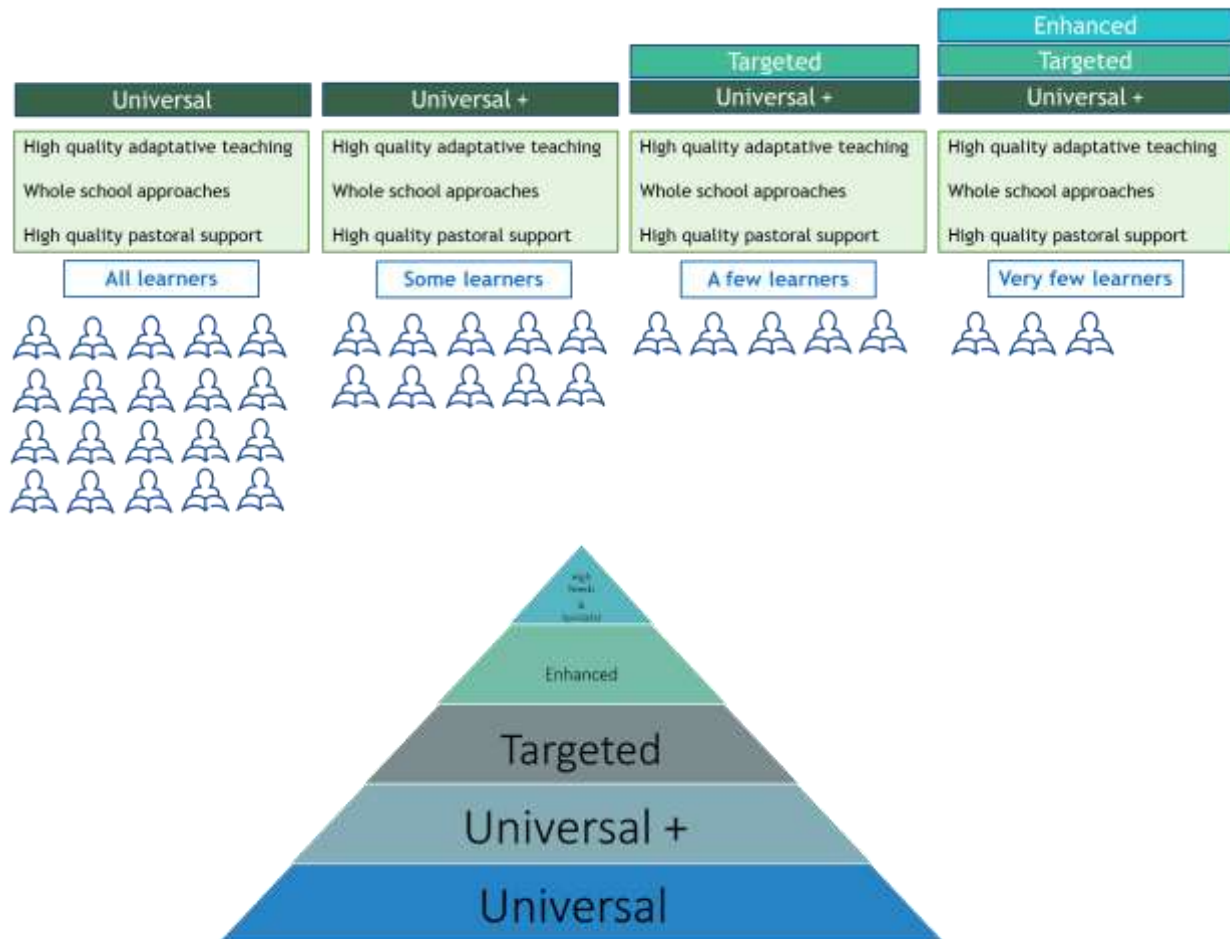


## **Concern Resolution Procedure**

Seaford Head School is committed to supporting the needs of all learners and believes that the young people attending our mainstream school learn best in the classroom with a specialist subject teacher. We recognise that some learners may require additional support, which we assess and deliver through the tiered graduated approach shown below.



Our universal approach includes high quality first adaptive teaching to ensure learners within the classroom can engage and develop. Tutors and Year Teams provide pastoral support for learners under their care and alongside Personal Development, PSHE and enrichment opportunities all learners are supported.

Where a learner is identified as having potential barriers to learning, the school will take action to support engagement learning and put effective provision in place.

Where a learner requires more academic support, subject departments may put extra in class support or intervention in place. Year teams may increase their support at a Universal + level to support personal, social and emotional wellbeing.

The Inclusion Team provides consultation, advice and support to inform our Universal and Universal + approaches within the school.

Targeted and enhanced approaches are delivered through the Inclusion Team, and will be focused on specific areas of need, following assessment and referrals. If targeted or enhanced support is identified the Year Team will refer into Inclusion to provide consultation. Following each referral, consultation advice will be given to support at a Universal + level or targeted/enhanced support put in place where required. The first port of call for any concerns should be to a learner's teacher (if related to a specific subject) or the year team.

Inclusion support provided takes the form of a four-part cycle- assess, plan, do, review (APDR) through which earlier decisions and actions are revisited, refined, refreshed and revised with a growing understanding of the learners needs and of what supports the learner in making good progress, healthy development and securing good outcomes. It draws on more detailed approaches, more frequent reviews and increasingly specialist expertise in successive cycles in order to match interventions to the needs of the young person.

In order to facilitate specialised support the Inclusion Team operates in clusters with specific staff focused in areas of need which are outlined below-:



Each strand has a dedicated team of staff lead by a Senior Practitioner, SENDCo or the Head of Inclusion.

If you are concerned about the support your child is receiving from Inclusion, we would welcome the chance to work with you, in collaboration, to find a solution and have developed a process that you can follow to gain support, seek clarification and agree suitable resolution.

At any point in the process, you are entitled to initiate the formal complaint procedure, but we hope to find a suitable solution before this. The schools complaints policy can be found here-:

[Complaints Policy](#)

If your child is receiving/requiring targeted or enhanced support from Inclusion, please initially speak with the year team.

If you wish to raise a concern about Inclusion Provision for your child, please contact [send@seafordhead.org](mailto:send@seafordhead.org) with your child's name and nature of the concern.

A keyworker or senior practitioner will contact you to arrange a meeting/telephone call to resolve the concern.

If you are dissatisfied with the resolution this will be escalated for investigation by a SENDCo.

If you remain dissatisfied with the resolution this will be escalated to the Assistant Headteacher for Inclusion.