Locks Heath Infant and Nursery School

SEND information report

September 2026

Locks Heath Infant and Nursery School is a three form entry infant school in the Western Wards of Fareham. The Nursery School currently has a capacity of 44 children per day, comprising of 20 two year olds and 24 three to four year olds. The school is located in a suburban area, with many young, professional families.

Our school provides learning of the highest quality to support and develop the whole child.

'Learning Together on a Voyage of Discovery'

Our Learning Values are at the core of everything we do and say at Locks Heath Infant and Nursery School. The whole community are expected to model and promote these values at all times.

*We provide an environment in which children are encouraged to show real **determination**, developing **resilience** and independence when faced with progressive and appropriate challenge. All staff and children strive for happiness by demonstrating true **respect** and **empathy** for everyone and everything. Curriculum intent and approach ensures children develop a real **curiosity** for finding out – children show a clear **love of learning** through varied and exciting experiences. The whole school community work in **collaboration**, using **teamwork** to support the development of the whole child at all times.*

This statement has been agreed by all members of the school community as summarising our key aims. This information report gives the details of how these aims are achieved for our pupils with special educational needs or disability (SEND).

All children are individuals and we work to support each child at Locks Heath Infant and Nursery School to ensure that these individual needs are met for all children.

SENDCo – Miss Jenny Wilkinson

01489 584180

Section 1 What kinds of Special Educational Needs or Disability does Locks Heath Infant and Nursery School make provision for?	Locks Heath Infant and Nursery School is a mainstream school for 314 children, aged 2-7 years. At Locks Heath Infant and Nursery School, we are committed to providing an inclusive education for all pupils through quality first teaching, personalised learning and equal access and opportunities for all.
Section 2 How would Locks Heath Infant and Nursery School identify and assess my child's Special Educational Needs or Disability?	We would take into account information from your child's pre-school or nursery, information from health care professionals involved with your child and information from parents or carers. In addition to this we would use the class teacher's observations of your child's development and progress. If we have concerns, we would then follow the School's SEND identification process to establish if your child will be placed on the SEND register.

	The Special Educational Needs or Disability Co-ordinator (SENDCo) would look at all of this information together and decide upon the appropriate referral or course of action.
Section 3	
a) How does the school evaluate the effectiveness of provision for pupils with Special Educational Needs or Disability?	The SENDCo and Senior Management Team closely monitor the learning and progress of pupils with SEND (Special Educational Needs and Disability) on an on-going basis. They will evaluate if the provision is having a positive impact on your child. Adjustments and changes will be made to planning and provision if it is found that the child is not making expected progress. The SENDCo evaluates the effectiveness of specialised equipment that has been acquired to support the needs of particular children. Changes to the provision of equipment are made as necessary. There is regular communication between the SENDCo and the Governor responsible for SEND.
b) How do I know how well my child is doing at school?	There are regular opportunities to meet with your child's teacher if your child has an identified need. The class teacher will advise you of progress made towards the targets that have been set. They will also inform you of any areas of development that need to remain in focus. You are welcome to come and speak to the class teacher regarding the progress of your child at any time throughout the school year.
c) How will the staff support my child? How will the curriculum be matched to my child's needs?	The teachers and learning support assistants are experienced in carefully planning the learning for the many different needs of the children in the class and will adapt the learning task to match the level of the individual. The teachers organise the learning of the children, so that depending on their need, there may be opportunities to work in a small group or sometimes directly with an adult.
d) How do you adapt the curriculum?	The class teacher understands that children learn at different speeds and in different ways. They will adapt the curriculum to suit the needs of your child; this may involve slowing the pace of learning down, spending longer on new concepts and overlearning before moving on to the next step. They will look at alternative ways for your child to access the same learning as other pupils; for example, through the use of practical resources or technology. It is recognised that children sometimes need a higher level of support to access the curriculum. Leaders have a clear vision for utilising adult support that meets the changing needs of all children with SEND, while deliberately promoting independence and avoiding over reliance on 1:1 adult support.

	The school aims to give children the support that they need in order to make progress in their learning; whilst also maintaining their independence and developing their social skills. Adaptations of statutory assessments can be provided where necessary. There may be occasions when taking part in statutory assessments may not be applicable for your child.
e) How is the decision made about the level of support my child receives?	Through discussions with the class teacher, the SENDCo will determine the level of support that your child receives. In consultation with the SENDCo, the Senior Management team will decide whether or not your child requires additional support beyond that of the class teacher and the learning support assistants attached to the year group. Deployment of support staff is reviewed on a half termly basis; with priority of support allocated to those with the highest level of need. In some instances it may be appropriate for the school, with support of other agencies, to request an Educational Health Care plan (EHCP) from Hampshire County Council.
f) How will my child be included in activities outside the school curriculum, including trips?	We believe that it is important for all children to participate in every aspect of school life. We welcome all children to participate in extra-curricular activities. The people who run these clubs are always happy to discuss your child's needs and how they can join in with their activity. During the preparation for trips we carry out risk assessments to establish the levels of risk involved in the trip, and how activities can be adapted to best suit the needs of the children. We may also create a 'social story' for some children to prepare them for the school trip; detailing what will happen during the day to help them become familiar with what to expect before they go on the trip.
g) What support is there for my child's overall well-being?	The school has all relevant policies, such as Safeguarding Children and Health and Safety, in place to ensure that your child is looked after and safe in the school. We have trained first aiders who are able to administer daily medication. We can provide personal care for your child after a plan has been formulated with you and the class teacher. We pride ourselves in getting to know each child and their family. We recognise social, emotional and academic needs and tailor our approach to each individual.

