Chaucer Infant and Nursery School SEND Information Report 2026 - 2027

Chaucer Infant and Nursery School is a mainstream setting. We are an inclusive school where all children are known and valued as individuals. All pupils at Chaucer are supported to make the best possible progress regardless of their specific area of need. Our school has a dedicated and caring staff who create an environment that is nurturing and engaging where all children are encouraged to develop a love of learning and to achieve the highest standards in all that they do.

Our SEND Information Report describes what help, support and services are available for children with Special Educational Needs and Disabilities (SEND) and their families in our school and how our SEND provision is implemented in school. Our SEND policy is available on our website and outlines who has responsibility for our SEND provision and how this provision is monitored. The policy is reviewed annually by our Governing Body.

Children are described as having Special Educational Needs and Disabilities (SEND) if they have a significantly greater difficulty in learning than the majority of others of the same age, or if they have a disability that prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in school. Special Educational Needs provision is provision that is additional to or different from that made generally for all other children.

At Chaucer Infant and Nursery School, the first priority for all of our children is good teaching and learning. Our ethos sets high aspirations for achievement, as well as providing high quality pastoral care. Most of our children's educational needs can be met within the classroom environment. Adaptations to provision are based on careful analysis of a child's personal needs and close monitoring of each child's progress. Some pupils may require further adaptations to provision and support from external agencies. This support is co-ordinated by Mrs. Nappin, our school SENDCo (Special Educational Needs Co-ordinator)

The SEND Information Report summarises our school policy and practice.

Our school and SEND approach *Ready, Respectful and Safe*	• All pupils at Chaucer are encouraged to develop their full potential and are supported to make the best possible progress, regardless of their specific area of need. We provide a safe, caring community which encourages everyone to become confident, independent learners. • Provision for teaching pupils with SEND include: ○ Appropriate differentiation to support all needs ○ Small group work or individual interventions with the class teacher or Teaching Assistants (TAs). ○ Personalised support through adapting the environment, resources and interventions and making provision for children with SEND in accordance with their EHCP (Education, Health and Care Plan) where necessary. ○ Personalised support through access to learning in our Inclusion Support Base. ○ Implementing valuable advice and suggestions from specialist services such as our Speech and Language Therapy Team, Schools Support Service for Educational Needs, Inclusion Support Advisory Team, Community Paediatricians, Occupational Therapists and the Educational Psychologist team. • All SEND provision and interventions for children requiring additional support will be overseen by the SENDCO ensuring progress is being made.
Special Educational Needs that are provided for at Chaucer Infant and Nursey School.	We provide support for children across the four areas of needs as outlined in the SEND Code of Practice: • **Cognition and Learning** Support includes: ○ Personalised learning plans with highly differentiated and where necessary, shortened learning tasks ○ Small group work for Phonics, Reading, Writing, Handwriting and Maths ○ Precision teaching for English and Maths ○ Small group or specific individual interventions for fine motor, gross motor skills and to develop listening and attention skills and/or memory ○ Access to trusted key adults throughout the day (Class Teacher, TAs, Senior Leadership Team (SLT) ○ Support for self-help activities including dressing/PE times ○ 1:1 input/work where necessary ○ Regular repeated practice and personalised/group interventions

	○ Support and regular reviews with the Inclusion Support Advisory Team (ISAT)s and the Early Years SEN Service (EYSEN). • **Social, Emotional and Mental Health Difficulties** Support includes: ○ Calm teaching environment with predictable routines and structure ○ Adaptations to the classroom environment including visual cues, visual timetables, safe spaces. ○ Attachment time with key adults (Class teachers and Teaching Assistants) ○ Access to trusted key adults throughout the day (Class Teacher, TAs, Senior Leadership Team (SLT) ○ Support during busy transition times including 'Meet and Greet' at the beginning and end of the day. ○ Personalised interventions including a range of calming activities such as Quiet Safe Space areas, ELSA breathing stars and where necessary, individual seating arrangements, working arrangements and carpet space. ○ Forest School ○ Small group social skills development including circle time ○ Support and regular reviews with the Inclusion Support Advisory Team (ISAT) and Educational Psychologist Service • **Communication and Interaction** Support includes: ○ Access to trusted key adults throughout the day (Class Teacher, TAs, Senior Leadership Team (SLT) ○ Adaptations to the classroom environment including visual cues, visual timetables, choice boards, sealed pots and task boards. ○ Personalised Speech and Language Therapy plans including the use of PECs, Makaton and Communication Boards ○ Intensive Interaction Techniques ○ Positive Relationship and Behaviour Management strategies in place ○ Activities to develop listening and attention skills including Attention Autism sessions known as 'Bucket Time' in school. ○ Support and regular reviews with the Speech and Language Therapy Service (SALT) **Sensory and/or Physical Needs**

