

ENFIELD INTERVENTION FIRST (EIF) FUNDING



SCHOOL INFORMATION BOOKLET
PILOT 2025 / 2026

Overview



Most children will have their needs met at school with universal support, as delivered through Quality First Teaching (QFT) and Ordinarily Available Provision (OAP), funded by the notional £6,000 (elements 1 & 2). However, some children may have needs that require targeted short-term, funded early intervention.

To address this, the Local Authority (LA) are introducing pre-statutory funding known as Enfield Intervention First (EIF), previously referred to as Tier 3.

The pilot will commence from November 2025 (following half-term).

- EIF funding provides short-term, targeted financial support for individual pupils whose needs go beyond universal provision funded by elements 1 & 2, enabling settings to deliver focused interventions that help close attainment gaps and support progress toward educational outcomes.
- The offer has been extensively co-produced with primary school children, schools, parents, carers and professionals to ensure that funding is available for early intervention and to meet needs in a timely manner, thereby improving outcomes for children with SEND.
- Funding for the EIF pilot has been approved by the LA's finance service at £198,000. Following feedback from schools and professionals, the allocated funding per pupil will be agreed for approximately £3,000, which represents 73% of Band A funding for an Education, Health, Care Plan (EHCP).
- This level of funding will support around 70 students who have been identified by their school or a professional as requiring provision beyond what is available through elements 1 & 2.
- Each referral will be reviewed by SEN professionals to ensure a child-centred approach, with the final amount confirmed by the LA, based on the specific request for use of the funding.



Overview:

Enfield Intervention First (EIF) is pre-statutory support which provides targeted, financial assistance to schools when a child's needs exceed what can be met through universal provision.

- Deliver tailored interventions that go beyond standard resources, helping to address needs early.
- Focuses on children who may require short-term, intensive support or are likely to receive low-level EHCP funding.
- Piloted for one academic year starting in October 2025, supporting approximately 70 identified children across the borough.

Criteria



To ensure EIF funding reaches those children who would most benefit, the eligibility criteria for EIF are outlined below.

To support fair and focused access, a child would need to be in their **Reception year** and meet the essential criteria before an application can be considered

To be considered for EIF funding, the following is essential:

- A child must be registered on the SEN Support register and require focused, time-limited intervention to address specific barriers to learning that are necessitating targeted support beyond universal provision.
- The school has completed a minimum of one full cycle of the graduated response for the child, showing the progress made towards set targets. Due to the age of the cohort covered by the pilot, this can be a minimum of 6-weekly review.
- The school has evidenced how the notional £6,000 budget has been spent on the child and how any additional costed provision is being implemented.

In addition, the child must meet ONE of the following:

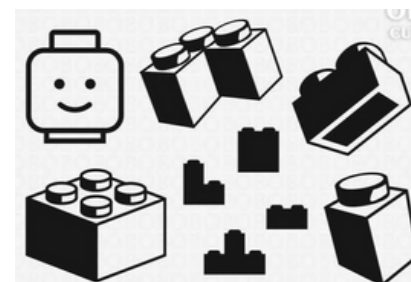
- Present with a SEND profile requiring differentiated strategies of support.
- Have experienced a sudden or unexpected change that has disrupted their learning, but with timely and appropriate support, they can rebuild confidence and make meaningful progress.
- Have medical needs that affect their learning and led to differences in progress compared to peers, but with the right support have the potential to close the gap.
- Be experiencing challenges in making sufficient progress towards their outcomes due to previously identified and appropriately supported EBSNA (Emotionally Based School Non-Attendance).

