




TOP-UP HIGH NEEDS FUNDING (HNF) IN MAINSTREAM SCHOOLS

HANDBOOK 2026/27

Hertfordshire






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SECTION 1: INTRODUCTION – HERTFORDSHIRE'S APPROACH TO TOP-UP FUNDING

1.1 THE RESOURCE ALLOCATION PROCESS

The model of funding prescribed by the DFE/Education Funding Agency (EFA) is described below.

Formula allocation

For the vast majority of children, resources are provided routinely through the annual budget share process. Funding is decided through a formula which allocates resources between schools. This includes the first two elements of SEND funding.

Element 1: age weighted pupil unit (AWPU)

Funding is allocated according to the number and ages of pupils the school each October.
This is the main source of funding for teacher and teaching support costs. It is intended to enable the delivery of a curriculum that is appropriately organised to meet the needs of all children on roll. It is also expected to cover the SENCo's salary. A percentage of the AWPU funding is notionally identified as SEND funding.

Element 2: additional support

Additional support funding relates to the characteristics of the pupils in the school**.**
The amount of additional support a school receives in its budget share is determined by a range of indicators: (The data on pupil characteristics for schools' budget shares is notified to local authorities by the DFE.)

- Deprivation
- Prior attainment
- English as an Additional Language (EAL)
- Looked After Children
- Mobility

<u>The notional SEND budget</u>

A school's notional SEND budget is an amount of money delegated as part of the whole school budget to meet the needs of all its pupils with SEND, at all but the most exceptional levels of need. It is not linked to individual pupils.

It is a DfE requirement that a notional SEND budget is identified for each school. This does not impact on a school's responsibility to decide individually how much of their delegated budget share should be allocated to different purposes within the school. Schools may therefore choose to allocate more or less to SEND than is identified in the notional SEND budget.

A school's notional SEND budget comprises:

- 1.81% of the AWPU in primary schools and 1.59% in secondary schools

- 30% of the free school meals allocations
- 0%, 0%, 50%, 60%, 75%, 75% respectively for IDACI bands F to A allocations
- 100% of the prior attainment allocation
- 20% of the mobility allocation
- 2.74% of the lump sum (for SENCo activities)
- London Fringe uplift where applicable.

Although the notional SEND allowances are grouped under the headings above, it is not intended that schools will separate the resources out and manage them in this way. The aim of this resource is to enable schools to offer focused curriculum support and interventions for all pupils with SEND, including teaching support in small groups and moderate levels of individual work with pupils who need it.

All of the above formula allocations are made annually without any need for schools to take action other than ensuring that their annual pupil census is accurate and up to date. The formula allocations are made for a whole financial year based on the pupil numbers collected in the preceding October. Each year a cohort of pupils, including those with SEND, will leave the school in July and another will join in September. As with all other annual funding allocations, schools are expected to manage the effect of changes between the cohorts by use of the multi-year budget planning approach and, where appropriate, the use of balances.

Under the national high needs funding system, mainstream schools (Local Authority maintained and academies) are expected to meet up to the first £6,000 of additional support costs for pupils with high needs from their core school budget share. When the cost of additional support for any individual pupil exceeds £6000 additional top-up funding is made available by the Local Authority to put appropriate provision in place. This is called top-up funding. Top-up funding also applies to early years and private and voluntary institution (PVI) nurseries although these settings do not have additional support funding in their core budgets, therefore the top-up funding provides the full funding required.

“Top-up Funding - High Needs Funding in Mainstream Schools”, known as HNF, is additional funding provided to support inclusion and meet the needs of CYP with needs identified as requiring support at targeted levels or above in mainstream schools and settings. HNF has been designed collaboratively by the Local Authority, schools and settings and parents working together. HNF is a transparent system that allocates additional funding according to the needs of the individual child or young person using the draft EHCP.

There is also a local system delivered through DSPL (Delivering Special Provision Locally) and managed and chaired by the DSPL managers but involving local schools and external professionals in the decision making. This is a system for CYP and with emerging needs and is called “Focused Intervention Funding” or FIF.

This handbook contains all the relevant information, guidance and documents to enable schools, settings, parents and Local Authority professionals to understand and engage in the systems.

SECTION 2: TOP-UP HIGH NEEDS FUNDING (HNF) SYSTEM

2.1 OUTLINE

HNF is Hertfordshire's system for top-up funding for CYP in mainstream schools in Hertfordshire. HNF is designed to enable the delivery of the educational provision in section F in an EHCP.

The HNF system is designed to involve all stakeholders in the decision-making process. As HNF is for CYP with significant needs, the needs outlined in Education Health and Care plans (EHCPs) are used to determine the level of top-up funding. A set of Descriptors of Need and Provision are used to do this. There are seven levels which are aligned to the Hertfordshire Descriptors of Need and Provision and Graduated Response:

- Universal
- Universal Plus
- Targeted
- Targeted Plus
- Specialist
- Specialist Plus
- Exceptional (for certain areas of need)

Each level (except Exceptional) attracts a different amount of funding. Universal and Universal Plus are resourced through the school or setting's allocated funding.

When a CYP undergoes a statutory Education Health and Care needs assessment, between week 15 and 16 of the process, if it is agreed that an EHCP is required, the SEND service assesses the CYP's needs using the draft EHCP and the Descriptors of Need and Provision .

The processes are detailed below and throughout this handbook.

2.2 HNF FUNDING JOURNEY

The process below explains how information collated for children undergoing a new statutory assessment will be considered to determine whether an Education, Health and Care Plan (EHCP) is required and, if so, for the amount of funding required for CYP with needs identified at targeted support or above.

The Hertfordshire Descriptors of Need and Provision will be used during this process. The descriptors are presented in the following areas of need and aligned to terminology used in the Code of Practice 2015:

- Communication and Autism
- Cognition and Learning
- Speech and Language

- Social, Emotional and Mental Health
- Vision Impairment
- Physical and Neurological Impairment
- Multi-Sensory Impairment (Deafblindness)
- Hearing Impairment.

The difficulties experienced by CYP who have challenges in each of these areas are broken down into 6 different levels, each one indicates progressively more challenging needs than the previous one. These are defined as:

- Universal,
- Universal plus,
- Targeted,
- Targeted plus,
- Specialist,
- Specialist Plus,
- Exceptional (for certain areas of need)

There are descriptors for each area of need and at each level account is taken as to how these needs may present differently for different phases of education up to secondary level.

These descriptors are for use within mainstream and special schools. Parents have a legal right to have their children educated in a mainstream school whatever their need, if that is what they require, and therefore these descriptors cover all needs which may be encountered. Whilst they are progressive from Universal to Specialist Plus it does not signify that if a child's needs are at specialist or specialist plus that they should then be considered for a special school.

The process is as follows:

STEP 1

The Local Authority receives a request from either parent, school or both for a statutory assessment. This is considered by a Local Multi-Agency Group (LMAG) and, if assessment is agreed, relevant professionals are requested to undertake this assessment and provide input to the assessment of needs. This assessment will be undertaken within the statutory timescales.

STEP 2

The professionals involved will provide input regarding the child's additional needs, the provision required and the outcomes to be achieved as a result which will be shared with the Education Health and Care Co-ordinator (EHCCo), the school and the parents/carers within statutory timescales.

STEP 3

Once the advice is received the SEND Team will consider whether written feedback or an EHCP is necessary. Should an EHCP be required, schools and professionals will be requested to assess the needs of the CYP.

