

Colonel Frank Seely Family Of Schools

**SEND Policy
Sept 2025**

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Purpose

The purpose of this policy is to ensure that practice is clear and understood by all who work within the CFS Family of Schools. It is also the aim of the policy to ensure that funding decisions for all pupils with complex special educational needs in the Family of Schools are fair and transparent. This policy aims to formalise our agreed practice into a working document for all relevant Family colleagues.

Family Aims

- To ensure parity and consistency of provision for pupils with similar levels of need.
- To develop a shared understanding of the Local Authority's (LA) descriptors of need.
- To recognise, acknowledge and value our joint responsibilities as SENCo s for Family decisions.
- To continue to develop and share good practice so that provision improves for all pupils with Special Educational Needs in the Family.
- To ensure SENCos are aware of new initiatives (both local and national).
- To review the Family SEN Policy annually and to share this with the Head Teachers of the schools in the Family.

Roles and Responsibilities

The person responsible for overseeing the provision for children with SEND in each school is the Head Teacher. The person co-ordinating the day to day provision of education for pupils with SEN is the SENCo. Across the family of schools', the person coordinating the role is the Family SENCo. The divisions of responsibilities within the Family systems and processes are as follows;

The Family SENCo will:

- Provide ongoing support for all SENCos, especially those who are new to the role, to help them to understand the different SEND systems, pathways and processes.
- Support SENCos to understand national and local changes to SEND processes and practices.
- Ensure that schools are aware of statutory guidance and accordance with SEND reforms, such as annually updating the school SEND policy and SEN information report.
- Support SENCos in improving and maintaining quality, continuity and consistency for pupils with SEND within their school.
- Liaise with the LA on behalf of the Family and attend LA meetings/training and disseminate information accordingly.
- Provide information to the LA and Head teachers as required.
- Call regular meetings to discuss SEND in the Family and ensure relevant people are invited to attend, including termly Springboard meetings (both Primary and Secondary) with staff from SFSS and EPS services.
- Co-ordinate the Family moderation process, ensuring that it is a fair and transparent system, e.g. through school visits, discussions with SENCo's, leading the moderation meetings and collating the relevant paperwork.
- Support SENCOs in their understanding of procedures for requesting additional funding and submission form completion requirements.
- Keep accurate records of budget decisions and disseminate this information to schools,
- Liaise with the Family Budget Manager, to provide information about funding decisions, pupil and school information and ensure virements are sent to the LA.
- Ensure that HLN bids are moderated as meeting HLN criteria.
- Liaise with Outside Agencies e.g. regarding pupils due to start school who are known to the SFSS.
- Support the transition systems for pupils with SEND who are moving to new settings.
- Contribute to LA monitoring and accountability processes e.g taking part in district moderation meetings and school self-evaluation systems.
- Attend SBAP meetings.
- Observe pupils across the family, as required, especially linked with the moderation of bids.
- Lead or co-ordinate Family Training opportunities and keep a record of this.
- Support SENCos in sharing good practice so that provision for pupils with SEN within the Family can be maintained or improved.
- Attend District and County Family SENCo meetings and networks termly, feeding back to the SENCos as required.

Family SENCo time allocation model

The current Family SENCo's time is allocated in the following way;

- Visits to each school within the family on a termly basis.
- Observations of all pupils who require AFN/HLN funding.
- General support time for SENCOS with bid writing, EHCPs, referrals, specific SEND advice, signposting etc.
- Mentoring of new SENCos
- Attend meetings alongside SENCos where cases may be complex or challenging.
- Support Year 5 summer term EHCP review meetings across the family alongside Secondary SENCo
- Attend termly springboard meetings for Primary and Secondary, including any additional meetings called.
- Attend termly Family SENCo network meetings and district network meetings.
- Attend termly GAP meetings with heads/ behaviour leads/ Meet with GAP termly to overview caseload for the Family.
- Regular meetings with EPS to offer support across the family.
- Lead and organise moderation for the family, supporting the writing of bids.
- Manage and maintain the AFN and FNF budget, alongside the budget co-ordinator.

NB Family SENCo time allocations are based on termly calculations of sessions, rather than being fixed to specific days each week. This enables the Family SENCo to work in a flexible and more efficient way but also ensures that each setting/family is provided with a protected level of allocated support.

The School SENCos will:

- Ensure that statutory guidance and accordance with SEND reforms is followed, such as annually updating the school SEND policy and SEN information report.
- Identify children with SEN and liaise with Outside Agencies.
- Attend Family SENCo meetings including termly Springboard meetings.
- Determine whether requests for AFN or HLN funding might be appropriate and discuss these with the Family SENCo prior to bidding.
- Complete agreed forms by agreed timelines for individual pupils in their school.
- Ensure HLN requests are agreed by the Family SENCo before submission.
- Contribute to Family moderation and other Family meetings.
- Provide information to the Family Group as required.
- Provide pupil information as required for LA funding documentation.
- Inform the LA and Family of Schools if a pupil moves or their needs change.
- Inform the head teacher and school budget manager of allocations of funding.
- Provide the LA with information about use of funding when requested.
- Provide the Family SENCo with updates of pupils receiving AFN/HLN funding.
- Alert the Family of Schools if they believe a pupil with significant SEN, and likely to need additional funding, is to attend their school in the future.
- Organise transition meetings and plans; liaise with colleagues and provide appropriate information when a pupil with SEN transfers to another school.
- Alert Family SENCo of significant concerns with a pupil.