	Support includes: ○ Personalised sensory plans ○ Access to a range of equipment or techniques to support a child's sensory needs e.g. calm spaces, weighted blankets, sensory movement breaks, wobble cushions, proprioceptive activities, fidget toys ○ Activities and visuals to support self-regulation ○ Access to trusted key adults throughout the day (Class Teacher, TAs, Senior Leadership Team (SLT)
Special Needs Coordinator and designated Governors	• Our SENDCo is Mrs Lisa Nappin who can be contacted by email info@chaucer-inf.derbyshire.sch.uk or by phone on 0115 9325629. • Mrs Wendy Disley and Miss Kirsten O'Ryan are our Special Educational Needs and Disabilities Governors. They are responsible for making sure that the necessary support is given for any child with SEND who attends the school and can be contacted through school.
What should I do if I think my child has special educational needs?	• Please speak to the Class Teacher in the first instance to organise an appointment for an initial meeting, where you will be able to discuss your concerns.
How will the school respond to my concern?	• The Class Teacher will organise a meeting with you. The meeting will give you an opportunity to discuss your concerns and work together with the Class Teacher to identify and agree the best way forward. As part of the meeting, the Class Teacher will record your concerns and the agreed next steps and then share this with our SENDCo, Mrs. Nappin. A review date will also be agreed at the meeting so that progress can be monitored and reviewed.
How will the school decide if my child needs extra support?	• Children are identified as having SEND through a variety of ways including the following: ○ Concerns voiced by Parents/Carers, member of staff or external professionals ○ The voice of the child – working with the child to understand their views and feelings, what they like doing and what they find difficult and observing the choices they make: what they like to do and what they may avoid ○ Transition information passed on from pre-schools, nurseries or previous settings ○ Analysing and monitoring termly assessment data through Pupil Progress Review meetings ○ Feedback from teaching staff and observations ○ The child being considerably below national expectations when they are assessed on entry to school

	○ The child not making expected progress linked to national expectations and taking account of attainment upon entry ○ Liaison with and specialist advice provided by our external agencies including Inclusion Support Advisory Team (ISAT), Speech and Language Therapy (SALT) or the Educational Psychologist (EP) ○ Health diagnosis through a Paediatrician
How will my child be involved in the process and be able to contribute their views?	• Every stage of the SEND process allows for the child's voice to be heard and for their views to be formally recorded. If appropriate, we encourage children to attend meetings so their views can be heard by all those involved in their care and support. For some children who are less able to share their views verbally, we use alternative strategies including pictures, ICT, TA scribes, pupil view questionnaires, sorting activities and choice boards. • Some children with Special Educational Needs and Disabilities will have a Wellbeing and Learning Plan that forms part of their learning journey. This gives them the opportunity to say, draw or write down all the things they like doing, what children in class like about them and think they are good at and how they would like to be helped in school. This is reviewed when monitoring progress and as children move year groups. • The children also take part in School Council meetings where elected class representatives take suggestions to the School Council, to ensure we hear the children's views. • Children are encouraged to share their views in a range of ways for example collaborative talk, working with a talk partner, circle time, Jigsaw PSHE and questionnaires. • If a member of staff becomes aware of how a child might be feeling, they would encourage all children to tell a grown-up they trust, if they are unhappy or worried about anything. • If a parent is concerned that their child is unhappy about something, but will not discuss it with them, we can arrange for their class teacher or a familiar adult in school to talk to them.
How will the school support my child?	• **Step 1 Quality First Teaching – Our Universal Offer to all** ○ First and foremost, your child will be supported by their class teacher. They will oversee, plan and work with each child with SEND in their class ensuring that each individual child's needs are met. They will be given precise teaching and targeted differentiation within the whole class setting with regular audits of the provision in place. • **Step 2 Targeted SEND Support** ○ Your child will be given targeted small group intervention with their teacher or Teaching Assistants for a set period of time plus continuing use of curriculum aids to reduce barriers to learning including visuals, adapted tasks and regular monitoring and evaluation. • **Step 3 Specialist SEND Support**