STEP 4

The assessment process will continue with the draft EHCP being issued to parents by week 16. It should be noted that the levelling, which is not part of the statutory EHC needs assessment process, will not be included in the EHCP and that agreeing a level does not replace the requirement for specification and quantification of provision within the EHCP.

STEP 5

At week 15 of the assessment process. The draft EHCP will then be used to determine level of need. The levelling will be done by the SEND Service. The Education Health and Care Needs Co-ordinator (EHCCo) will level the advice but will confirm the levelling with either their manager or the operational lead for their area, as appropriate.

STEP 6

Should there have been any changes to the needs outlined in the EHCP between the draft and final being issued the EHCCo will ensure that the level remains appropriate. This will not delay the issuing of the final EHCP within statutory timescales.

STEP 7

At week 20, when the final EHCP is issued, a separate letter will be sent to the school or setting and parent detailing the level and any accompanying funding.

Funding will be paid to the school or setting after week 20 of the process and reviewed annually should changes in the level of identified needs which may require higher or lower amounts of funding. These changes will only be made in line with professional advice. HNF is used by the early years setting or schools (in addition to the £6,000 from the school budget) to deliver the provision set out in Section F of the EHCP. The cost of some provision, such as therapies may be funded directly through health providers.

2.3 VALUES OF LEVEL DESCRIPTORS

This is the top-up funding provided to schools for any additional funding required to ensure that the needs of children and Young People (CYP) are met. Values of additional funding for the year 2026/2027 are as follows:

Targeted Plus	£5143	Supporting complex needs that require significant interventions but where independence plays a key part in enabling the CYP to succeed
Specialist	£8742	Supporting complex needs that require significant interventions in all learning situations
Specialist Plus	£12,102	Supporting complex needs throughout the school day that require significant interventions in all learning and social situations

Universal, Universal plus and Targeted do not attract any additional funding and should be provided for out of a setting's own resources.

Early years settings and post 16 provision in schools do not have funding in their core budgets to pay the first £6000 and therefore they will receive an element of the £6,000 in addition to the top-up funding.

2.4 Additional Targeted Funding (ATF)

Under the national high needs funding system, per pupil top up funding is paid by the local authority to meet the needs of children which are in addition to those funded from the setting's own resources. In Hertfordshire this is the funding based on agreed levels. In addition, local authorities can award additional funding where schools have a disproportionate number of pupils with high needs.

In order to provide additional financial support to schools with comparatively higher levels of pupils who require additional top-up funding a system is in place called "Additional Targeted Funding (ATF).

The Local Authority has had regard to DfE guidance that allocations should only be made to a minority of schools.

The number of CYP on roll rather than forms of entry is used to calculate the funding as this is more effective in supporting schools that are not at full capacity.

Pupils who will count towards the calculation of ATF are levelled at S and S+.

Eligibility thresholds will be set based on the number of pupils on roll in each school. If the number of ATF eligible pupils exceeds the threshold, there will be an allocation of £5k (26/27 value) per ATF pupil above the threshold. The ATF is part of the school's core funding for supporting all pupils with SEND and is not allocated to individual children.

The table below sets out the thresholds for attracting ATF for the financial year 2026-2027. It is based on the number of pupils on roll in reception to year 11. Nursery and 6th form pupils fall outside ATF.

Primary (pupils on roll)	0-100	101-190	191-379	380+								
Secondary (pupils on roll)					0-540	541-675	676-810	811-945	-946 - 1080	1081-1215	1216-1350	1351+
Threshold	2	4	6	9	7	11	14	17	20	23	25	30
cases												
1												
2	£5k											
3	£10k											
4	£15K	£5k										
5	£20k	£10K										
6	£25k	£15k	£5K									
7	£30k	£20k	£10k									
8	£35k	£25k	£15k	£5k								
9	£40k	£30k	£20k	£10k	£5K							
10	£45k	£35k	£25k	£15k	£10k							
11	£5-k	£40k	£30k	£20k	£15k							
12	£55k	£45k	£35k	£25k	£20k	£5k						
13	£60k	£50k	£40k	£30k	£25k	£10k						
14	£65k	£55k	£45k	£35k	£30k	£15k						
15	£70k	£60k	£50k	£40k	£35k	£20k	£5k					
16	£75k	£65k	£55k	£45k	£40k	£25k	£10k					
17	£80k	£70k	£60k	£50k	£45k	£30k	£15k					
18	£85k	£75k	£65k	£55k	£50K	£35k	£20k	£5k				
19	£90k	£80k	£70k	£60k	£55k	£40k	£25k	£10k				
20	£95k	£85k	£75k	£65k	£60k	£45k	£30k	£15k				
21	£100k	£90k	£80k	£70k	£65k	£50K	£35k	£20k	£5k			
24	£115k	£105k	£95k	£85k	£80k	£65k	£50k	£35k	£20k	£5k		
26	£125k	£115k	£105k	£95k	£90k	£75k	£60k	£45k	£30k	£15k	£5k	
31	£150k	£140k	£130k	£120k	£115	£100k	£85k	£70k	£55k	£40k	£30k	£5k
32	£155k	£145k	£135k	£125k	£120k	£105k	£90k	£75k	£60k	£45k	£35k	£10k

As an example, a primary school with 210 pupils on roll (NOR) would have a threshold of 5 and would receive additional targeted funding for the sixth case and above. See table below for further examples.

Sector	NOR	Threshold	ATF payable
		No of cases	
Primary	76	2	3 & above
Primary	210	6	7 & above
Primary	420	9	10 & above
Secondary	900	17	18 & above
Secondary	1200	23	24 & above

The thresholds are different for primary and secondary sectors as funding in schools is primarily determined by the AWPU and, given that secondary schools receive a higher AWPU in comparison to primary schools, this has been factored into the threshold calculation. For

all-through schools a combination of primary and secondary thresholds will provide an equitable system.

It is intended that thresholds will be reviewed on an annual basis to ensure that the system keeps within the DfE guidelines of a minority of schools being in receipt of ATF and to keep within the approved budget.

In order to help schools plan, the funding will be calculated on an annual basis (matching the local authority financial year) and will be paid termly to eligible schools. In calculating funding, the October census will be used for the pupil number on roll and the number of pupils with EHCPs (as used for school budget shares).

Schools will be notified of their funding allocations during the Spring term.

FAQ: How is ATF calculated for each school?

ATF is calculated using the following information:

A. ATF Threshold – Calculated using the number on roll ATF Threshold – Calculated using the number on roll using the October census information (this identifies the threshold after which ATF is attracted).

B. The number of EHCPs at Specialist or Specialist+ using the October census information (excluding any funded places in units/bases).
C. The number of pupils resident Out of County with an EHCP.

To calculate the amount of funding the following formula is applied:

ATF = (B + C – A) x £5,000*

(*£5,000 = 26/27 value for one unit of ATF)

2.5 Annual Reviews

Funding Process alongside Annual EHCP Reviews

At the start of each academic year, the SEND Team sends out a list of all annual reviews and the date they are due to be completed. This list goes to schools and settings, social care and the District Medical Officer.

A further list is sent termly, thus providing the school/setting with time to plan and consider relevant professional input.