- Seek advice from Family SENCo, if required for bid writing, ECHP requests, referral processes etc.

The Head teachers will:

- Approve the appointment of the Family SENCo
- Ensure that school documentation relating to SEND has been completed and published in accordance with statutory guidance of SEND reforms, such as annually updating the school SEND policy and SEN information report.
- Have an overview of SEND systems within the Family
- Receive feedback of relevant views or information, particularly regarding funding decisions, from the Family SENCO
- Support their school SENCO wherever possible by facilitating their attendance at meetings and enable them (through release time) to carry out their role within the Family SENCo group effectively
- Ensure good value for money in regards to SEND across the Family.
- Administer Family Funds according to LA procedures.
- Maintain a record of spending in relation to Family funding.
- Liaise with personnel from the LA SEN funding personnel in regards to SEN funding issues
- Complete LA funding paperwork

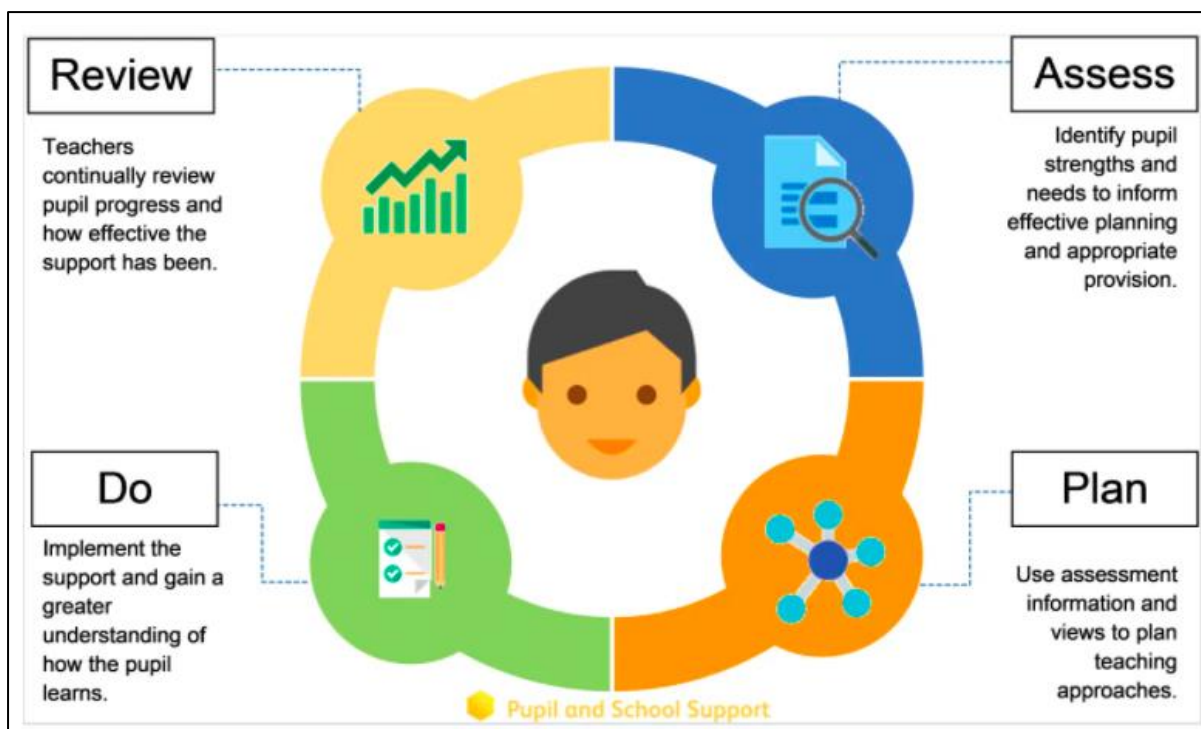
SEND Systems, Processes and Pathways to Agency Support

SEND Code of Practice and the Graduated Approach

All schools must refer to the statutory SEND Code of Practice (2014) for guidance relating to the identification and provision for all pupils with SEND. There are four categories of need;

- Communication & Interaction **(C&I)**
- Cognition & Learning **(C&L)**
- Sensory, Physical and/or Medical **(SMP)**
- Social, Emotional & Mental Health **(SEMH)**

Each school is required to have a SEND policy and SEN Information Report, which must be published on their website and updated annually. These documents state in detail how pupils with SEND are identified and will explain the steps taken to remove barriers to learning, through effective provision decisions. Support for pupils with SEND will follow a Graduated Approach. This is a four-part cycle of assess, plan, do and review, through which earlier decisions and actions are revisited and revised, to support the pupils to make good progress and secure good outcomes.