	○ Your child will be given targeted, personalised support and interventions. Referrals to external agencies such as Educational Psychologists or Speech and Language Therapy Service and any advice from specialists will be implemented. Funding requests to the Local Authority may be requested for specific support. Regular monitoring and evaluation. In some cases, if short term intervention does not address the issues raised and greater needs are identified, the child, with the consent of their parent/carer will be placed on the Special Educational Needs and Disabilities Register. Additional and more specialist support will be sought through a referral to an outside agency. We will use valuable input from specialist services such as our Speech and Language Therapy Team, Inclusion Support Advisory Team (ISAT) and our Educational Psychologist Team. Some children on our SEND register will have an Individual Wellbeing and Learning Plan which details the support a child will receive and the targets that have been set for them. These will be shared and progress/provision reviewed with parents and teachers termly. • **Step 4 EHCNA (request for an Educational Health Care Needs Assessment)** ○ Following regular monitoring and evaluation of support and interventions in place, if the child continues to find it difficult to make expected progress, school and/or parents may consider and discuss an application for an EHCNA which could result in an EHCP (Education Health Care Plan).
Who will support my child in school?	Your child will be nurtured and supported by a number of people including: • Class Teachers • Teaching Assistants • Senior Leadership team • Our Pastoral Support Worker • Our School Office team • Our catering team • Outside agencies including Speech and Language, Occupational Therapists • Parents/Carers
What level of training and expertise do staff have in relation to children with SEND?	• Our SENDCo has a vast amount of experience supporting SEND and is fully qualified, holding the National Award for Special Educational Needs Co-ordination.

	• We have a robust safeguarding policy and protocol in place • All staff take part in safeguarding, PREVENT and Health and Safety training in line with statutory guidelines • We have a number of staff with the Paediatric First Aid certificate • Our SENDCo supports and advises class teachers and Teaching Assistants • Our school provides training and support to enable all staff to improve the teaching and learning of pupils, including those with Special Educational Needs and Disabilities. Specific courses and training are sourced, as required to meet the needs of our children • Our Teaching Assistants also have a range of expertise and experience of supporting children with SEND • We have a number of staff trained in a variety of intervention programmes including Attention Autism (known as Bucket Time) and Speech and Language.
What specialist services and expertise are available or accessed by the school to support my child?	• Our SENDCo attends our Trust's SENDCo Network meetings and also meets twice a year with the local Educational Psychologist as part of the planning and review process. • Our SENDCo also meets regularly with our Inclusion Support Advisory Teacher to review how to ensure our children achieve the best possible outcomes. • As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Educational Psychologists, Inclusion Support Advisory Team, School Nurse Team, Speech and Language Therapy Service, Community Paediatricians, Occupational Therapy Service and Physiotherapy Service.
What support will there be for my child's overall wellbeing?	• We aim to create a safe, inclusive and nurturing environment where pupils emotional well-being is supported, a sense of self-worth is developed and all voices are equal • We welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children. • We promote a high standard of behaviour and an atmosphere where all members of the school are valued as individuals and all voices are equal ○ All children take part in regular Jigsaw PSHE sessions to develop peer relationships and circle time activities and we have regular Anti-bullying assemblies. ○ All children have the opportunity to talk to a trusted key adult in school at any time during the day. Building relationships and connections with children are key in our school and we will provide opportunities across the curriculum and school day for children to develop their social confidence, communication and self-esteem skills in a small group setting or on a 1:1 basis for those children who need time to talk ○ Children also have access to outdoor learning opportunities through regular trips to our Forest School