1. The EHCCo advises the school/setting of the date by which the Annual Review Report is required (as above).
2. The school/setting, having liaised with the parent/carer(s), sets the date of the Annual Review meeting and invites relevant professionals, parents and school/setting staff. At the same time, reports/updates are requested from professionals, parents and school/setting staff.

3. A copy of the Levelling Summary Sheet is downloaded from The Grid by the SENCO for use at the Annual Review meeting.
4. At the end of the Annual Review meeting, the question is asked, 'Are there any significant changes in need as indicated by recent (within one year) professional advice?'
5. If the answer is 'no' then the levelling summary sheet is returned with 'no change' recorded on it.
6. If the answer is 'yes' then those present use the Descriptors of Need and Provision to assess the CYP's needs and complete the Levelling Summary Sheet.
7. If the Levelling Summary Sheet indicates an increase or reduction in the overall level, then this is sent to the EHCCo along with the 'Change to Level Request Form'. The 'Change to Level Request Form' will set out a recommended new level and the primary reason for this recommendation together with the supporting evidence quoted from the Descriptors of Need and Provision and the professional report(s).
8. All documentation relating to the Annual Review and the level is sent to the EHCCo within ten working days after the Annual Review meeting.
9. The EHCCo, with the support of his/her manager, assesses whether there has been a recommendation for a change in level of need. If this is the case, then the SEND service provides a level in line with the change in need.
10. Although the levelling process is not part of the statutory annual review process it provides the opportunity for a review of the level of funding required to support the needs of the CYP on an annual basis. HNF is therefore responsive to changes in CYP needs as set out in the EHCP.

2.6 CYP WITH VISUAL IMPAIRMENT (VI)

In November 2018 Hertfordshire Schools Forum agreed to expand the VI Curriculum Access Specialist (CAS) Team to address the needs of the growing population of severely sight impaired (blind) children who are Tactile (Braille) Learners in Hertfordshire schools and settings.

Tactile learners (as identified by the VI team) will be automatically given a level at the exceptional level.

Tactile learners will have the remainder of their support provided by Curriculum Access Specialists (CAS) from the VI Team

Tactile (Braille) Learners are supported by highly skilled staff who are also able to effectively train and advise adults working with these pupils.

These learners will be able to 'access to learn', and to 'learn to access'.

- Accessing to learn:

  This means that pupils will have equal access to all aspects of school life including the curriculum via the use of well-adapted materials prepared in advance from the teacher's lesson plans, from texts and other sources. Many of these materials will be tactile including Braille and raised diagrams, others will be prepared from texts and listened to via audio means. These learning materials must be prepared well and accurately so that pupils effectively learn the intricacies of finding their way around tactile information and are well prepared when confronting these in national exam situations.

- Learning to access:

  This refers to the skills that pupils need to develop in order for them to independently access the material and information they need in order to have the fullest possible opportunities to learn. This includes learning to read braille, learning to type braille, learning to type on a laptop and access the internet, learning to manage speech reading software and the array of specialist technology which provides them with the tools to store and retrieve their work. They need to develop their skills in listening to the computer at the same time as the teacher and others in their lessons.

  Criteria for Tactile (Braille) Learners

  If a student cannot attain a functional reading speed using large print or low vision devices to read regular size print, then tactile learning is appropriate and Braille is considered as the main tool for literacy. However, it is not only essential for the CYP to have the required cognitive abilities and foundational concepts, but it is also important to have finger sensitivity and fine motor coordination to maintain sustained touch and systematically track across paper. The CYP's intellectual capabilities will determine if the focus should be on functional braille or traditional braille. The student's tactile and perceptual abilities and skills are critical to learning to read Braille. CYP with a history of strokes may not have the finger sensitivity to discriminate the small differences in Braille characters. The pupil's age and additional disabilities will also play a large part in determining the way to instruct the student in Braille.

2.7 Top-up High Needs Funding in Mainstream Schools (HNF)

Pupils Funded from Other Sources

To ensure that Top-up High Needs Funding (HNF) effectively supports CYP in their mainstream setting it is important to ensure that the CYP is not already receiving funding/support from other sources or not attending that school. Pupils who are attending settings outside of Hertfordshire or who are attending Independent settings in Hertfordshire are not funded with Top-up High Needs Funding. The following areas have been identified as possible sources of duplicate funding/support or reasons for a pupil's non-attendance and guidance is set out to clarify any duplicate funding/support.

Pupils attending an ESC

1. Pupils who have an EHCP and are single registered at an Education Support Centre (ESC) are not able to receive Top-up HNF. The only exception is CYP with a visual impairment who may require a bespoke package of support from a qualified teacher for sensory impairment.

2. Pupils who have an EHCP and are dual registered at an ESC attending full-time provision are not funded with Top-up HNF if their placement is the result of a decision of an Integration Panel or they have been permanently excluded.

3. Pupils who have an EHCP and are attending an ESC as part of an alternative provision commissioned by the CYP's school, are able to receive Top-up HNF. This is payable to the CYP's school.

Pupils who are Electively Home Educated (EHE)

1. Pupils who have an EHCP but who are now classed as 'Electively Home Educated' are not able to receive Top-up HNF.

Pupils attending Specialist Resourced Provisions (SRPs) or Bases

1. Pupils who have an EHCP but are attending an SRP or base attached to a mainstream school are not able to receive Top-up HNF as their funding is provided through that provision. These pupils are not included in the ATF calculation.

Pupils attending a Primary Behaviour Base

1. Pupils who attend a primary behaviour base/provision part/full-time for a designated period of time of more than a term and are not attending the school where they are on roll, are not able to receive Top-up HNF for the duration of their attendance.

Pupils who are not attending (School Refusers)

1. Schools where a CYP is refusing to attend should only receive Top-up HNF equivalent to two terms to enable systems and strategies to be put in place to enable that CYP to return to school. Top-up HNF should be withheld after two terms but be reinstated should the CYP return to school in the future.

SECTION 3: FOCUSSED INTERVENTION FUNDING (FIF)

