



Request for Involvement Portal

User Guide for Schools & Settings



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Introduction



Welcome to the digital Request for Involvement Portal.

This portal enables you to request support from the SEND Local IMPACT Teams (Stage 2 support of the [SEN Code of Practice](#)) for a child or young person. The Portal also enables you to Request Training Support for your school or educational setting. Furthermore, the Portal also enables you to request support for a child or young person from Education Psychology following their prior agreement with an Educational Psychologist.

There are many benefits to using the Portal. It provides easy access to your online request applications. The form has a 'save' functionality which means you can leave and return to the form at any stage as a draft before you submit your request. You will also be able to edit and re-submit a request that has been closed under certain circumstances. Once your application has been submitted you will be able to track and receive notifications of the status of your application. Furthermore, you will be able to see a history of all the requests you have submitted to date.

This guide will help you when completing and submitting a Request for support from your Local IMPACT Team or from the Education Psychology Service. The Portal is designed to be easy to use, and it will help ensure that your request is processed efficiently. Please follow the steps carefully and provide all the necessary information to avoid delays on the request process.

Overview: Requesting Involvement from your Local IMPACT Team



Schools or educational settings can submit a request for Stage 2 (SEN Code of Practice) support from the Local IMPACT Team for a child or young person with identified SEN. A request can be made for a child or young person with:

- Cognitive and Learning Needs
- Social, Behavioural, Emotional and Wellbeing Needs
- Speech, Language & Communication Needs
- Sensory Needs
- Physical Needs

The service provides support for children in Early Years, Primary and Post-Primary settings. A child or young person can access this support with or without a Statement of Special Educational Needs (SEN).

How is a child or young person referred?

Schools and educational settings can submit a request for stage 2 support to the Local IMPACT Teams. A request from the school or educational setting to the Local IMPACT Teams no longer requires prior consultation with an EA Educational Psychologist.

Schools and educational settings complete an online digital Request for Involvement Form. This information will be reviewed, and a decision will be made on the level of support required. Following this, the request will be allocated to a member of the Local IMPACT Team who will contact the school or setting and proceed in accordance with the child's needs. This form replaces the School Based consultation form which was previously completed in conjunction with an Educational Psychologist.

Making a Request for Support

Schools are reminded of the graduated approach to supporting their children and young people with SEN under EA's Graduated Response Framework, [SEN Framework](#) and [SEN Code of Practice: Identification, Assessment and Provision by Schools](#).

The decision to make a request for Stage 2 provision should be made following the review of a child's progress at Stage 1 of the Code of Practice. This is outlined through their Personal Learning Plan (PLP) and consideration that all appropriate school-based provision (as detailed in the school's SEN Provision Map) has been exhausted. Discussions should take place between the person with parental responsibility and SENCo, the principal, teachers, Local IMPACT Team and support service, that Stage 2 provision may be necessary.

To help inform the school's deliberations, the school should also review the actions which have taken place with reference to the appropriate checklist in the [Annexes to the Code of Practice](#).

Request For Involvement Pathway

1. Online Request Form:

- School completes and submits an online Request for Involvement (RFI) form.

2. Assessment of Request:

- Once the request is received, it will be checked and processed by the Regional Management Unit. The Regional Management Unit will contact the school to gather any further information if required.

3. Request Decision:

- When the request is processed, the school or educational setting will be notified of the decision, and it is their responsibility to notify the parent or carer accordingly. If support is recommended, the Local IMPACT Team will determine the appropriate type of support to be provided. Where a request does not result in the recommendation of support, notification will be provided to the school or educational setting advising of the decision, explaining why support will not be offered at this time, and discuss any additional information which may be required. You can also discuss next steps by contacting your Local IMPACT Team officer.

Overview: Requesting Involvement from The Educational Psychology Service



Schools can submit a request for Educational Psychology Involvement for Children and Young People at Stage 2 of the SEN Code of Practice using the online digital Request for Involvement Form. A request can be made for a Child or Young Person with identified SEN in relation to:

- Cognitive and Learning Needs
- Social, Behavioural, Emotional and Wellbeing Needs
- Speech, Language & Communication Needs
- Sensory
- Physical Needs

The Educational Psychology Service supports children and young people in Early Years, Primary and Post-Primary settings.

For Children and Young People at Stage 3 of the SEN Code of Practice schools should continue to request Educational Psychology involvement via EA Connect.

Making a Request for Educational Psychology Involvement

Schools are reminded of the graduated approach to supporting their children and young people with SEN under EA's Graduated Response Framework, [SEN Framework](#) and [SEN Code of Practice: Identification, Assessment and Provision by Schools](#).

Before making a request for Educational Psychology Involvement at Stage 2 the school should review the Child or Young Person's progress at Stage 1 of the Code of Practice, including evaluating the two most recent Personal Learning Plans (PLP). Additionally, school should be able to evidence that all appropriate school-based provision (as detailed in the school's SEN Provision Map and [Annexes to the Code of Practice](#).) has been fully utilised.

In order to progress a Request for Educational Psychology involvement the school must first consult with their Educational Psychologist to agree this is an appropriate action. Any Request for Educational Psychology Involvement that has not been approved by the Educational Psychologist will be declined.

1. School Planning Meeting:

- School and Educational Psychologist should discuss those children school feel would benefit from EP involvement at the termly school planning meeting. This is contingent on school having secured prior parental consent. **Only** when Educational Psychologist approval has been given should school proceed to complete the online RFI.

2. Online Request Form:

- a. School completes and submits an online Request for Involvement (RFI) form.

3. Response from EP:

- b. Once the request is received, it will be checked and processed by Educational Psychology Service administrative staff. The Educational Psychologist/Assistant Educational Psychologist will make direct contact with the school to agree next steps.

Before you start



Before you use this guide, you should already have the following:

1. Invitation Code

- You will require an Invitation Code to access the new SEN Request for Involvement Portal. A limited number of licences have been provided to your school or educational setting. If you have not received an invitation email or details about this, or encounter any issues, contact the support team or complete the following help [form](#). The Invitation Code you receive will allow you to register to the Portal and create a new Request for Involvement. The steps on how to register with your invitation code are provided in the [Create a New Account](#) section below.

2. Evidence

- Before proceeding, please note that in advance of making a request for support for a named child or young person, you should have all supporting documentation ready. You will be required to provide the following:
 - Two recently evaluated copies of the child or young person's Personal Learning Plan (PLP) or an Individual Education Plan (IEP), with outcomes. These must be saved as PDF files.
 - Written consent from the person(s) exercising parental responsibility (which is held on school file) having previously shared the EA's Privacy Notice(s) with them.
 - You may also be asked to provide the following if they are applicable to the request.
 - Medical reports
 - Risk Assessments or Action Plans (For example, an Individual Behaviour Plan, Risk Reduction Action Plan or CALM Plan etc)
 - Education Psychology Reports
 - Any additional assessments that have been undertaken to support the request. Please note that you only need to share the score of the assessments and a copy is not required if has already been provided in the PLP.

Create a New Account

Setting up a new account for the Request for Involvement Portal requires two steps. First, you will be required to join a Microsoft Teams site and second, you will be required to accept an invitation to the Request for Involvement Portal. It is essential you do both to be able to gain access to the Portal. You will only be required to do this once to register.

You will receive an email outlining these instructions below and will also be provided with your dedicated invitation code for registering onto the SEN Request for Involvement Portal.

Instructions:

Step 1: Join the Teams Site

- Check your email inbox for an invitation to join the Teams site. This email will be sent from Microsoft Teams, and you should have received this prior to this email.
- Open the email and click the **“Open Microsoft Teams”** button provided.
- You will be redirected to the Microsoft Teams sign-in page. Sign in with your **C2K account credentials**.
- Follow the prompts to **accept** and join the Teams site. You might need to provide additional information or accept terms and conditions.

The email will look similar to the following:



Once you sign in with your C2K account credentials to the Microsoft Teams site, you are then required to follow step 2.



Step 2: Accept invitation for the Request for Involvement Portal

**** Please ensure step one is completed otherwise you will not be able to access the RFI portal****

- Click on the following [link](#) to accept your invitation (Note this is a one-time only link).
- Your invitation code should automatically pre-populate into the invitation code text box, and you should click **Register**. This will verify your code, and you should now be successfully logged in.
- If the invitation code does not automatically populate into the box, Copy the invitation code below and paste it into the “Invitation Code” box and click Register. Please make sure all characters are copied over.

Paste into the Invitation Code box, like below and click Register:

A screenshot of the 'ea Education Authority SEN Requests' portal. The page has a header with the logo and 'SEN Requests' text, and a 'Sign in' link. Below the header, there are links for 'Sign in' and 'Redeem invitation'. The main section is titled 'Sign up with an invitation code'. It features a text input field labeled '* Invitation code' containing the alphanumeric string '3h4gh4gh4gh4g5h4f5h4f5hfehw5fh3fwhf6h5fe6hwef56hfewhf6h5f6hwf6hf6hwefhwe5f6h'. Below the input field is a checkbox labeled 'I have an existing account' and a blue 'Register' button.

Future Access to the Portal:

- Once registered, you can click on this [link](#) to log in to the Portal using the sign in button.
- Please note that you have 30 days to redeem this code. If you encounter any issues, such as you haven't received an invitation email, the invitation code cannot be redeemed or your contact details have changed, please contact the support team or complete the following [form](#).

Additional Tips

- Check Spam/Junk Folder: If you don't see the invitation emails in your inbox, check your spam or junk folder.

- Browser Compatibility: Ensure you are using a compatible browser (e.g., Chrome, Edge, Firefox) for the best experience.



Logging In

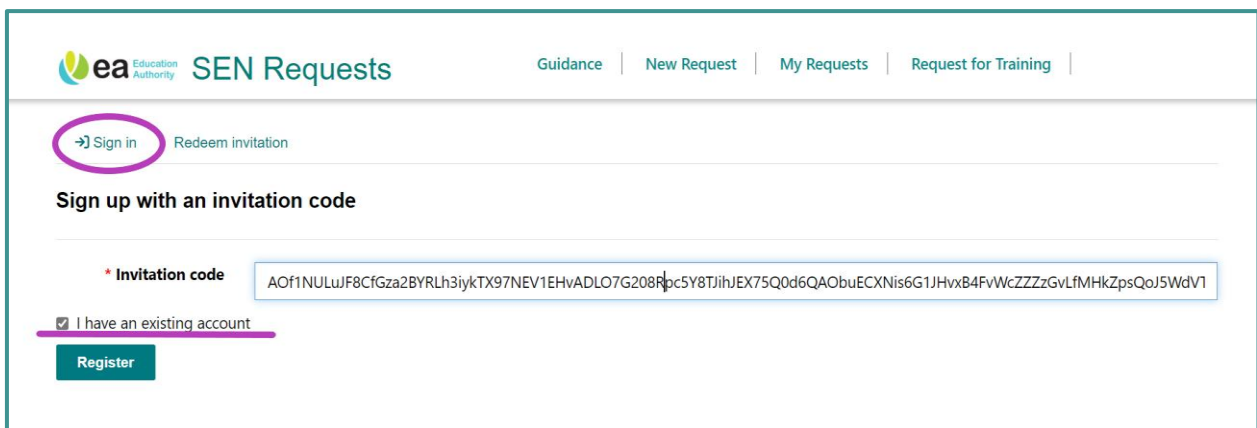
Before you can submit a Request for Involvement, you will need to access the Portal and log in with your credentials.

If you are using a shared computer, you will need make sure you are logged in under your own account.

Logging into the Portal Homepage

1. After you have accepted your invitation, you can access the Portal homepage through your web browser (Google Chrome or Microsoft Edge), using the [HomePage](#) link.
2. This will take you to the HomePage of the Portal where you will be logged into your account.
3. Once you have logged in, for convenience, you can bookmark the page to your 'Bookmarks Bar'. The Bookmarks bar is a toolbar found at the top of your Internet browser's window, indicated by a star. This allows you to pin your bookmarked RFI Portal page so that you may access it quickly the next time you wish to submit a request. You can also pin this to your home screen if you are using a tablet or phone.

If you are not logged in, click the '**Sign In**' button and tick the 'I have an existing account box' to proceed (as shown below).

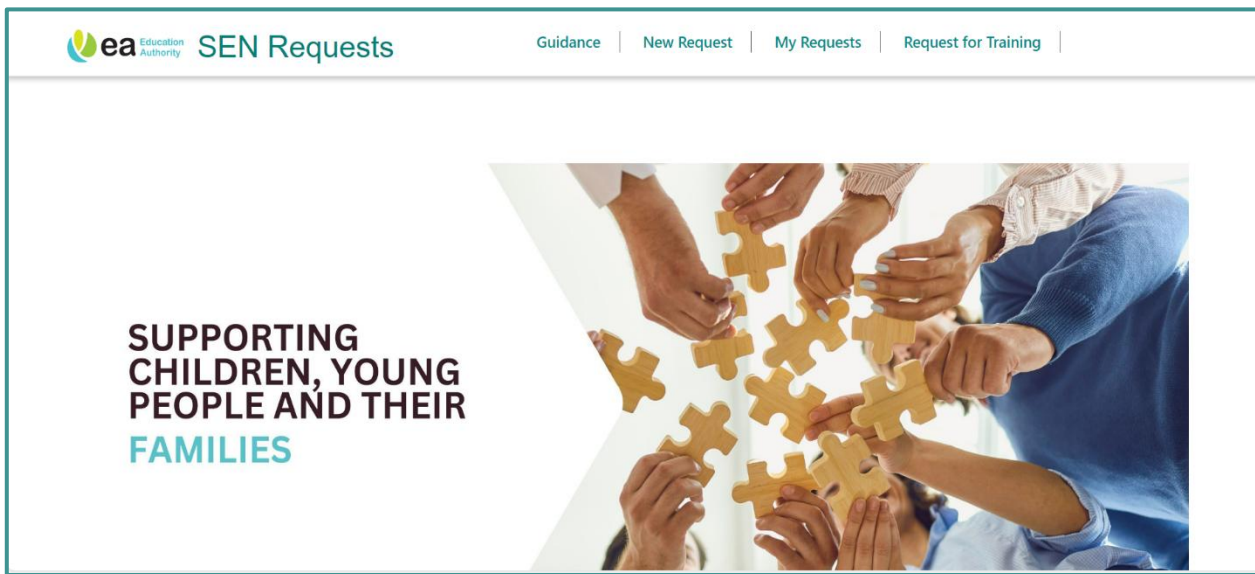


The screenshot displays the 'SEN Requests' portal interface. At the top left is the 'ea Education Authority' logo. Navigation links include 'Guidance', 'New Request', 'My Requests', and 'Request for Training'. A 'Sign in' button is highlighted with a red circle. Below it is a 'Redeem invitation' link. The 'Sign up with an invitation code' section features an 'Invitation code' input field with a long alphanumeric string. A checkbox labeled 'I have an existing account' is checked, and a 'Register' button is positioned below it.

