



# **Miss Daisy's Nursery Schools : SEND Policy**

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Policy adopted February 2026

Miss Daisy's Nursery Schools, 58 Buckingham Gate London SW1E 6AJ



# Miss Daisy's: SEND Policy

## Monitoring and review...

This policy will be continuously monitored, refined and audited by the Headteacher who will also review it annually to assess how efficiently duties have been carried out over the year. This review will take place no later than one year from the date shown below, or sooner if needed due to changes in legislation, regulatory requirements or best practice guidelines.

**Current Version: February 2026**

**Adopted: February 2026**

## Reviewed by:

### Head Name:

Michelle Blackwell - Miss Daisy's Belgravia

Eva Quillot - Miss Daisy's Brook Green

Sarah Mills - Miss Daisy's Chelsea

Sonia Natvar - Miss Daisy's Knightsbridge

Annabelle Dare - Interim Head Miss Daisy's Hyde Park

Natalie Atkins - Nominated Individual, Miss Daisy's Nursery Schools

Geoff Marston Group Compliance Director

Nazish Usman, Head of Safeguarding and Compliance - EYFS

Joanne Allen, Director of Education - EYFS

**Next review due: February 2027**

## Please note:

Any reference to Miss Daisy's Nursery Schools applies to the nursery schools named above.

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**Name of SENDCO's:**

**Contact details:**

Miss Daisy's Belgravia - Ashish Alg, ashish@missdaisynursery.com

Miss Daisy's Brook Green - Anita Janovski, anita.janovski@missdaisynursery.com

Miss Daisy's Chelsea - Sarah Mills, chelseahead@missdaisynursery.com

Miss Daisy's Hyde Park - Annabelle Dare (interim) @missdaisynursery.com

Miss Daisy's Knightsbridge - Damini Alg, damini.alg@missdaisynursery.com

## **Miss Daisy's: SEND Policy**

### **Statement of intent:**

At Miss Daisy's Nursery Schools, we have a strong inclusion policy, and we welcome children with additional, or special educational needs.

We believe that every child is equal and entitled to a nursery education that:

- Ensures children are treated fairly and with respect.
- Supports every child to achieve the best possible early years educational and developmental outcomes.
- Appoints a designated Special Educational Needs and Disabilities Coordinator (SENDCo) to support the team, parents/carers, and children, ensuring confidentiality is always maintained.
- Works in partnership with parents/carers and children, empowering young learners to express their views and preparing them for the transition into compulsory education.

### **Policy aims:**

We aim to offer a broad and balanced curriculum with full access to the Early Years Foundation Stage (EYFS) and exposure to a variety of pedagogical approaches and educational philosophies. We ensure that all children with Special Educational Needs and Disabilities (SEND) are fully included in and engaged with all activities and learning experiences. Our team members receive ongoing, relevant training to enable them to deliver inclusive and differentiated practices that meet individual needs.

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### **Key points:**

- We identify the specific needs of children with SEND at the earliest opportunity and meet these needs through a range of appropriate strategies.
- Team members, resources, and interventions are planned and allocated according to the individual needs of each child.
- We maintain effective communication with parents/carers and relevant external agencies to support children's development.
- Reasonable adjustments are made to ensure children with additional needs can access the EYFS fully and effectively.
- Children are provided with high-quality play experiences that encourage curiosity, confidence, and a desire to learn.
- We adopt a positive, strengths-based approach, considering children's wishes in line with their age and understanding.
- We work collaboratively with parents/carers, recognising their knowledge and expertise, in line with the SEND Code of Practice (2015).

### **Roles and responsibilities:**

#### **Headteacher:**

- Ensure best practice is maintained to meet the needs of all children, enabling early identification and effective interventions.
- Oversee audits, planning, and implementation of Individual Education Plans (IEPs) and Individual Targeted Plans (ITPs), ensuring staff understanding of Education, Health and Care Plans (EHCPs).
- Maintain an up-to-date SEND register, with regular review and audit (termly).
- Ensure a team member training log is kept and updated by the SENDCO.
- Liaise with future schools and their SENDCOs to support smooth transitions.

#### **Key person:**

- Operate within the nursery Key Person system to meet individual children's needs.
- Be responsible for key children, ensuring individualised planning and differentiation for every child.
- Use differentiated planning approaches to meet each child's needs.
- Record observations and assessments accurately for the SEND file.

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### **Parents/Carers:**

- Maintain open communication with the nursery, disclosing any prior diagnoses or developmental concerns.
- Provide updates on progress checks and any changes in their child's needs.

### **Educational provision for special needs:**

The SENDCO is responsible for the day-to-day management of the SEND policy, working closely with the Headteacher and the nursery team.

