging for a child with ACES.

Hand on Heart is a whole school approach that encompasses **TIS** alongside **Norfolk Steps** methodology to ensure that our school community is a place where children are ready to be curious, take flight and learn well, leading to a sky of opportunity and a successful adult life.

1. The SEND provision at Thomas Hickman School is developed on an individual needs basis and includes but is not limited to:

- 1.1. Reasonable adjustment and class support that is personalised to the child's needs where school has identified areas for development, using the Bucks Universal Provision (UP) as a starting point. These will be identified by the class teacher, SLT and external professionals (where applicable). The child's SEN Learning Plan follows the Assess/Plan/Do/Review process and identifies areas of need/strength and sets out a plan of how to support these effectively.
- 1.2. The type of support depends on the pupils' needs and requirements.
- 1.3. Assistant Teachers are used flexibly for class support, small focus groups and 1:1 sessions.
- 1.4. Additional 1:1 or small group support in specific subjects or specific areas (identified by external professionals) may also be provided in some cases.
- 1.5. Where a pupil needs more specialised support, external agencies and other professionals may become involved.
- 1.6. Hand on Heart (HOH) works alongside social skills sessions, positive reinforcement, self-esteem building and adapted approaches for pupils who need more targeted support with behaviour, this work is supported by our Co-deputy of Pastoral. Children with more significant SEMH needs may be provided with a Positive Intervention Plan (PIP) which outlines the bespoke support the child needs.
- 1.7. Access arrangements can be made for exams and National tests, but particularly where a specialist report identifies a need. Types of provision may include the use of a laptop, scribe, larger print, a reader and/or additional time. Where there is an identified medical need further arrangements can be made. These adaptations will be in line with exam board specifications. These access arrangements are noted on Pupil Learning Plans and these are also followed for the termly assessments. Not only does this ensure that the children are given the best possible chance to show their ability, but it also then becomes 'normal' for the children to have these arrangements in place.

2. How we monitor provision:

- 2.1 Learning Plans are written on Insight and reviewed each term by the class teacher and this is done in consultation with the pupil, parent/carer, and support staff as well as any professional recommendations. Meetings happen face-to-face where possible and are overseen by the SENDCO and SENTA. The 'Strengths, Areas of Development, Pupil Voice and Reasonable adjustments' boxes outlines all the key information about the child, alongside assessment information and long-term targets for the year are set in Summer 1 by the previous teacher. Each term (roughly 12-14 weeks), short-term SMART targets are created and provision is planned. Reviews happen in Autumn 1, Spring 1 and Summer 1 or sooner if the need dictates. In the Summer Term, transition support is discussed and planned for July and September to ensure that this goes as smoothly as possible.
- 2.2. Curriculum statements, White Rose (Maths) and PIRA (reading) assessments are used on a termly basis to ascertain attainment and progress through age related curriculum standards and to pinpoint any children who are struggling to meet attainment and/or progress expectations. Access arrangements are followed for children with SEND.
- 2.3. The effectiveness of reasonable adjustments and UP, class support and interventions are monitored through a variety of methods; termly data; pupil progress meetings; books and observations; Learning Plans; Provision and intervention notes; learning walks; class planning

and collaborative PPA sessions. This information is also used to inform the review of Learning Plans.

- 2.4 Teaching, books and planning are all monitored on a regular basis by Senior Leaders to ensure that classroom practice is the best it can be and is appropriately differentiated for all children including those with SEND.
- 2.5 Teachers raise concerns regarding children's learning needs via the SEN concern form. The SENDCo meets with teachers regarding concerns regularly as they arise. This ensures that children with additional needs are identified early and that suitable adjustments, support, interventions and assessments are put in place.
- 2.6 The SENDCo is assisted by the SENTA who is able to cover and support most aspects of the SENDCO role. This means that there is always someone available for parents, staff, external professionals or pupils.
- 2.7 Through meetings or advice sessions with SENDCo or SENTA; use of the UP documents, advice from external professionals and peer consultation and coaching, teachers are advised as to the best interventions to meet the additional needs of children. Interventions are assessed at the start (baseline) and then again at the end of the intervention or the half term whichever is sooner. Staff carry out additional assessments when needed part-way through the term to ensure that there is impact happening; interventions are then adjusted accordingly.