Navigate the Portal Dashboard

The Portal provides functionality to make requests and view the status of those requests.

After logging in, you will see your Portal Welcome Guidance Page, where you can view guidance on how to Request Involvement from the Local IMPACT Teams.



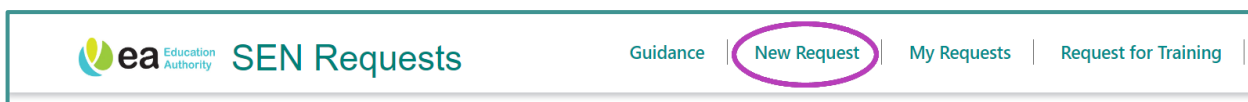
The navigation bar of the Portal provides links to key areas:

- The **'Guidance'** homepage provides you with an outline of the information needed before making a request.
- The **'New Request'** dashboard enables you to create a new Request for Involvement, with the option to save a draft form, and return to continue completing it at a later stage.
- The **'My Requests'** dashboard provides options to view your existing requests or check the status of previous submissions. This includes search functionality. This dashboard also shows any status updates on your existing requests.
- The **'Request for Training'** dashboard provides an option to submit a Request for Training for whole school or classroom support from the Local IMPACT Team.

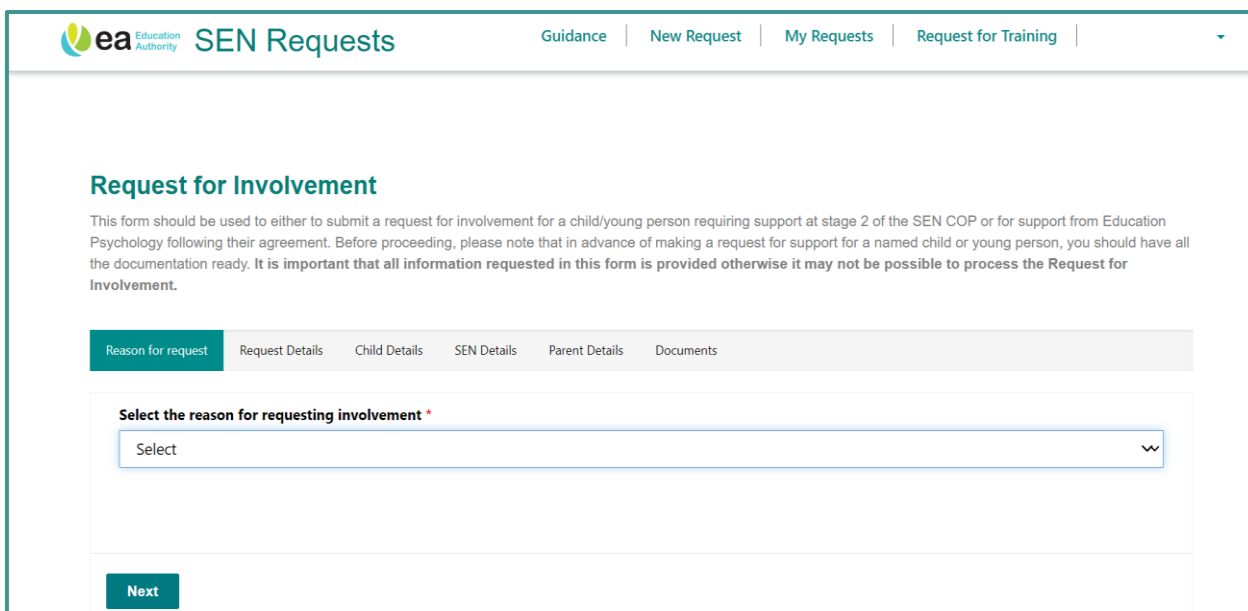
Create a New Request for Involvement from your Local IMPACT Team

To create a new Request for Involvement from your Local IMPACT Team

1. From the Navigation bar at the top, click the **'New Request'** button to start a new Request for Involvement from your Local IMPACT Team.



2. This will take you to the New Request for Involvement dashboard. You will be prompted to read the accompanying information and have the required documentation ready.

A screenshot of the 'Request for Involvement' dashboard. At the top, there is a navigation bar with the 'ea Education Authority' logo, 'SEN Requests', and menu items for 'Guidance', 'New Request', 'My Requests', and 'Request for Training'. Below this, the main heading is 'Request for Involvement'. A paragraph of text explains the form's purpose: 'This form should be used to either to submit a request for involvement for a child/young person requiring support at stage 2 of the SEN COP or for support from Education Psychology following their agreement. Before proceeding, please note that in advance of making a request for support for a named child or young person, you should have all the documentation ready. It is important that all information requested in this form is provided otherwise it may not be possible to process the Request for Involvement.' Below the text is a horizontal tabbed interface with tabs for 'Reason for request', 'Request Details', 'Child Details', 'SEN Details', 'Parent Details', and 'Documents'. The 'Reason for request' tab is active. Under this tab, there is a dropdown menu with the label 'Select the reason for requesting involvement *' and the text 'Select' inside. At the bottom left of the form area, there is a green 'Next' button.

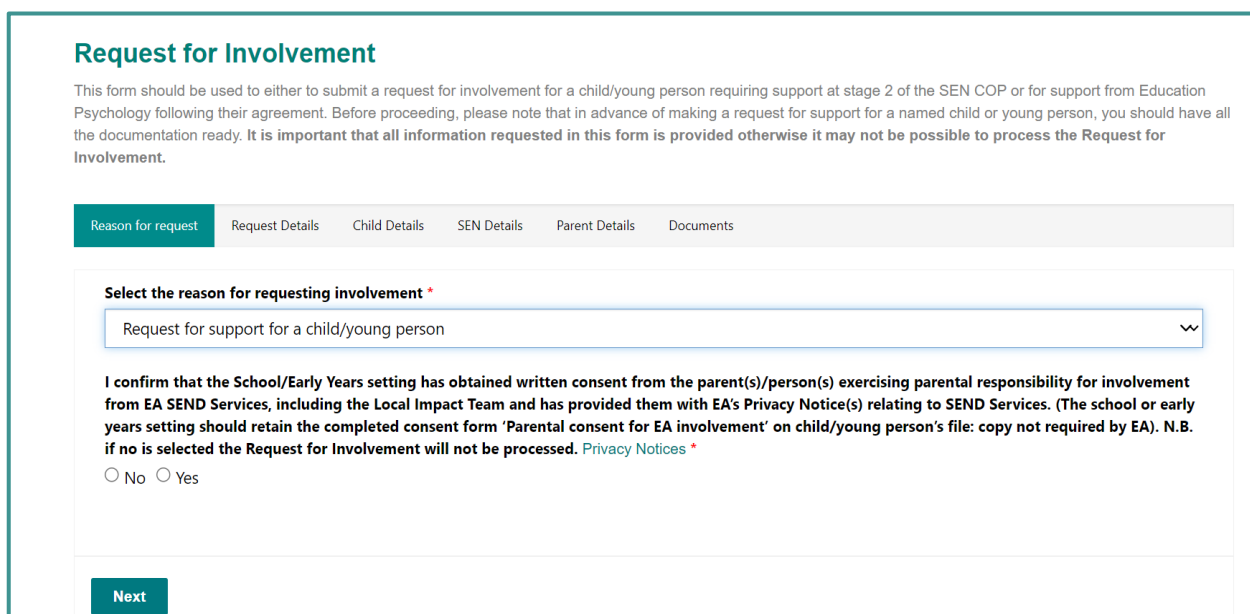
3. You will now be asked to start the form by completing the **Reason for Request** section.

Please note that all questions with * are mandatory and you will not be able to progress through the form without completing these questions.

Also note that the system will automatically save as you progress through the form. You can exit the Portal and retrieve your draft Requests in the 'My Requests' section.

Reason for Request

1. You will be asked to complete the **Reason for your Request**.
Select the dropdown arrow to indicate the type of support required from the list.
2. If requiring support from the Local IMPACT Team to provide stage 2 support of the SEN Code of Practice, you should select '**Request for support for a child or young person**'.
3. Alternatively, if you require support from Education Psychology following agreement from an Educational Psychologist, you should follow the instructions under [Create a New Request for support from Education Psychology](#) later in this document.



4. When you have selected the reason for the request, please tick 'Yes' if you can **confirm that written consent has been obtained** from the person(s) exercising parental responsibility for involvement from EA SEND Services (including Education Psychology service) and that the Privacy Notices have been shared with them before proceeding with this request.

If you have selected 'Yes', then click

Next

to proceed to the next section.

Note: You must hold the parental consent form on the pupil file - a copy of the form does not need to be enclosed. A copy of the consent form template has been provided. The Privacy Notice(s) where applicable are available via the following links - [Privacy Notice](#) and [Child Friendly Privacy Notice](#).

5. If you select 'No' to this question, the following message will be displayed, and you will not be able to proceed with the request until you can confirm you have obtained consent and privacy notice(s) have been shared.



Reason for request | Request Details | Child Details | If parental consent has not been given, you cannot proceed with the request

Select the reason for requesting involvement OK

Request for support for a child/young person

I confirm that the School/Early Years setting has obtained written consent from the parent(s)/person(s) exercising parental responsibility for involvement from EA SEND Services, including the Local Impact Team and has provided them with EA's Privacy Notice(s) relating to SEND Services. (The school or early years setting should retain the completed consent form 'Parental consent for EA involvement' on child/young person's file: copy not required by EA). N.B. if no is selected the Request for Involvement will not be processed. [Privacy Notices](#) *

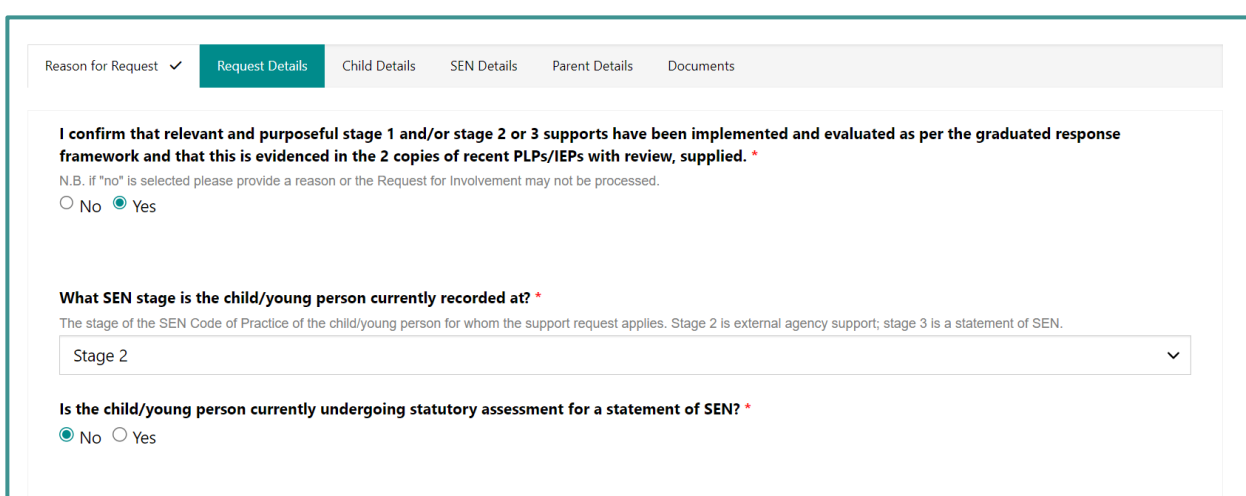
No Yes

Next

Request Details

You will now be asked to complete the **Request Details** section.

1. You are asked to provide confirmation of the **Graduated Response** Framework. Click 'Yes' to confirm that relevant and purposeful Stage 1 and/or 2 or 3 supports have been implemented and evaluated, as per the graduated response framework and **evidenced in two recent PLPs/IEPs with review**.
2. If you select 'Yes', you will be required to upload two recent PLPs or IEPs with review, in the documentation upload section at the end of the RFI form (as shown below).



Reason for Request ▾ Request Details Child Details SEN Details Parent Details Documents

I confirm that relevant and purposeful stage 1 and/or stage 2 or 3 supports have been implemented and evaluated as per the graduated response framework and that this is evidenced in the 2 copies of recent PLPs/IEPs with review, supplied. *
N.B. if "no" is selected please provide a reason or the Request for Involvement may not be processed.

No Yes

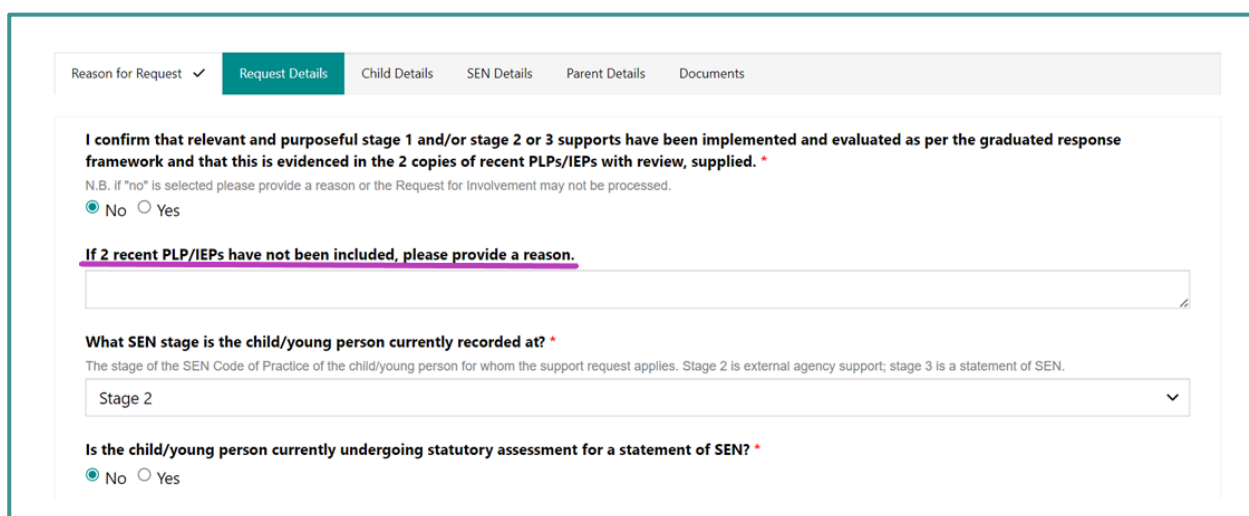
What SEN stage is the child/young person currently recorded at? *
The stage of the SEN Code of Practice of the child/young person for whom the support request applies. Stage 2 is external agency support; stage 3 is a statement of SEN.