Interventions

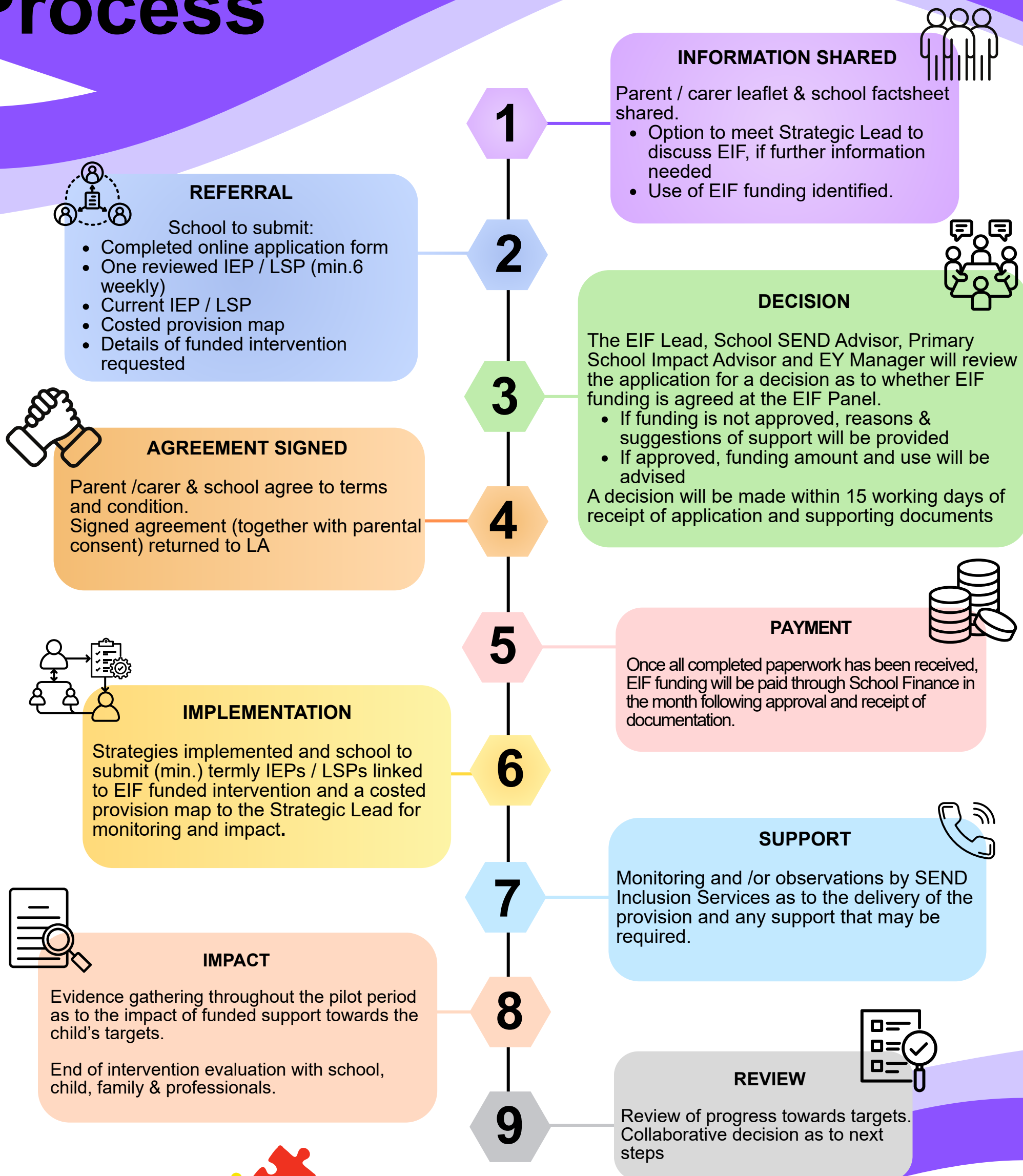


The following are examples of how EIF funding may be used; however, this list is not exhaustive. While funding is allocated for an individual child, group-based interventions may also benefit other children participating in the group.

- Intensive, small, group speech & language interventions e.g. Lego therapy, social skills communication group, Language for Thinking, TalkBoost etc.
- 1:1 intervention for specific strategies (funding will not be approved for 1:1 full time LSA or agency support), and clear evidence will need to be provided as to how individual support will be phased out.
- Small group or paired academic support for children who need a 'boost' in basic literacy and numeracy skills.
- Evidence-based Health therapies, e.g. emotional literacy support, bereavement counselling.
- Specialist equipment, resources or teaching materials. (The expectation is that settings will utilise resources from the Local Authority Lending Library), and if an item is unavailable, EIF funding may be requested.
- The use of additional assistive technology e.g. Dragon software.



Process



Referrals



Four distinct pathways

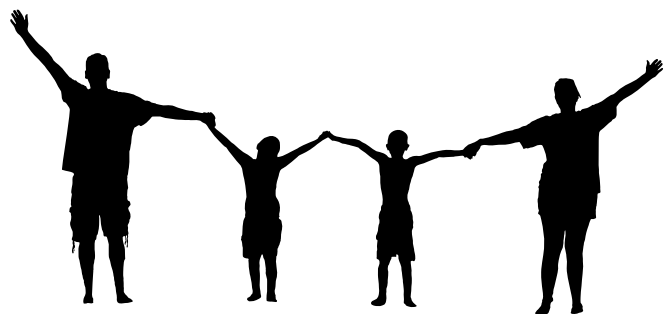
1. Any LA team that sits under the Head of SEN & Curriculum Inclusion, e.g SEN Advisor, who following observation, may recommend a child for EIF funding.
2. Schools receiving support from the Primary SEND Impact Advisor (SIA).
3. Schools may make a referral for a child who requires targeted, short-term support and the school can evidence that the child meets the EIF criteria.
4. Following discussion with any other professional, where it has been identified that a child may require targeted, short-term intervention support.