### **Responsibilities include:**

- Acting as a liaison between parents/carers and other professionals.
- Supporting staff in assessing children's areas of development.
- Ensuring all team members understand their responsibilities towards children with SEND and how children are identified through observations and assessments.
- Ensuring IEPs or ITPs are up-to-date and effectively implemented.
- Collecting, recording, and updating information about children with SEND.
- Keeping parents/carers informed about actions taken and outcomes achieved.
- Monitoring and reviewing interventions.
- Applying for Education, Health, and Care Plans (EHCPs) and Contingency Funding where necessary.
- Attending assessment meetings.
- Supporting smooth transitions to Reception at future schools, by liaising with receiving SENDCOs.

### **Process for identification:**

We use the SEND Code of Practice (2015) to identify and assess children's special educational needs. Children's needs may fall under the following categories:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional, and Mental Health
4. Sensory and/or Physical Needs

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## **SEND Support: The Graduated Approach**

When a child is identified as having SEND, we follow the **graduated approach**, a four-part cycle designed to refine and revise strategies as we deepen our understanding of the child's needs.

The four stages are **Assess – Plan – Do – Review**:

### **Assess**

- The Key Person will observe and review the child's progress.
- Observations and assessments help determine needs and the appropriate next steps.
- If necessary, referrals for specialist assessments (e.g., Speech and Language Therapy (SLT), Occupational Therapy (OT)) will be made.

### **Plan**

- When additional support is required, parents/carers are consulted.
- IEPs/ITPs are developed, outlining agreed targets, strategies, interventions, and desired outcomes.
- Interventions must be evidence-based and delivered by appropriately trained staff.
- Plans are shared with all adults working with the child.

### **Do**

- The Key Person, SENDCO, and team members implement the interventions.
- Parents/carers are supported with strategies for home to ensure consistency where possible.

### **Review**

- Reviews take place at least every six weeks, updating IEPs/ITPs as needed.
- Progress is evaluated collaboratively with parents/carers and external agencies where relevant.
- Adjustments are made based on the child's progress, setting fresh outcomes.



## **EHCA and EHCP Process**

Where SEND Support and the graduated approach are insufficient to meet a child's needs, an Education, Health and Care Assessment (EHCA) may be necessary.

### **Step 1 – EHCA**

The SENDCO and Headteacher complete an EHCA application, submitting it to the local authority's SEND panel for assessment against eligibility criteria.

### **Step 2 – EHCP**

If approved, the nursery will complete the EHCP application with detailed information about the child's needs and required support. This plan ensures coordinated multi-agency support for the child.

#### **Key SEND Contact:**

SEND - Bi Borough

Email: [SEN@rbkc.gov.uk](mailto:SEN@rbkc.gov.uk)

Tel: Bi Borough - 0207 361 3311

SEND - Hammersmith & Fulham

Email: [eyfservice@lbhf.gov.uk](mailto:eyfservice@lbhf.gov.uk) / [send@lbhf.gov.uk](mailto:send@lbhf.gov.uk)

Tel: 0208 753 1021

#### **Resourcing:**

To best support children with SEND:

- We provide a wide range of diverse toys and learning resources.
- We allocate funds to purchase additional resources as needed.
- At least one team member is trained in SEND and has designated time for SEND responsibilities.
- Staff training is supported through:
  - Online training platforms
  - Local Authority training sessions
  - Internal INSET days
  - Continuous Professional Development (CPD)
  - Additional modules via the Dukes Training Hub

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### **Partnership with parents/carers:**

We recognise that parents/carers are the experts on their children. We are committed to treating them as active partners in their child's education by:

- Involving them early in the identification and support of additional needs.
- Consulting with them on IEP/ITP targets and progress.
- Providing clear and accessible information about services, interventions, and support available.
- Recognising both the strengths and additional needs of their children.

### **Communication with parents/carers includes:**

- Maintaining a positive and supportive relationship.
- Offering an 'open door' policy for informal and formal discussions.
- Making the SEND policy and other resources easily accessible.
- Informing parents/carers at every stage of intervention and support.

We recognise that parents/carers know their children best and have a vital role to play in their child's education. We believe parents/carers should be treated as partners, able and empowered to:

### **Legislative Framework:**

Our SEND policy is based on the following statutory guidance and legislation:

- Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years (2015, updated 2020)
- Equality Act 2010
- Mental Capacity Act 2005
- The Special Educational Needs and Disability Regulations 2014

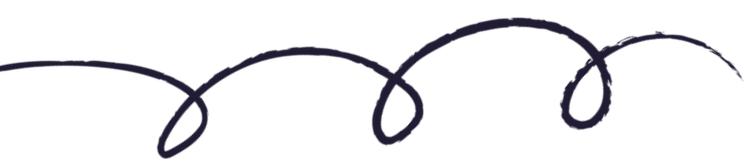
### **Further reading:**

**SEND Code of Practice (2014) – GOV.UK** <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>  
Updated (2020)

**SEND: old issues, new issues, next steps – GOV.UK** ([www.gov.uk](http://www.gov.uk))

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Appendix:

