

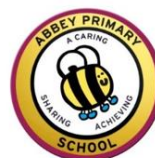


Samworth Family SEND Policy

Samworth Church Academy – Abbey Primary School - Asquith Primary School – Berry Hill Primary School – Oak Tree Primary School – Wynndale Primary School

Reviewed: November 2025

Due for Review: November 2026



Introduction

The purpose of this policy is to outline the practice of the Samworth Family SENDCo Group enabling all that work in the family (including external agencies) to be aware of and follow our policies and procedures. The policy also aims to ensure that funding decisions for children with SEND in the Samworth Family are fair and agreed and the process is transparent. The Samworth Family of Schools SENDCo's are;

Samworth Church Academy – Teresa Pendleton

Abbey Primary – Elaine Lovatt

Asquith Primary – Helen Jackowska

Berry Hill Primary – Laura Smith

Oaktree Primary – Sam Brewin

Wynndale Primary – Kathryn Tebbutt

Abigail Thompson is the Family SENDCo. Asquith Primary School are the Budget Holders for the AFN Family money and Wynndale Primary for the FNF money. The Family SENDCo is responsible for keep financial records.

Aims

- To ensure continuity and consistency across the family.
- To ensure parity of provision for children with similar needs.
- To develop shared understanding of the LA descriptors of need.
- To acknowledge and value our joint responsibilities as SENDCo's for Family decisions.
- To continue to develop good practice, that leads to improved provision for all children and young people with special educational needs or disability across the Family.
- To keep up to date with new developments and initiatives.
- To review the policy on an annual basis and share with the heads/Governors of schools across the Family.

Roles and responsibilities

SENDCo's have many different roles and responsibilities within their own school settings. The role of the SENDCo within the family setting is to:

- Identify pupils with SEND and liaise with outside agencies.
- Ensure HLN submissions are moderated and the Family SENDCo is aware they are being submitted.
- Prepare for and take an active role in Family meetings, Springboard meetings and AFN moderation.
- Provide information to Family SENDCo as required.
- Utilise the Family SENDCo within school to provide additional support to staff.
- Keep Family SENDCo updated with funding of pupils in school.

The role of the Family SENDCo is to lead and manage the group of school SENDCo's in allocating appropriate funding, managing a family budget, co-ordinating family bids and disseminating appropriate professional development opportunities.



Essential Tasks required of Family SENCOs by the Local Authority:

- To be the point of contact for the Local Authority in the dissemination of information across the Family of Schools.
- Contribute to district moderation events.
- Coordinate Family of Schools moderation to enable the allocation of AFN funds.
- Ensure that there is moderation of requests made to the HLN panel, as well as of any emergency HLN requests, and check the list sent from HLN panel prior to each HLN panel meeting.
- Ensure that the Local Authority is provided with FAM data.
- Liaise with their District SENCO, in a supporting role, in carrying out an annual SEF for the use of High Needs Block monies.
- Ensure that termly Family SENCO meetings take place.
- Attend termly District SENCO Network events.
- Ensure that the schools within their Family are aware that they must update and publish a SEND policy and an annual SEN information report in accordance with SEND reforms.
- Represent the views of the SENCOs and Headteachers in their Family of Schools at district events.
- Attend the termly primary and secondary springboard meetings for their Family of Schools.
- Provide information to enable the District SENCO to track the features of High Needs funding in their Family of Schools.

Tasks required by the Samworth Family of Schools:

- Coordinate the identification of Family SEND training needs.
- Coordinate the delivery of Family SEND training.
- Mentor and support the induction of new SENCOs into the Family of Schools.
- Collate monitoring data on SEND within the Family of Schools and use this to inform decision making regarding funding.
- Represent Family SEND issues at the Family of School's head teacher meetings, including reporting on decisions and monitoring, and raising the profile of SEND issue, as required
- Visit schools to monitor the use of AFN resources, and to provide support to SENCOs.
- Be proactive in informing the Local Authority of local SEND issues, e.g. advising on how Local Authority support services might develop to better meet the needs of schools in the Family.
- Coordinate the updating of the Family SEND policy.
- Provide support to SENCOs in particularly complex casework.
- Visit the schools in their Family to promote and share best practice for the use of SEN resources.
- Support the schools within their Family to publish an SEN Information Report in accordance with the requirements of the Special Educational Needs and Disability Regulations 2014.

The role of the Head teachers is to:

- Approve the appointment of the Family SENDCO.
- Have an overview of SEN systems within the Family.
- Receive regular reports (including financial) from the Family SENDCO and feedback relevant views or information.
- 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 regarding SEND across the Family.

