Minster Family
Of
Schools

SEND Policy
2026-2027

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The Minster family of schools:

Family SENCO: Rachel Hazeldine

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Halam C of E Primary	Tracy Francis	T.Francis@halamprimary.org.uk>
Holy Trinity, C of E Infant	Marie Thompson	l.evans@southwellholytrinity.org.uk
Kirklington, C of E Primary	Louisa Williams	lwilliams@kirklington.notts.sch.uk
Lowes Wong Infant	Sarah Segasby	s.segasby@lwi.org.uk
Lowes Wong Junior	Lisa Richmond	lrichmond@lwj.org.uk
The Minster School	Rhodri Price Josh Feehily – Assistant SENDCO Lucy Coulter	r.price@minsterschool.org.uk j.feehily@minsterschool.org.uk l.coulter@minsterschool.org.uk

Purpose

The purpose of this policy is to ensure that practice is clear and understood by all who work within the Minster 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 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 descriptors of need.
- To recognise, acknowledge and value our joint responsibilities as SENDCos for family decisions.
- To continue to develop and share good practice so that provision improves for all pupils with Special Educational Needs and Disabilities in the Family.
- To ensure SENDCos 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 SEND is the SENDCo. Across the family of schools, the person coordinating the role and AFN budget is the Family SENDCo. The divisions of responsibilities within the family systems and processes are as follows:

The Family SENDCo will:

- Provide ongoing support for all SENDCos, especially those who are new to the role, to help them to understand the different SEND systems, pathways and processes.
- Support SENDCos to understand national and local changes to SEND processes and practices.
- Ensure that schools are aware of statuary guidance and accordance with SEND reforms, such as annually updating the school SEND policy and SEN information report.
- Support SENDCos in improving and maintaining quality, continuity and consistency for pupils with SEND within their school.
- Liaise with the Local Authority on behalf of the Family and attend LA and district wide meetings/training and disseminate information accordingly.
- Provide information to the LA and Head teachers as required.
- Lead 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 SEND Inclusion Services (SIS) and EPS services. Other LA representatives may also attend, such as Early Help, Send Support Service (formerly ICDS).
- Co-ordinate the family moderation process, ensuring that it is a fair and transparent system, e.g. through school visits, discussions with SENDCos, leading the moderation meetings and collating the relevant paperwork.
- Support SENDCos 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 SIS teams.
- 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 SENDCos in sharing good practice so that provision for pupils with SEN within the family can be maintained or improved.

Family SENDCo time allocation model

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

- Visits to each school within the family, responding to need.
- Observations of pupils who require AFN/HLN funding.
- General support time for SENDCOS with bid writing, EHCPS, referrals, specific SEND advice, signposting etc.
- Mentoring of new SENDCos
- Attend meetings alongside SENDCos where cases may be complex or challenging, including liaising with outside agencies.
- Attend termly springboard meetings for Primary and Secondary, including any additional meetings called.
- Attend termly Family SENDCo network meetings and district network meetings.
- Attend termly SBAP meetings with heads/ behaviour leads/ Meet with SBAP termly to overview caseload for the Family.
- Attend termly Flourish Inclusion Base panel meetings to consider requests
- Lead and organise moderation for the family, supporting the writing of bids.
- Manage and maintain the AFN and FNF budget and feedback to the budget coordinator.
- Complete funding paperwork inline with LA processes.

NB. The Family SENDCO is employed for 2 days per week. These days are not fixed and can be flexible according to need/SENDCO working patterns.

The School SENDCos will:

- Ensure that statuary guidance and accordance with SEND reforms is followed, such as annually updating the school SEND policy and SEN information report.
- Identify children with SEND and liaise with outside agencies.
- Attend family SEN meetings including termly springboard meetings.
- Determine whether requests for AFN or HLN funding might be appropriate and discuss these with the family SENDCo.
- Complete agreed forms by agreed timelines for individual pupils in their school.
- Ensure HLN requests are agreed by the family SENDCo 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 SENDCo 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 SENDCo of significant concerns with a pupil.

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

The Head teachers will:

- Approve the appointment of the Family SENDCo
- 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 SENDCO
- Support their school SENDCO wherever possible by facilitating their attendance at meetings and enable them (through release time) to carry out their role within the family SENDCo group effectively
- Ensure good value for money in regards to SEND across the family.

The Budget Manager will:

- Provide the family SENDCo with regular budget updates.
- Maintain a record of spending in relation to family funding.