The EIF application process has been streamlined to minimise workload for schools, ensuring it remains accessible, time-efficient and focused on essential information only.

How to apply

- Complete online application form at <https://forms.office.com/e/fhqMDwtYJQ>.
- Email EIFfunding@enfield.gov.uk any supporting documents. This must include (but is not limited to):
 - One reviewed IEP / LSP (min. 6 weeks).
 - Current IEP / LSP.
 - Costed provision map (showing notional £6k spend) and proposed EIF funding spend.
 - Diagnosis letter (if applicable).
 - Any other supporting evidence e.g. professional report.

Each referral will be reviewed by SEN professionals to ensure a child-centred approach, with the final amount confirmed by the LA based on the specific request for use of the funding.



A decision will be made within 15 working days of receipt of application and supporting documentation

- EIF funding cannot be considered when an Education Health Care Needs Assessment (EHCNA) is already underway for the child, whether initiated by the school or parent/carer. EIF funding is not designed to serve as a temporary measure during an EHCNA process.
- To ensure equity and manage demand, a cap will be placed on the number of children per school who can be considered for EIF funding. Following the pilot, this will be reviewed in line with available resources and referral trends.
- If EIF funding is granted, it does not affect a school or parent / carer right to apply for an EHCNA at a later stage, should they so choose to.

Monitoring



Monitoring will ensure transparency, enable monitoring of impact and support ongoing planning for the child's needs.

Please ensure your IEPs / LSPs specify impact of EIF, progress, as well as the wider 'soft' impact for the child / family too.

Schools in receipt of EIF funding must account for how the funding is being spent and provide evidence of the impact of the funding on the child's progress.

Schools to submit:

- Minimum termly reviewed IEPs or LSPs, via the School's own Asses, Plan, Review (APDR) format. The IEPs or LSPs must show child's progress / tracking towards their targets, together with a context and summary of the impact of EIF funding.
- A minimum 6-weekly or termly costed provision map that details the support currently in place. This should also include how both the notional £6,000 SEN budget, in addition to EIF funding is being used, along with any adjustments or changes made to the allocated spend. This ensures transparency, enables monitoring of impact, and supports ongoing planning for the child's needs

LA support:

If your school is involved with the SEND Impact Advisor (SIA) offer:

- Learning walks to observe child(ren) and delivery of provision via EIF funding
- Discussions with staff as required.

Schools currently not involved in the SEND Impact Advisor offer:

- One monitoring visit from either the SIA or LA SEND representative to meet with the SENCO and observe delivery of provision being funded by EIF.

LA / school agreement

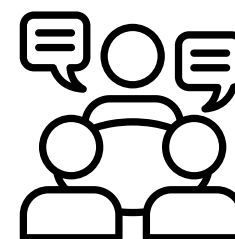


- Schools are required to complete a funding agreement as part of the EIF application process.
- The LA reserves the right to withdraw EIF funding if a school fails to comply with the terms and conditions outlined in the agreement, including the delivery of agreed support, submission of monitoring information, and adherence to timelines.
- This ensures accountability, transparency, and appropriate use of resources.

Once all required documentation is received by the LA, payment will be made in the calendar month following approval of EIF funding.*

*subject to internal LA school advance finance deadlines

End of intervention



There will be a review of the impact of EIF funding towards the child's IEP targets and progress made.

The EIF Strategic Lead will evaluate the impact of the funded provision with the SENCO, professionals, children and family, in order to collaboratively decide the next steps.

Responsibilities

The EIF Strategic Lead, Seema Shah, is supervised by Olivia Bray, DBV Programme Manager.

The DBV programme is overseen by Barbara Thurogood, Head of Service, SEND & Inclusion.

Confidential information and sensitive personal data are managed through adherence to Data Protection legislation.

Legislation & Policy for Inclusion in Mainstream Schools (Pre-EHCP)



In line with the Children and Families Act 2014 and the SEND Code of Practice (2015), it is a statutory expectation that all schools and educational settings implement a clear and structured approach to identifying and responding to special educational needs and disabilities (SEND).

Best practice encourages the use of a 'strengths and needs based' approach to ensure inclusive, person-centred support that promotes positive outcomes for children and young people.

Children and Families Act 2014 (Part 3)

Even before an EHCP is issued, this Act requires:

- Early identification of special educational needs.
- Schools to use their best endeavours to meet the needs of pupils with SEND (Section 66).