Stage 2 ▾

Is the child/young person currently undergoing statutory assessment for a statement of SEN? *

No Yes

3. If 'No' is selected, you will be prompted to **provide a reason for not including PLPs/IEPs** to support your request in a new question. Please note, if a detailed reason has not been provided, the form will not be progressed once it reaches the RMU.



Reason for Request ▾ Request Details Child Details SEN Details Parent Details Documents

I confirm that relevant and purposeful stage 1 and/or stage 2 or 3 supports have been implemented and evaluated as per the graduated response framework and that this is evidenced in the 2 copies of recent PLPs/IEPs with review, supplied. *
N.B. if "no" is selected please provide a reason or the Request for Involvement may not be processed.

No Yes


If 2 recent PLP/IEPs have not been included, please provide a reason.

What SEN stage is the child/young person currently recorded at? *
The stage of the SEN Code of Practice of the child/young person for whom the support request applies. Stage 2 is external agency support; stage 3 is a statement of SEN.

Stage 2 ▾

Is the child/young person currently undergoing statutory assessment for a statement of SEN? *

No Yes

4. Next, select which **Stage of the SEN Code of Practice** at which the child or young people is currently recorded on the SEN register.
5. Tick 'Yes' or 'No' to indicate whether to your knowledge, the child or young person is currently undergoing a **Statutory Assessment for a Statement of Special Educational Need**.
6. Click  to proceed.

Note: At Stage 1 of the Code of Practice, special educational provision is made by the school. If a child does not make adequate progress and continues to experience significant difficulties despite fully implementing a wide range of provision at Stage 1, the School/Setting may consider seeking external support or advice from the Education Authority or Health and Social Care Trust (HSCT) Stage 2); Stage 3 is a statement of SEN. At this stage of the Code of Practice, special educational provision is made by the school, EA plus any relevant treatment or service identified by a HSCT. For further information please see: [SEN Code of Practice | SEND Plan \(eani.org.uk\)](#).

Child or Young Person Details

Once you have clicked to proceed, you will be asked to complete the **Child or Young Person Details** section (as shown below).

Child / Young Person: Details	Home Address
Forename * <input type="text"/>	Address Line 1 * <input type="text"/>
Surname * <input type="text"/>	Address Line 2 <input type="text"/>
Gender * Select <input type="button" value="v"/>	Address Line 3 <input type="text"/>
Date of Birth * DD/MM/YYYY <input type="button" value="📅"/>	Town/City * <input type="text"/>
Year Group * <small>The academic year group of the child/young person for whom the support request applies.</small> 7 <input type="button" value="v"/>	County * <input type="text"/>
Unique Pupil Number <input type="text"/>	Postcode * <input type="text"/>

1. Enter the **Forename** of the child or young person requiring support.
2. Enter the **Surname** of the child or young person requiring support.
3. Select the dropdown arrow to indicate the child or young person's **Gender**.
4. Select the child or young person's **Date of Birth** from the calendar date picker.
5. Select the dropdown arrow to indicate the child or young person's current academic **Year Group**. For example, Year 8.

Note: Please contact the support team to discuss any Year -2 children that need EA involvement.

6. Please enter the child or young person's **Unique Pupil Number** (UPN). The UPN is the 13-character code that identifies each child/young person in the maintained school system. This code should include 1 letter at start and will be 13 characters long. This question will only be displayed if you have confirmed the child is in Year 1 or above.

7. Please enter the child or young person's primary, permanent **Home Address**.

Is the child/young person:		Academic History
First language English? * <input checked="" type="radio"/> No <input type="radio"/> Yes	Interpreter required? * <input checked="" type="radio"/> No <input type="radio"/> Yes	Please provide the current % of attendance for this academic year of child/young person for whom the support request applies at time of request for support. * <input type="text"/>
In Irish-medium Education? * <input checked="" type="radio"/> No <input type="radio"/> Yes	In receipt of free school meals? * <input checked="" type="radio"/> No <input type="radio"/> Yes	Was the child/young person on your roll in the previous academic year? * <input checked="" type="radio"/> No <input type="radio"/> Yes
A Child Looked After? * <input checked="" type="radio"/> No <input type="radio"/> Yes	On the Child Protection Register? * <input checked="" type="radio"/> No <input type="radio"/> Yes	Is the child/young person on a reduced timetable/day, or had any recent suspensions or expulsions? * <input checked="" type="radio"/> No <input type="radio"/> Yes
Protected by a Care Order? * <input checked="" type="radio"/> No <input type="radio"/> Yes	Traveller? * <input checked="" type="radio"/> No <input type="radio"/> Yes	
Newcomer? * <input checked="" type="radio"/> No <input type="radio"/> Yes	Newcomer and Roma? * <input checked="" type="radio"/> No <input type="radio"/> Yes	
Newcomer and Refugee? * <input checked="" type="radio"/> No <input type="radio"/> Yes	Newcomer and Asylum Seekers? * <input checked="" type="radio"/> No <input type="radio"/> Yes	
Subject to deferred school starting age? * <input checked="" type="radio"/> No <input type="radio"/> Yes	Subject to overage retention? * <input checked="" type="radio"/> No <input type="radio"/> Yes	

8. You will be required to answer a number of questions on the child or young person's specific circumstances that apply. Please click 'Yes' or 'No' to indicate:

- If the child or young person's home language is English,
- If an interpreter is required (please see note below). If an interpreter is required, you can specify home language in the additional comments box later in the form.
- If the child or young person attends Irish-Medium Education,
- If a Child Looked After, protected by a Care Order, on the Child Protection Register.
- If the child or young person is a Newcomer or Newcomer and Roma or Newcomer and Refugee or Newcomer and Asylum Seeker
- If the child or young person is subject to deferred school starting age or subject to overage retention.

Note: School starting age deferral means delaying starting Primary 1 or Pre-School for one year. For more details, please see EA's information on [Deferral of School Starting Age](#) page for schools.

If an interpreter is required, please see the EA's [Interpreting and Translation Services Guidance](#) for schools.

- Next, enter the current **% of Attendance** for the **Current Academic Year** for the child or young person to whom the support request applies. The value you enter should be a number between 0 to 100. **Note:** the % sign should not be included in the field box, or you will receive an error message to say that the form cannot progress to the next section.
- Click either 'Yes' or 'No' to indicate whether the child or young person was on the roll register in the **Previous Academic Year**. If 'Yes' is selected, you will be prompted to include the % attendance for the previous academic year. The value you enter should be a number between 0 to 100. The % sign should not be included.

Academic History

Please provide the current % of attendance for this academic year of child/young person for whom the support request applies at time of request for support. *

Was the child/young person on your roll in the previous academic year? *

No Yes

Please provide the % attendance for last academic year of child/young person for whom the support request applies.

Is the child/young person on a reduced timetable/day, or had any recent suspensions or expulsions? *

No Yes

Please provide any detail on reduced hours arrangements or whether the child/young person has had any recent suspensions or expulsions.

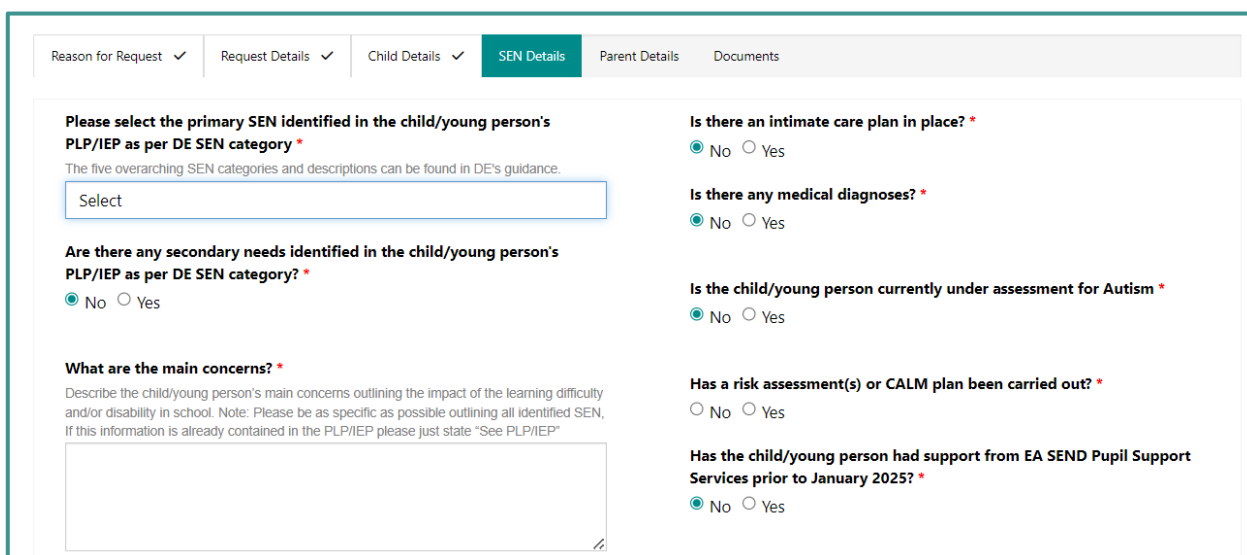
- Then click 'Yes' or 'No' to indicate whether the child or young person is currently on a **Reduced timetable/day or has had any recent suspensions or expulsions.**

If 'Yes' is selected, you will be required to provide some detail on the reduced hours arrangements or any recent suspensions or expulsions.

- Click to proceed.

You will now be asked to complete the **SEN Details** section.

1. First, select the dropdown arrow to indicate the greatest or **Primary SEN Category** identified in the child or young person's PLPs/IEPs. Select **only one** of the five overarching Primary SEN categories from this list. You will be able to confirm Secondary needs next.



The screenshot shows a web form with a navigation bar at the top containing tabs: Reason for Request, Request Details, Child Details, **SEN Details** (active), Parent Details, and Documents. The main content area is divided into two columns. The left column contains three sections: 1) 'Please select the primary SEN identified in the child/young person's PLP/IEP as per DE SEN category *' with a dropdown menu showing 'Select' and a note about DE's guidance; 2) 'Are there any secondary needs identified in the child/young person's PLP/IEP as per DE SEN category? *' with radio buttons for 'No' (selected) and 'Yes'; 3) 'What are the main concerns? *' with a text area and a note to describe the impact of the learning difficulty. The right column contains four sections, each with radio buttons for 'No' (selected) and 'Yes': 1) 'Is there an intimate care plan in place? *'; 2) 'Is there any medical diagnoses? *'; 3) 'Is the child/young person currently under assessment for Autism *'; 4) 'Has a risk assessment(s) or CALM plan been carried out? *'; 5) 'Has the child/young person had support from EA SEND Pupil Support Services prior to January 2025? *'.

2. Please click 'Yes' if there are any **Secondary needs** identified in the child/young person's PLPs/IEPs as per the Department of Education's SEN categories. You will then be prompted to select any **Secondary SEN Categories** identified in the child or young person's PLPs/IEPs, from the list of the five overarching SEN categories. **You have the option to select more than one secondary SEN Category from this multi-select list if applicable.**

Note: The SEN categories include Physical Needs, Cognition and Learning (CL), Social, Behavioural, Emotional and Wellbeing (SBEW), Speech, Language & Communication Needs (SLCN), Sensory (Visual/Hearing Impairment) (SE). Please see the category descriptors in [DE's Guidance for Schools \(2019\)](#) for more information.

Many children with SEN have more than one type of special educational need or difficulty. Schools / educational settings are therefore asked to record each child or young person's greatest or primary need, and, where appropriate, their secondary needs. There is no limit to the number of SEN categories that can be recorded in total. Please see the category descriptors in [DE's Guidance for Schools \(2019\)](#) for more information.

Reason for Request ✓	Request Details ✓	Child Details ✓	SEN Details	Parent
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Please select the primary SEN identified in the child/young person's PLP/IEP as per DE SEN category *

The five overarching SEN categories and descriptions can be found in DE's guidance.

Speech, Language & Communication (SLC)

Are there any secondary needs identified in the child/young person's PLP/IEP as per DE SEN category? *

No Yes

Please select any secondary SENs identified in the child/young person's PLP/IEP as per DE SEN category

Sensory (Visual/Hearing Impairment) (SE)

- Next, you are asked to provide information around the child or young person's SEN details. Please note if the information on main concerns, views of child/young person, parental views, strategies and other factors is already contained in the PLP/IEPs, please write "**see PLP/IEP**" in the text field.

What are the main concerns? *

Describe the child/young person's main concerns outlining the impact of the learning difficulty and/or disability in school. Note: Please be as specific as possible outlining all identified SEN, If this information is already contained in the PLP/IEP please just state "See PLP/IEP"

Outline the views of the child or young person in relation to their SEN. *

What do they feel is going well? What do they feel would help them? If this information is already contained in the PLP/IEPs please state "see PLP/IEP"

Outline the views of the parent(s) / person(s) exercising parental responsibility *

If this information is already contained in the PLP/IEPs please state "see PLP/IEP"

Summarise the relevant and purposeful strategies and approaches that have been implemented for this child/young person in line with a graduated response to the Code of Practice? *

Note: You should detail strategies that have been successful and strategies that have not been successful. If this information is already contained in the PLP/IEPs please state "see PLP/IEP"

4. Please provide a **description of the main concerns** within the text box. Please highlight any barriers to learning and how these impact the child or young person in school.

Be specific and include any known challenges or areas where support is not needed. Please also include the child or young person's strengths. For example, achievements, abilities, participation in school life etc. If the child or young person has more than one SEN identified, you should answer in relation to all SEN types identified.

5. Please provide a description to **outline the views of the child or young person** in relation to their SEN and learning. Please highlight what they feel is going well and if they feel anything would help them.

6. Please provide a description to outline the **views of the parent(s)/Person(s) exercising parental responsibility**.

7. Please provide a summary of the **relevant and purposeful strategies and approaches** that have been implemented for this child or young person in line with a graduated response to the Code of Practice.

Be specific and detail any approaches that have been successful and those which have been unsuccessful. It might also be useful to show any progression from the previous phases of PLPs/IEPs, if applicable.

8. Please enter any **other factors** which you deem relevant and/or important. For example, health, family, social factors etc.

9. Please select 'Yes' if there is an **Intimate Care Plan** in place for this child or young person. If you have selected 'Yes', you will be required to upload the Intimate Care Plan at the documentation section at the end of the form.

10. Please select 'Yes' if there are any **medical diagnoses** for this child or young person. If you have selected 'Yes', you will be prompted to select all applicable medical diagnoses from the multi-select dropdown list. **You have the option to select more than one medical diagnosis from this multi-select list if applicable.**

Is there any medical diagnoses? *

No Yes

Select all applicable medical diagnoses

ADD/ADHD × Developmental Lang. Disorder ×

If you have selected 'Yes', you also will be required to upload any relevant medical information in the documentation section at the end of the form.

11. Next, select 'Yes' or 'No' if, to your knowledge, the child or young person is currently undergoing an **assessment for Autism**.