3. Pupils are identified as needing extra support from information such as:

- 3.1. Concerns raised by parents/carers or the child/young person.
- 3.2. Information from other setting providers/feeder schools is passed on prior to transfer.
- 3.3. Observations and assessments (see above for details of assessment processes).
- 3.4. Class teachers identify pupils who are not meeting targets or whose progress is slower than expected either through the use of the concern form or via meeting with senior leadership members.
- 3.5. Ongoing and statutory assessments are analysed to identify needs.
- 3.6. If support has been in place but progress is still limited then external agencies may become involved, for example: Specialist Teaching Service, Educational Psychologist and Community Paediatrics.
- 3.7. The SENDCo analyses termly assessments to identify pupils who are causing concern.
- 3.8. Information from medical professionals.
- 3.9. Information from other external professionals working with the child or family, including Social Care.

4. The school's approach to teaching:

- 4.1. We promote quality first teaching through our 'Flying Start' Curriculum and the inclusion of children with SEND both inside the classroom and during extra-curricular activities and trips. Our staff to have high expectations of all pupils and teachers plan ways to remove barriers to learning by reasonable adjustments and differentiation to support those pupils who need more guidance in order to access learning.
- 4.2. Teaching staff are given training on strategies to use in the classroom that enable all pupils to thrive and also for those who have specific needs.
- 4.3. Risk assessments are carried out for offsite visits (where necessary) and school will put in place procedures to enable all pupils to participate.

- 4.4. Emotional and social development is supported on a personalised basis and through a strong school ethos driven by our BIRDS Values and HOH. Some pupils require more targeted support e.g. through social skills groups, Primary Pupil Referral Unit, CAMHS or PIP.
- 4.5. All children, including those with SEND, are expected to participate fully in all learning opportunities and classroom routines. Staff recognise that children with SEND may require additional support or adaptations to do so successfully.
- 4.6. Children are expected to be active in the learning process and partner work is one of the core elements that we use to ensure that all children are engaged and trying out or sharing ideas.
- 4.7. Children in EYFS and KS1 take part in Read, Write Inc. lessons every day. This was extended to lower KS2 in 2021/2022 in direct response to the impact of COVID19 and to ensure any gaps in children's understanding are filled. This has continued for pupils who require it throughout 2023/2024, 2024/2025, 2025/2026 and 2026/2027.
- 4.8. Maths teaching follows the White Rose Maths resource and is enhanced, where needed, through the use of several other maths resources, e.g. Busy Ants and Test Base.
- 4.9. Our 'Flying Start' Curriculum is written using Curriculum Maestro. Every year group has a new Field of Study (FOS) each term. Each new FOS begins with a Wow Starter, has a trip and experience that enhance the learning journey, a parent pitstop part way through the learning and finishes with a parent Finale so that children to demonstrate all that they have learned.
- 4.10 Our English curriculum uses quality texts, which may also complement and deepen the understanding of each Field of Study, these are selected to inspire children's speaking and listening, reading and writing. Daily reading lessons expose children to a wider range of texts and develop their understanding of vocabulary and comprehension of text. Staff are encouraged, and the majority do, read widely across children's literature.
- 4.11. We have specialist teachers within our wider curriculum team to ensure that our children get access to the best possible learning opportunities in PE and Foreign Languages.

5. The School's facilities:

- 5.1. The school's main buildings are DDA compliant.
- 5.2. The school has a toilet adapted for disabled users.
- 5.3. The school has 2 disabled parking bays.
- 5.4. The school is on one level, with the exception of 3 steps in our Performing Arts area, however there are ramps to bypass these. A ramp has been fitted to one doorway to allow easy access to the main corridor. The Physical Disabilities team are invited in to do a site assessment in specific classrooms for children with identified physical needs and any recommendations are then implemented. Advice is also taken for specific pupils from Occupational Therapy and Physiotherapy professionals.
- 5.6. The school has an electronic signing in system and visitors to the school can only access the site via electronic external gates.
- 5.7. We have the "Acorn Centre" on site which is a designated space to support our pupils and their families. This space includes a Family Room, a Sensory/Therapy Room and a main room with a kitchen area and access to a secure outside space. Our Acorn Centre is used to provide parental courses, 1:1 and group therapy sessions, Breakfast Club, meetings with parents and professionals.
- 5.8 We currently have our 'Twocans' group which is an Inclusion Unit. It focuses on developing social interaction, emotional literacy and providing an adapted curriculum for its pupils. This is assessed and supported through the use of ELSA.