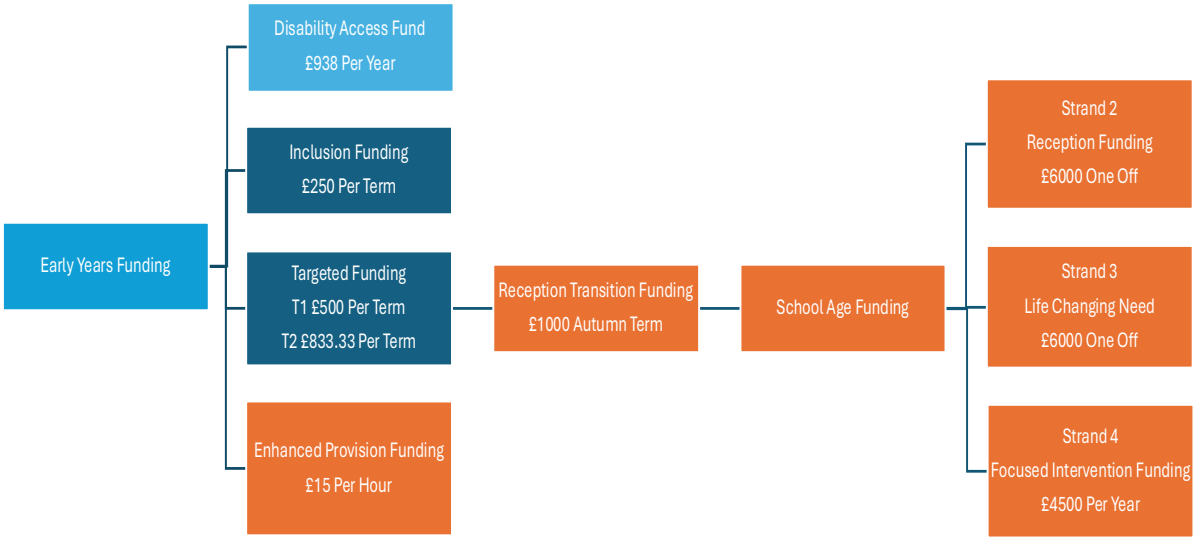
3.1 THE PURPOSE OF FIF

The Focussed Intervention Funding system is a non-statutory, discretionary funding system designed to support children and young people (CYP) with emerging needs and for CYP who have needs that fall outside the EHCP process. It is managed locally within the nine different "Delivering Special Provision Locally" (DSPL) areas although funding is paid out centrally into school budgets. This is top-up funding to provide the cost of provision which exceeds the first £6000 which should be provided from the school's Notional SEN Budget. It is for time-limited interventions and provision which go beyond Ordinarily Available Provision and reasonable adjustments. Children should be attending a school in Hertfordshire to be eligible to receive this funding.

Panels may decide that further professional input/support may be more appropriate than a funding allocation.

Early FIF will focus on five specific areas:

- Strand 1: Early Years enhanced Provision Funding - this is for early years children prior to Reception, in PVIs, maintained Nursery Schools, school nursery classes and childminders with established, complex and ongoing SEND needs. Children who require personalised, high-level and often sustained provision, that exceeds what can be delivered through Ordinarily Available Provision and other EY SEND funding streams. For further information please refer to The Early Years Funding Guidance.
- Reception Transition Funding – To provide additional, time-limited support for children with emerging SEND needs as they transition from Nursery into Reception. The funding enables the receiving school to put in place continuity of strategies, early interventions and environmental preparations that reduce barriers to settling, engagement and early learning during the Autumn term.
- Strand 2: Reception Funding - This will be for children arriving in reception with complex SEND needs who are new to the education system with no external professional support or funding already in place.
- Strand 3: Children with life changing needs. This is for children who have experienced life changing medical needs which prevents them from accessing their learning or who are new to the country with complex needs and where schools will need immediate funding in order to be able to provide support. These will be severe and significant life-changing needs and as a result these children and young people will require an EHCNA.
- Strands 4a) and 4b) Focussed Intervention Funding. This is for those with emerging needs and at a mainstream school and not on the journey for an EHCP.



3.2 Strands of Funding

Strand 1: Early Years Enhanced Provision Funding (FIF)

Aim:

To support children with **established, complex and ongoing SEND needs** who require personalised, high-level and often sustained provision. This includes bespoke strategies, enhanced staffing, significant adaptations to enable consistent access, engagement and safety.

The funding enables settings to:

- Implement personalised, longer-term strategies aligned with the child's developmental profile and identified needs.
- Follow specialist recommendations from Specialist Advisory Teachers, Speech and Language Therapists, Occupational Therapists, and other services.
- Develop and embed individualised support plans, including SEND Support Plans, bespoke curriculum pathways, communication plans, risk assessments, or behaviour support plans.
- Strengthen a coordinated multi-agency approach, ensuring alignment between home, the early years setting, and external professionals.

- Provide consistent and high-quality support that exceeds what can be delivered through Inclusion funding and Targeted funding alone.

Amount:

Funding is available at a rate of:

- £15 per hour attending reflective of current hours attending, up to a maximum of the child's free early education entitlement (15 or 30 hours per week).

Eligibility:

A child may be considered for Enhanced Provision Funding when:

- They receive their free early education entitlement (15 or 30 hours).
- The child has established or complex SEND needs, evidenced through a thorough and ongoing Assess–Plan–Do–Review (APDR) cycle.
- Professional involvement is already in place or planned (e.g., Early Years SEND professional, medical professionals or therapists)
- Their needs require sustained and significant additional support beyond what can be delivered through OAP, Inclusion Funding, or Targeted Funding.

Access:

1. Submission to Local DSPL Area

- Providers must complete the Focused Intervention Funding application form in full.
- The completed form must be submitted to the relevant DSPL area.

2. Review by Early Years SEND Team Panel

- Local area DSPLs will forward the application to the Early Years SEND Team Panel for consideration.
- The panel evaluates:
    - APDR evidence and review cycles- key interventions and individual provision
    - Specialist assessments and provision recommendations
    - The child's level of complexity and risk
    - Appropriateness of proposed use of funding
- Decisions are made to ensure fair, consistent allocation across the county.

Decision and Notification

- Providers will receive written confirmation of the outcome, including:
    - Approved number of hours (up to the child's entitlement)
    - Duration of funding (up to a maximum of three terms)
    - Any conditions or professional recommendations
- All communication is sent via **secure channels**

Reception Transition Funding:

Aim:

To provide additional, time-limited support for children with emerging SEND needs as they transition from Nursery into Reception. The funding enables the receiving school to put in place continuity of strategies, early interventions and environmental preparations that reduce barriers to settling, engagement and early learning during the Autumn term.

Amount:

- £1000 one-off payment per identified pupil

Eligibility: Children who have been in receipt of Targeted 2 Funding in the summer term prior to transition.

Access:

- In the summer term before transition to reception the Early Years SEND team will contact schools to facilitate arrangements as part of ongoing support.
- Schools will be required to complete a Funding agreement form in order for funds to be released.

Strand 2: Reception Funding

Aim: to provide support for children arriving in reception with complex needs and previously unknown to the EYS team or without funding and who need immediate support in order to be able to access their learning.

Amount:

- Funding will be a one-off payment of £6000.

Eligibility:

- To qualify for this funding these children will have been identified as Specialist or Specialist+ according to the Hertfordshire Descriptors of Need and not been previously known to the EYs team.

Access:

- Submission of Focussed Intervention Form to the DSPL manager who will forward to the relevant local SENCo cluster
- If agreed at the cluster, then this will be submitted to the panel who will communicate the decision to the finance team to enable payment.

Strand 3: life-Changing Need

Aim:

- Strand 3 is for those who have experienced a life changing need.

Eligibility:

- This is likely to be those who may be new to the country with complex needs who will not be able to access education without immediate support. It would also be for children who have experienced life-changing medical needs and again, will not be able to access education without immediate support.

Access:

- This will be considered by a multi-agency panel. Contact will already have been made with these agencies via requests for admission to schools and from health professionals. Schools do not need to apply for this strand.

Amount:

- A one-off payment of £6000.

Strand 4 - Focused Intervention Funding

There will be 2 elements of this strand of funding:

Strand 4a):

Aim:

- To provide support for children with emerging needs to help prevent escalation of need

Eligibility:

- For children and young people in mainstream schools for whom time-limited/focused intervention will enable them to successfully access a mainstream curriculum. These children and young people will have needs and require provision that is greater than Ordinarily Available Provision but are unlikely to need an EHCP. Examples might include (but are not limited to):
- A social communication programme developing social communication strategies
- A programme of behaviour support
- A programme to support a child to overcome EBSNA
- An intensive speech and language programme
- An intensive cognition and learning intervention

- Whilst a child may be on a reduced timetable and the funding can be used as a way of enabling the child to work towards attending for a longer period, the child must be attending school.