Is the child/young person currently under assessment for Autism *

No Yes

Has a risk assessment(s) or CALM plan been carried out? *

No Yes

Has the child/young person had support from EA SEND Pupil Support Services prior to January 2025? *

No Yes

Select which services have provided support for the child/young person

Select or search options

To your knowledge, have/are any other external professional services/agencies or wider EA services been involved with the child/young person? *

No Yes

Please supply the name of the professional service(s)/agencies or wider EA services who have been involved and provide a brief outline of involvement.

Have any recent additional assessments/standardised testing (e.g. PTE, PTM, CAT, Screeners, Wellcomm etc.) been undertaken? *

This can include any recent PTE, PTM and CAT4 pupil attainment tests. Wellcomm, Speech and Language Toolkit. If yes, you will be required to upload these in the documentation section.

No Yes

12. Please select 'Yes' or 'No' to whether any **Risk Assessment(s)** or Calm Plans have been carried out. If you have selected 'Yes', you will be required to upload the relevant plans (such as Individual Behaviour Plans, Risk Reduction Action Plans, CALM Plans etc.) in the documentation section at the end of the form.

13. Please select 'Yes' if the child or young person has been offered **previous support from EA's SEND Pupil Support Services** prior to January 2025. If you select 'Yes', please indicate which Pupil Support Services have provided prior support from the

multi-select dropdown list. **You have the option to select more than one Pupil Support Service from this multi-select list if applicable.**



14. Please select 'Yes' if, to your knowledge, the child or young person has had or is currently receiving **support from any other external professional services or agencies or wider EA services.**

If you select 'Yes', you will be prompted to provide brief details of the name(s) of the **professional service(s)/agencies or wider EA services** that have been involved and provide a brief outline of involvement.

15. Please select 'Yes' if any recent **assessments or screeners** have been undertaken. This may include any relevant recent assessments such as PTE, PTM, CAT4 pupil attainment scores, Wellcomm Toolkit etc.

If you select 'Yes', you will be required to upload these in the documentation section at the end of the form.

Note: Please include any assessment evidence which you think might add to the full picture of the child or young person's presentation in school. Any evidence should help to provide an understanding of the child or young person's priority learning needs and inform any expected outcomes.

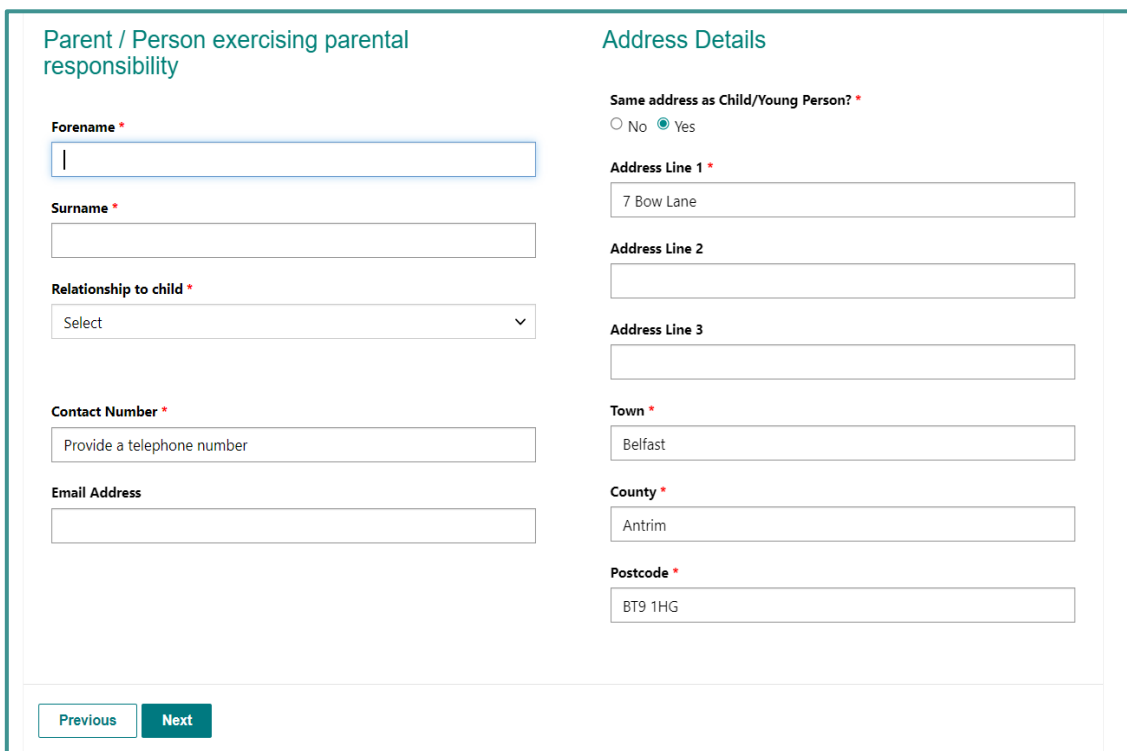
16. Next, please enter the **desired outcomes** you would like to see from this request for the child or young person in the text box. The desired outcomes identified should be SMART and consistent with the child or young person's priority learning needs.
17. If you feel any **additional relevant information** may support your request for involvement, please provide this detail in the text box.

18. Click  to proceed.

Note: Schools / educational settings should normally only record a child or young person's medical diagnosis or physical condition on the medical register when evidence has been provided by the parent, or forwarded to the school by the EA (where it may be included in the statement), or sent directly by a Health and Social Care Trust (HSCT) practitioner who will have parental consent to share the information.

Parent Details

Once you have clicked to proceed, you will be asked to complete the **Parents Details** section.



Parent / Person exercising parental responsibility

Forename *

Surname *

Relationship to child *

Contact Number *

Email Address

Address Details

Same address as Child/Young Person? *

Address Line 1 *

Address Line 2

Address Line 3


Town *

County *

Postcode *

Previous Next

1. Enter the **Forename** of the primary Parent/Person exercising parental responsibility.
2. Enter the **Surname** of the of the primary Parent/Person exercising parental responsibility.
3. Select the dropdown arrow to indicate the **relationship** to the child or young person.
4. Please enter a **contact phone number** for the primary Parent/Person exercising parental responsibility. This will be the number we will use to reach the parent/person with any correspondence or information. A valid contact number should contain a minimum of 11 numbers inputted in the following format (e.g., 02890665782).
5. Please enter a contact **email address** for the primary Parent/Person exercising parental responsibility. This will be the email address the EA will use to reach the parent/person with any correspondence or information.

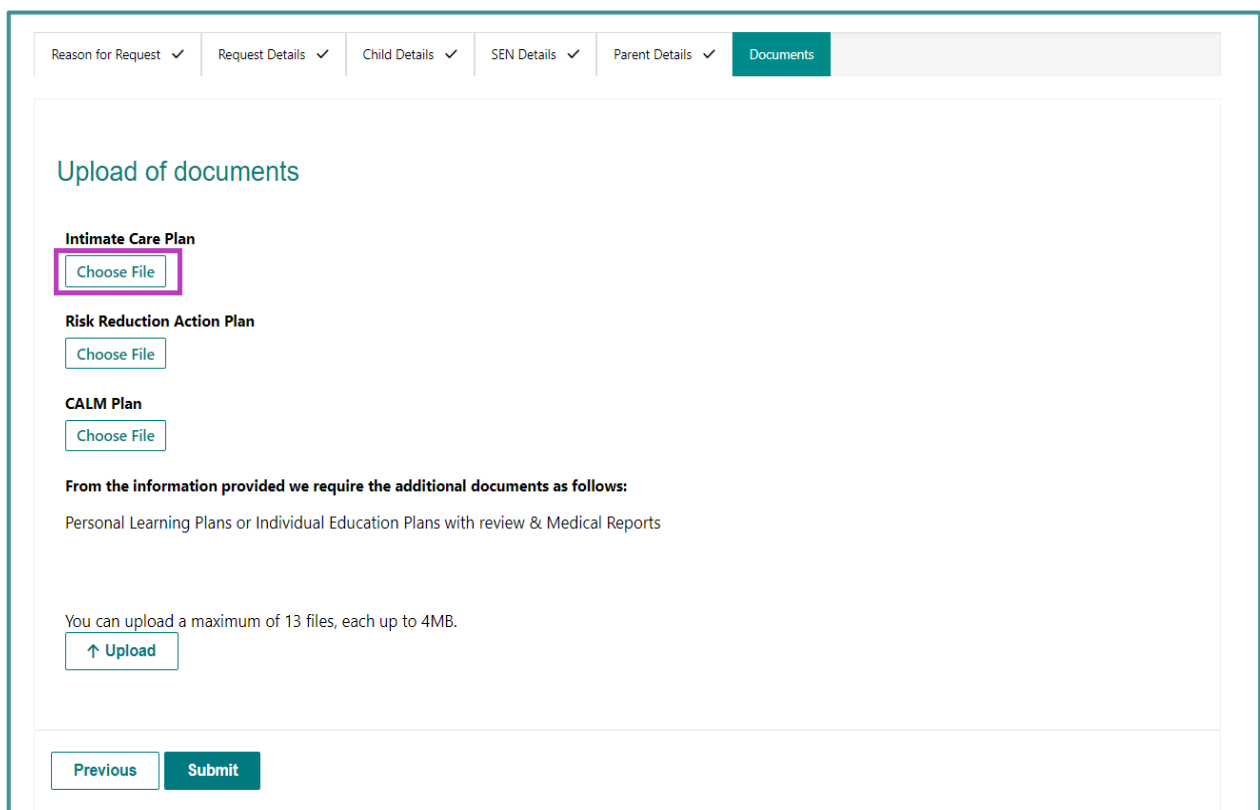
6. The **address** details of the primary Parent/Person exercising parental responsibility is automatically pre-populated to be the same as the child or young person's address fields, requiring no further input.
7. However, if the address is not the same, select 'No' and you will be required to enter the details of the primary parental address.
8. Click  to proceed.

Upload Supporting Documents

This section enables you to upload any relevant evidence to support the request.

- Documentation upload buttons are shown based upon your previous selections within the form. Depending on the selections, this will include 2 x PLPs/IEPs, with review.
- Please note that failure to do so (without providing a detailed reason) may impact on the progression of your request and future support.
- The request may also require additional documentation such as an Intimate Care Plan, Risk Reduction Action Plan or Calm Plan, any applicable medical reports or letters from health professionals, or any supporting assessments or screeners information.
- There is also an option to upload documents other than those that are listed that you feel are relevant to support the request.
- The Portal allows you to upload a **maximum of 13 files, each up to 4MB. These must be provided in a PDF file format.**

1. To upload the Intimate Care Plan, Risk Reduction Action Plan or Calm Plan, Click the **'Choose file'** button to upload the supporting document in the relevant section(s) as shown below.



Reason for Request ▾ Request Details ▾ Child Details ▾ SEN Details ▾ Parent Details ▾ Documents

Upload of documents

Intimate Care Plan
[Choose File](#)

Risk Reduction Action Plan
[Choose File](#)

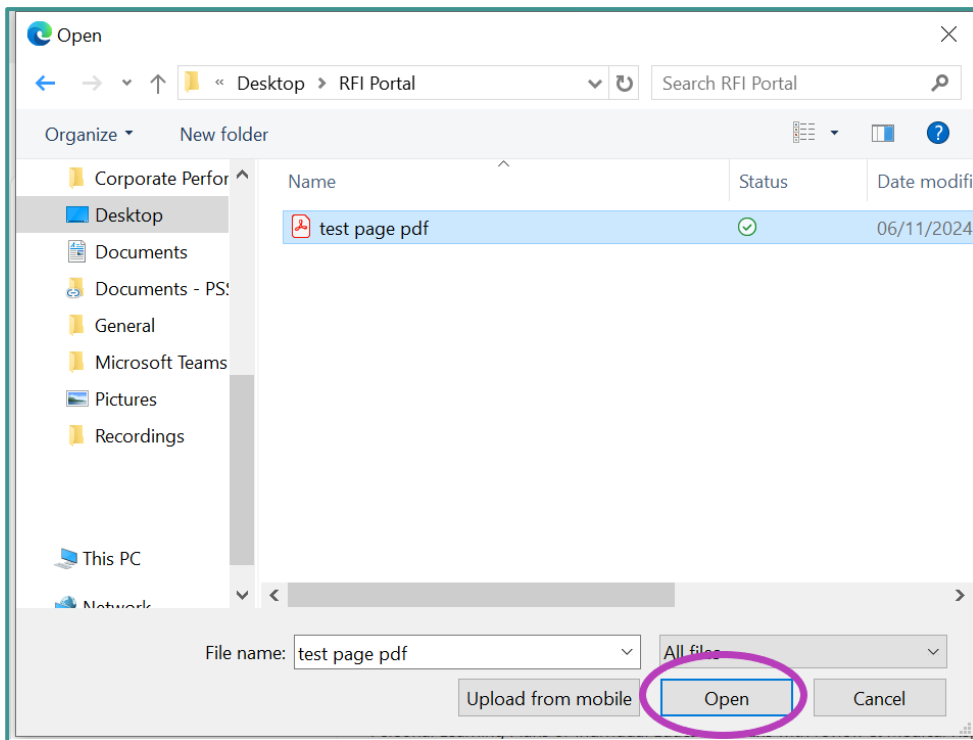
CALM Plan
[Choose File](#)

From the information provided we require the additional documents as follows:
Personal Learning Plans or Individual Education Plans with review & Medical Reports

You can upload a maximum of 13 files, each up to 4MB.
[↑ Upload](#)

[Previous](#) [Submit](#)

2. Locate and **Select** the relevant document on your computer.
Please check that it is the correct document before you upload.
3. Click the **'Open'** button and you will see the file name selected.



4. If you have uploaded the incorrect document, this can be changed by selecting the **'Change File'** button which only appears after a document has been uploaded. This will allow you to locate and select the correct document to upload. Alternatively, you also have the option to select the 'Delete' button to remove the document and start again.

Upload of documents

Intimate Care Plan
 test page pdf.pdf

Risk Reduction Action Plan

CALM Plan

From the information provided we require the additional documents as follows:
 Personal Learning Plans or Individual Education Plans with review & Medical Reports

You can upload a maximum of 13 files, each up to 4MB.

- To upload PLPs/IEPs, applicable medical reports or letters from health professionals, or include any relevant supporting assessments or screeners information, Click the **'Upload'** button to upload the supporting document in the relevant section(s).