6. Training for staff to help them support children/ young people with SEND:

- 6.1. Specialist training is accessed for all staff via our own staff community, the Specialist Teaching Service, the Educational Psychology service, National College and other external professionals where appropriate.
- 6.2. Individual staff have access to further or more specific training on how to support pupils with individual needs either from specialists, these can be from within our own staff or through external training courses and professionals.

7. The School's arrangements for consultation:

- 7.1. If parents have a specific concern they should contact the Class Teacher in the first instance, who will liaise with the SENDCo or SENTA as appropriate.
- 7.2. The school SENDCo is also able to meet with parents in order to discuss any concerns or issues that arise in addition to classroom staff.
- 7.3. A pupil who has been identified or diagnosed as having special needs by a medical or other professional will be put on the SEN register and may then have Learning Plan. This plan follows the Assess, Plan, Do and Review process outlined in the SEN Code of Practice and is shared with parents and reviewed on a termly basis.
- 7.4. Assessment data is shared on a termly basis and will help to inform parents/carers of their child's/ young person's progress.
- 7.5. Parents evenings are held three times a year when parents/carers can meet with class teachers and discuss progress and any areas for development or concern.
- 7.6. Pupils with a EHC Plan also have a Learning Plan which is written to reflect the longer-term targets and needs identified within the EHC Plan. The EHC Plan is reviewed annually with staff, parents and other professionals in order to discuss progress towards the long-term outcomes and next steps.

8. The School's partnerships:

The school's Governing Body involve other bodies (including health, social care, BCC support services) to meet the needs of pupils with SEND and their families by using the following outside agencies:

- Specialist Teaching service to support pupils with Autism, Visual impairment, Hearing Impairment and Physical Disabilities, Speech and Language needs, Cognition and Learning, and Language
- Social Care
- Educational Psychology (Private and County Service)
- CAMHs (Child and Adolescent Mental Health Service)
- School Nurse
- Community Paediatrics
- Early Autism Support; The Circle Centre
- Family Support Service
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy (private and NHS)
- Counsellors

- Pupil Referral Unit (PRU)
- County SEN Team
- Young Carers
- Blueprint Home Tuition
- Any other health professionals not mentioned above.

9. The school's arrangements for pupils with SEND transferring between other education providers:

- 9.1. We use our best endeavours to ensure that all relevant information is passed between schools as quickly as possible.
- 9.2. Staff from each setting will contact one another and share key information to assist with the process.
- 9.3. Additional transition days may be set dependent on an individual child's circumstances.
- 9.4. Additional emotional support may be provided through our Pastoral Team.

10. The school communicates the contact details for external support via:

- 10.1. The School website.
- 10.2. 1:1 discussions.
- 10.3. Termly reviews.
- 10.4. Annual reports.

11. The school's key contacts:

Deputy Head of Behaviour, Pastoral and Inclusion: Abi Manly Email: Deputy@thomashickman.bucks.sch.uk	Assistant Head of Inclusion & SENDCo: Abi Hunter Email: SENCo@thomashickman.bucks.sch.uk
Tel: 01296 485683	
Address: Thomas Hickman School, Belgrave Road, Aylesbury, Buckinghamshire, HP19 9HP	

The contact for compliments, concerns or complaints from parents of pupils with SEND is:

Headteacher: Pippa Brand-Benee
Email: office@thomashickman.bucks.sch.uk
Tel: 01296 485683

The following can all be found on our school website:

- SEND Policy
- Annual SEN Report
- Complaints Policy
- Accessibility Policy
- Managing Medicines Policy
- Behaviour and Exclusions Policy
- A link to the Buckinghamshire Family Information Service
- Curriculum Policy
- Pupil Premium Policy and Report