The role of the budget manager is to:

- Work alongside the Family SENDCo to ensure correct administration of delegated funds according to LA procedure.
- Maintain a record of spending in relation to Family funding.
- Liaise with personnel from the LA SEN policy and Provision team about SEN funding issues

Springboard

Family Springboard meetings are held on a termly basis and are attended by all Primary school SENDCo's, along with an Educational Psychologist and at least one representative from the SIS (SEND Improvement Service). A representative from SAP (Sherwood Area Partnership) may be invited to attend to discuss SEMH priorities within the Family. A representative from the Statutory SEND Service (previously ICDS) may attend. The Secondary SENDCo or a representative may also be present for some of the meeting.

The purpose of the meeting is two-fold;

- 1. To identify organisational /group level work or development needs within a school or the Family that may be facilitated by the EPS or SIS.
- 2. To discuss and clarify ongoing support and make new requests for involvement for individual pupils with complex needs, who may require additional intervention or support. Numbers of vulnerable groups will also need to be provided at the meeting.
- Springboard meetings will be further developed to act as an opportunity to discuss children with other professionals around the table. This will not necessarily be in conjunction with a referral but to seek advice and share expertise. SENDCo's can bring anonymous children to the table if parental permission has not been obtained.
- When making a new request for external support, the SENDCo will ensure they have gained the appropriate written parental consent to discuss and refer the child. A referral form will be completed as fully as possible and additional information to support the referral brought to the meeting/ sent electronically. Should additional information need to be sent following the meeting ensure this is done promptly, to enable a fair decision to be made.
- It is possible to make a new request for involvement from EPS or SIS and other LA professionals outside of the Springboard meetings for any pupils with complex special educational needs who are admitted to a school within the Family or for pupils who have a significant change in need. This can be done by contacting the appropriate service directly to discuss.
- Referrals for SEMH/behavioural support are made direct to Alison Hardwick at SAP (Sherwood Area Partnership) at any time.

Consultations/Surgeries

The Early Years team, Communication and Interaction team and Educational Psychologists will hold consultations/surgeries where individuals can be discussed to seek support and advice on how to best meet their needs. This is in addition to the Springboard meetings. Parental consent is required for these consultations. The children do not need to be accessing funding.



Funding

The Local Authority publishes information each year regarding targeted blocks of funding, budget statements and descriptors of need.

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).

The table below shows an overview of the SEND Funding Elements in Nottinghamshire and their financial values for 2025-2026.

Funding Element	Budget	Funding Level	Funding Amount 24-25		Application/Calculation
3	Top-up Funding DSG High Needs Block	High Level Need HLN	3 High	£24,000	Online Application Process – HLN Panels
			2 Medium	£20,000	
			1 Low	£14,000	
		Additional Family Need AFN	High	£6,000 - £8,000	Family of Schools % according to APT.* Online Application Process Moderation – Family SENCO
			Medium	£4,000 - £6,000	
			Low	£2,000 - £4,000	
2	Core Funding	Notional SEND Budget	Up to £6,000 per pupil		October 2023 School Census Data
1	DSG Schools Block	Basic Entitlement	Between £3,500 and £5,700 depending on Key Stage		Authority proforma tool (APT) from Education and Skills Funding Agency (ESFA)

* Authority Proforma Tool (APT) from the Education and Skills Funding Agency (ESFA)

Nottinghamshire SEN funding policy currently recognises three blocks of additional funding that are available to meet additional SEN needs:

- Additional School Needs (ASN) – budget devolved directly into schools’ budget (linked to funding element 2).
 - Additional Family Needs (AFN and FNF) – budget devolved annually to the Family of schools (linked to funding element 3).
 - High level Need (HLN) – budget held by the Local authority (linked to funding element 3).
- As part of a 2 year pilot, there is also Early Years Inclusion Funding and Bridge Funding.

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

The largest element of each school’s budget is distributed by means of the Age Weighted Pupil Unit. The number of pupils on roll determine how much money the school receives. Consistent with the SEN code of practice, and the ethos and context of the SEN Disability ACT 2001, it is intended that the AWPU should fund



- A curriculum that is appropriately organised to address the learning needs of all children and young people; and
- The cost of the school SENDCo and the time taken to undertake their duties.
- All aspects of Quality First teaching.

Element 2 – Additional School Needs (ASN) / Place Funding (PF)/ Notional SEND.