Upload of documents

Intimate Care Plan
 test page pdf.pdf

Risk Reduction Action Plan

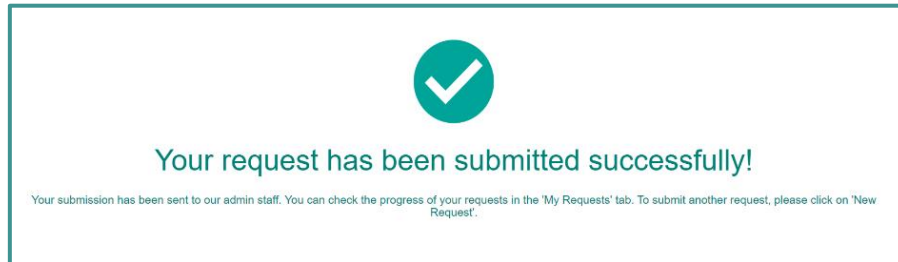
CALM Plan

From the information provided we require the additional documents as follows:
 Personal Learning Plans or Individual Education Plans with review & Medical Reports

You can upload a maximum of 13 files, each up to 4MB.

6. When you are content that all documents have been uploaded, and you have checked all other sections are complete, you can select the **'Submit'** button to submit the request for involvement.

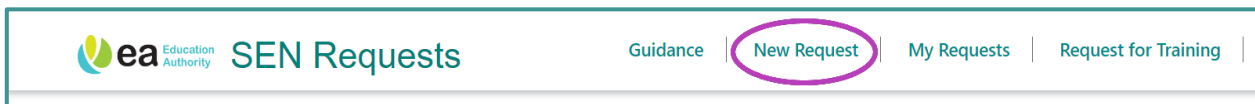
7. Once you have submitted your request, you will receive a confirmation **receipt of successful submission** message on screen (as shown below):



8. Once you have submitted your request you check the status in the **'My Requests'** section of the Portal.

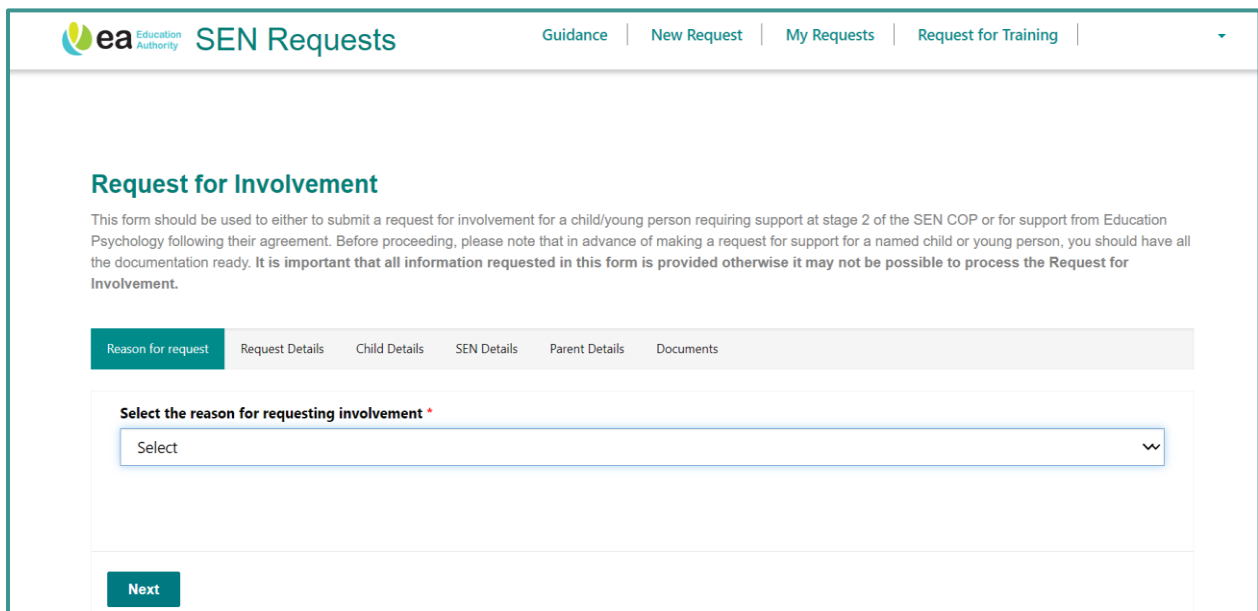
Create a New Request for Involvement from the Education Psychology Service

1. From the Navigation bar at the top, click the **'New Request'** button to start a new Request for Involvement from EA's Education Psychology Service.



2. This will take you to the New Request for Involvement page. You will be prompted to read the accompanying information and have the required documentation ready.

o



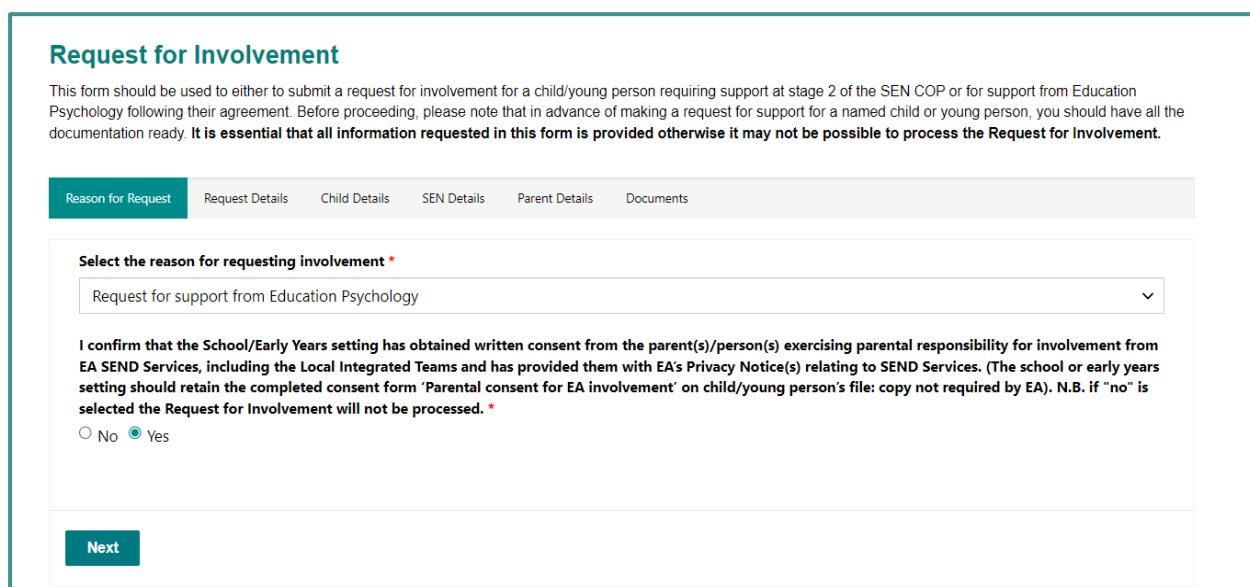
3. You will now be asked to start the form by completing the **Reason for Request** section.

Please note that all questions with * are mandatory and you will not be able to progress through the form without completing these questions.

Also note, the system will automatically save as you progress through the form. You can exit the Portal and retrieve your draft Requests in the 'My Requests' section.

Reason for Request

1. You will be asked to complete the **Reason for your Request**.
Select the dropdown arrow to indicate the type of support required from the list.
2. To make a new request for support from Education Psychology, following agreement from an Educational Psychologist, select '**Request for support from Education Psychology**' (as seen below).



3. When you have selected the reason for the request, please tick 'Yes' to **confirm that written consent** has been obtained from the person(s) exercising parental responsibility for involvement from EA SEND Services, including Education Psychology service and the Privacy Notices have been shared with them, before proceeding with this request.

If you have selected 'Yes', then click  to proceed to the next section.

4. If you select '**No**' to this question, the following message will be displayed, and you will not be able to proceed with the request.

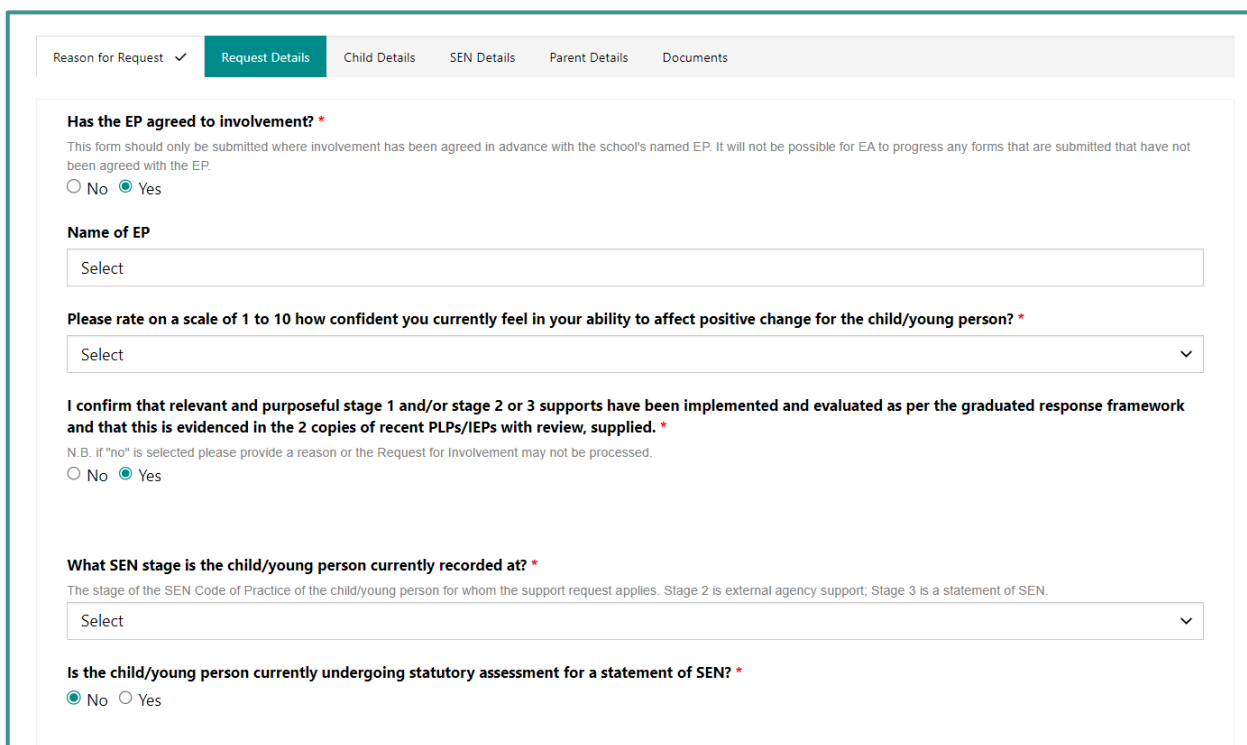
Note: You must hold the parental consent form on the pupil file, a copy of the form does not need to be enclosed. A copy of the consent form template has been provided. The Privacy Notice(s), where applicable are available, via the links provided, [Privacy Notice](#) and [Child Friendly Privacy Notice](#).

Request Details

You will now be asked to complete the **Request Details** section.

1. You will now be asked to provide confirmation that an **Educational Psychologist has agreed to involvement**.

Note: This form should only be submitted where involvement has been agreed in advance with the school's named Education Psychologist (EP). It will not be possible for EA to progress any forms that are submitted that have not been agreed with the EP.



Reason for Request ✓ Request Details Child Details SEN Details Parent Details Documents

Has the EP agreed to involvement? *
This form should only be submitted where involvement has been agreed in advance with the school's named EP. It will not be possible for EA to progress any forms that are submitted that have not been agreed with the EP.
 No Yes

Name of EP
Select

Please rate on a scale of 1 to 10 how confident you currently feel in your ability to affect positive change for the child/young person? *
Select

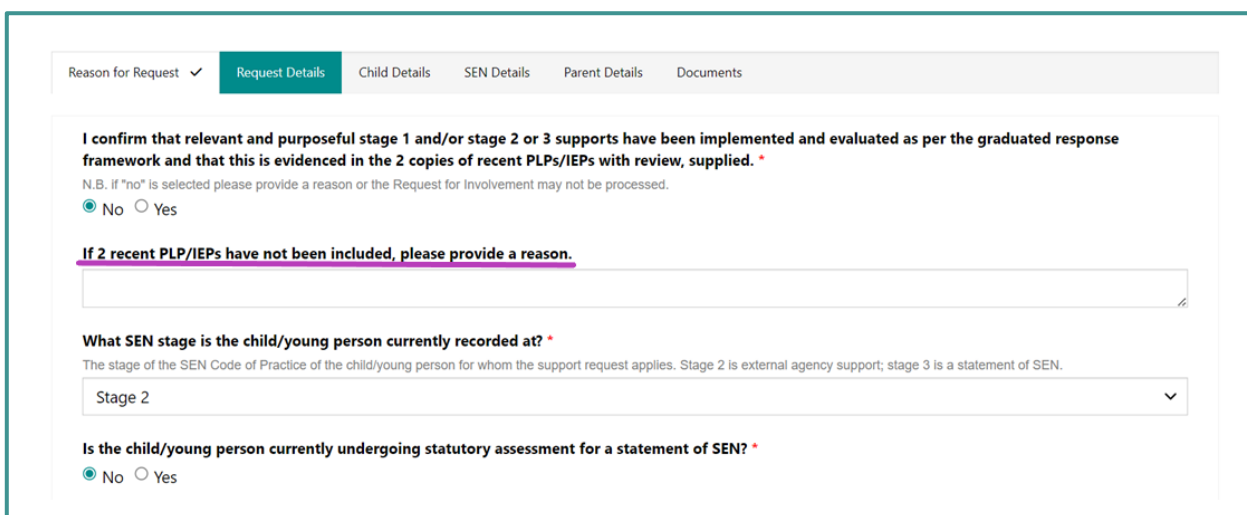
I confirm that relevant and purposeful stage 1 and/or stage 2 or 3 supports have been implemented and evaluated as per the graduated response framework and that this is evidenced in the 2 copies of recent PLPs/IEPs with review, supplied. *
N.B. if "no" is selected please provide a reason or the Request for Involvement may not be processed.
 No Yes

What SEN stage is the child/young person currently recorded at? *
The stage of the SEN Code of Practice of the child/young person for whom the support request applies. Stage 2 is external agency support, Stage 3 is a statement of SEN.
Select

Is the child/young person currently undergoing statutory assessment for a statement of SEN? *
 No Yes

2. Please select the **Name of the Educational Psychologist** from the dropdown list, that provided prior agreement to proceed with the request for involvement.
3. Please rate on a scale of 1 to 10 how **confident** you currently feel in your ability to affect positive change for the child/young person. Please select a number value in the dropdown list ranging from, 1 to 10 (where 1 is not at all confident and 10 is extremely confident).
4. Then click 'Yes' to confirm that relevant and purposeful Stage 1 and/or 2 or 3 supports have been implemented and evaluated, as per the graduated response framework and **evidenced in two recent PLPs/IEPs with review**.