Access:

- Applications should be sent to the DSPL manager who will then forward them to the relevant SENCo cluster . These will be considered by the cluster and, if successful, then will be forwarded on to the panel who will verify the decision and communicate the decision to the finance department to enable payment.

Amount:

- Funding will be a total of £4,500 over an academic year. Allocations will be proportionate to the length of the intervention therefore, if an intervention has a duration of 12 weeks the school will receive £1500.

Strand 4b): Please note that this strand will not be implemented until September 2026

Aim:

- This will be support to help a group of children to successfully access a mainstream curriculum.

Eligibility:

- These children or young people will have similar needs that require provision that is greater than Ordinarily Available Provision but will not need EHCPs.

Access:

- Applications should be sent to the DSPL manager who will then forward them to the relevant SENCo cluster via the lead SENCo. These will be considered by the cluster and, if successful, then will be forwarded on to the panel who will communicate the decision to the finance department to enable payment.
- Applications should be on one form for the group not as individual applications for each child.

Amount:

- Funding will be £9000 over an academic year. Allocations will be proportionate to the length of the intervention therefore, if an intervention has a duration of 12 weeks the school will receive £3000.

3.3 Focused Intervention Funding Clusters:

The decisions regarding the allocation of FIF will initially be discussed by cluster before being referred on to a panel managed by the DSPL manager. Below are the terms of reference for the FIF clusters:

Purpose:

- To consider applications made from schools within the appropriate cluster for Focussed Intervention Funding against the published guidance and to provide a robust and transparent decision-making process with local involvement.
- To provide peer support and share good practice.

Membership:

- SENCos from schools local to the area of the cluster.
- Specialist Advisory teacher / local external professionals

Process:

- The process is managed locally within each DSPL area with the DSPL manager co-ordinating the applications..
- SENCos will send their applications to the DSPL manager who will then distribute them to the SENCos in the cluster.
- The cluster will meet face to face half termly to consider the applications. Applications will be considered using the experience in the room with contributions from the external professional present.
- Any successful applications will be forwarded to the DSPL manager by the lead SENCo. Advice and support will be given by the cluster to the SENCos bringing unsuccessful applications.
- A panel will meet to consider all the successful applications and the final decision will be communicated to schools by the DSPL manager.

Frequency:

Clusters take place half termly (6 panels per year) in accordance with a schedule agreed by all DSPL managers.

Panel Terms of Reference

Purpose:

- To receive and consider successful applications from the SENCo clusters
- To ensure that the agreed applications do not overspend the allocated budgets.
- To ensure that the applications are in line with agreed criteria
- To moderate applications across clusters to ensure there is a consistent approach.

Membership:

- DSPL Manager (chair)
- DSPL SEND Lead
- At least one representative from either or both of the following groups – lead SENCos and external professional

Process:

- Check any technical issues with the applications
- Ensure the budget is sufficient to cover the cost of the successful applications
- Receive the outcomes from the EYs panel
- Notify schools and settings of the outcome of their applications
- Notify HCC of any payments to be made

Responsibilities of the panel:

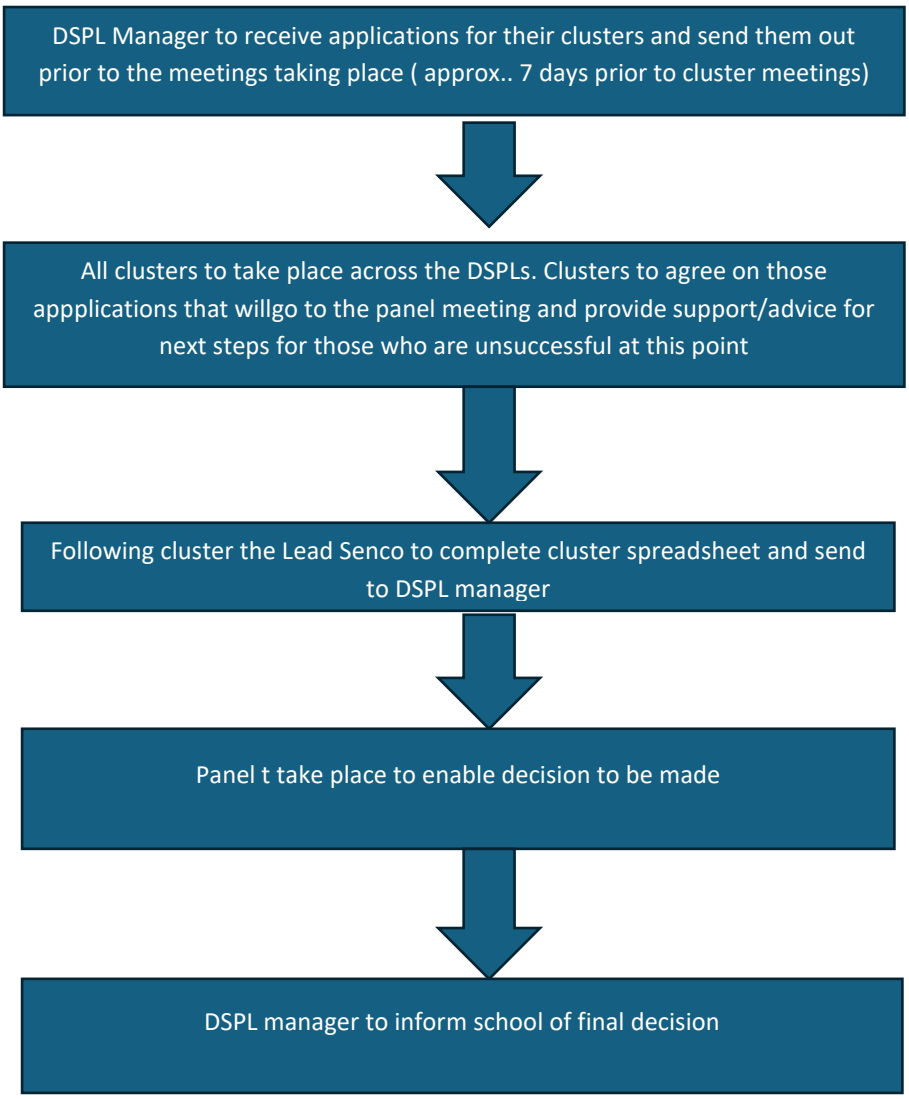
- To read all applications prior to the panel.
- To take responsibility for joint decision making as a group.
- To ensure confidentiality of discussions and decisions taken within the group.
- Whether or not funding is allocated, agree whether it is appropriate to provide extra support from external services as appropriate.

Accountability:

- The decisions of the panel are the result of co-production between schools/settings, professionals and the DSPL manager. The panel is responsible for the monitoring of the HCC delegated budget and to ensure that it is not overspent. The panel will prepare a report using the agreed format for the DSPL board.
- No formal minutes are taken however the decisions and actions are noted. The decision regarding funding allocation and support will be communicated by the DSPL manger to schools and Shared Services. Parental consent is required before an application is made and schools are responsible for communicating any resulting decision to parents.

3.4 The FIF Funding Journey:

Focused Intervention Process Flowchart



Once a school or setting decides to make an application for FIF, which must be in line with the above guidance, it should complete the application form which is available on the Hertfordshire Grid. There is also a copy in this handbook.

There is accompanying guidance, which is also on the Hertfordshire Grid and in this handbook.