	• The class teacher has overall responsibility for the pastoral and social care of every child in their class, therefore this would be the Parents' / Carers first point of contact. • If further support is required, the class teacher will liaise with our SENDCo for further advice and support. This may involve working with our school's Pastoral Support Worker, alongside outside agencies such as Health and Social Services and / or the Inclusion Support Advisory Team or EYSEN team.
How will the curriculum be matched to my child's needs?	• We aim to ensure all pupils, including those with special educational needs and disabilities can access the full curriculum. The curriculum work and learning environment may be adapted by: ○ Work that is differentiated appropriately so that all children are able to access work according to their specific needs. ○ Differentiated resources and texts using visuals where necessary ○ Groupings that target and support learning at pupils' particular levels ○ Additional adult support ○ Access arrangements for assessments and statutory assessments.
What additional support is available for learning?	• The school receives funding for children with Special Educational Needs and Disabilities through applications to the Local Authority. • The allocation is made following careful assessments between the class teachers, SENDCo and any external agencies involved and needs analysis discussions by the local authority. • Funding that is allocated is used to support the child in whatever way is needed so that they can access the curriculum and their learning. • Additional funding may be requested through EYIF (Early Years Inclusion Funding), Inclusion Panel Funding or an EHCP (Education and Health Care Plan) from the local authority. • An Education and Health Care Plan may also be requested by a parent or health professional or outside agency by applying for an Education Health Care Needs Assessment through the Derbyshire Local Offer: https://www.localoffer.derbyshire.gov.uk/home.aspx
How will I know how my child is doing? **How will the school help me to support my child's learning?**	We believe that your child's education should be a partnership between Parents / Carers and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs. • Open Door Policy ○ Opportunities exist daily to speak with the class teacher, SENDCo, our Pastoral Support Worker or Senior Leadership team if appropriate.

	○ We can offer advice and practical ways that you can help your child at home. • Parent Evenings ○ The class teacher will meet with Parents / Carers twice a year to discuss your child's needs, support and progress. • Formal Reports ○ A formal report is sent home at the end of the academic year. This provides an opportunity for parents to see how their child is progressing against the targets set in their learning plans and against national standards. • Additional meetings ○ Additional meetings may take place throughout the year to discuss any concerns relating to your child between parents/carers and the class teacher, to review support provided by outside agencies and as part of EHCP Annual Reviews and funding reviews. • If your child has an Education Health Care Plan (EHCP), a formal meeting will also take place annually, alongside parent's evenings, to discuss your child's progress and a report will be written. • If additional funding has been requested for your child, review meetings to discuss your child's progress will also be held. • Parents can contact teaching staff via messages on Class Dojo or call the school office to arrange a convenient time to talk to the class teacher or SENDCo. • Various routine practices are in place to provide parents/carers opportunities to support a child's needs at home or in school. These include: reading to and with a child, sharing of resources to support at home e.g. visual timetables, PECs cards, number and phonics interventions.
How does the school know how well my child is doing?	• As a school we measure children's progress in learning through a number of ways including precise identification of SEND, tracking the progress of children with SEND across different subjects and daily marking and feedback. • We also track progress against National expectations and age related expectations. We track children's progress from entry at Nursery through to Year Two, using a variety of different criteria. In Early Years, this includes Development Matters and the Celebratory Checkpoints to monitor small steps of progress. In KS1, this includes Formative Footprints, the Engagement model, using assessments and monitoring and tracking progress against the KS1 National Curriculum objectives. • Impact tracking of progress is completed each term and used to adapt the support in place, as required. Children who are not making expected progress are discussed at termly review meetings with the Class Teacher and Headteacher. In this meeting, a discussion takes place concerning why individual children are experiencing difficulty, what further support can be given

	to aid their progress and if we need to seek advice from an external agency such as an Educational Psychologist, Speech and Language Therapist or our Inclusion Support Advisory Teacher. • Termly staff meetings take place where class teachers are responsible for reviewing and updating their individual Wellbeing and Learning Plans for children with SEND in their class. Class Teachers also update assessments including Celebratory Checkpoints and Formative Footprints so progress can be celebrated and next steps for learning planned for. • Interventions are monitored and evaluated, through formative assessment and frequent, on-going discussion between the staff involved with the child, SENDCo and parents.
What support is there for behaviour, avoiding exclusion and increasing attendance?	• As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. This includes 'diddy dot' stickers, Headteacher stickers, praise stickers/postcards, verbal praise, sharing work with the Senior Leadership team and other classes and weekly 'Chaucer Champion' assemblies. Children also have the opportunity to take part in activities that are part of our EMBARK award which are based around our trust's 4 core beliefs of Family, Integrity, Teamwork and Success and also encourages family learning at home as well. • We recognise that some children can find it difficult to communicate how they are feeling. A child's behaviour is a way of them communicating how they are feeling. In school, we adopt the approach of 'Be Kind, Be Curious and Be Connected'. This enables us to support our children who may become dysregulated by giving them the time and space needed and to support them with co-regulating their feelings. It also gives staff the opportunity to reflect and think about possible triggers. We offer support in school for your child by implementing strategies to help them improve communication, recognising their emotions and coping strategies they can use both at home and at school. • Attendance of every child is monitored on a daily basis. We work hard with parents to improve and promote regular attendance at school to ensure every child can make the maximum progress and succeed. Lateness and absence are recorded and monitored by our Pastoral Support Worker. Where a child's attendance is becoming a concern, our Pastoral Support Worker will speak to Parents/Carers.
How will my child be included in activities outside the classroom including school trips?	• As an inclusive school, we support all children in accessing activities outside of the classroom, including school trips. This may involve tailored strategies such as the use of additional adults, use of specialised equipment, parental support and individual risk assessments. • All educational visits are open to all children. Adult support and resources are made available to ensure all children can access these activities. All staff work closely with parents before trips to discuss specific needs of each pupil with SEND