- If you select 'Yes', you will be required to upload two recent PLPs or IEPs with review, in the documentation upload section at the end of the form.
- If 'No' is selected, you will be prompted to **provide a reason for not including PLPs/IEPs** to support your request in a new question. Please note, if a detailed reason has not been provided, the form will not be progressed once it reaches the RMU.



- Next, select which **Stage of the SEN Code of Practice** the child or young person is currently recorded at on the SEN register.
- Tick 'Yes' or 'No' to indicate whether to your knowledge, the child or young person is currently undergoing a **Statutory Assessment for a Statement of Special Educational Need**.

For Children and Young People at Stage 3 of the SEN Code of Practice, schools should continue to request Educational Psychology involvement via EA Connect.

- Click **Next** to proceed.

Note: At Stage 1 of the Code of Practice, special educational provision is made by the school. If a child does not make adequate progress and continues to experience significant difficulties despite fully implementing a wide range of provision at Stage 1, the School/Setting may consider seeking external support or advice from the Education Authority or Health and Social Care Trust (HSCT) Stage 2); Stage 3 is a statement of SEN. At this stage of the Code of Practice, special educational provision is made by the school, EA plus any relevant treatment or service identified by a HSCT. For further information please see: [SEN Code of Practice | SEND Plan \(eani.org.uk\)](#).

Child or Young Person Details

Next you will be asked to complete the **Child or Young Person Details** section.

Child / Young Person: Details	Home Address
Forename * <input type="text"/>	Address Line 1 * <input type="text"/>
Surname * <input type="text"/>	Address Line 2 <input type="text"/>
Gender * Select <input type="button" value="v"/>	Address Line 3 <input type="text"/>
Date of Birth * DD/MM/YYYY <input type="button" value="📅"/>	Town/City * <input type="text"/>
Year Group * <small>The academic year group of the child/young person for whom the support request applies.</small> 7 <input type="button" value="v"/>	County * <input type="text"/>
Unique Pupil Number <input type="text"/>	Postcode * <input type="text"/>

13. Enter the **Forename** of the child or young person requiring support.
14. Enter the **Surname** of the child or young person requiring support.
15. Select the dropdown arrow to indicate the child or young person's **Gender**.
16. Select the child or young person's **Date of Birth** from the calendar date picker.
17. Select the dropdown arrow to indicate the child or young person's current academic **Year Group**. For example, Year 8.
18. Please enter the child or young person's **Unique Pupil Number** (UPN). The UPN is the 13-character code that identifies each child/young person in the maintained school system. This code should include 1 letter at start, and it needs to be 13 characters long. This question will only be displayed if you have confirmed the child is in Year 1 or above.
19. Please enter the child or young person's primary, permanent **Home Address**.

Is the child/young person:

<p>First language English? * <input checked="" type="radio"/> No <input type="radio"/> Yes</p> <p>In Irish-medium Education? * <input checked="" type="radio"/> No <input type="radio"/> Yes</p> <p>A Child Looked After? * <input checked="" type="radio"/> No <input type="radio"/> Yes</p> <p>Protected by a Care Order? * <input checked="" type="radio"/> No <input type="radio"/> Yes</p> <p>Newcomer? * <input checked="" type="radio"/> No <input type="radio"/> Yes</p> <p>Newcomer and Refugee? * <input checked="" type="radio"/> No <input type="radio"/> Yes</p> <p>Subject to deferred school starting age? * <input checked="" type="radio"/> No <input type="radio"/> Yes</p>	<p>Interpreter required? * <input checked="" type="radio"/> No <input type="radio"/> Yes</p> <p>In receipt of free school meals? * <input checked="" type="radio"/> No <input type="radio"/> Yes</p> <p>On the Child Protection Register? * <input checked="" type="radio"/> No <input type="radio"/> Yes</p> <p>Traveller? * <input checked="" type="radio"/> No <input type="radio"/> Yes</p> <p>Newcomer and Roma? * <input checked="" type="radio"/> No <input type="radio"/> Yes</p> <p>Newcomer and Asylum Seekers? * <input checked="" type="radio"/> No <input type="radio"/> Yes</p> <p>Subject to overage retention? * <input checked="" type="radio"/> No <input type="radio"/> Yes</p>	<p>Academic History</p> <p>Please provide the current % of attendance for this academic year of child/young person for whom the support request applies at time of request for support. *</p> <input style="width: 100%; height: 20px;" type="text"/> <p>Was the child/young person on your roll in the previous academic year? *</p> <input checked="" type="radio"/> No <input type="radio"/> Yes <p>Is the child/young person on a reduced timetable/day, or had any recent suspensions or expulsions? *</p> <input checked="" type="radio"/> No <input type="radio"/> Yes
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20. You will be required to answer a number of questions on a child or young person's specific circumstances that apply. Please click 'Yes' or 'No' to indicate:

- If the child or young person's home language is English,
- If an interpreter is required (please see note below). If an interpreter is required, you can specify home language in the additional comments box later in the form.
- If the child or young person attends Irish-Medium Education,
- If a Child Looked After, protected by a Care Order, on the Child Protection Register.
- If the child or young person is a Newcomer or Newcomer and Roma or Newcomer and Refugee or Newcomer and Asylum Seeker
- If a child or young person is subject to deferred school starting age or subject to overage retention.

Note: School starting age deferral means delaying starting Primary 1 or Pre-School for one year. For more details, please see EA's information on [Deferral of School Starting Age](#) page for schools.

If an interpreter is required, please see the EA's [Interpreting and Translation Services Guidance](#) for schools.

21. Next, enter the current **% of Attendance** for this **Current Academic Year** for the child or young people for whom the support request applies. The value you enter should be a number between 0 to 100. Note: the % sign should not be included in the field box, or you will receive an error message to say that the form cannot be submitted to the next section.
22. Click either 'Yes' or 'No' to indicate whether the child or young person was on the roll register in the **Previous Academic Year**. If 'Yes' is selected, you will be prompted to include the % attendance for the previous academic year. The value you enter should be a number between 0 to 100. The % sign should not be included.

Academic History

Please provide the current % of attendance for this academic year of child/young person for whom the support request applies at time of request for support. *

Was the child/young person on your roll in the previous academic year? *

No Yes

Please provide the % attendance for last academic year of child/young person for whom the support request applies.

Is the child/young person on a reduced timetable/day, or had any recent suspensions or expulsions? *

No Yes

Please provide any detail on reduced hours arrangements or whether the child/young person has had any recent suspensions or expulsions.

23. Then click 'Yes' or 'No' to indicate whether the child or young person is currently on **Reduced timetable/day or has had any recent suspensions or expulsions**.

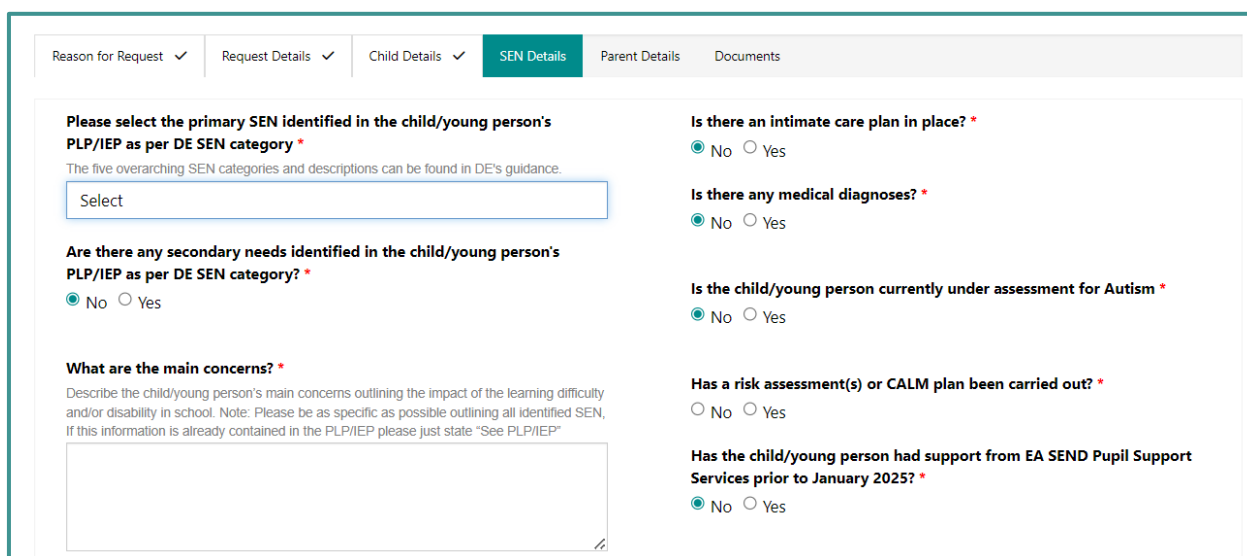
If 'Yes' is selected, you will be required to provide some detail on the reduce hours arrangements or any recent suspensions or expulsions.

24. Click  to proceed.

SEN Details

You will now be asked to complete the **SEN Details** section.

1. First, select the dropdown arrow to indicate the greatest or **Primary SEN Category** identified in the child or young person's PLPs/IEPs. Select **only one** of the five overarching Primary SEN category from this list.



2. Please click 'Yes' if there are any **Secondary needs** identified in the child/young person's PLPs/IEPs as per the DE SEN categories.
3. If 'Yes' has been selected, you will then be prompted to select any **Secondary SEN Categories** identified in the child or young person's PLPs/IEPs, from the list of the five overarching SEN categories. You have the option to select **more than one** secondary SEN Category from this multi-select list if applicable.

Note: The SEN categories include Physical Needs, Cognition and Learning (CL), Social, Behavioural, Emotional and Wellbeing (SBEW), Speech, Language & Communication Needs (SLCN), Sensory (Visual/Hearing Impairment) (SE). Please see the category descriptors in [DE's Guidance for Schools \(2019\)](#) for more information.

Many children with SEN have more than one type of special educational need or difficulty. Schools / educational settings are therefore asked to record each child or young person's greatest or primary need, and, where appropriate, their secondary needs. There is no limit to the number of SEN categories that can be recorded in total. Please see the category descriptors in [DE's Guidance for Schools \(2019\)](#) for more information.

Reason for Request ✓	Request Details ✓	Child Details ✓	SEN Details	Parent
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Please select the primary SEN identified in the child/young person's PLP/IEP as per DE SEN category *

The five overarching SEN categories and descriptions can be found in DE's guidance.

Speech, Language & Communication (SLC)

Are there any secondary needs identified in the child/young person's PLP/IEP as per DE SEN category? *

No Yes

Please select any secondary SENs identified in the child/young person's PLP/IEP as per DE SEN category

Sensory (Visual/Hearing Impairment) (SE)

4. Next, you are asked to provide information around the child or young person's SEN details. Please note if the information on main concerns, views of child/young person, parental views, strategies and other factors is already contained in the PLP/IEPs, please write "**see PLP/IEP**" in the text field.

What are the main concerns? *

Describe the child/young person's main concerns outlining the impact of the learning difficulty and/or disability in school. Note: Please be as specific as possible outlining all identified SEN, If this information is already contained in the PLP/IEP please just state "See PLP/IEP"

Outline the views of the child or young person in relation to their SEN. *

What do they feel is going well? What do they feel would help them? If this information is already contained in the PLP/IEPs please state "see PLP/IEP"

Outline the views of the parent(s) / person(s) exercising parental responsibility *

If this information is already contained in the PLP/IEPs please state "see PLP/IEP"

Summarise the relevant and purposeful strategies and approaches that have been implemented for this child/young person in line with a graduated response to the Code of Practice? *

Note: You should detail strategies that have been successful and strategies that have not been successful. If this information is already contained in the PLP/IEPs please state "see PLP/IEP"

5. Please provide a **description of the main concerns** within the text box. Please highlight any barriers to learning and how these impact the child or young person in school.

Be specific and include any known challenges or areas where support is not needed. Please also include the child or young person's strengths. For example, achievements, abilities, participation in school life etc.

If the child or young person has more than one SEN identified, you should answer in relation to all SEN types identified.

6. Please provide a description to **outline the views of the child or young person** in relation to their SEN and learning. Please highlight what they feel is going well and if they feel anything would help them.
7. Please provide a description to outline the **views of the parent(s)/Person(s) exercising parental responsibility**.
8. Please provide a summary of the **relevant and purposeful strategies and approaches** that have been implemented for this child or young person in line with a graduated response to the Code of Practice.

Be specific and detail any approaches that have been successful and those which have been unsuccessful. It might also be useful to show any progression from the previous phases of PLPs/IEPs, if applicable.

9. Please enter any **other factors** which you deem relevant and/or important. For example, health, family, social factors etc.
10. Please select 'Yes' if there is an **Intimate Care Plan** in place for this child or young person. If you have selected 'Yes', you will be required to upload the Intimate Care Plan at the documentation section.
11. Please select 'Yes' if there are any **medical diagnoses** for this child or young person. If you have selected 'Yes', you will be prompted to select all applicable medical diagnoses from the multi-select dropdown list.

If you have selected 'Yes', you will be required to upload any relevant medical information in the documentation section at the end of the form.

12. Next, select 'Yes' if to your knowledge, the child or young person is currently undergoing an **assessment for Autism**.

Is the child/young person currently under assessment for Autism *

No Yes

Has a risk assessment(s) or CALM plan been carried out? *

No Yes

Has the child/young person had support from EA SEND Pupil Support Services prior to January 2025? *

No Yes

Select which services have provided support for the child/young person

To your knowledge, have/are any other external professional services/agencies or wider EA services been involved with the child/young person? *

No Yes

Please supply the name of the professional service(s)/agencies or wider EA services who have been involved and provide a brief outline of involvement.

Have any recent additional assessments/standardised testing (e.g. PTE, PTM, CAT, Screeners, Wellcomm etc.) been undertaken? *

This can include any recent PTE, PTM and CAT4 pupil attainment tests. Wellcomm, Speech and Language Toolkit. If yes, you will be required to upload these in the documentation section.

No Yes

19. Please select 'Yes' or 'No' to whether any **Risk Assessment(s)** or Calm Plans have been carried out. If you have selected 'Yes', you will be required to upload the relevant plans (such as Individual Behaviour Plans, Risk Reduction Action Plans, CALM Plans etc.) in the documentation section at the end of the form.

13. Please select 'Yes' if the child or young person has been offered **previous support from EA's SEND Pupil Support Services**, prior to January 2025. If you select 'Yes',

please indicate which Pupil Support Services (e.g., Autism Advisory and Intervention Service) have provided prior support from the multi-select dropdown list, which enables you to select more than one service.

14. Please select 'Yes' if to your knowledge, the child or young person has had or is currently receiving **support from any other external professional services or agencies or wider EA services**.

If you select 'Yes', you will be promoted to provide brief details of the name(s) of the **professional service(s)/agencies or wider EA services** who have been involved and provide a brief outline of involvement.