<https://accesstoeducation.birmingham.gov.uk/2019/11/07/assess-plan-do-review-a-quick-introduction/>

Graduated Approach – Steps to follow

Each school will have its own systems to ensure that Graduated Response. Further support for identifying need are available on the East Midlands Education Support website and can be accessed by following this link [The East Midlands Education Support Service \(em-edsupport.org.uk\)](http://em-edsupport.org.uk). Examples of Provision for Standard and SEND Support are available at Appendix B.

Education and Health Care Plan (EHCP) - Statutory assessment process for pupils with complex SEND who require more specialist support than is available through school SEN support provision. Requests are made through the EHCP Hub managed by the ICDS (Integrated Children's Disability Service).

Schools and Families Specialist Services (SFSS) - Teams of specialist education practitioners provide support for pupils across all areas of SEN. Each Family has an SFSS link who attends Springboard meetings (see below) where support requests are discussed, e.g regarding provision, assessment. SFSS practitioners are grouped in the following teams;

- **FS and KS1 pupils** – EYSFSS - Early Years Team,
- **KS2 and above** – 3 Teams grouped by areas of SEND – C&I, C&L, Sensory (For pupils with visual or Hearing impairments).

Physical Disability Specialist Service (PDSS) - Members of this team work in close collaboration with colleagues from the Children and Family Specialist Service and health service to support the inclusion of pupils with physical disabilities.

Inclusive Technology Service - Provision of specialist IT equipment or software for pupils with complex SEND, usually AFN high or HLN funded pupils.

Educational Psychology Service (EPS) - An EP colleague will attend termly Springboard meetings (see below). The EP might accept referrals for support following the pupil discussions.

Schools Behaviour and Attendance Partnership (SBAP) - These partnerships are locality based and are managed by the LA Personal, Social and Emotional Development Team (PSED). The team provides support for pupils with challenging behaviour (See below).

Early Help Unit (EHU) – supporting school and home regarding behaviour issues, including access to Targeted Support for families and the Early Years & Early Intervention Service for children below the age of 5 accessed through **Sure Start Children’s Centres**.

Small Steps – Supporting children and young people and their families where there are concerns relating to ASD/ADHD difficulties. This is also the route to a referral to a Community Paediatrician for an assessment of these difficulties.

Healthy Families Team – Supporting pupils and families where there are health & Emotional Health and Well Being concerns.

Primary Mental Health Team – Advice for schools supporting children and young people with Emotional and Well-being concerns and, where appropriate, advice regarding referrals to Children & Adults Mental Health Service (**CAMHs**)

Speech and Language Therapy (SALT) – Support for pupils with speech and/or language difficulties, communication or eating and drinking difficulties.

Nottinghamshire’s SEND Local Offer website - The Local Offer brings together useful information across education, health and social care within one website where you can find information, advice and guidance and a range of provider services listed who support children and young people with

SEND. https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/advice.page?id=ByiSH1_KndU

Ask Us Nottinghamshire - Advice for families with a child with a disability or special educational need. Ask Us offer a range of advice from signposting, helpline support and one-to-one advice for intensive support for complex issues, including education, EHCPs and health and social care issues. <https://askusnotts.org.uk>

APTCOO (A Place to Call Our Own) – Supporting children and young people and their families where there are concerns relating to ASD/ADHD difficulties. More information can be found on their website ([Home | Aptcoo](#))

Springboard Termly Meetings

Family Springboard meetings are held on a termly basis (one for Primary and another for secondary) and are attended by the Family SENCo, all school SENCO’s (Primary), an Educational Psychologist and at least one representative from the SFSS.

The main purposes of the meeting are;

- To identify organisational/group level work or development needs within individual schools or the Family, which could be supported by the EPS, SFSS or a specific training event.
- To provide updates on individual pupils to currently access ongoing support.
- To discuss and/or submit new requests for involvement for individual pupils with complex needs. (Completion of referral form and signed parental consent forms are required). Referrals are passed onto the appropriate team according to the pupil’s

age or category of need. An SFSS colleague will contact to the school to discuss the referral and an offer of support may be agreed.

- To facilitate an opportunity for SENCOs to discuss cases with other professionals around the table, to seek advice and share expertise. (SENCO's are able to bring unnamed children to the table if parental permission has not been obtained).

NB. It is possible to make an emergency request for involvement from EPS or SFSS and other LA professionals outside of the Springboard meetings. For example, if there are new pupils with complex special educational needs who are admitted to a school within the Family or where there is a significant change in a pupil's need. This can be done by contacting the appropriate service directly.

Gedling area partnership GAP

These partnerships are locality based and meetings are held on a half termly basis. Our locality includes the Gedling family of schools and this team is managed by a PSED/SEMH team colleague. These meetings are for the heads, behaviour leads and also family SENCOs. Requests for support involve completing and submitting the referral paper work, at present this can be at any point during the term directly with the SEMH specialist teacher. (More information and referral forms can be found here: [Home | Gedling Area Partnership](#))

Transition

Schools work together to put in place the appropriate transition to meet the needs of pupils moving between their settings. Children identified with specific needs will have an individual transition plan in place and relevant agencies/settings, including the Family SENCO. The GAP team also support the transition of potentially vulnerable and anxious pupils moving to secondary/junior school settings, through asking primary colleagues to complete a pupil profile of relevant information and to help collate lists of pupils whom will need additional support. A number of meetings will be held in the spring term for information sharing both of SEND pupils but also those who will need pastoral support.