Once completed it should be sent securely to the dedicated FIF address at the school/setting's local DSPL area.

Applications will be considered by the clusters and panel as detailed in the above Terms of Reference.

When considering the application, the clusters s will ensure that it meets the above guidance. All Early Years applications should have the involvement of an Early Years Area Lead.

Information that describes the needs will be taken from a range of sources including professional reports and advice from focussed consultations.

The chair of the panel will inform the school of the panel's decision as detailed in the Panel Terms of Reference in 3.2

Contact will be made by the DSPL manager to the school or setting during the period of allocation to track the impact of the funding.

Reasons that may lead to the rejection of an application:

- Health needs should not be met from this resource
- If Significant resources are in place from other agencies (funding or people)

3.5 Focused Intervention Funding (FIF) - Funding Guidance

This guidance should be read in conjunction with the general guidance for FIF.

At the start of each financial year, panels will be advised of the total amount of funding available for the next financial year. There is no carry forward of any underspend from the previous financial year (in line with all other SEND budgets). Panels will be advised of any previous year commitments that impact on the resources available for the new financial year (these should already be available via the panel spreadsheets).

Previous year commitments should be deducted from the amount of the new budget before using any of the financial planning guidance below.

Funding is allocated on a termly basis.

Due to the half termly nature of panels, a decision will need to be made whether to start the funding at the beginning of the next term or to backdate to the beginning of the current term. This decision should be based on whether the CYP is in the setting and whether provision at a similar level to that requested is already in place.

When funding is allocated, the calculation is based on the financial year.

- For funding agreed from 1st April (3 terms), the cost will be the full value of the level.
- For funding agreed from 1st September (3 terms) the cost will only be for the two terms left in the financial year.
- For funding agreed from 1st January (3 terms), the cost will only be for the last term of the financial year.

So, as the year goes by, the cost for a decision decreases as the remainder of the 3 terms of funding will fall into a new budget in the next financial year.

To plan how to use FIF across the year, panels should consider the following to enable there to be enough resource for all panels:

- For decisions that start from 1st April, the panel should allocate approximately half of their available budget (after deducting any prior year commitments). This would be used in the Summer Term panels.
- For decisions that start from 1st September, the panel should allocate approximately one third of their available budget (after deducting any prior year commitments). This would be used in the Autumn Term panels.
- For decisions that start from 1st January, the panel should allocate approximately one sixth of their available budget (after deduction any prior year commitments). This would be used in the Spring Term panels.
- The panel spreadsheet is updated each time a panel is held and will indicate how much resource is available.

Panels are held half termly

In making any financial decision, applying the guidance fairly and consistently, according to the criteria is essential to ensuring the resource gets to those CYP who need it. FIF is a small resource for a specific purpose. There are other sources of funding/support for children who do not meet the criteria. There is no right of appeal following the panel decision.

3.6 Focussed Intervention Funding Panels

Support for schools/settings to enable Lead SENCOs to participate in the decision making

- To ensure the success of the clusters and FIF panels there is the need to engage with lead SENCos to deliver the clusters and attend panels.
- Lead SENCos are asked to work with the DSPL manager to co-ordinate the clusters and asked attend the half termly panel.
- As the school or setting need to release these professionals from their role to do this work and supporting schools and settings to release their SENCO it is recognised the time and expertise that SENCOs can give to FIF Panels it has been agreed that:
    - A payment of £100 is made to the school/setting to enable the SENCO to co-ordinate the clusters and £100 to read the papers and attend the panel.
    - Funding is only paid if papers have been read in advance and the SENCO attends for the duration of the panel.
    - The funding is paid to each DSPL which then arranges payment to each school/setting.

SECTION 4 – GUIDANCE

4.1 SEND FUNDING IN MAINSTREAM SCHOOLS:

How to Use the Descriptors of Need and Provision

Hertfordshire's Descriptors of Need and Provision

1.1 INTRODUCTION

This document is designed to accompany Descriptors of Need and Provision and sets out Hertfordshire's approach to funding the special educational provision expected for children and young people from a mainstream school's or early years setting's budget.

1.2 ORGANISATION OF THE DESCRIPTORS

The Descriptors of Need and Provision are organised into three age groups:

- Early Years (0-4 years)
- Primary
- Secondary

The descriptors are organised into the four broad areas of need and support specified in The Code of Practice 2015. There are eight discrete sets of descriptors as follows:

Cognition and Learning

Communication and Interaction:

- Speech and Language and Communication Needs (SLCN)
- Communication (social) and Autism

Social, Emotional and Mental Health

Sensory and/or Physical Needs

- Physical and Neurological Impairment
- Hearing Impairment
- Visual Impairment
- Multi-Sensory Impairment

There are six booklets available on The Grid – two for each of the age phases. One booklet contains descriptors for Cognition and Learning, Speech Language and Communication (SLCN), Communication and Autism (C&L) and Social, Emotional and Mental Health Needs

(SEMH). The other booklet contains descriptors for Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI) and Physical and Neurological Impairment (PNI). In both booklets the different needs are in parallel columns with the Level descriptors reading across.

There are also separate booklets for each area of need. In these booklets the different age phases run down in parallel columns whilst the levels run across.

Each set of descriptors are organised into 6 levels of need which describe increasing levels of need.

Universal
Universal Plus
Targeted
Targeted Plus
Specialist
Specialist Plus

As individual children and young people may have a range of needs which cut across all areas each descriptor must be completed, and an overall level decided upon.

1.3 How to Level a draft Education Health and Care Plan (EHCP)

The descriptors are used to assess each plan based upon the needs of the child or young person.

Section B of the plan describes the child or young person's special educational needs and is relevant to the decision making. Sections A and F may also be referred to in order to gain a more rounded view of the child or young person.

- **Section A**: The views, interests and aspirations of the child and his or her parents or the young person.
- **Section F**: The special educational provision required by the child or the young person.

STEP 1

On the Summary sheet available on Hertfordshire Grid for Learning enter the child or young person's details

STEP 2

- Read the first part of Section B
- Using the age-appropriate descriptors identify which level corresponds to the needs described in Section B. The decision will be based on a best fit.

STEP 3

Repeat step 2 for each area of need described in Section B. A level must be agreed for each set of descriptors. If the child or young person does not have an identified need in one or more of the sets, **select U** against the appropriate SEN levelling. There will be overlaps of need and it is important to read all of the sections when providing a level. For example, a child's communication and autism needs may impact on their ability to access the curriculum and their SEMH needs.

1.4 ASSESSING THE LEVEL OF CHILDREN AND YOUNG PEOPLE WHO DO NOT HAVE A PLAN

The process for providing a level for children and young people who do not have a plan will follow the same process described above. However, the information that describes the needs will be taken from a range of other sources, including professional reports. For children and young people who may require funding at Specialist and Specialist Plus, advice would be expected from a specialist within the field. For children and young people with a sensory impairment advice and guidance would be expected from a Specialist Teacher, holding the mandatory qualification in hearing impairment, visual impairment and multi-sensory impairment.