15. Please select 'Yes' if any recent **assessments or screeners** have been undertaken. This can may include any relevant recent assessments such as PTE, PTM, CAT4 pupil attainment scores, Wellcomm Toolkit etc.

If you select 'Yes', you will be required to upload these in the documentation section at the end of the form.

Note: Please include any assessment evidence which you think might add to the full picture of the child or young person's presentation in school. Any evidence should help to provide an understanding of the child or young person's priority learning needs and inform any expected outcomes.

16. Next, please enter the **desired outcomes** you would like to see from this request for the child or young person in the text box. The desired outcomes identified should be SMART and consistent with the child or young person's priority learning needs.

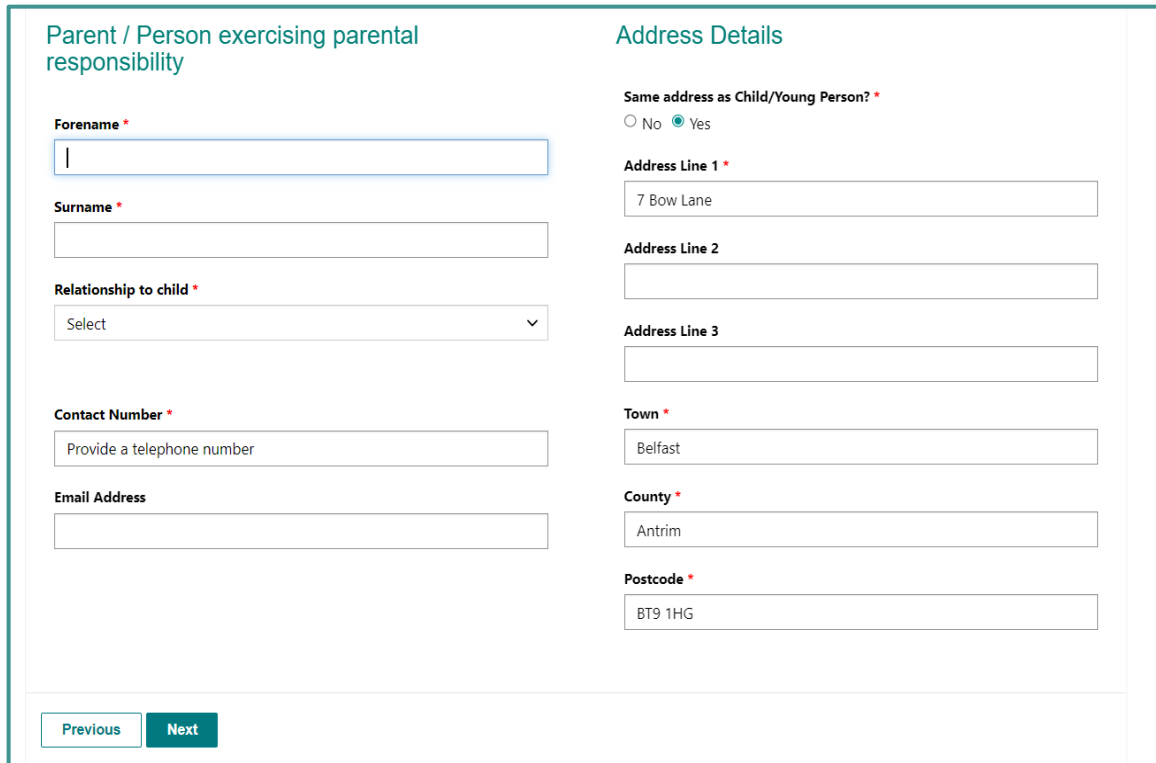
17. If you feel any **additional relevant information** may support this request, please provide this detail here. This could also include things like if an interpreter is needed etc.

18. Click  to proceed.

Note: Schools / educational settings should normally only record a child or young person's medical diagnosis or physical condition on the medical register when evidence has been provided by the parent, or forwarded to the school by the EA (where it may be included in the statement), or sent directly by a Health and Social Care Trust (HSCT) practitioner who will have parental consent to share the information.


Parental Details

Once you have clicked to proceed, you will be asked to complete the **Parental Details** section.



The screenshot shows a form titled "Parent / Person exercising parental responsibility" and "Address Details". The form is divided into two columns. The left column contains fields for "Forename *", "Surname *", "Relationship to child *", "Contact Number *", and "Email Address". The right column contains a radio button for "Same address as Child/Young Person? *", and text boxes for "Address Line 1 *", "Address Line 2", "Address Line 3", "Town *", "County *", and "Postcode *". At the bottom of the form are "Previous" and "Next" buttons.

1. Enter the **Forename** of the primary Parent/Person exercising parental responsibility.
2. Enter the **Surname** of the of the primary Parent/Person exercising parental responsibility.
3. Select the dropdown arrow to indicate the **relationship** to the child or young person.
4. Please enter a **contact phone number** for the primary Parent/Person exercising parental responsibility. This will be the number we will use to reach the parent/person with any correspondence or information. A valid contact number should contain a minimum of 11 numbers inputted in the following format (e.g., 02890665782).
5. Please enter a contact **email address** for the primary Parent/Person exercising parental responsibility. This will be the email address we will use to reach the parent/person with any correspondence or information.

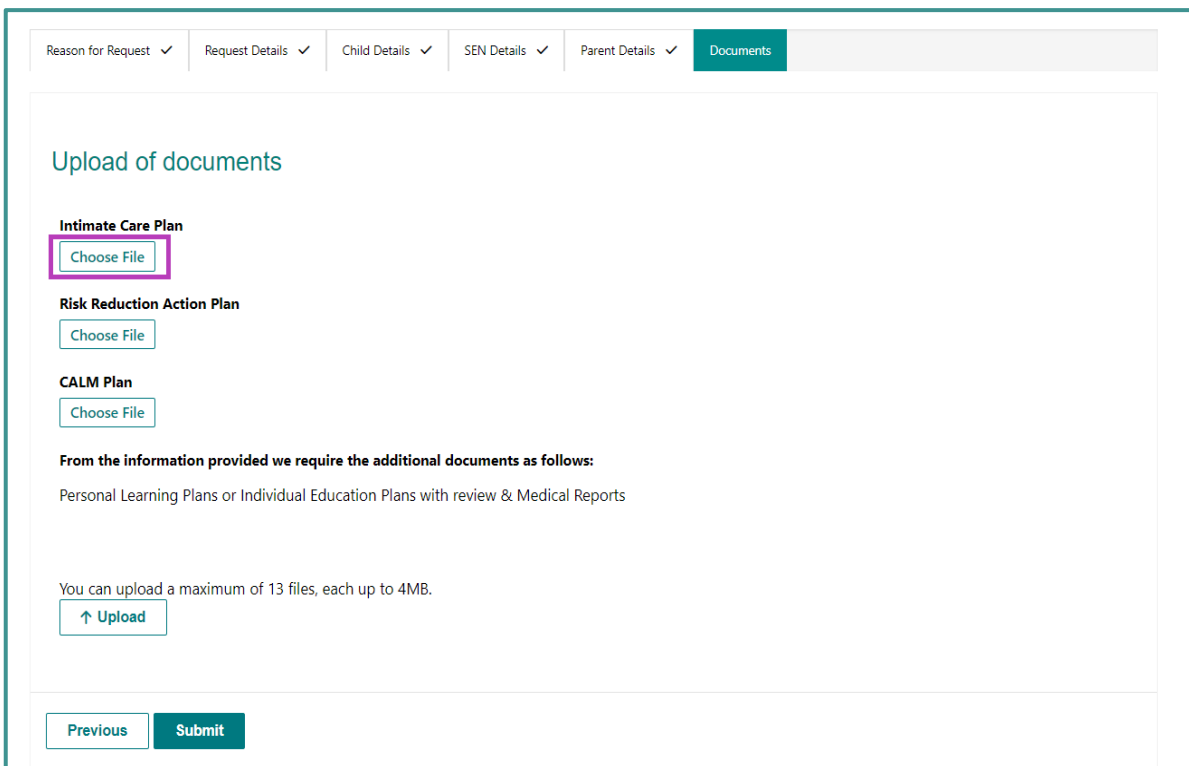
6. The **address** details of the primary Parent/Person exercising parental responsibility is automatically pre-populated to be the same as the child or young person's address fields, requiring no further input.
7. However, if the address is not the same, you must select 'No' and you will be required to enter the details of the primary parental address.
8. Click  to proceed.

Upload Supporting Documents

This section enables you to upload any relevant evidence to support the request.

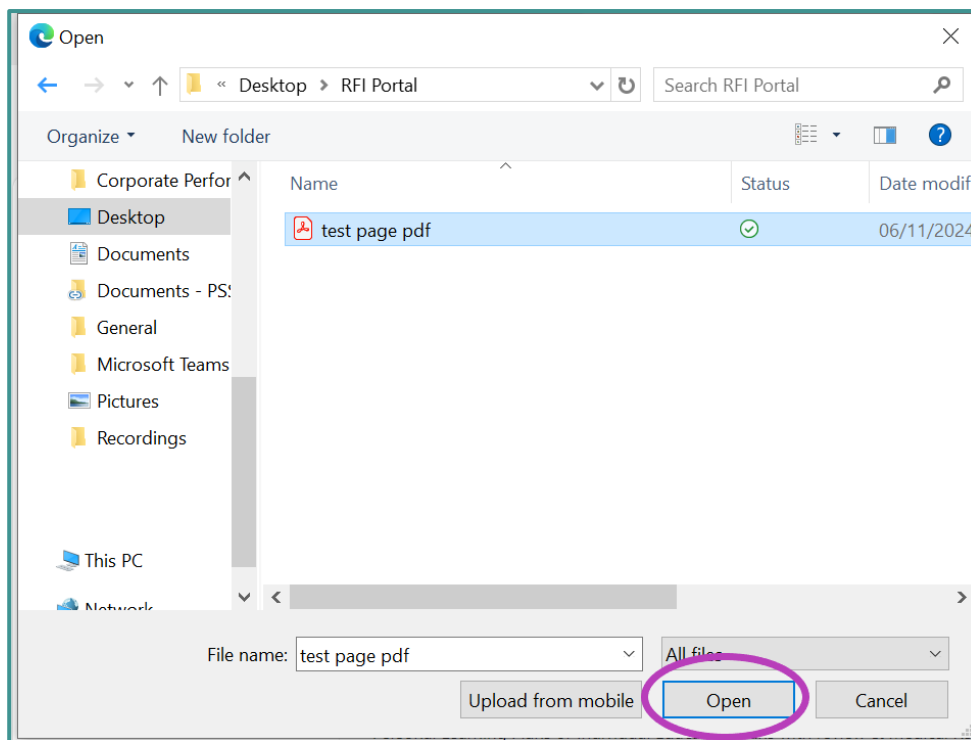
- Documentation upload buttons are shown based upon your previous selections within the form. Depending on the selections, this will include 2x PLPs/IEPs, with review.
- Please note that failure to do so (without providing a detailed reason) may impact on the progression of your request and future support.
- The request may also require additional documentation such as an Intimate Care Plan, Risk Reduction Action Plan or Calm Plan, any applicable medical reports or letters from health professionals, or any supporting assessments or screeners information.
- There is also an option to upload documents other than those that are listed, that you feel are relevant to support the request.
- The Portal allows you to upload a **maximum of 13 files, each up to 4MB**. These must be provided in in a **PDF** file format.

1. To upload the Intimate Care Plan, Risk Reduction Action Plan or Calm Plan, Click the **'Choose file'** button to upload the supporting document in the relevant section(s).

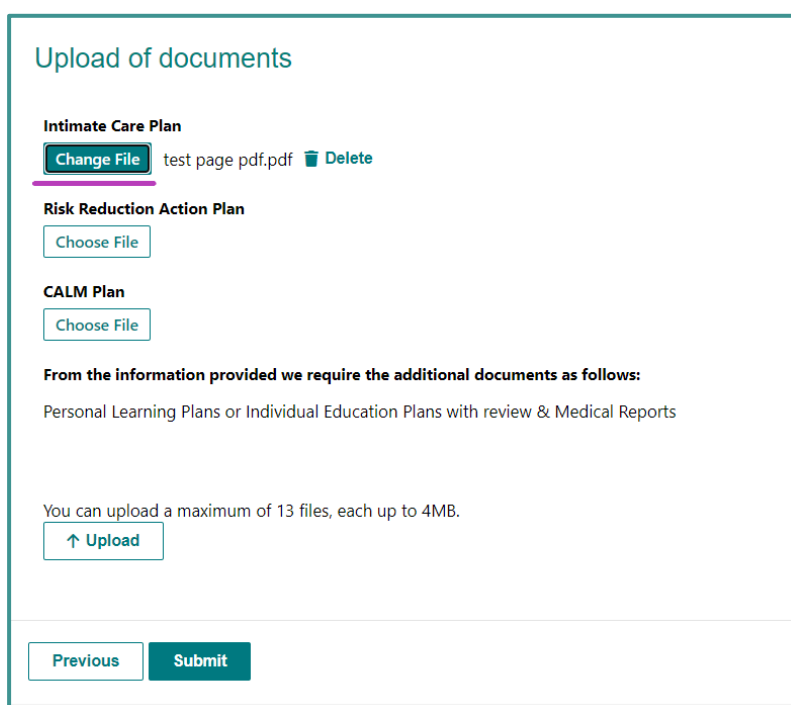


2. Locate and **Select** the relevant document on your computer. Please check that it is the correct document before you upload.

3. Click the **'Open'** button and you will see the file name selected.



4. If you have uploaded the incorrect document, this can be changed by selecting the **'Change File'** button which only appears after a document has been uploaded and will allow you to locate and select the correct document to upload. Alternatively, you also have the option to select the **'Delete'** button to remove the document and start again.



- To upload PLPs/IEPs, applicable medical reports or letters from health professionals, or include any supporting assessments or screeners information, Click the **'Upload'** button to upload the supporting document in the relevant section(s).

Upload of documents

Intimate Care Plan
 test page pdf.pdf

Risk Reduction Action Plan

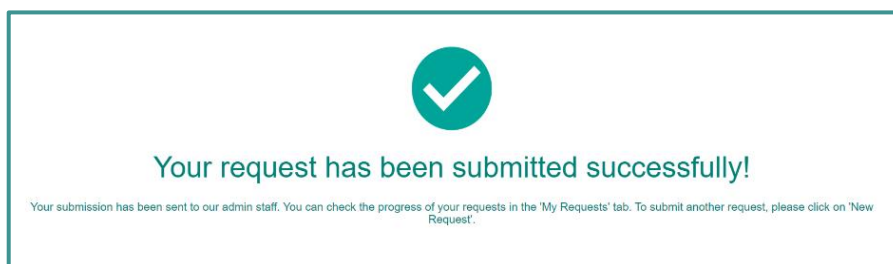
CALM Plan

From the information provided we require the additional documents as follows:
 Personal Learning Plans or Individual Education Plans with review & Medical Reports

You can upload a maximum of 13 files, each up to 4MB.

test p...ge pdf.pdf (16.5 KB)

- When you are happy that all documents have been uploaded, you can either select you can select the **'Submit'** button to submit the request for involvement.
- Once you have submitted your request you will receive a confirmation message of a **receipt of successful submission:**



- Once you have submitted your request you check the status in the **'My Requests'** section of the Portal.

