



SEND Information Report / Local Offer - Loveders Nursery School

Loveders Nursery School is conveniently located just off the A259 between the villages of Southbourne and Nutbourne. The nursery occupies a converted barn and farmhouse and has plenty of outdoor space and car parking. We pride ourselves on treating every child as an individual and work in partnership with parents and external professionals to ensure each child maximises their potential whilst in our care.

Accessibility information

Loveders Nursery provides a calm and welcoming environment, designed using natural colours throughout to create a neutral and supportive space for children, including those who may be sensitive to sensory stimulation. Children have access to learning environments on both the ground floor and first floor of the building. We carefully risk assess the use of all areas to ensure children's safety and wellbeing. Unfortunately, our building including toilet facilities, is not fully wheelchair accessible. We are happy to work in partnership with parents, carers, and external professionals to identify and facilitate access to any specialist equipment that may be required to support a child's individual needs. Where appropriate, we will seek advice from relevant agencies to ensure that suitable adaptations and support strategies are implemented.

How does Loveders Nursery School identify and offer support to children and families with additional needs?

We follow the graduated approach (assess, plan, do, review) to identify and support children who may require additional help. This cyclical process ensures that support is carefully tailored to each child's individual needs and regularly reviewed in partnership with parents and carers. Parents are formally invited each term to meet with their child's key person to discuss progress, development, and any emerging concerns. In addition to these termly meetings, ongoing informal conversations take place throughout the week to ensure open communication and collaborative working. Where appropriate, Individual Play Plans (IPPs) are developed in partnership with parents. These plans outline specific targets, strategies, and support mechanisms to help

children make progress in identified areas. Targets are reviewed regularly and adapted in line with the child's development.

Our Special Educational Needs Coordinator (SENCO) oversees the coordination of SEND provision within the setting. The SENCO: coordinates Individual Play Plans, liaises with parents and external professionals attends local SENCO network meetings across West Sussex, ensures appropriate strategies and interventions are implemented, identifies and sources relevant training for staff based on the needs of children in our care.

Staff undertake ongoing professional development to ensure they are equipped with the knowledge and skills required to meet the diverse needs of children attending the setting.

We work closely with a range of external professionals to ensure children and families receive appropriate support. With parental consent, we may make referrals to agencies including: Speech and Language Therapy (SALT), Portage, Child Development Centre (CDC).

We recognise that transitions can be particularly important for the children. We provide additional support when needed to ensure a smooth transition to school, which may include: transition meetings with parents and receiving schools, referrals to the Transition Support Team where appropriate, arranged visits for children to their new school, opportunities for school staff to visit children within our setting, sharing detailed transition documentation and support plans.

How does Loveders Nursery School support children's physical health?

We recognise that physical health and wellbeing are fundamental to children's overall development, including for children with Special Educational Needs and Disabilities (SEND). We provide a free-flow environment, enabling children to access outdoor provision for the majority of the day. This approach supports regular physical activity, sensory regulation, and the development of both gross and fine motor skills. Our outdoor environment is carefully planned to promote physical development at all levels. The large playground provides opportunities for children to practise scooting and riding bikes, supporting balance, coordination, spatial awareness, and core strength. The construction area encourages lifting, carrying, pushing, and building, which contribute to muscle development and functional strength. The garden area includes a large sand pit, climbing frame, tunnels, hammocks, and a designated gardening space. These resources promote agility, upper body strength, balance, motor planning, and sensory integration. Activities are adapted as necessary to ensure accessibility and inclusion for children with additional physical or sensory needs. We provide weekly yoga sessions to support flexibility, posture, balance, and body awareness. Yoga also promotes self-regulation and emotional wellbeing, which can be particularly beneficial for children with SEND. Healthy nutrition is embedded within our daily practice. We provide freshly prepared, well-balanced meals cooked on the premises, ensuring children receive appropriate nutrition to support growth, energy, and physical development. Dietary requirements, allergies, and individual health care plans are carefully managed in partnership with parents and relevant professionals. In addition, we actively promote health education through planned activities and daily routines.

Children are supported to develop independence and understanding in areas such as: oral hygiene, including effective tooth brushing, personal hygiene and self-care skills, healthy eating and nutrition, understanding the benefits of physical activity on the body. Where appropriate, reasonable adjustments are made to ensure that children with SEND can fully access physical activities and health-related learning opportunities.