SEND Code of Practice 2015 (0–25 years)

- This statutory guidance outlines what Schools must do before an EHCP is considered:
- Graduated Approach: Schools must follow a cycle of Assess → Plan → Do → Review.
- SEN Support: Pupils not on an EHCP must still receive tailored support through SEN Support plans.
- Inclusion: Schools must make reasonable adjustments and ensure access to a broad and balanced curriculum.
- Parental Involvement: Parents must be involved in planning and reviewing support.

Ofsted's 2025 framework and Current Context

- Providing training and resources to help Schools meet their obligations under the Act and Code.
- Holding Schools accountable for inclusive practices through inspection criteria.
- Encouraging early identification and support, aligning with the Code's emphasis on early intervention.
- The PINS (Partnership for Inclusion of Neurodiversity in Schools) programme and Ofsted 2025 framework reinforce the importance of inclusive practice at the SEN Support stage.
- There is ongoing discussion about reforming or narrowing EHCPs, which may place even more emphasis on robust pre-EHCP support.

Summary: Legal Duties Pre-EHCP: Area Duty/Requirement

- **Identification:** Early recognition of needs
- **Provision:** Use of best endeavours to meet needs
- **Inclusion:** Mainstream education as default
- **Support:** SEN Support via graduated approach
- **Accountability:** Ofsted inspections include SEND provision



Enfield Intervention First FAQs



1. What is EIF funding?

Enfield Intervention First (EIF) funding is short-term, targeted financial support for individual pupils whose needs exceed what can be met through universal provision and elements 1 & 2. It enables schools to deliver focused interventions aimed at closing attainment gaps and supporting progress toward educational outcomes.

2. Which children are eligible for EIF funding?

To be considered for EIF, the child must be in their reception year and on the SEN Support Register. In addition, they must satisfy one of the following:

- Present with a SEND profile, requiring intervention beyond universal provision
- Experiencing disrupted learning due to sudden change in circumstances or medical needs.
- Have challenges linked to Emotionally Based School Non-Attendance (EBSNA).

3. What must the school demonstrate before applying?

- Completion of one full cycle of the graduated response (minimum 6-weekly review).
- Evidence how the notional £6,000 SEN budget has been used.

4. How can EIF funding be used?

Examples include:

- Small group support in literacy, numeracy or speech & language interventions (e.g. social communication skills group, TalkBoost)
- 1:1 time limited interventions (with a clear plan for progression to small group / mainstream support)
- Evidence based therapies, including health (e.g. emotional literacy support, bereavement counselling).
- Specialist equipment or assistive technology (e.g. Dragon software).

5. Can a school apply for EIF funding if it is awaiting an outcome on an EHCNA?

EIF funding is intended to support children at SEN Support level and cannot be used as a temporary measure where an EHC needs assessment is being actively considered or has already been initiated, by either the school or parent / carer.

6. How do I apply?

- Complete the online application form: <https://forms.office.com/e/fhqMDwtYJQ>
- Email supporting documents to EIFfunding@enfield.gov.uk

7. How long before a decision is made?

Decisions are made within 15 working days of receiving a completed online application and supporting documents..



Online application:
<https://forms.office.com/e/fhqMDwtYJQ>

Enfield Intervention First FAQs cont...



8. Is there any monitoring?

Schools must submit:

- Termly reviewed IEPs/LSPs showing progress and impact of EIF funding.
- A termly costed provision map detailing use of both the notional £6,000 and EIF funding, including any proposed changes.

9. Is there a limit to how many applications a school can make?

Schools may submit multiple referrals, but there may be an approval cap per school to ensure equity and manage demand. This will be reviewed after the pilot phase based on referral trends and available resources.

10. Are there any terms & conditions for EIF?

Schools must obtain consent from parents prior to application and complete a Local Authority (LA) / school funding agreement. The LA reserves the right to withdraw EIF funding if the school does not comply with the agreement, including delivery of support, monitoring and timelines.

11. When is EIF funding paid?

Payment is made through school advances payment by the LA's School Finance team in the calendar month following approval. Please note this is subject to LA finance deadlines (the first Friday of every month).

12. What happens at the end of the funding period?

For each child, the pilot will run for one year and after this time, Seema Shah, EIF Strategic Lead and SEN professionals will review progress and the impact of the funded intervention. There will be a discussion with the SENCO, professionals and family to collaboratively decide next steps.

13. How long is the pilot running?

The pilot will commence from 3rd November 2025 (after October half-term) and each child's individual funding will last for 12 months from the date of payment. Therefore, dependent on time of application and approval, the funding may continue when the child starts in year 1 and will support transition and continuation of intervention.

14. Who can I contact if I have questions?

If you wish to discuss further or are unsure of suitability, please contact the EIF Strategic Lead, Seema Shah, by email: seema.shah@enfield.gov.uk or tel: 020 8132 2695.