Funding Systems and Processes

The Local Authority publishes information each year regarding targeted blocks of funding, budget statements and descriptors of need (*see Appendix A - **High Needs Funding for Nottinghamshire Mainstream Schools Arrangements for accessing additional funding for pupils with special educational needs and disabilities 2020-21***).

Elements of School Funding for pupils with SEND

- **Element 1** – Basic Entitlement (Age Weighted Pupil Unit (AWPU))
- **Element 2** Targeted SEND spending also known as Place Funding (PF) or 'Notional SEND Budget'
- **Element 3** High Needs Block – This element of funding is used to deliver a range of SEND services and learner specific top up funding; Additional Family Needs (AFN) and High Level Needs (HLN).

Element 1 - Basic Entitlement (Age Weighted Pupil Unit (AWPU))

Schools will receive this funding for all learners on a per pupil basis. The funding is based on individual pupils in reception to year 11 who are aged 4 and above at the start of the academic year (October School Census). The rate is different across the Key Stages.

This element should fund:

- a curriculum that is appropriately organised and differentiated for all children and young people.
- the cost of the school Special Educational Needs Co-Ordinator (SENCo) and the time required to undertake their duties.
- all aspects of Quality First teaching (see further guidance “Inclusive Quality First Teaching” and “SEN Support in Mainstream Schools”) Each school will use its basic entitlement to support the majority of pupils who face moderate barriers to their learning, as well as funding the first £6,000 of provision made for identified pupils with high needs, referred to as Element 2 funding/Notional SEND Budget.

Element 2 - Notional SEND Budget

Mainstream maintained schools and academies are notified each year of a clearly identified but notional budget, within their overall budget allocation, towards the costs of fulfilling their duty to use their ‘best endeavours’ to secure that special educational provision for their pupils with SEND. Using funds from the schools block of the dedicated schools grant (DSG), local authorities are responsible for calculating the amount of this notional budget using their local mainstream schools funding formula factors.

National guidance currently indicates this notional amount should be up to £6,000 per pupil. The notional SEN budget is not intended to provide £6,000 for every pupil with SEN, as most such pupils’ support will cost less than that. Nor is the notional SEN budget intended to provide a specific amount per pupil for those with lower additional support costs. The SEND and alternative provision improvement plan - Right Support, Right Place, Right Time 2023, points to changes to the notional SEN budget in future.

Element 3 – AFN Top Up Funding

AFN Funding

A percentage of the local Additional Family Needs budget is allocated to each Family of Schools using the following formula from the Authority proforma tool (APT) from the Education and Skills Funding Agency (ESFA)

Each Family of Schools, facilitated by their Family SENCO, will then, through a process of moderation, allocate AFN funding to individual students with high needs within the family.

This funding should fund:

- teacher or teaching assistant support to address individual targets linked to individual, identified needs.
- structured learning opportunities. Where it is appropriate for the identified learner, this may take place in small groups.

- support to enable equal access to break and lunchtime activities, and other curricular and social integration opportunities during the school day.
- arrangements which are made within the classroom/setting and/or through limited periods of withdrawal from the classroom setting.

AFN funding is a finite amount that changes each year. Pupils who are moderated to this level are placed in three bands of funding; High, Medium and Low. Allocations for these 3 band levels will vary from year to year depending on the number of pupils who meet the criteria and the money available, though allocations will aim to be as close as possible to the LA guide of High 6K, Medium 4K and Low 2K.

Whilst many pupils will moderate into the same band for the whole year, it might be appropriate for some pupils to be given either a mixture of different termly levels or an allocation that is a midway point between 2 of the funding bands. This flexible approach enables allocations to be targeted to points in the year where a pupil's needs might be heightened e.g. during transition, whilst the midway band funding gives recognition to pupils who moderated with a mixture of levels.

Termly allocations are based on 52 weeks and these match the terms lengths of HLN Allocations;

- Summer (April to August) - 22 weeks,
- Autumn (September to December) - 17 weeks,
- Spring (January to March) - 13 weeks

To ensure bid funding is consistent and fair across the family, SENco's will base their costing on the AFN guidance of £15.04 per hour, which is an averaged costing for teaching assistants.

A contingency will be held to support new pupils who might arrive with complex needs or current pupils whose needs increase significantly.

AFN Emergency Funding – see Appendix C

If a pupil transfers to a school within the Family, AFN funding should transfer to the new school after 1 month. If a pupil accessing AFN moves into a school from another Family their moderated level of funding will be honoured for the rest of the financial year. If a pupil leaves the Family of Schools, the school SENCo should inform the Family SENCo as AFN funding should cease after 1 month. If a pupil has poor attendance (consistently less than 50% over half a term) or is on a part time timetable funding will be allocated on a pro-rata basis.

b. HLN Funding

HLN funding is provided for children and young people with the most severe and complex SEND in mainstream settings across Nottinghamshire. The schools where pupils with the most complex needs attend, is not predictable. Therefore, it is difficult to resource the

schools where they attend through a formula-driven funding mechanism. Because of this, resources are allocated through a High Level Needs panel.