How does Loveders Nursery School support children's mental health?

Supporting children's mental health and emotional wellbeing is a fundamental part of their development. We aim to create a nurturing and inclusive environment where every child feels safe, valued, and supported. Spending time outdoors is an important part of promoting positive mental health. Children have regular opportunities to access fresh air and physical activity in all weather conditions. We organise visits to local forests, beaches, and playgrounds, which allow children to explore nature, release energy, and support their emotional wellbeing. We also provide yoga sessions to help children relax and reset. These sessions focus on gentle stretching and breathing techniques, helping children to develop body awareness, manage stress, and regulate their emotions. All children at Loveders have access to sensory rooms where they can experience a range of calming or stimulating sensory activities, including different lights, sounds, and textures. These spaces can support children who may need a quiet environment to regulate their emotions or sensory input. Staff regularly talk with children about their feelings and support them in learning how to recognise, express, and manage their emotions. Through positive relationships and supportive guidance, we help children develop confidence, resilience, and self-belief. Our goal is to support children's mental health so that they feel happy, regulated, and confident in themselves and their abilities.

How can I access a place at Loveders Nursery School?

Families who are considering place at Loveders Nursery are encouraged to contact the setting to arrange a visit. During the visit, a member of the management team will guide parents or carers around the nursery, explain our daily routines and curriculum as well as provide information about the setting. Families will also have the opportunity to ask any questions. Information about how to apply for a place, our Admissions Policy, and our fee structure, including details about Early Years Funded Entitlement (EYFE) sessions, is available on our website. Depending on the age of the child and the time of year, there may be a waiting list for places. Before a child starts attending the nursery, we arrange an "All About Me" phone call with parents or carers. This conversation allows us to gather information about the child's routines, interests, family members, and any additional information. This helps staff prepare and plan appropriate support for the child before they attend their first session. All children are offered settling-in sessions to support a smooth and positive transition into the nursery. These sessions allow children and families to become familiar with the environment, staff, and routines, helping children to feel safe, confident, and supported when starting at Loveders.

Who is involved in decision making regarding the care of my child?

We highly value strong partnerships with parents and carers and believe that open communication is essential in supporting every child's development. We are always happy to speak with families face-to-face and welcome feedback at any time.

Parents are invited to attend our stay and play , and each term we offer dedicated key-person meetings. These meetings provide an opportunity for parents to share information about their child, discuss progress, and express any views about the provision. We also gather parental feedback through regular questionnaires.

We provide parents with relevant information and guidance, including leaflets from West Sussex County Council and materials on topics such as healthy eating, oral hygiene, and toileting. Weekly emails are sent to families with our planning, enabling parents to talk with their children about their learning and, if they wish, extend experiences at home.

The 'BabyDays' platform is used to share snapshots of each child's day at nursery. Parents can also upload photos from home, so children can share and celebrate these experiences with their friends. Daily communication takes place at drop-off and pick-up times, ensuring parents are kept informed and have opportunities to raise questions or share updates.

We work closely with a range of professionals to support children with SEND, including Portage and Speech and Language Therapy (SALT). We follow all recommendations provided to ensure children receive consistent and appropriate support.

Members of staff are trained in Makaton signing, and visual supports are used throughout the day to enhance communication and understanding. These strategies are tailored to individual needs and implemented in line with professional guidance.

When parents share concerns about their child's development, we respond promptly and sensitively. We offer advice based on our professional knowledge and, where appropriate, signpost families to external agencies for further support. Our aim is to work collaboratively with parents to ensure every child receives the help they need.

We offer stay-and-play sessions where parents can experience activities and learning opportunities available to their children. These sessions help families understand how we support development and how they can continue learning at home.

What training have the staff supporting children with SEN had or will be having?

Two staff hold Early Years Teachers qualifications which included special educational needs modules.

Staff have attended specific training: Promoting positive behaviour, Inclusion co-ordinator training, SEN co-ordinator training, Speech and Language, Effective use of Early Years Pupil

Premium to support the needs of Vulnerable Learners, Supporting SEN transitions, Autism and ADHD in girls, Biting in Early Years, Children's Mental Health, Understanding Children's emotions, Adverse Childhood Experiences.

Staff continuously update their training. In house training is carried out to ensure all staff are aware of any individual support required.