This element is delegated to schools by a formula based on free school meals and prior attainment. The formula is intended to take account of relative social disadvantage and levels of attainment. This forms the second largest block of funding for the support of SEN and inclusive learning. 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.

It is intended that ASN resources will, together with AWPU, be used to support the majority of pupils who face moderate barriers to their learning.

They are intended to fund 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.

Element 3 – Top Up Funding

Additional Family Needs Funding (AFN)

This funding block is intended to provide additional, individually targeted support for pupils with a range of more complex special educational needs. Such children may be at the SEN support level of Intervention or in some circumstances have an EHCP.

Family resources are intended to support pupils with more complex special educational needs and provide more bespoke packages of support. They are intended to support the cost of provision that is regularly made in addition to that available through AWPU and ASN arrangements, such as:

- Structured learning opportunities in small groups.
- Teacher or Teaching assistant support to address individual targets.
- Opportunities for peer support and interaction: and /or
- Support for equal access to breaks, lunchtime activities, out of hours learning and other opportunities.

AFN funding is a finite resource that varies annually. Pupils who are moderated to this level are allocated to one of three funding bands: High, Medium, or Low. The specific allocations for each band may change from year to year in response to the number of pupils meeting the criteria and the overall funding available; however, allocations will aim to align as closely as possible with the Local Authority guidance of High £6,000, Medium £4,000, and Low £2,000. Where a pupil's attendance is consistently below 50% over half a term, or where the pupil is accessing a part-time timetable, AFN funding will be allocated on a pro-rata basis.

While many pupils will remain within the same funding band for the full academic year, it may be appropriate in some cases to allocate a combination of different band levels across terms, or to apply an allocation that falls between two bands. This flexible approach allows funding to be directed to periods when a pupil's needs may



be heightened—for example, during transition—and ensures that pupils whose moderation outcomes span multiple levels are allocated funding that more accurately reflects their needs.

Termly allocations are based on 52 weeks which matches the terms lengths of HLN.

- 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 Moderation

When submitting an AFN funding bid, the school SENDCo must complete the appropriate Local Authority form and provide clear evidence of the pupil's needs, the strength of the graduated response, the provision in place, and the funding already allocated to the pupil. Only the agreed supporting documents may be submitted alongside the form, as determined annually.

SENDCos are responsible for copying and distributing their completed bids by the agreed date, to ensure all materials are available for review prior to the moderation meeting.

All SENDCOs and Heads will have agreed a criteria for deciding which children are eligible to be bid for.

AFN moderation takes place in the Summer term and decisions will be made for the for the following academic year.

Virements are usually sent 3 times over the year:

Payment in the Summer term will pay for Autumn term

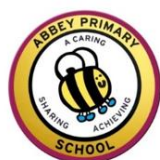
Payment in the Autumn term will cover the Spring term

Payment in the Spring term will cover the Summer term

AFN Emergency Funding

A contingency fund should be held by the Family where possible. This can be accessed through an emergency AFN bid. An emergency bid can be made throughout the year for any new pupils admitted to a school in the Family, known pupils who have a significant change in needs or for Early Years pupils who have apparent significant needs. SENDCo's must notify the Family SENDCo of their intention to bid at least 2 weeks prior to a SENDCo meeting. Bids will then be brought to the meeting and be moderated by the rest of the Samworth Family SENCo's, and funding allocated accordingly.

If a pupil transfers to another school within the Family, AFN funding should be transferred to the receiving school after a period of one month. If a pupil receiving AFN provision transfers into a school from a different Family, the pupil's moderated funding level will be honoured for the remainder of the financial year. When a pupil leaves the Family of Schools, the school SENDCo must notify the Family SENDCo, and AFN funding should cease one month after the pupil's departure.



If a pupil in receipt of funding changes school within the Family, funding will transfer to the receiving school. If a pupil moves outside of the Family, the school SENDCO must inform the Family SENDCo immediately and funding for that child will cease at the end of the term in which that child transfers or sooner if possible.

Family Need Funding (FNF)

This funding is used to pay for the Family SENDCo, and any training or resources support for the Family of schools to support specific needs during the year. This spending is determined through discussion with the SENDCOs' and agreement of the Heads. This funding is to be kept and used centrally for all schools. It will not be shared amongst the schools unless that is the agreement for the year by both SENDCO's and Heads.