	The class teachers and support staff provide children with strategies to address emotional needs and help them to deal with their emotions on an on-going basis. The ELSA provides targeted additional support for some children on needs that are more specific. We aim to support the development of the child as a whole and have various strategies in place for this. We will identify triggers to behaviours and work to reduce these triggers in order to support the child to feel more comfortable in the school environment. We work closely alongside parents to support them in ensuring that their child's overall needs are being addressed. The school has a Home School Link Worker to liaise directly with parents as the need arises.
Section 4 What are the name and contact details of the Special Educational Needs or Disability co-ordinator?	The school SENDCo is Miss Jenny Wilkinson The Headteacher is Mr Rick Jump. The named Governor for SEND is Zoe Cunningham. Contact via the school office on 01489 584180.
Section 5 What training is provided for staff supporting children with Special Educational Needs or Disability?	We access support from outside agencies including Educational Psychology Service, Child Health Services, Specialist Teacher Advisory Service and Primary Behaviour Service to further our knowledge related to the current needs in school. We work in liaison with these teams to provide training opportunities for both teaching and support staff. There are regular opportunities for teachers and support staff to meet with the SENDCo to discuss the needs of the children and to work together to identify further and on-going training needs.
Section 6 How accessible is Locks Heath Infant and Nursery School? How will equipment and facilities to support children with Special Educational Needs or Disability be secured?	The school is a single level building with ramps and is fully accessible by wheelchair. We have a fully accessible toilet, fitted with a hoist, and changing facilities are available. We have classrooms that can be adapted to accommodate wheelchairs or other equipment. There may be occasions when equipment and facilities are required that we do not currently have in school. In these instances we will seek the support of the specialist advisory teacher and they will come into school and advise us on any changes that need to be made to support the child and will provide us with any additional equipment.

	Examples of equipment that we have provided to suit the needs of children are adapted computer keyboards, alphasmart computers, writing slopes, pencil grips, adapted cutlery, seating aids, foot rests and enlarged texts. Some of the equipment has been provided through the specialist teacher advisor and some has been purchased by the school.
Sections 7 & 8 How are parents involved in the school? How can you get involved and who should you contact? How do Parents and Children get involved in their education?	Prior to your child starting school we have a full induction programme incorporating times where both children and parents can familiarise themselves with the school. If we feel it is necessary we hold a transfer meeting with the parents, nursery representative, school teacher and any other relevant agencies. This is an important way to share information and assess the needs of your child prior to them starting school. The school has a PTA organisation that arranges a variety of events. Please see the school office for information on who to contact and when the next PTA meeting will be held. There are situations in school when we ask for parent helpers – such as library sessions, swimming (Year One onwards) and school trips. Your class teacher will let you know when help is needed. Parents are invited into school throughout the year to see what the children have been learning. Each year there is also an opportunity for parents to come into work alongside their child in class. We hold parents evenings during the school year and can arrange additional informal meetings if you would like to discuss the progress of your child at any other time. If your child has specific targets to focus on then we will hold regular review meetings to look at the progress that is being made towards these targets. We may arrange a Transition Partnership Agreement (TPA) to support the transition between Year Groups. Through our School Council, the children are actively involved in the life of the school. They are also involved in setting and discussing their own targets with their class teacher or LSA where appropriate.
Section 9 What do I do if I have a concern about the school's provision?	In the first instance we encourage you to speak to your child's class teacher. If you need further advice then please contact the Headteacher, who will involve the SENDCo.

	In the unlikely event that your concern is not resolved then please follow the complaints procedure as outlined in our policy which can be accessed via this link.
Sections 10 & 11 What specialist services and expertise are available at or accessible by the school?	Within the school we are fortunate to have established positive and effective links with the following services and charities: • Educational Psychology Team • Primary Behaviour Service • Child Health Services – including Speech and Language Therapy, Occupational Therapy and Physiotherapy • School Nursing Team • Specialist Teacher Advisors • Paediatric Team • Locality Team • Child and Adolescent Mental Health Service • Education Inclusion Service • Hampshire Parent Carer Network • Hampshire SENDIASS • Hampshire EMTAS service • Portsmouth Down Syndrome Association • Let's Go • Hampshire Neurodiversity and Wellbeing Disciplinary Team • SFYC Inclusion Transition service • SFYC Portage Service The SENDCo can advise you on the appropriate support your child may need.
Section 12 How do you prepare my child for joining your school or for transferring to another school?	We offer a structured induction programme for all children starting school, which can be complimented with extra meetings or visits as required. We hold handover meetings for children as they transfer to each year group within our school. Before transition into both year R and Year 3, we liaise closely with the staff and hold transition meetings and arrange visits to the new school. If necessary, we may also seek the involvement of the SFYC Inclusion Transition Service to support children from 9 months old to statutory school age. All transitions are further supported by 'social stories' and extra visits if necessary.
Section 13 Where can I get further information about services for my child?	The information in this report forms a part of Hampshire's local offer which can be accessed at SEND Local Offer | Hampshire CTSH