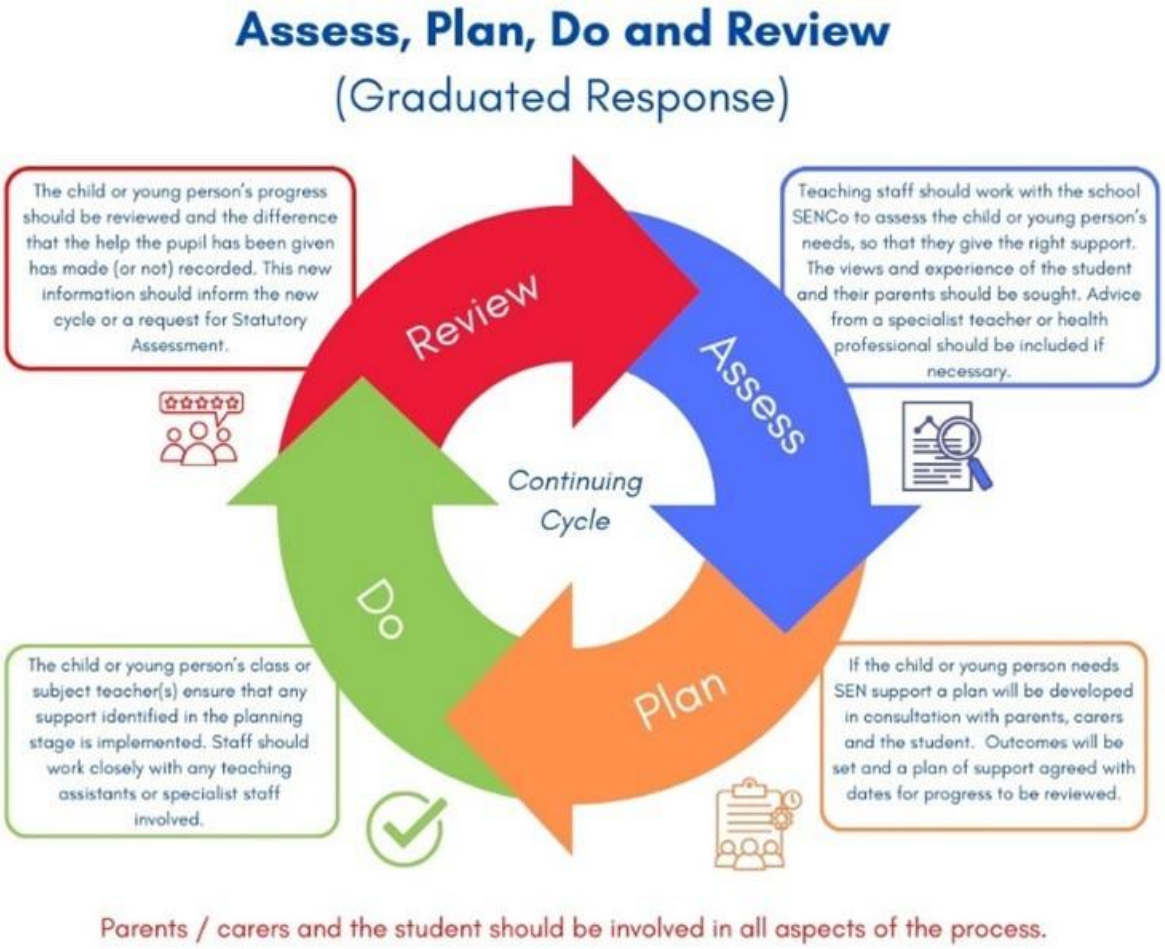
<u>SEND Systems, Processes and Pathways to Agency Support</u>

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;

- Cognition & Learning **(C&L)**
- Communication & Interaction **(C&I)**
- 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. 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.



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 SSS (Send Support Service). [EHC Hub (nottinghamshire.gov.uk)]

SEND Inclusion Service (SIS) -Teams of specialist education practitioners provide support for pupils across all areas of SEN. Each Family has a SIS 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** – EYSIS – Pre School and Early Years Team
- **KS2 and above** – Teams grouped by areas of SEND – C&I, C&L, Sensory Team (hearing and vision)

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. The team provides support for pupils with social, emotional and mental health needs who are at risk of exclusion and/or emotional based school avoidance/non-attendance. The specialist teacher for the Newark and Sherwood SBAP is Sarah Angell.

Early Help Unit/Family Service – supporting school and home regarding a range of issues, including access to Targeted Support for families and the Early Years & Early Intervention Service for children below the age of 5 accessed through **Family Hubs.**
Newark Family Hub - Your Notts Directory

Neurodevelopmental Support Team – Supporting children and young people and their families where there are concerns relating to neurodivergence. This is also the route to a referral to a Community Paediatrician for an assessment. The neurodevelopmental assessment pathway and support guidance | Nottinghamshire County Council

Healthy Families Team – Supporting pupils and families where there are health & well-being concerns. Healthy Family Teams (nottinghamshirehealthcare.nhs.uk)

CAMHS and BeUNotts – Mental health support at all ages

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)

ESHAW – Education Safeguarding, Health and Wellbeing Hub – Specialists, training and support on a range of issues

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 SENDCo, all school SENDCos (Primary), an Educational Psychologist and at least one representative from the SIS teams.
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, SIS or a specific training event.
- To provide updates on individual pupils already on caseload of SIS/EPS.
- 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. A SIS colleague will contact the school to discuss the referral and an offer of support may be agreed.