Early Years Inclusion Funding (IF) and SEND Bridge Funding (BF)

From April 2024, and for a two-year pilot period, a new Early Years SEND Bridging Funding arrangement has operated in Nottinghamshire to support the transition of children into school, specifically in Foundation 1 (Nursery) and Foundation 2 (Reception). For all children who have received Early Years Inclusion Funding in their PVI setting, Nottinghamshire County Council will provide the receiving school with equivalent funding, aligned to AFN and HLN bandings, from the child's first day of attendance through to the end of Foundation 2. By this point, or earlier if required, schools may apply for Top-Up funding through the standard AFN and HLN processes. If the school identifies a need for additional funding, requests should be made via these established routes. This process applies to all new pupils entering school settings in F1 or F2 from 1 September 2024. It may also apply to children moving from F1 to F2, provided the child has attended F1 for one academic term or less. This funding will be allocated from the High Level Needs budget during the pilot phase.

This funding will be allocated as follows and should be used in the same way as AFN and HLN funding.

Equivalent Funding Bands	Early Years Inclusion Funding	% of Funded Hours	SEND Top-Up Funding AFN and HLN	Level	£ Total of Top-up Funding
1	Targeted	10	Additional Family Need	Low	£3,000
2		20		Medium	£5,000
3		30		High	£7,000
4	High Level Needs	40	High Level Need	1 – 25h	£14,000
5		80		2 – 32.5h	£20,000
6		100+		3 – Elements of 2:1	£24,000

In addition to the Early Years Bridging Funding process, from September 2025 for the 2nd year of the pilot, to address inequity where a child with SEND has not attend a Private Voluntary or Independent setting before starting school, school settings will be enabled to request Early Years Inclusion Funding for any student in F1 or F2 meeting the descriptors of need who has not previously had SEND top-up funding. For the duration of the pilot, these requests can be made to the Early Years Inclusion Fund and will be paid for F1 children as a % of their total school hours (38 weeks at £12.21 per hour) and for F2 children at Early Years Bridging Funding rates (see table above). This process currently involves a different form and panel process to the AFN and HLN requests process. If a school feels that the young person meets the criteria for AFN/HLN funding in either F1

and F2, they can and should request this funding through the usual AFN and HLN routes. If the pilot is successful and agreed to continue, work will be undertaken to simplify the application process for all schools.

High Level Needs Funding (HLN)

Applications for HLN must first be moderated at a Family level. Pupils will need to be in receipt of high AFN funding before a HLN bid can be made. The highest level of AFN funding will be ring-fenced by the Family in case HLN funding is not made available. Intentions to bid for HLN must be made online on or before the intention's deadline. The Family SENDCO must also be made aware of the intention to submit and the HLN bids should be sent to the Family SENDCO for verification.

All HLN applications must show;

- Pupil's needs meet the HLN descriptors, including details of severity and complexity of needs, as well as frequency and duration.
- A graduated response to SEND funding, education and support has been followed.
- Multiple cycles of Assess, Plan, Do, Review cycles.
- Proposed use of HLN funding and evidence of predicted outcomes of provision.

Family Moderation Protocol

The AFN moderation meeting will take place in the Summer term. The meeting will be chaired by the Family SENDCO and will be attended by all SENDCO's in the Family. There may also be representatives of the LA at the meeting.

Prior to moderation, the Family SENDCO will visit each school to observe the children who are being bid for (where possible) to support the moderation process.

All SENDCO's will read the bids prior to the meeting, and submit their decision to the Family SENDCO by an agreed date. The Family SENDCO will then amalgamate all the decisions. At the moderation meeting the only bids which will be discussed are those which had differing decision or which lie on the border between 2 bandings. If following moderation there is insufficient monies to cover the bids, decisions will need to be made regarding bandings or cutting funding. Family SENDCO will report to the head teachers and an agreement reached.

Key Protocol

- The moderation meeting will take place in the Summer term and allocations for the financial year will be made.
- The school SENDCO must complete the appropriate Local Authority form.
- The AFN bids will be shared electronically as directed by the Family SENDCO. The date to share the bids will be at least 3 weeks prior to the moderation meeting.
- The Family SENDCO will collate the information and send a Moderation form to each SENDCO.
- 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 SENDCO will provide a summary of all decisions and anonymised feedback for professional development purposes.



- The moderation meeting will be to discuss those that had mixed feedback/did not 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.
- Initial 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.
- 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.

Dyslexia Policy

As a Family we have written and agreed a Dyslexia Policy. This is reviewed on a regular basis. Last reviewed November 2025.

This policy was reviewed by the Family SENCo in November 2025 and has been agreed by SENCos and Headteachers.