Email all supporting documents to:
EIFfunding@enfield.gov.uk

EIF FUNDING vs TIER 2 & BAND A

The descriptors in each band represent a range of needs and there may be some crossover into the previous or next banding.
Chronological age will be taken into account as part of the 'best fit' decision.

COGNITION & LEARNING

Academic Attainment

Tier 2	ENFIELD INTERVENTION FIRST (EIF)	Band A
Pupil presents with more than one area of need. Pupil experiences some difficulties across different areas of the curriculum and is likely to be working below age related expectations.	Pupil presents with multiple areas of need. Pupil experiences a moderate level of difficulty across different areas of the curriculum and is working well below age related expectations.	Pupil presents with multiple areas of need. Pupil experiences a moderate level of difficulty engaging with different areas of the curriculum, their independence, planning and organisation skills
Attainment below age-related e.g. End of KS1 – Y1/early Y2; End of KS2 – Y5/early Y6; End of KS3 – Y8/early Y9; End of KS4 – working towards Level 1 and some Level 2 qualifications.	Attainment well below age-related e.g. End of KS1 – Reception/Y1. End of KS2 – Y4/5; End of KS3 – Y7/8; End of KS4 – working towards Level 1 qualifications.	Attainment levels are well below age-related in most subjects (alongside significant needs in other areas) e.g. End EY – 2 years delay; End KS1 – EY levels. End KS2 – Y3/4; End KS3 – Y6/7. End KS4 – working towards Entry Level 2–3).

Progress in Core Subjects and Life Skills

Tier 2	ENFIELD INTERVENTION FIRST (EIF)	Band A
Pupil may be making slower than expected progress in some subject areas and with life skills, despite high quality teaching, additional adult support and short-term interventions.	Pupil continues to work below age-related expectations even with additional support. Pupil is making slower than expected progress in some subject areas and with their life skills despite additional adult support and short-term interventions.	Pupil has moderate difficulties in learning foundation literacy and numeracy skills, retaining information, generalising skills and problem-solving skills Pupil is making slower than expected progress in all areas despite targeted interventions based on specialist advice and additional adult support. The gap between the pupil and their peers may be increasing.



Engagement and Access to the Curriculum

Tier 2	ENFIELD INTERVENTION FIRST (EIF)	Band A
Primarily working within mainstream classroom on differentiated tasks with some additional adult support. Some difficulties with attention, concentration, memory and organisational skills that impact on learning.	Able to work within mainstream classroom on differentiated tasks with additional adult support. Requires changes to schemes of work, materials and alternative ways of recording alongside check-ins, movement breaks, scaffolds, visuals and/or social stories to access learning. Difficulties with memory, processing, attention and/or executive functioning but can make progress with differentiation and targeted intervention.	Pupil is unable to access the curriculum without high quality intervention programmes and materials which allow for over-learning and repetition Pupil has moderate difficulties in attention and concentration and need adult intervention to stay on task Pupil has moderate difficulties with memory and/or executive functioning Pupil may have slower processing skills and need more time to respond to instructions

COMMUNICATION & INTERACTION

Expressive and Receptive Language

Tier 2	ENFIELD INTERVENTION FIRST (EIF)	Band A
Pupil has a language delay in expressive and/or receptive language Pupil needs support through high quality adult-child interactions with staff who have had access to training in specific strategies, delivering school interventions and the implementation of in-class high quality teaching strategies Pupil has difficulties in understanding, using and remembering new vocabulary and longer instructions Pupil requires a whole school approach which is consistent and intervention support to learn unfamiliar subject-specific vocabulary.	Pupil has a language delay in expressive and/or receptive language Pupil has some difficulties in engaging in classroom activities or during unstructured times, affecting confidence to participate with others Pupil has difficulties in understanding longer instructions and non-literal language and requires explicit teaching Pupil has limited vocabulary or word finding difficulties and requires small group pre-teaching of subject specific vocabulary Pupil may present with moderate difficulties in narratives	Pupil has moderate language difficulty with expressive and/ or receptive language Pupil's expressive and receptive language difficulties cause regular and frequent difficulty in accessing the curriculum and participating effectively in learning Despite intervention and environmental support, pupil has difficulties in understanding classroom language and routines, maintaining relationships and expressing themselves



Speech (Speech Sounds, Stammer, Voice Quality) and Situational Mutism

Tier 2	ENFIELD INTERVENTION FIRST (EIF)	Band A
Presents as situationally mute in some environments.	Presents as situationally mute in all environments. Difficulties with speech; may only be intelligible to familiar adults.	In addition to other needs, <u>moderate</u> difficulties with speech which impact on intelligibility.