	• A Risk Assessment is carried out prior to any off-site activity, to ensure everyone's Health and Safety will not be compromised. If there are concerns about a child's safety when going off site, an Individual Risk Assessment will be carried out in liaison with the class teacher, Headteacher, Health and Safety Officer and parents • All children have the opportunity to visit our Forest School as part of our approach to outdoor learning • All extra-curricular activities are available to all children, are suitably differentiated and supported to ensure access and enjoyment for all.
How accessible if the school environment?	• As an inclusive school, we seek to ensure that all learning areas and resources of the school are accessible to children and adults. • The school is equipped with a disabled toilet and a continence area for pupils. We do not have a shower unit. • The paths and doors are wide enough for wheelchair access. • We have three steps into the Hall, these have clear colour distinction to support children with visual impairments. We do not have a ramp into the Hall, however, it can be accessed from the outside by wheelchair users and people with mobility issues. • We warmly welcome parents/ carers to visit the school to enable us to assess the needs of your child. **For further details, please see our 'Accessibility Plan' which is available on our website.**
How accessible is the curriculum?	• As an inclusive school, we will ensure that there is clear communication with parents who find written English difficult to understand. This may be through translated written documents or messages via Class Dojo or verbal/face to face discussions. The school will provide specialist resources for children to be able to access the curriculum fully including pencil grips, coloured overlays, visuals, task boards, timers, iPads and specific software.
How will the school support and prepare my child when joining the school? **How will the school support and prepare my child when transferring to a new school?**	• We encourage all new children to visit the school prior to starting. For children with SEND, we would encourage further visits to assist with the acclimatisation of the new surroundings. • The school has a Transition Policy that sets out the arrangements we make for all children when they join school, move year group within school or transfer to a new school. In addition to these, we liaise with previous school staff and share paperwork, arrange extra visits, write social stories and compile a pupil passport with children to ensure transition is a positive experience for them. • We liaise closely with Staff when receiving and transferring children from/to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. • For children whose needs have already been identified, there will also be additional meetings involving all relevant agencies

	Nursery • As part of our nursery induction we invite parents to attend taster sessions with their child. • We also hold open mornings/afternoons where parents can visit our nursery setting alone or with their child • For children whose needs have already been identified, there will also be additional meetings involving all relevant agencies **Reception** • Two open evenings where parents and children come and 'stay and play' • A full transition day for the child prior to starting school (this may be a morning/afternoon – timings are adapted depending on the needs of individual children) • Staff and/or our SENDCo may visit the child at preschool if appropriate • For children whose needs have already been identified, there will also be additional meetings involving all relevant agencies **Transferring to Junior School** • We work closely with our 'feeder' junior school, Chaucer Juniors, liaising to organise a carefully prepared induction programme for Year Two pupils. • Chaucer Juniors and two other local junior schools, Kensington and Hallam Fields, all have the same transition day • Staff from the above-named schools speak to the class teachers and, when relevant, the SENDCo, about the children and they are all willing to organise extra transition sessions for the more vulnerable pupils • If your child has complex needs, then we will invite staff from the relevant junior school to attend the Education Health Care Plan review • For children whose needs have already been identified, there will also be additional meetings involving all relevant agencies **Transferring to a new school** • When a child leaves our school to attend another primary setting, discussions take place with the new setting to ensure a clear understanding of the child's needs and a full handover of the child's records and work
How are the school's resources allocated and matched to the needs of children with SEND?	• We ensure that all children who have Special Educational Needs are met to the best of the school's ability with the funds available. • The class teacher alongside the SENDCo will discuss the child's needs and what support would be appropriate. • We have a team of teachers and Teaching Assistants (TAs) who deliver programmes and interventions designed to meet groups of children's needs.