4.2 Emergency Review of High Needs Funding

- In most cases where funding has been agreed in line with the High Needs Funding system, this will be in place for the time specified at the point of agreement. For children and young people (CYP) with an Education Health Care Plan (EHCP) funding arrangements will not ordinarily be reviewed within the same year. However, there may be a very small minority of CYP whose situation and needs unexpectedly change within the timeframe, necessitating a higher level of funding sooner in order to meet their learning needs including physical access to the environment. When a CYP's needs significantly increase an early funding review will be undertaken in liaison with the school/setting, professionals from health, education and/or social care and parents/carers. An emergency review can only be instigated by the main professional working with the CYP and in liaison with the SENCo.
- A few examples of when an emergency review will be needed are provided for illustrative purposes. However, each unique case will be reviewed, and funding arrangements increased as appropriate.

Examples

1. A child with Duchenne Muscular Dystrophy has a sudden loss of mobility which is not in line with the typical projected deterioration associated with this medical condition. The school requires immediate additional funding to put the support measures in place to facilitate inclusion.
2. A CYP has a rare, undiagnosed condition whereby long-term outcomes are unknown by health professionals internationally. Sudden changes in cognitive impairment and/or physical skills require immediate intervention to support inclusion in a mainstream setting.
3. A CYP requires emergency surgery on a brain tumour which has previously been stable. Subsequent brain damage results in impairment to cognition and gross/fine motor skills necessitating a higher level of one-to-one support to facilitate inclusion within a mainstream school/setting.
4. A CYP has a diagnosed visual impairment or cancer of the eye which results in sudden loss of vision. A higher level of specialist strategies is required to enable access to learning.
5. A child has 'childhood dementia' and the loss of memory requires ongoing assessment to ensure appropriate strategies are in place to support the deterioration of cognition. A higher level of funding may be needed to facilitate a personalised learning programme and increasing levels of one-to-one support.

4.3 Guidance to support application for Focussed intervention funding

Please note that only information that is readily available needs to be included. However there needs to be enough information to equip the cluster/ panel with the ability to make the appropriate decision. Information can be attached to the application rather than replicating it in the form although reference needs to be made in the form to the attachments. Only directly relevant information should be included – please do not include whole copies of professional reports. Professional reports also need to be no older than two years old.

Whilst a child may be on a reduced timetable and the funding can be used as a way of enabling the child to work towards attending for a longer period, the child must be attending school.

Section 1: Home Address and Postcode:

The child or young person needs to resident in Hertfordshire to receive funding. Cases are directed to FIF panels according to the DSPL area of the school / setting attended.

Section 2: School Number / NEG number:

For PVI settings this is the 6 digit number on the headcount form that identifies PVI settings of the free place funding. For schools this is the HCC number.

PVI application: If a child is in a PVI setting but not attending their full allocation and is going to build up their hours over a period of time please give details of this (including dates against increased hours planned).

Section 3

Please provide a short narrative in bullet points of the key areas of need. This may include reference to access to learning, attendance, social inclusion. There should be a clear reintegration plan for a child or young person on a reduced timetable. If the child is on a reduced timetable please indicate this. Where attendance is an issue please indicate level of attendance.

There needs to be adequate information to enable the panel to understand the level of the child's needs. Where a VSEND radar and pupil profile is available please include this. Where available also include parental confidence. Please also include the latest two cycles of APDR. If the VSEND radar is not available, then other assessment information needs to be provided to enable the needs to be understood. There may be reference to the following:

- Relevant school/setting assessments and whether these are supported or unsupported. Please clarify these assessments if they are not in common usage
- Percentiles

- Age-appropriate comparisons – please ensure there is more detail than just below age related expectations.

Do not include evidence from CPOMS / SIMS / Arbor / work examples.

Evidence needs to be smart and clear and should show expected outcomes as you will be asked to report on impact. Any attachments need to be relevant to the content of the application. Significant evidence should be highlighted.

If applying for groups of need there should be evidence submitted for each child or young person.

Whilst not a prerequisite, where available, professional reports can be included although these should be extracts rather than whole reports with relevant parts highlighted. Please do not attach whole copies of the report. Reports should be no older than two years old. Please do not attach more than five attachments.

Needs which could be considered could include Cognition and Learning, EBSNA, trauma, ACES, SPLD, SEMH. Any information provided should be readily available within school.

Impact – please explain what the challenges are for the young person as result of their needs and the barriers they present for the child. Alongside the radar and profile / assessment information include details of how the needs impact on the curriculum and, if appropriate, upon access to the school and classroom.

If a CYP is on a reduced timetable there should be a clear reintegration plan which includes a timetable of when full time provision will be accessed.

You may also include reference to:

- Access to learning
- Attendance
- Social Inclusion

Section 4

Please note that provision/ intervention is not 1:1 support. Whilst the proposed intervention may require an adult to deliver it, the adult is not the actual intervention. Merely mentioning 1:1 support will not be sufficient for the panel to agree the application. Phrases such as “personalised” curriculum in themselves are not sufficient. There needs to be an indication of what that looks like and what the intervention is that requires additional funding.

This resource can only be used for children in school and for school-based interventions. Therefore, it cannot be used for on-line tuition or for alternative provision taking place off the school site. It must be for interventions which are over and above Ordinarily Available Provision. Reasonable adjustments will not be funded as they should be funded from the school’s own resources.

Please outline what provision has been made already for the child and what you propose to put in place with the funding. It is expected that any provision put in place using the funding will be over and above what should be ordinarily available (please refer to the Ordinarily

Available Provision document). This can involve specific intervention programmes, adaptations and resources which will assist inclusion in the school. Examples of this could be but are not restricted to:

Therapies to support SEMH needs such as bereavement or trauma

Implementing programmes suggested by SALT/OT /PT

Focussed learning interventions which would include what, where, when and why.

Some types of equipment which would not ordinarily be available and will enable access to the curriculum.

Interventions which are supporting the reintegration of the child back into school if they are on a reduced timetable.

A short term mentoring intervention to provide support for children having experienced trauma.

Relational work e.g. support to enable class teacher to perform specific activities with the child while someone takes the class for activities such as circle time during this period.

Support to enable a circle of friends intervention to take place

Providing nurture group support which can be vertically grouped

Themed external interventions delivered in school

Transition groups

Please note that this cannot be used for external alternative provision delivered off site. Where external providers are providing short term interventions in school as part of a wider reintegration or therapeutic plan this may be considered. This also cannot be used to pay for assessment from external professionals.

It is not a pre-requisite to have obtained professional support before an application can be made. It may be that advice has been sought and not yet obtained. Where support has not been received but is considered by the cluster/ panel to be appropriate, that may be recommended as part of this process. It might be that advice has been given, but in order to implement it further funding is required.

Please indicate how long you want the funding for. If the child has previously received this funding and you are applying for more, please indicate this on the form. It is expected that there will have been some impact of the previous funding that can be demonstrated.

Where applying for strand 2 please ensure there is sufficient information demonstrating the complexity of need and the level of support required.

Section 5

Outcomes– How will you know that the intervention has been effective? There needs to be a measurable impact provided so that this can be assessed during and at the end of the funding period. It is not proposed that this should be information which is not readily

available already in school. It could be that APDRs demonstrate that there has been measurable progress. It could take the form of specific attainment in terms of the curriculum. It could also be that attendance has increased or something specific within a reintegration plan has been achieved. It could be a specific increase in the socialisation of the child.

Exceptions

In addition to the above there may be exceptional circumstances. These may include where a child or young person has multiple needs and, although as individual needs they could be met from ordinarily available provision when presenting all at the same time make it difficult for schools to meet needs without additional support for some interventions.

There is no right of appeal.