Applications to the HLN panel for LA funding should be agreed with the Family SENCo and moderated by the Family of Schools. The highest level of AFN must be held as a contingency in case a request is not successful.

This funding should fund:

- significant levels of regular teaching and/or support of a teaching assistant to address individual targets linked to identified individual needs.
- daily structured learning opportunities. Where it is appropriate for the identified learner, this may take place in small groups.
- additional support required to ensure an integrated learning experience and support to ensure equal access to break and lunchtime activities, and other curricular and social integration opportunities during the school day.
- for some pupils, HLN funding may be used to provide them with a period of alternative educational provision, with a view to considering how they might access more mainstream educational experiences. In some exceptional circumstances, given pressures elsewhere in our local system, top-up funding could be used to support appropriate alternative provision where:
 - A student has special school named on their Education Health and Care Plan but the current mainstream school are commissioning alternative provision for a transition phase until an appropriate placement is available.
 - A student in Key Stage 4 will complete examinations and transition to a post-16 setting at the end of the alternative provision.

In these situations, the commissioning school would be required to request additional funding according to the usual criteria above. These exceptional arrangements will be reviewed annually with the intention that these scenarios would reduce over time.

For pupil's with SEMH needs that lead to challenging behaviours, the HLN panel would expect the school to provide details of the allocation and effectiveness of the GAP/SBAP resources in a HLN submission. Without this information, it is unlikely that a submission would be successful.

HLN funding has 3 tiers; HLN1, HLN2 and HLN3. HLN 1 is the most common allocation, whereas levels 2 and 3 are rare. HLN 3 is awarded for the learners in mainstream schools with the most complex SEND.

HLN Funding may be allocated for more than a year and schools will be informed about review arrangements. Pro-rata HLN funding is likely to be allocated for pupils who are attending part time.

Schools are expected to use the funds only for the purposes described in the HLN submission and the local authority retains the right to audit the use of HLN funds.

HLN Funding follows the pupil if they move to a new school within the LA. If a pupil receiving HLN funding leaves a school or does not take up their placement the LA should be informed immediately. Funding will be discontinued after one month and LA may need to recoup an amount of funding.

<http://www.nottinghamshire.gov.uk/hln-intention>

Usually, applications for HLN resources should be made through Families of Schools, and with agreement from the Family SENCo. Families are asked to ensure that:

- individual school funding requests are moderated against current Descriptors of Need (Appendix 2).
- if a request has not been through the Family moderation process, a clear explanation is given as to why this is the case.
- a contingency is retained in the Family's AFN budget, pending the decision of the High Level Needs panel. This is to ensure that where HLN funding for a school is not allocated in regard to a pupil with complex needs, the school is still able to access AFN funding.
- Pupils, for whom HLN funding has been allocated to their school, should continue to be discussed at each Family moderation meeting, in order to ensure that the resources allocated to the school remain at the correct level.

Exceptional HLN Funding

There will be occasions when an HLN decision has to be made outside the normal panel arrangements. These may arise in the following circumstances:

- A pupil with high needs arrives from another LA High Needs Funding for Mainstream Schools 2024-2025 15
- There is a sudden accident or unexpected deterioration in a child's medical condition or health, including their mental health
- An order is made by the SEN and Disability Tribunal
- Funding is required for:
 - o Children in Care
 - o Pupils who are hard to place, or whose placement is at risk

Internal guidance documents describe the processes by which these decisions are made. If a school feels that a pupil's circumstances match one or more of the above criteria, they can enquire about making an Exceptional Request online. In these exceptional circumstances, interim decisions will be made by the Chair of the High Level Needs Panel, using the current Descriptors of Need (Appendix 2 of the Funding Guidance document). These exceptional allocations may be made for a fixed period only. For funding to continue beyond this period, a school would need at the appropriate time to submit a full request to the HLN panel.

Funding for Alternative Provision and supporting non-attenders.

- The AFN budget is to support mainstream provision.
- If a child is accessing ongoing alternative provision, AFN cannot be used to fund this. An HLN bid may be appropriate in these circumstances.
- Requesting top up funding will not be appropriate if pupils are not attending or if costs remain below place funding levels.

- In order to be supported by AFN there needs to be a clear plan for re-integration back into mainstream, and this will need to be monitored carefully to ensure the continuation of AFN funds.
- In these instances, AFN may be used to cover a set period of alternative provision. It may only be used to cover practitioner time, not provision hire or travel.
- If children are following a reduced timetable, AFN money will be pro-rata.

Additional Funding Sources

Additional targeted funding is provided to schools in respect of:

- Pupils who have been designated as Looked-After Children (LAC)
 - Pupils who are or have been eligible for Free School Meals (FSM 'Ever 6')
- Access to these additional funding streams should not affect decision-making regarding the allocation of AFN or HLN, though schools should record how this funding is used on AFN HLN submission forms.