	• Different children will require different levels of support in order to bridge the gap to achieve age expected levels. • The children who have the most complex needs are given the most support. • Outside agencies may make suggestions as to what support an individual child may require.
How does the school know if the allocated resources have had an impact?	• Termly reviews of children's targets and ensuring they are being met. • Observations and follow ups • The child is making progress academically against national / age expected levels and the gap is narrowing – they are catching up to their peers or expected age levels • Verbal feedback from the teacher, Parent / Carer and pupil • Children may move off the SEND register when they have 'caught up' or made sufficient progress
How are the governors involved and what are their responsibilities?	• Our Governors, Mrs Disley and Miss O'Ryan, are responsible for SEND and meet with the SENDCo to discuss the progress of children with SEND • The SENDCo provides updates to the Local Governing Team.
How does the school manage the administration of medicines?	• The school has a policy regarding the administration and managing of medicines on the school website • Parents need to contact the School Office if medication is prescribed by Health Professionals to be taken during the school day • On a day to day basis, our Lead First Aider generally oversees the administration of any medicines. As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations • Children with allergies and first aid issues are brought to the attention of all staff • If your child has more complex medical needs, a Health Care Plan will be written in liaison with yourself and relevant health professionals
Who can I contact for more information?	• Your first point of contact would be your child's class teacher, to share your concerns • You could also arrange to meet Mrs Nappin, our SENDCo by emailing info@chaucer-inf.derbyshire.sch.uk or calling 0115 9325629 • You can also look at the SEND policy on our website
Who should I contact if I am considering whether my child should join the school?	• Contact the School Office on 0115 9325629 to arrange to meet the Headteacher, Mrs Hopkins, who will willingly discuss how the school could meet your child's needs.

How can I access support for myself and my family? **What is the Derbyshire Local Offer?**	• Within school, our SENDCo, Mrs Nappin and our Pastoral Support Worker, Mrs Parry, are always happy to meet with parents and can provide access to a range of local and national support agencies. In some circumstances, we will complete an Family Help Assessment to identify what is going well and what support is needed. • Further support can be obtained through the Derbyshire Local Offer via http://www.derbyshiresendlocaloffer.org/ • The Local Offer outlines the services and support available to pupils with SEND in Derbyshire. • It is a resource designed to support children and young people with special educational needs and/or disabilities and their families. • It describes the services and provision that are available both to those families in Derbyshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need • The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors • You can view the local offer at: http://www.derbyshiresendlocaloffer.org/ • Good mental health is an important part of healthy child development. It helps children build positive social, emotional, behaviour, thinking and communication skills. The Derby and Derbyshire Emotional Health and Well-Being website provides advice and links to agencies who can support you and your child. You can view the website at: https://derbyandderbyshireemotionalhealthandwellbeing.uk/child-young-person/emotional-wellbeing-support
How do I raise concerns if I need to?	• Our doors are always open so please come in and talk to us – all teachers are happy to talk through your children's needs, just make an appointment to meet with us. This is really important to us as an early response to a concern and early identification and intervention are key to helping children reach their potential. ○ Mrs Nappin who is our school's Special Educational Needs Coordinator (SENDCo) will be happy to talk to any Parent / Carer with worries or concerns at a mutually convenient time. You can contact Mrs Nappin by email at info@chaucer-inf.derbyshire.sch.uk or by phone on 0115 9325629. ○ You can also email Mrs Hopkins, our Headteacher on: info@chaucer-inf.derbyshire.sch.uk • We believe that partnership with Parents and Carers is key and open honest relationships with them are the best way to support all our children.

	• We publish Embark's Complaints Procedure on our school website. In all cases, this will be followed, allowing a complaint to be considered informally at first and then in writing. This will give school the opportunity to resolve any issues before seeking further advice. • Following a parent's/carer's serious complaint or disagreement about the SEND provision being made for their child, the school will contact the LA to seek disagreement resolution advice, regardless of whether an EHC plan is in place. • We are aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the LA in responding to requests for information as part of procedures for: o Disagreement resolution. o Mediation. o Appeals to the SEND Tribunal • Chaucer Infant and Nursery school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.