4.4 FIF Confidentiality and Panel Brief

Below is the brief read to panels at the start of every panel/ cluster

- The panel/ cluster are reminded that all discussions and information within the panel /cluster are confidential and should consider the evidence available within the paperwork and provide any professional views from their area(s) of knowledge and expertise.
- Colleagues attending panels/ clusters are expected to recognise the sensitivity and confidentiality of matters discussed which should not be discussed or shared outside of the meeting, unless in relation to the decision once circulated by the DSPL Manager.
- If the panel/ cluster is held with panel/ cluster members in the same room, any papers/notes should remain in the room at the end of the meeting for confidential disposal by the DSPL manager. Any information stored electronically by panel members should be deleted at the end of the meeting. When accessing papers through a SharePoint access to these papers will be denied after the panel/cluster has been held.
- All discussion is confidential and will not be shared beyond the panel/cluster meeting.
- Should any panel/ cluster members have any queries, these should be raised during panel or with the chair immediately following panel, as appropriate.
- A discussion should take place as to what provision the CYP needs. This could be support from a service, funding to the school/setting or a combination of both.
- If funding is appropriate, then a discussion will take place to agree the length of the award – this should not be longer than a year.
- If the answer is no, then discussion will follow to reach consensus about the position.
- If the CYP is not to be supported with FIF then a discussion will take place as to the reasons for this including any recommendations for support from a service.
- Throughout the panel, the funding spreadsheet will be maintained with the panel regularly updated as to the current spend. Notes will be made on the spreadsheet as to the reasons for the decision.

- Should it be established that professional support is required the wording of the communication with schools will be agreed and recorded on the spreadsheet.

Top-up Funding – High Needs Funding (HNF) in Mainstream Schools

Levelling Summary Sheet

Name of child or young person _____

Need	Level U	Level U+	Level T	Level T+	Level S	Level S+
Cognition and Learning						
Speech and Language and Communication Needs						
Communication and Autism						
Social, Emotional and Mental Health						
PNI						
Hearing						
Vision						
MSI						

Overall level_____

Date Completed_____

Role of Person completing the assessment

Key: U=Universal Support, U+ = Universal Plus Support, T=Targeted support, T+= Targeted Plus support, S= Specialist Support, S+= Specialist Plus support

For Annual Reviews only:

No change to level

Change to recommended (see above) * ☐

Focused Intervention Funding

Application Form

Please refer to the Guidance document before completing this form

Category of Application	Tick
Strand 1 – Early Years Enhanced Provision Funding	
Strand 2 – Support Reception aged children who have complex needs and will need an EHCNA/EHCP	
Strand 4 a) – Support for children to access a mainstream curriculum individually Strand 4 b) – Support for children to access mainstream as a group	

Please state the name/number of your cluster	

Section 1	**Child/Young Person's Detail**	
Name		
Date of Birth		
Year Group		
Gender		
Home Address		
Ethnic Origin		
First Language		
Section 2	**School/ Setting Details**	
Name of School / PVI		
Contact No. of School		
School No/NEG number		
	Early Years Enhanced Provision Application	
PVI/Maintained Nursery application – no. of hours the child is entitled to	15 Hours ☐ 30 hours ☐	
No. of hours the child is currently attending		
Is the child currently in receipt of any EY's SEND funding	No ☐ Yes ☐ Previously ☐ Unknown ☐	Inclusion Funding ☐ Targeted Funding Level 1 ☐ Targeted Funding Level 2 ☐
Section 3	**All Children / Young People - Profile of the Child/Young Person's SEND**	
Main Educational SEND Need	Speech, Language & Communication ☐ Social, Emotional & Mental Health ☐ Sensory & Physical ☐ Cognition & Learning ☐	

	Other:
Is the child known to any other services **Is the child receiving current/ongoing involvement?**	Yes ☐ No ☐ Name of Service/s Current Involvement: .
Provide a profile of the child/YP's needs in bullet point format. **Please attach a copy of the VSEND radar/profile. If not available please attach ongoing assessment information. Please also include latest and previous APDRs.**	VSEND Radar/Child Profile or equivalent ☐ Recent Assess, Plan, Do, Review Cycles ☐ Other: Not Applicable- new to education ☐
What Impact do the SEND needs have on the ability of the child to access education	
What is the view of the child or young person	
Section 4	**Provision**
Please list key interventions/individual provision that is already in place that are in addition to ordinarily available provision.	
What additional intervention is required?	
For Strand 2 please indicate the substantial provision that is required using the Descriptors of Need Tool	
Section 5	**Impact**
What is the intended outcome of the proposed intervention?	
If this is a resubmission please indicate what impact previous funding	

has had on progress towards outcomes and what further intervention is required.	

Role of person completing the form……

Name of person completing the form……

Name(s) of parent(s)……..

Date of completion…….

(Parents must be informed and agree to the school making this application)

Please e-mail to your DSPL manager.

Attachments

- the latest reviewed and current APDRs
- VSEND Pupil radar or similar

Please list any other attachments:

Focussed Intervention Funding

Group Application Form

Please refer to guidance before completing this form.

Category of Application	Tick
Strand 1 – Early Years Enhanced Provision Funding	
Strand 2 – Support Reception aged children who have complex needs and will need an EHCNA/EHCP	
Strand 4 a) – Support for children to access a mainstream curriculum individually Strand 4 b) – Support for children to access mainstream as a group	

Please state the name/number of your cluster	

Please complete these details for every child in the proposed group

Section 1	**Child/Young Person's Detail**
Name	
D.O.B.	
Year Group	
Main Educational Need	Speech, Language & Communication ☐ Social, Emotional & Mental Health ☐ Sensory & Physical ☐ Cognition & Learning ☐ Other:
Section 1	Child/Young Person's Detail
Name	
D.O.B.	
Year Group	
Main Educational Need	Speech, Language & Communication ☐ Social, Emotional & Mental Health ☐ Sensory & Physical ☐ Cognition & Learning ☐ Other:
Section 1	Child/Young Person's Detail
Name	
D.O.B.	
Year Group	
Main Educational Need	Speech, Language & Communication ☐ Social, Emotional & Mental Health ☐ Sensory & Physical ☐ Cognition & Learning ☐

	Other:
Section 1	Child/Young Person's Detail
Name	
D.O.B.	
Year Group	
Main Educational Need	Speech, Language & Communication ☐ Social, Emotional & Mental Health ☐ Sensory & Physical ☐ Cognition & Learning ☐ Other:
Section 1	Child/Young Person's Detail
Name	
D.O.B.	
Year Group	
Main Educational Need	Speech, Language & Communication ☐ Social, Emotional & Mental Health ☐ Sensory & Physical ☐ Cognition & Learning ☐ Other:
Section 1	Child/Young Person's Detail
Name	
D.O.B.	
Year Group	
Main Educational Need	Speech, Language & Communication ☐ Social, Emotional & Mental Health ☐ Sensory & Physical ☐ Cognition & Learning ☐ Other:

Section 2	**School/ Setting Details**
Name of School / PVI	
Contact No. of School	
School No/NEG number	
Section 3	**Provision**
Please list key interventions that are already in place that are in addition to ordinarily available provision. This should include interventions for all of the children or young people listed above.	
What additional intervention is required?	

Section 4	Impact
What is the intended outcome of the proposed intervention?	
If this is a resubmission please indicate what impact previous funding has had on progress towards outcomes and what further intervention is required.	