Family Budgets

There are two streams of funding available to the Family of Schools;

AFN - Additional Family Needs (allocated to support pupils as described above)

FNF - Family Network Funding

These budgets are cash-limited, so there cannot be any overspends. An unspent balance at the end of the financial year will not automatically be carried forward, although there may be exceptional circumstances when this is possible with the agreement of the LA.

With the consent of the head teachers, the Family SENCo Group makes funding decisions. Other LA staff may also attend and support the process; such as the Family Springboard link, District SENCo or an EP.

Family Network Funding (FNF)

FNF funding is allocated to Families of schools-

This funding should be used for:

- SEN training and development in schools
- management and co-ordination time for the Family SENCO (equivalent to 23 days a year)
- providing support for pupils with complex needs in mainstream settings during transition.

Families of schools, or clusters of Families of Schools may use their combined funds to enhance the role of the Family SENCO and to develop their Family networks. This may include:

- funding increased Family SENCO time
- development of cluster networks
- joint training events across schools/families.

FNF also provides a contingency element for unexpected admissions and changes in need and provides additional flexibility in resourcing schools who include pupils with more complex SEND.

Early Years SEND Bridging Funding

From April 2024, for a 2 year pilot period, a new Early Years SEND Bridging Funding arrangement will be in place in Nottinghamshire to support transition to school for these children i.e. Foundation 1 Nursery and Foundation 2 Reception. For all children who have been allocated Early Years Inclusion Funding in their PVI setting, Nottinghamshire County Council will provide their new school with similar funding in line with AFN and HLN bandings, from the first day the child attends until the end of Foundation 2. At this point, or before, the new school can then apply for Top-Up funding through the usual AFN and HLN routes, if needed. If the new school thinks additional funding is required, they can also request via these usual routes. This new process will apply to new students joining school settings in F1 or F2 from 1st September 2024. This can include children moving from F1 into F2 only if the child has been attending F1 for 1 academic term or less.

Family Moderation Protocol

- The Family SENCo will aim to observe and discuss all of the pupils that SENCo's are considering bringing to the moderation process.
- All School SENCo s and the Family SENCo will attend moderation meetings. Outside agencies will also be invited to attend moderation and Family meetings and a Head Teacher is also welcome to attend as an observer.
- The main moderation meeting will be held in the late spring term or in the summer term and allocations for the following ~~academic~~ **financial** year will be made.
- SENCOs will complete the current *AFN submission form using the LA Guidance* alongside the additional Family advice - *A Quick Guide to Effective AFN Bid Writing* and following the instructions in the *Scan of annotated blank current AFN form* all found on the Onedrive/ see appendix below.
- Completed submission forms will be ~~sent to the Family SENCo~~ **uploaded to the One Drive** prior to the meeting by the agreed date (usually 3 weeks before the moderation day). All paperwork must be supplied electronically.
- The Family SENCo will collate the information and send a Moderation form to each SENCo. SENCOs and external agencies (usually the District SENCo or SFSS link) will review the bids and return their thoughts and comments to the Family SENCo by the agreed date (usually 1 week prior to moderation). Bids that are agreed by the

majority of SENCOs (typically 80%) will be allocated funding. **Bids that do not meet these criteria will be discussed at the moderation meeting.** The Family SENCO will provide a summary of all decisions and anonymised feedback for professional development purposes.

- Requests will be considered in categories of need and moderated using the information provided.
- The moderation meeting, will just be to discuss those that had mixed feedback/didn't have a consensus. Allocation decisions will be suggested to reflect the collated votes. Where views across the moderation group are mixed, this will be reflected in the level of funding allocated or different termly allocations.
- Initially allocations may be recorded as band levels, especially if the values of the AFN and FNF have not been released or if the Family are waiting for the outcomes of HLN panels or confirmation of potential pupil movements.
- Funding bands decisions will be agreed through discussions with schools.
- When insufficient information is available, an interim allocation may be made with a date set for review or a resubmission requested. Some allocations might be released a term at a time e.g where a pupil might be leaving, pupil levels of need might change or pupil attendance is part time and pro rata allocations need to be calculated.
- A contingency fund will be held to support new pupils in schools or where known pupils' needs have changed significantly. New requests will be presented to the SENCO 's in an agreed format either at a meeting or through emails. Allocations will be made in line with the collated views.
- SENCOs might be asked to provide updates of the progress of pupils receiving AFN/HLN funding.
- The Family Senco will support throughout the year to observe the impact of this provision funding on the pupil.
- In exceptional circumstances it may be necessary to re-prioritise AFN funding allocations within schools or within the Family of Schools.