Social Communication and Interaction

Tier 2	ENFIELD INTERVENTION FIRST (EIF)	Band A
<p>Pupil has difficulty in identifying basic emotions in themselves or others</p> <p>Pupil has difficulties orientating towards the person who is talking</p> <p>Pupil has some difficulty in knowing how to make friends and be a friend with others, even when peers are familiar <u>to</u> them</p> <p>Pupil has difficulty in asking for help in the classroom context and requires some adult guidance to use a learnt phrase or visual support</p> <p>Pupil has some difficulty in thinking flexibly</p>	<p>Pupil may present with social communication vulnerabilities around recognising and communicating more complex emotions</p> <p>Pupil is able to apply strategies when supported by an adult or during social skills interventions</p> <p>Pupil may require social stories, intervention or visual support to manage change and problem solve real and picture-based situations</p> <p>Pupil has difficulties in knowing how to start, continue and repair conversations</p>	<p>Pupil has a moderate difficulty in play and social interaction and has difficulty in initiating this independently</p> <p>Pupil may find unstructured situations challenging and may benefit from alternative activities or extra supervision at break/lunch times</p> <p>Pupil has moderate difficulties in managing change, without adult support, preparation and/or visual supports</p> <p>Pupil has moderate difficulties in building and maintaining successful relationships with adults and peers</p> <p>Pupil may have few friendships which can be fleeting and may be vulnerable to exploitation</p> <p>Pupil has difficulties with social awareness, and this may result in social isolation and/or harm</p> <p>Pupil requires pre-teaching and adult support to identify an appropriate solution to a problem</p> <p>Pupil requires adult guidance or prompts to express their views and justify their reasoning</p>



Attention, Focus and Engagement

Tier 2	ENFIELD INTERVENTION FIRST (EIF)	Band A
<p>Pupil regularly experiences difficulties with attention and focus in during lessons which impacts on access and retention of information</p> <p>Pupil needs as for Tier 1 with additional consideration to seating, adult proximity, mediation and scaffolds to focus during learning times</p>	<p>Pupil's emotional state influences attention and focus and engagement with tasks which is consistently impacting on access and retention of information</p> <p>Pupil needs as for Tier 2 with additional sessions outside of lessons for catch up and/or pre-teaching sessions to fill any information gaps</p>	<p>Pupil's emotional state moderately influences attention, focus and engagement with learning</p> <p>Pupil can be reliant on adults or avoidant of adult help and support</p> <p>Pupil needs adults who can help them make sense of their emotional experiences and make appropriate adaptations to mediation and support</p> <p>Pupil may need sensory breaks to remain within "window of tolerance" and access learning</p>

Managing Relationships

Tier 2	ENFIELD INTERVENTION FIRST (EIF)	Band A
<p>Pupil has occasional difficulties in making and/or sustaining relationships in school, but is generally able to work with other peers and adults</p> <p>Pupil needs to have regular and positive experiences with emotionally available adults and peers in school and may need to be taught about the different types of relationships and the skills needed to develop and maintain those relationships</p>	<p>Pupil experiences regular difficulties in managing the low level "ups and downs" of day-to-day relationships with peers and adults</p> <p>Pupil needs as for Tier 1 plus interventions to understand the perspective of others and develop skills to build, maintain and repair relationships</p>	<p>Pupil experiences difficulties maintaining positive relationships and has few friendships. Underlying factors may be due to emotional regulation, behaviours of concern and/or social and communication and interaction differences</p> <p>Pupil needs adult help to develop an awareness of their own emotional/physiological reactions to situations or events</p>



Emotional Regulation

Tier 2	ENFIELD INTERVENTION FIRST (EIF)	Band A
<p>Pupil regularly experiences difficulties in understanding and managing their emotions. Their emotional state can fluctuate which is impacting on their learning and social aspects of school life. There may be periods of school absence</p> <p>Pupil needs as for Tier 1 with the addition of adults who can provide attuned support, i.e. support pupils to make sense of their experiences and emotions and develop regulation strategies by using 'teachable moments'. Re-integration planning and support needed if there are school absences</p>	<p>Pupil is experiencing emotional distress. This may be following a sudden and/or unexpected traumatic event</p> <p>Pupil's distress levels fluctuate, and they are not yet able to identify or regulate their emotions, which may be impacting on their school/lesson attendance, learning and/or social aspects of school life</p> <p>Pupil may be able to apply learnt strategies with adult support</p> <p>Pupil needs as for Tier 2 with identified adults in school who are available both at predictable times and as needed to help with self and co-regulation. School based intervention may be needed for anxiety and/or emotionally based school non-attendance</p> <p>Pupil may need this intervention support for a time limited period (e.g. between settings, key stages, lessons, school breaks) whilst adapting to new situations and routines</p>	<p>Pupil experiences periods of dysregulation, which may manifest in behaviours of concern directed towards themselves or others. There are weekly incidents.</p> <p>Pupil may be finding being in the classroom environment difficult due to stress/anxiety</p> <p>Pupil needs identified adults to notice early signs, co-regulate and remind pupil of taught strategies to provide containment and support emotional development.</p> <p>Ongoing intervention is needed to access the curriculum</p>

