

Focused Intervention Funding

Background

Focused Intervention Funding (FIF) replaces Local High Needs Funding (LHNF) from 1st April 2026. FIF is being introduced to replace some elements of LHNF and support Children and Young People (CYP) for whom a short-term intervention will enable them to make progress in a mainstream setting without the need for an EHCP.

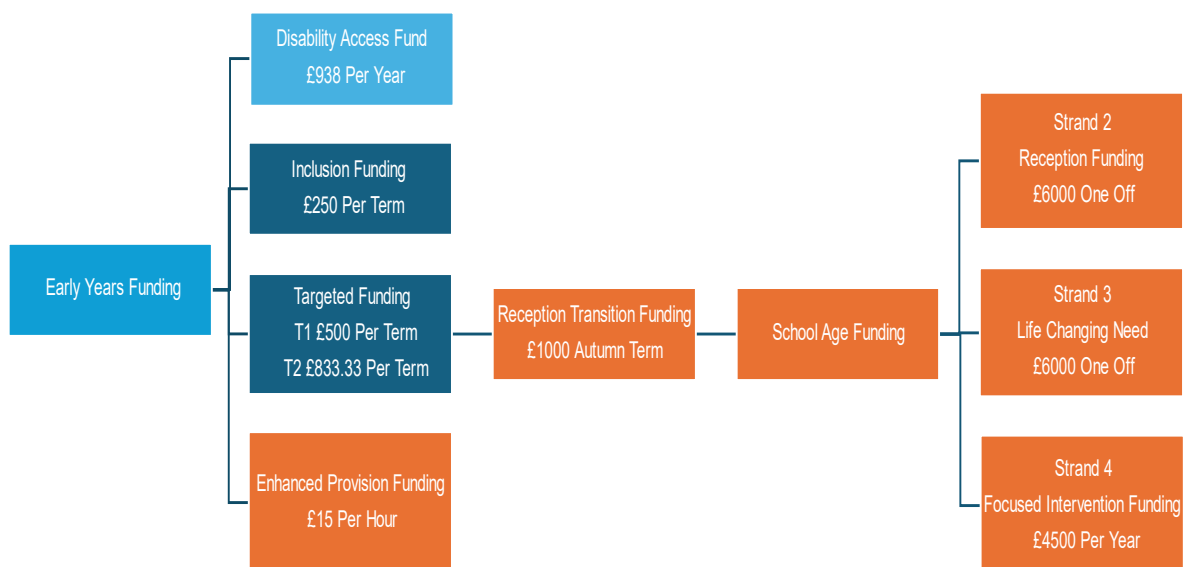
It is a non-statutory, discretionary funding system designed to support children and young people (CYP) with emerging needs and for CYP who have needs that fall outside the EHCP process. It is managed locally within the nine different "Delivering Special Provision Locally" (DSPL) areas although funding 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.

FIF will focus on five specific areas:

- Strand 1: Early Years Enhanced Provision Funding - This is for early years children prior to Reception, in PVI's, 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) Focused Intervention Funding. This is for those with emerging needs and at a mainstream school and not on the journey for an EHCP.



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.

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 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.

If a child leaves the school or the authority it will be the responsibility of the school to inform the finance team in the LA.

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 be 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. Please note that Rosenshein’s 10 principles of instruction are considered to be part of Ordinarily Available Provision. (see appendix 4)

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

Impact – 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.

Appendix 1



Focused Intervention Funding Individual 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 for 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 or Strand 4 b) – Support for children to access a mainstream curriculum as a group	

Please state the name / number of your cluster	
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Section 1	Child/Young Person's Detail	
Name		
Age		
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 <input type="checkbox"/>	
	30 hours <input type="checkbox"/>	
No. of hours the child is currently attending		
Is the child currently in receipt of any EY's SEND funding	No <input type="checkbox"/> Yes <input type="checkbox"/> Previously <input type="checkbox"/> Unknown <input type="checkbox"/>	Inclusion Funding <input type="checkbox"/> Targeted Funding Level 1 <input type="checkbox"/> Targeted Funding Level 2 <input type="checkbox"/>



Section 3 - All Strands	Profile of the Child/Young Person's SEND
Main Educational SEND Need	Speech, Language & Communication <input type="checkbox"/> Social, Emotional & Mental Health <input type="checkbox"/> Sensory & Physical <input type="checkbox"/> Cognition & Learning <input type="checkbox"/> Other:
Is the child known to any other services Is the child receiving current/ongoing involvement?	Yes <input type="checkbox"/> No <input type="checkbox"/> Name of Service/s: Current Involvement:
Provide a profile of the child/YP's needs in bullet point format. Please attach copy of the VSEND radar/ profile. If not available, please attach ongoing assessment including latest and previous APDRs	<ul style="list-style-type: none"> • VSEND Radar/Child Profile or equivalent <input type="checkbox"/> Recent Assess, Plan, Do, Review Cycles <input type="checkbox"/> Recent/relevant Professional Reports <input type="checkbox"/> Not Applicable- new to education <input type="checkbox"/>
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 involved and agree with the contents of this form)

Please e-mail to your DSPL manager.

Attachments

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

Please list any other attachments:

Appendix 2

SENCo Clusters Terms of Reference.

Purpose:

- To consider applications for Focused Intervention Funding against the published guidance made from schools within the appropriate cluster.
- 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 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.

Appendix 3

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
- 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

Appendix 4

Focused Intervention Funding Process Flow Chart

DSPL Manager to receive applications for their clusters and send them out prior to the meetings taking place (Approx. 7 days prior to cluster meetings)



All clusters to take place across the DSPLs. Clusters to agree on those applications that will go to the panel meeting and provide support/advice/next steps for those who are unsuccessful at this point



Following cluster the Lead SENCo to complete cluster spreadsheet and send to DSPL manager



Panel to take place for final decision to be made



DSPL Manager to inform school of the final decision.

Appendix 5

Rosenshine's principles of instruction