Appendices

Appendix A – Examples of Provision for Standard and SEND Support

Standard/Universal Support Provision examples in Nottinghamshire

(Compiled from a bank of examples provided by primary and secondary schools across Nottinghamshire)

Collate information for assessment, such as:

- Work scrutiny
- Pupil profiles
- Pupil voice
- Reporting
- Parent voice
- Know pastoral factors
- Reviewing targets
- Observations

Review: parent, teacher and pupil feedback

Assess: Analyse performance data gathered

- Whole school tracking data
- Whole school behaviour tracker e.g.: PARS, Praising Stars or similar
- End of Key Stage data
- Phonics check
- Multiplication check
- Early Language Screener
- GCSE 4-7
- GCSE / Progress 8 data
- Reporting
- Comparison to national and local data
- Benchmarking
- Tracking intervention groups
- Maths screening tests
- Reading assessments
- Dyslexia screening
- Autism Education Trust (AET) framework

Plan: Meeting the learning needs of all pupils including those with most commonly encountered SEN

- Differentiation
- Ensuring awareness i.e. basic knowledge and understanding or all staff in all four areas of SEN
- Access plan
- Whole school CPD
- AET Making sense of Autism Training
- EPS training offer
- SFSS training offer
- Independent and voluntary sector training e.g.: PATOSS / Optimus
- Family CPD SEND Development Plan
- Midday supervisor training
- Notta Dyslexia Friendly Schools Folder and Notta Dyslexia Guidance
- Autism Education Trust (AET) materials
- Consult with the School based Mental Health support worker
- NASEN online offer
- Below Age Related Expectations Checklist
- Annual SEN information report

Do: Quality first teaching curriculum, teaching and pastoral

- Quality First Teaching
- Fun Fit
- SEAL
- Visual timetable
- Signs and symbols
- ASD friendly classroom practice
- Dyslexia friendly classroom practice
- ADHD friendly classroom practice
- Sensory friendly classroom practice
- Attachment friendly classroom practice
- Awareness of simple adaptation of communication
- Differentiation: adaptation of teaching as per the teaching standards
- Reasonable adjustment to the physical and social environment and curriculum
- Booster groups e.g.: Catch up, Every child a reader/talker/counter, First Class Number, Reading Recovery, Streamed phonics groups, Book bands, Read Write Inc
- Emotional Health and Wellbeing** e.g.:
 - Peer message / mindfulness / resilience
 - Use of Social Stories
 - Opportunities for parental participation
 - Circle of friends/peer supporters
 - Genetic self-regulation strategies
 - ELSA

Nottinghamshire County Council

SEN Support Provision examples in Nottinghamshire

(Compiled from a bank of examples provided by primary and secondary schools across Nottinghamshire)

Assess: What do we know about needs, barriers to learning or what the future outcomes for the pupil should not be?

- Performance information
- Small steps tracker eg FNATS, 9 Squared, Beall, Routes for learning, Portage, Precision Teaching
- Provision map
- Personal Passport
- Sensory checklists
- SEND support plan
- Personalised outcomes
- Fine and gross motor assessment tool
- Pupil profiles
- Known pastoral factors
- Communication tools such as ELKAN
- Pupil Voice - e.g. 'All About Me' or Mapping the Landscape tool
- Autism Education Trust Progression Framework
- Regular, planned conversations with parents
- Observation and feedback
- Pre-key Stage standards
- Engagement model observations
- Specific assessments for unspiking literacy and numeracy skills

Review: the impact of what has already been done

- A minimum of three times a year with parents
- Recorded in a SEN support plan
- Pupil and Parent views

Plan: Curriculum, teaching and pastoral

Do: How could we prepare to meet these outcomes?

Curriculum and Teaching

- Personalised provision
- Potential specialist support
- Signing
- Now and next boards
- Work baskets
- Sensory programme/diary
- Specific programme eg OT, SLT, Physio
- Specific interventions such as Precision Teaching
- Specific TA support in class with agreed outcomes
- Access to interventions in a way which is different from their intended use (e.g. for a personalised outcome.)
- A collective provision which may be composed of lots of interventions, that are individually standard, however cumulatively they build into a more bespoke provision and can now be considered SEN support
- Pastoral:** e.g. Emotional health and wellbeing
- Counseling/therapy eg Cavy, Place to be, Think Children
- Therapeutic play
- Bespoke package of provision – off site
- Outcome specific nurture programme
- Consider Specialist IT Equipment and Software
- CRB
- Social programmes such as Talk About, Socially Speaking, SULP
- Peer mentoring around an identified need
- Health Assessment Pathways

CPD

- e.g. Specialist – In depth training for enhanced level skills
- AET Good Autism Practice
- AET Leading Good Autism Practice for SENCO's
- Outside agency staff training around a specific pupil
- Whole class planning should include differentiation for individual needs
- Consider Mental Health support team
- Training from SFSS and EPS services
- Collaborative planning with all staff involved
- Specifically adapting mainstream lessons to meet individual needs

Appendix B - High Needs Funding for Nottinghamshire Mainstream Schools

The latest guidance can be found on the SENCo Sharepoint.

Appendix C – Emergency AFN Funding

Emergency AFN funding

Policy and guidance for Colonel Frank Seely Family of Schools.