- To facilitate an opportunity for SENDCos to discuss cases with other professionals around the table, to seek advice and share expertise. SENDCos 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 SIS 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. Some teams also offer online drop in sessions for discussion of individuals or groups.

Schools Behaviour and Attendance Partnership (SBAP)

These partnerships are locality based and meetings are held on a half termly basis. Our locality includes the Minster family and Newark schools and this team is managed by a specialist SEMH teacher. These meetings are for the heads, behaviour leads and also family SENDCos.

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.

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 SENDCo. The SBAP team also support the transition of potentially vulnerable and anxious pupils moving to secondary/junior schools 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/summer 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. SEN - Family of Schools - High Needs Funding for Nottinghamshire Mainstream Schools 2026 - 27_.pdf - All Documents

Elements of School Funding for pupils with SEND

- **Element 1** - 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) at low, medium or high and High Level Needs (HLN) at 1,2,3.

Element 1

AWPU is the basic entitlement for all pupils, though allocation amounts per pupil vary between different school phases. Allocations are based on the numbers of pupils in each

settings. This funding is used for Quality First teaching/Adaptive Practice to address the learning needs for all pupils, including those with SEND, and the cost of appointing a SENDCo, with time for them to undertake their responsibilities.

Element 2

Place Funding is an element of funding delegated to each school to support SEN pupils within their setting. It is based an agreed formula of factors, including prior attainment, deprivation and the number of children who are Looked After. Schools do not need to demonstrate how this amount is used but it is intended that PF resources will, together with the AWPU, be used to support the majority of pupils who face moderate barriers to their learning, through additional targeted learning approaches such as:

- focused curriculum support and interventions for some underachieving groups of pupils;
- small group teaching and support; and
- some individual support. Although Nottinghamshire does not equate directly to a specific number of hours, £6,000 can be considered to equate to approximately 8 hours (£14.35 x 52 x 8 = £5,969.60)

In applications for top up funding (Element 3) schools are required to demonstrate how they have utilised the £6,000 of place funding (Element 2) in the provision map section of the submission form.

Element 3 – AFN

AFN funding is devolved to families of schools and may be used when provision exceeds the £6,000 notional funding outlined above. It is calculated using the following formula:

Pupils should be at least at SEN Support of the Code of Practice and there is likely to be current, or recent, outside agencies involvement.

Request forms for family moderation are completed using the guidance information and can be accessed on the Family or LA Sharepoint sites. A main moderation is held annually in the summer term for most pupils and there is an additional moderation held in the autumn for new pupils or any with significantly increased need.

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 £6,000, Medium £4,000 and Low £2,000.

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, SENDCos will base their costing on the AFN guidance of £14.88 per hour.

A contingency will be held to support new pupils who might arrive with complex needs or current pupils whose needs increase significantly. In an emergency it may be necessary for the family SENDCo to consult the school SENDCo s in order to make a temporary allocation.

If a pupil transfers to a school within the family, AFN funding should transfer to the new school. 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 SENDCo should inform the family SENDCo as AFN funding should cease.

Element 3 - HLN

Pupils accessing this level of LA funding will have exceptionally complex and enduring SEN. The Panel meets each term to allocate funding at three different sub levels, reflecting the extent of need. HLN resources are designed to supplement resources already allocated through AWPU and PF.

Applications to the HLN panel for LA funding should be agreed with the Family SENDCo 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.

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 SBAP resources in a HLN submission. For secondary schools, this would be use of the devolved funding. 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 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.
Additional Family Needs (AFN) or High Level Needs (HLN) Funding | Nottinghamshire County Council

Interim Exceptional HLN Funding
There may be occasions where schools may seek a HLN resource decision to be made outside the normal panel arrangements.
If a school feels that an exceptional bid is necessary, the criteria for these requests are as follows:

- A pupil with already identified high needs has arrived from another LA
- There has been a sudden accident or unexpected deterioration in a child's medical condition or health, including their mental health
- An order has been made by the SEN and Disability Tribunal
- Funding is required for early years children with known complex needs, whose school has yet to be determined
- Funding is required for:
    - Children in Care whose care status has changed, and this has affected or is likely to affect their ability to engage with schooling
    - Pupils who are hard to place, or whose placement is at risk

If a pupil meets one or more of the above criteria, they should contact the family SENDCo to discuss making an exceptional HLN funding request. Schools will be required to provide information so that a request can be considered and this may involve the submission of a partially completed AFN HLN submission form. Interim decisions, which are likely to be for 2 terms, will be made by the Chair of the High Level Needs Panel.