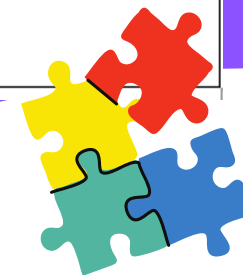


Visual Impairment: Vision and Impact on Curriculum Access

Tier 2	ENFIELD INTERVENTION FIRST (EIF)	Band A
<p>Pupil has visual difficulties which may require clear font or enlarged resources</p> <p>Pupil may show signs of lack of concentration or fatigue that impacts on progress</p> <p>Pupil may need support with social interactions and developing friendships</p>	<p>Pupil has visual difficulties impact on access to the learning environment and may require enlarged/ modified resources or visual aids such as magnifiers or specialist IT equipment</p> <p>Pupil may make mistakes when copying from the board, working slowly and/or experience visual fatigue requiring rest breaks, scribing and/or access to audio books and/or large print books</p> <p>Pupil may require accessibility options when using IT equipment</p> <p>Pupil may need emotional support to develop their self-esteem, independence and friendships</p>	<p>Pupil has moderate vision impairment that requires documents produced in clear print and/or modified large print to point size N18-N24 or visual aids</p> <p>Trained staff are required to create substantially adapted curriculum materials and resources for all subjects and to provide additional support for practical subjects</p> <p>Pupil requires assistive devices</p> <p>Pupil will need to use braille and/or tactile materials</p>

Visual Impairment: Impact on Mobility and Emotional Wellbeing

Tier 2	ENFIELD INTERVENTION FIRST (EIF)	Band A
<p>Pupil is independently mobile in familiar places</p> <p>Pupil may need support with orientation and familiarisation in unfamiliar places</p> <p>Pupil may need support with forming and maintaining friendships</p>	<p>Pupil has mobility skills may be affected by vision impairment and may need support with orientation and familiarisation</p> <p>Pupil may need support with forming and maintaining friendships</p>	<p>Pupil may need a plan of support to aid transition around the building</p> <p>Pupil may need assessment of mobility skills at transition points in their education</p> <p>Pupil may need structured support with forming and maintaining friendships</p>

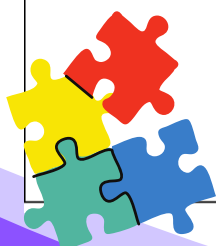


Deafness and Hearing Loss: Hearing Loss and Impact on Curriculum Access

Tier 2	ENFIELD INTERVENTION FIRST (EIF)	Band A
<p>Pupil has mild hearing loss that is probably permanent, could be congenital and may be progressive</p> <p>Pupil may have fluctuating conductive hearing loss which could be the result of ear trauma</p> <p>Pupil may have late diagnosis/onset of hearing loss in one or both ears</p> <p>Pupil may have hearing aid(s) and may be able to use these independently</p>	<p>Pupil has moderate hearing loss that is probably permanent</p> <p>Pupil may have neural deafness which impacts in noisy environments</p> <p>Pupil may have late diagnosis/onset of hearing loss in one or both ears</p> <p>Pupil may have hearing aid(s) and may be able to use these independently</p> <p>Pupil requires some adjustments to curriculum resources and delivery</p> <p>Pupil may need assistive listening devices to access the curriculum</p>	<p>Pupil has moderate hearing loss that is probably permanent and affects access to the curriculum and learning</p> <p>Pupil may have neural deafness which impacts in noisy environments.</p> <p>Pupil may have late diagnosis/ onset of hearing loss in one or both ears</p> <p>Pupil may have hearing aid(s) and may need support to use these</p> <p>Pupil may require adjustments to curriculum resources and delivery</p> <p>Pupil may use British Sign Language and/or other visual approaches</p> <p>Pupil may need assistive listening devices to access the curriculum</p>

Deafness and Hearing Loss: Communication, Emotional Wellbeing and Social Relationships

Tier 2	ENFIELD INTERVENTION FIRST (EIF)	Band A
<p>May find it difficult to communicate with others; may need support forming/maintaining friendships</p>	<p>Pupil may have speech and language delay</p> <p>Pupil's functional language abilities affect age-appropriate communication</p> <p>Pupil may require emotional support to develop their independence, self-esteem and deaf identity</p> <p>Pupil may need support with forming and maintaining friendships</p>	<p>Pupil may have speech and language difficulties</p> <p>Pupil's communication and functional language is not age appropriate</p> <p>Pupil will require emotional support to develop their independence, self-esteem and deaf identity</p> <p>Pupil may need structured intervention to form and maintain relationships</p>