Background and Overview

All children and young people have a right to fulltime, appropriate education, regardless of any special educational need or disability (SEND) they may have. This right is given in The Children & Families Act (2014) and the Equality Act (2010). Mainstream schools and colleges have a legal duty to make suitable fulltime provision for pupils with SEND, and the financial cost of making that provision cannot be given as a reason for not including the child or young person. It is a national expectation that before a school can request any additional SEND funding, they need to be able to demonstrate that they are already spending £6,000 on targeted provision for that pupil. For many pupils with SEND, the cost of the provision they need is less than £6,000.

In Nottinghamshire, funding is given to Families of Schools through what is called Additional Family Needs (AFN) funding. AFN funding is shared out by Families of Schools according to the relative needs of the pupils who go to each of the schools in the Family. This AFN funding should be used to offset the cost of making targeted provision for pupils over and above the £6,000 of provision they are already making. It should be remembered that even if the Family of Schools do not allocate AFN funding to a school regarding a named pupil, the school still has a duty to make fulltime, appropriate provision for the pupil.

Where a mainstream school is making provision for a pupil whose needs are amongst the most severe and complex in the County, the school can apply for additional SEND funding at the highest level, what is called High Level Needs (HLN) funding. This does not address the situation of an exceptional HLN request, Nottinghamshire County Council have their own procedure.

AFN Funding

At present, there are three levels of AFN: low, medium and high. It is the responsibility of each school to apply for this funding and state in writing as to what the planned money will be used for. There are standard forms for this process. The graduated response should demonstrate: how the school has used the first £6000, what support has been sought and received, and how this has been implemented. The need of the child must also fulfil the criteria for top up funding.

AFN funding is allocated on an annual basis where all, or most pupils, are moderated against others within the family. This is to ensure consistency, fairness and transparency. Some children may be funded for just a term, or two. It may be decided to review funding as situations change.

A contingency is kept for **changes in circumstance**. A change in circumstance is generally when a child starts at the school between these times and requires additional family needs (AFN) or when there is an exceptional change in circumstance. In which case, schools may wish to apply to access this contingency for a short period of time – until the next round of family moderation.

An emergency AFN request can be made away from annual family moderation in the Autumn Term with the agreement of the Family SENCo.

What constitutes a new child suitable for an application for interim funding?

- A child may transition from an early year's setting who has recognised SEND which requires funding.
- An early year's child transitions into school for the first time and their needs were not known beforehand.
- A child from out of Nottinghamshire arrives where SEND is known but funding is unknown.

What does not constitute a new child for an application for interim funding?

- A child from another school within Nottinghamshire with funding. It is the duty of the new family to honour this until the next round of family moderation. Therefore, emergency funding is not necessary.
- A child comes from out of Nottinghamshire with funding. Initially support should be provided using Place Funding whilst the school completes assess, plan, review cycle at least twice. If the level of need is significant, this should be discussed with the Family SENCo and an Emergency HLN bid considered.
- An early years child, where their needs were known, and support has been started. In this case, this should be addressed in the summer term, not as an exceptional request. Their needs are known, and usually graduated responses are being implemented.
- A child from outside of Nottinghamshire has funding stated in an EHCP. There is guidance for out of catchment, funded pupils by Notts County Council available on the SENCo Sharepoint.
- A child comes to the school with no recognised need or funded need. In which case, school will need to start their own graduated response and use the annual moderation process. This can't always apply to early years children as their needs may not yet be known.

What constitutes and exceptional change in circumstance?

What warrants an exceptional change is subjective and as a result a procedure is followed to ensure consistency and fairness across schools.

- A medical situation with the family may occur that warrants extra support on grounds of keeping children safe in education.
- A social, emotional or mental health need (SEMH) that warrants extra support on grounds of keeping children safe in education.

However, SEMH needs should first be guided through behaviour partnerships, and must be considered as a first option unless there is a specific, recognised SEN. In which case, the graduated response would generally be followed.

What does not constitute an exceptional change in circumstance?

- A child that has been in school, known by school and services. This does not qualify for interim funding unless there has been an exceptional change of circumstance since family moderation.
- A child may be awarded an EHCP in year that quantifies and breaks down the support required. This would have been known for considerable time. EHCPs are not used in Nottinghamshire to gain funding and as a result would not qualify for interim funding. The graduated response should dictate funding and annual family moderation should be sought.
- A change in known behaviours due to a single incident
- An exclusion or dispute. This does not immediately warrant an exceptional change of circumstance. If these are unpredictable, then funding may not have an effect. If they are predictable, then the graduated response should be the backbone of any support.

However, no matter what the reason for this interim need, schools and families must consider whether the child should wait until the next round of family moderation or whether the situation is serious enough to warrant interim funding. As a result, **schools can apply for this funding; however, it will be moderated at the Autumn 2 SENCo Meeting to establish whether it qualifies as an emergency and what that level of support should be.** It should be remembered that even if the Family of Schools does not allocate AFN funding to a school regarding a named pupil, the school still has a duty to make fulltime, appropriate provision for the pupil.

Additional relevant documents

SEND code of practice: 0 to 25 years (First Published 2014)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Local Authority Local Offer

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9>