Requests to extend this funding will be made to the relevant main HLN panel. If this is turned down the provision needs for the pupil should be met through school or family resources. There is no expectation that the family of schools should automatically make a high AFN allocation for pupils whose exceptional or interim funding has come to an end.

Funding for Alternative Provision and supporting non-attenders.

- The AFN budget is to support mainstream provision.
- 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. AFN is not to be used to cover long term alternative provision costs.
- 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.

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

Any unspent balance at the end of the financial year will not automatically be carried forward, but will be retained by the LA.

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

Family Network Funding (FNF)
FNF funding is allocated to families of schools. The budget allocation for 26-27 is £41,636
FNF can be used flexibly and will be agreed at a family SENDCo meeting and this may be used for a range of purposes, including providing funding for;

- covering administration costs e.g budget manager allocation
- commissioning services such as SALT
- costs of family training initiatives events and development initiatives
- cover costs for SENDCo s to prepare funding requests and attend Family meetings
- purchasing SEND resources

This funding is currently used to cover the total cost of the Family SENDCO role for two days per week.

Family Moderation Protocol

Key dates for moderation can be seen in Appendix A.

- The family SENDCo will aim to observe and discuss all of the new pupils that SENDCos are considering bringing to the moderation process.

- All School SENDCos and the family SENDCo will attend moderation meetings. Outside agencies will also be invited to attend moderation and family meetings and Head Teachers are always 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 year will be made.

- SENDCos will complete the current *AFN submission form using the LA Guidance*

- Completed submission forms will be sent to the family SENDCo prior to the meeting by the agreed date All paperwork must be supplied electronically.

- The family SENDCo will collate the information and send a Moderation form to each SENDCo. SENDCos and external agencies (usually the district SENDCo and SFSS link) will review the bids and return their thoughts and comments to the family SENDCo by the agreed date (usually 1 week prior to moderation). Bids that are agreed by the majority of SENDCos will be allocated funding. **Bids that do not meet these criteria**

will be discussed at the moderation meeting. The Family SENDCo 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 only 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 SENDCo s in an agreed format either at a meeting or through emails. Allocations will be made in line with the collated views.

- SENDCos might be asked to provide updates of the progress of pupils receiving AFN/HLN funding.

- In exceptional circumstances it may be necessary to re-prioritise AFN funding allocations within schools or within the family of school

Appendix A

Key Dates 2026-27

Autumn 26	
14th Sept	Deadline for Early Years Panel 4-6
18th Sept	HLN New cases intention to bid
25th Sept	HLN bid deadline
2nd Oct	District Secondary SENCO Network 11:30
6th Oct	Primary Springboard 9:15 at FSM
6th Oct	Secondary Springboard 1:15 at TMS
16th Nov	New/increased AFN bids uploaded to Sharepoint
19th Nov	Deadline for Early Years Panel 4-6
3rd Dec	Moderation meeting 9:15 at FSM
11th Dec	HLN Appeals Intention to bid
15th Dec	District Secondary SENCO Network 3-4pm
18th Dec	HLN Appeals deadline
Spring 27	
8th Jan	HLN Resub intention to bid
15th Jan	HLN Resub bid deadline
21st Jan	Deadline for Early Years Panel 4-6
27th Jan	Primary Springboard 9:15 at FSM
28th Jan	Secondary Springboard 9:15 at TMS
29th Jan	HLN New cases intention to bid
5th Feb	HLN New cases bid deadline
11th Feb	District Secondary SENCO Network 3:30-4:30
1st Mar	AFN Intention to submit deadline
5th Mar	HLN Resub intention to bid (Note – for those due in summer term))
12th Mar	HLN Resub bid deadline (for summer panel)

11th Mar	Deadline for Early Years Panel 4-6
19th Mar	HLN New cases intention to bid
22nd Mar	AFN bids to be uploaded to Sharepoint
25th Mar	HLN New cases bid deadline
Summer 27	
23rd Apr	HLN Appeals intention to bid
30th Apr	HLN Appeals bid deadline
26th Apr	District Secondary SENCO Network 9-10
29th Apr	Primary Springboard 9:15 at FSM
29th Apr	Secondary Springboard 1:15 at TMS
29th Apr	Deadline for Early Years Panel 4-6
30th Apr	AFN Moderation deadline
5th May	AFN Moderation Meeting 1pm Venue/Teams TBC
11th June	HLN Appeals intention to bid
18th June	HLN Appeals bid deadline
17th June	Deadline for Early Years Panel 4-6