Physical Disability and Medical Needs: Impact on Curriculum Access and Learning

Tier 2	ENFIELD INTERVENTION FIRST (EIF)	Impact Band A
<p>Pupil can move independently but has some stability or motor coordination difficulties</p> <p>Pupil has difficulties relating to tasks involving fine and gross motor skills, which require reasonable adjustments and additional planning</p> <p>Pupil may tire more easily</p> <p>Pupil requires reasonable adjustments to support curriculum delivery</p> <p>Pupil may require a reader, scribe, laptop and/or movement/rest breaks</p>	<p>Pupil has impaired motor functions, affecting dexterity or mobility within school, which would without intervention, hamper access to the curriculum</p> <p>Pupil may tire more easily, lack concentration or motivation, which impacts on their progress</p> <p>Pupil may need specialist equipment overseen by a trained member of staff</p> <p>Pupil requires reasonable adjustments to support curriculum delivery</p> <p>Pupil may require a reader, scribe, laptop and/or movement/rest breaks</p>	<p>Pupil may have motor co-ordination difficulties that impact on mobility and require some environmental adaptations</p> <p>Pupil will require minimal attuned support depending on the curriculum area</p> <p>Pupil may tire more easily</p> <p>Pupil may require a reader, scribe, laptop and/or movement/rest breaks.</p>

Physical Disability and Medical Needs: Medical Needs (if in addition to other SEN)

Tier 2	ENFIELD INTERVENTION FIRST (EIF)	Band A
<p>In addition to SEN, pupil has a physical/medical condition which requires specialist nursing support. This may impact on access to the curriculum and require medication and monitoring via a health care plan</p>	<p>In addition to SEN, pupil requires medical interventions/close monitoring which have an impact on curriculum access and daily routines</p> <p>Pupil's medical and/or physical needs that may require time-limited periods of intensive support</p> <p>Pupil's learning is affected by health problems and hospital visits</p>	<p>Pupil needs medical interventions/close monitoring which have a moderate impact on curriculum access and daily routines</p>

Physical Disability and Medical Needs: Independence

Tier 2	ENFIELD INTERVENTION FIRST (EIF)	Band A
<p>Pupil can manage own intimate and self-care needs with prompt</p> <p>Pupil may need support with carrying out practical tasks</p>	<p>Pupil requires targeted, but time limited, adult support in participating in routines/ interventions to manage their condition</p>	<p>Pupil has moderate difficulty with independence during interventions required for their condition</p>



Physical Disability and Medical Needs: Emotional Wellbeing/Mental Health

Tier 2	ENFIELD INTERVENTION FIRST (EIF)	Band A
Pupil may need support to understand physical and/ or medical differences. Pupil may also need support with self-esteem and confidence Pupil's peer group may need whole class training and support to understand difference and impact of it.	Pupil may have physical and/or medical differences, which may make them self-conscious, feel different or isolated Pupil's peer group may need whole class training and support to understand difference and impact of it.	Pupil's physical and/or medical condition may impact on their self-esteem, social interactions, relationships and emotional regulation Pupil's peer group may need whole class training and support to understand difference and impact of it

Physical Disability and Medical Needs: Sensory needs

Tier 2	ENFIELD INTERVENTION FIRST (EIF)	Band A
Pupil may need support to manage sensory experiences Pupil may require simple adaptations to avoid sensory triggers Pupil may have unusual interests in sensory aspects of the environment which can fluctuate.	Pupil needs additional sensory input or sensory breaks in order to increase their engagement in learning	Pupil is upset or distracted by sensory stimuli, leading to some distressed /unexpected behaviour Pupil requires sensory input to support regulation

Physical Disability and Medical Needs: Mobility

Tier 2	ENFIELD INTERVENTION FIRST (EIF)	Band A
Pupil can move around and position themselves independently but may have gross/fine motor coordination difficulties Pupil can independently use adaptations within the school environment Pupil may require use of a scribe or laptop	Pupil has a mild disability which impacts upon mobility and may use walking aids, with occasional adult assistance Pupil may need support/adaptations with some activities Pupil's mobility, speed, balance and co-ordination are affected, and they may tire easily Pupil may require use of a scribe or laptop.	Pupil has a moderate physical disability Pupil is mobile with the use of aids but may need some adult intervention Pupil's limited motor functions may affect dexterity or mobility Pupil may require use of a scribe or laptop