My Requests



Once you have submitted the form, you will be able to view the details and status of your request in the 'My Requests' navigation tab. This dashboard allows you to view all individual current and past requests and the current statuses of those requests.

View all Individual Requests for Involvement

1. Under the '**My Requests**' tab in the navigation bar of the Portal, you will be able to view a list of all Requests for Involvement that you have started or submitted.



2. The dashboard will **display** a list of all the **Request IDs**, the **Forenames** and **Surnames** of the pupils who the request pertains, the **Reason for involvement**, the **Date the Requests** were created, and the **Statuses** of that request.

My Requests

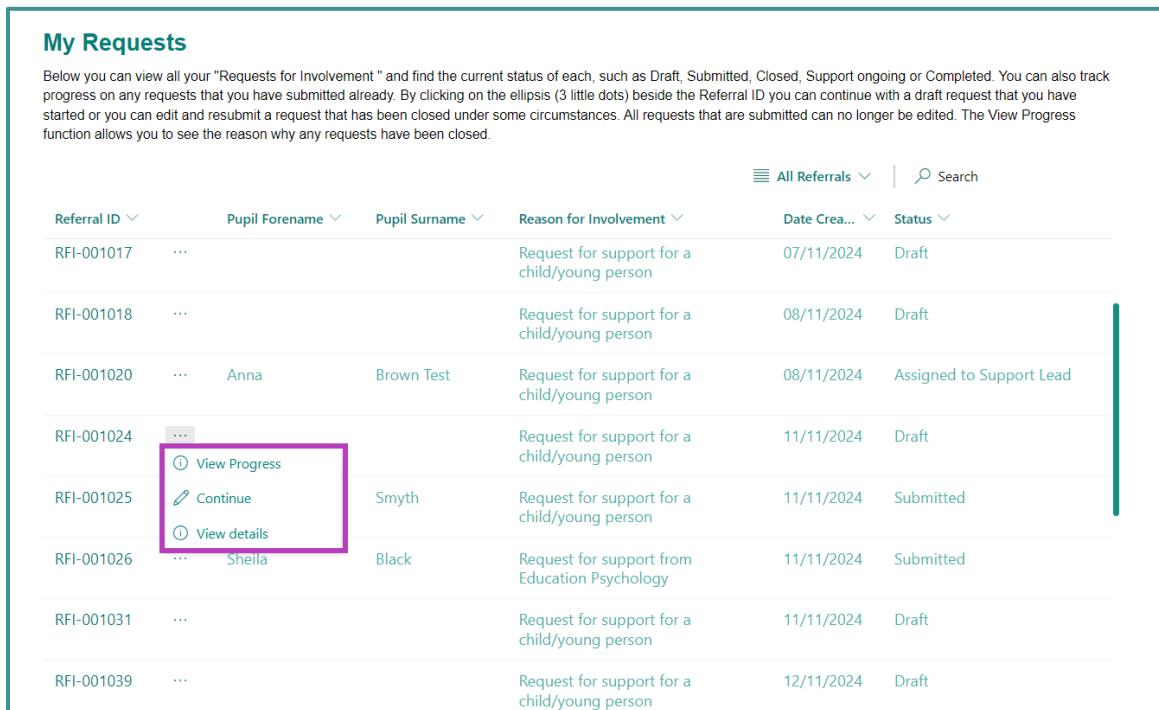
Below you can view all your "Requests for Involvement " and find the current status of each, such as Draft, Submitted, Closed, Support ongoing or Completed. You can also track progress on any requests that you have submitted already. By clicking on the ellipsis (3 little dots) beside the Referral ID you can continue with a draft request that you have started or you can edit and resubmit a request that has been closed under some circumstances. All requests that are submitted can no longer be edited. The View Progress function allows you to see the reason why any requests have been closed.

☰ All Referrals | 🔍 Search

Referral ID	Pupil Forename	Pupil Surname	Reason for Involvement	Date Crea...	Status
RFI-001017	...		Request for support for a child/young person	07/11/2024	Draft
RFI-001018	...		Request for support for a child/young person	08/11/2024	Draft
RFI-001020	Anna	Brown Test	Request for support for a child/young person	08/11/2024	Assigned to Support Lead
RFI-001024	...		Request for support for a child/young person	11/11/2024	Draft
RFI-001025	Joe	Smyth	Request for support for a child/young person	11/11/2024	Submitted
RFI-001026	Sheila	Black	Request for support from Education Psychology	11/11/2024	Submitted

- If you have previously started a request and the form is now in **'Draft'** status and you wish to continue with the request, click the ellipsis (3 little dots) beside the Referral ID.

Then select the **'Continue'** button. This will enable you to continue to edit a **Draft request** that you have started, or you can edit and resubmit a request that has been closed under some circumstances.



My Requests

Below you can view all your "Requests for Involvement" and find the current status of each, such as Draft, Submitted, Closed, Support ongoing or Completed. You can also track progress on any requests that you have submitted already. By clicking on the ellipsis (3 little dots) beside the Referral ID you can continue with a draft request that you have started or you can edit and resubmit a request that has been closed under some circumstances. All requests that are submitted can no longer be edited. The View Progress function allows you to see the reason why any requests have been closed.

☰ All Referrals | 🔍 Search

Referral ID	Pupil Forename	Pupil Surname	Reason for Involvement	Date Crea...	Status
RFI-001017	...		Request for support for a child/young person	07/11/2024	Draft
RFI-001018	...		Request for support for a child/young person	08/11/2024	Draft
RFI-001020	Anna	Brown Test	Request for support for a child/young person	08/11/2024	Assigned to Support Lead
RFI-001024	...		Request for support for a child/young person	11/11/2024	Draft
RFI-001025		Smyth	Request for support for a child/young person	11/11/2024	Submitted
RFI-001026	Sheila	Black	Request for support from Education Psychology	11/11/2024	Submitted
RFI-001031	...		Request for support for a child/young person	11/11/2024	Draft
RFI-001039	...		Request for support for a child/young person	12/11/2024	Draft

Action menu for RFI-001024:

- View Progress
- Continue
- View details

- To view any of the individual requests you have submitted, click the ellipsis beside the Request ID and select **'View details'** in the action menu. This will provide a detailed view of the request.
- To **Search** the dashboard list for any specific individual requests, you can click on the search box and input your text (e.g. the forename or surname of a pupil).

6. To **Filter** your lists, click the dropdown menu icon at the top of the column you wish to filter the results by. For example, as per the screenshot above, if you want to filter the results by a pupil's surname you can click either filter by sorting the surnames. This enables you to sort from A to Z, from Z to A, or you can filter by 'equals' and input an exact name into the text box. You then select the '**Apply**' button which will then show your filtered results based on the selection.

You must clear your filters before you can view your full list of requests again. You do this by clicking the dropdown arrow at the top right hand of the column and scroll down to the '**Clear filter**' option.

My Requests

Below you can view all your "Requests for Involvement" and find the current status of each, such as Draft, Submitted, Closed, Support ongoing or Completed. You can also track progress on any requests that you have submitted already. By clicking on the ellipsis (3 little dots) beside the Referral ID you can continue with a draft request that you have started or you can edit and resubmit a request that has been closed under some circumstances. All requests that are submitted can no longer be edited. The View Progress function allows you to see the reason why any requests have been closed.

☰ All Referrals ▾ | 🔍 Search

Referral ID ▾	Pupil Forename ▾	Pupil Surname ▾	Reason for Involvement ▾	Date Crea... ▾	Status ▾
RFI-001017	...		Request for support for a child/young person	07/11/2024	Draft
RFI-001018	...		Request for support for a child/young person	08/11/2024	Draft
RFI-001020	Anna	Brown Test	Request for support for a child/young person	08/11/2024	Assigned to Support Lead
RFI-001024	...		Request for support for a child/young person	11/11/2024	Draft
RFI-001025	Joe	Smyth	Request for support for a child/young person	11/11/2024	Submitted
RFI-001026	Sheila	Black	Request for support from Education Psychology	11/11/2024	Submitted
RFI-001031	...		Request for support for a child/young person	11/11/2024	Draft
RFI-001039	...		Request for support for a child/young person	12/11/2024	Draft

View the Status of a Request for Involvement from the Local IMPACT Team

1. You will find the current status of your request displayed under **Status** - Draft, Submitted, Closed - Incomplete, Support Ongoing (e.g. Assigned to Support Lead) or Completed. You can also track progress on any requests that you have submitted already.

My Requests

Below you can view all your "Requests for Involvement" and find the current status of each, such as Draft, Submitted, Closed, Support ongoing or Completed. You can also track progress on any requests that you have submitted already. By clicking on the ellipsis (3 little dots) beside the Referral ID you can continue with a draft request that you have started or you can edit and resubmit a request that has been closed under some circumstances. All requests that are submitted can no longer be edited. The View Progress function allows you to see the reason why any requests have been closed.

Referral ID	Pupil Forename	Pupil Surname	Reason for Involvement	Date Created	Status
RFI-001017	...		Request for support for a child/young person	07/11/2024	Draft
RFI-001018	...		Request for support for a child/young person	08/11/2024	Draft
RFI-001020	Anna	Brown Test	Request for support for a child/young person	08/11/2024	Assigned to Support Lead
RFI-001024	...		Request for support for a child/young person	11/11/2024	Draft
RFI-001025	Joe	Smyth	Request for support for a child/young person	11/11/2024	Submitted
RFI-001026	Sheila	Black	Request for support from Education Psychology	11/11/2024	Submitted
RFI-001031	...		Request for support for a child/young person	11/11/2024	Draft

More details on the statuses are presented below:

Status	Definition
Draft	The request is currently in draft status. The form has been started but hasn't yet been submitted.
Submitted	The request has been submitted and received by the Regional Management Unit.
Assigned to Moderation Panel	The request has been received by the Regional Management Unit and assigned to a Moderation Panel for review.
Recommended for LIT Support	The request has been recommended for receiving support from the Local IMPACT
Assigned to LIT Support Lead	The request has been approved for action and assigned to the Local IMPACT Team.
Support Ongoing	Support is being provided and ongoing.
Support on Hold	Support is on hold.
Completed	Support has been provided, and outcomes were met.
Consideration of further support	Support has been provided and further support is being considered.

Closed	<p>There are a number of reasons of why a Request has been closed. These can include:</p> <ul style="list-style-type: none"> ○ <u>Closed Incomplete</u>. This can often be due to missing mandatory attachments or required information in the request. If a request has been closed due to incomplete information provided, it is possible to resubmit the form with the relevant information. A reason for incompleteness of form may also be provided. ○ Not recommended for support from the Local IMPACT Team. <p>Requests which have a closed status will have a reason provided.</p>
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2. If the form has been **submitted**, you can view the progress of the request by again selecting the ellipsis (3 little dots) beside the Request ID of the request.
3. If you select the **'View Progress'** option, this will open a pop-up window and will also show the **status of the request**, and any **reason provided for the status**. If additional information is required, you will see a message with instructions on what needs to be done next.

My Requests

Below you can view all your "Requests for Involvement " and find the current status of each, such as Draft, Submitted, Closed, Support ongoing or Completed. You can also track progress on any requests that you have submitted already. By clicking on the ellipsis (3 little dots) beside the Referral ID you can continue with a draft request that you have started or you can edit and resubmit a request that has been closed under some circumstances. All requests that are submitted can no longer be edited. The View Progress function allows you to see the reason why any requests have been closed.

☰ All Referrals ▾ | 🔍 Search

Referral ID ▾	Pupil Forename ▾	Pupil Surname ▾	Reason for Involvement ▾	Date Crea... ▾	Status ▾
RFI-001017	...		Request for support for a child/young person	07/11/2024	Draft
RFI-001018	...		Request for support for a child/young person	08/11/2024	Draft
RFI-001020	Anna	Brown Test	Request for support for a child/young person	08/11/2024	Assigned to Support Lead
RFI-001024	...		Request for support for a child/young person	11/11/2024	Draft
RFI-001025	...	Smyth	Request for support for a child/young person	11/11/2024	Submitted
RFI-001026	Sheila	Black	Request for support from Education Psychology	11/11/2024	Submitted
RFI-001031	...		Request for support for a child/young person	11/11/2024	Draft
RFI-001039	...		Request for support for a child/young person	12/11/2024	Draft

Once requests have been submitted can no longer be edited, with the exception of closed – incomplete requests. The ‘View Progress’ function allows you to see the reason why any requests have been closed.

Record details ✕

Status
Submitted

Reason *
—

Reason for not recommending for support
Select

- To **search** the dashboard in order to view individual requests by status, you can click on the dropdown menu icon at the top right-hand corner of the list.

You can filter your results by selecting the following status options: ‘All Referrals’, ‘Closed Referrals’, ‘Draft Referrals’, ‘Submitted Referrals’. This list will then show the filtered results based on your selection.

My Requests

Below you can view all your "Requests for Involvement " and find the current status of each, such as Draft, Submitted, Closed, Support ongoing or Completed. You can also track progress on any requests that you have submitted already. By clicking on the ellipsis (3 little dots) beside the Referral ID you can continue with a draft request that you have started or you can edit and resubmit a request that has been closed under some circumstances. All requests that are submitted can no longer be edited. The View Progress function allows you to see the reason why any requests have been closed.

Referral ID	Pupil Forename	Pupil Surname	Reason for Involvement	Date	Status
RFI-001017	...		Request for support for a child/young person		
RFI-001018	...		Request for support for a child/young person		
RFI-001020	Anna	Brown Test	Request for support for a child/young person	08/11/2024	Assigned to Support Lead
RFI-001024	...		Request for support for a child/young person	11/11/2024	Draft
RFI-001025	Joe	Smyth	Request for support for a child/young person	11/11/2024	Submitted
RFI-001026	Sheila	Black	Request for support from Education Psychology	11/11/2024	Submitted

View the Status of a Request for Involvement from Education Psychology Service



1. You will find the current status of your request displayed, such as Draft, Submitted, Received or Assigned to EPS Base Office.

These statuses include:

Status	Definition
Draft	The Request is currently in draft status. The form has been started but hasn't yet been submitted.
Submitted	The Request has been submitted and received by Education Psychology Service.
Assigned to EPS Base Office	The request has been approved for action and assigned to the EPS Base Office.

Request for Training Support



This form should only be used to request **bespoke training from the Local IMPACT Teams**. This form should not be completed to avail of any training resources available through the Self-Service portal or other EA training websites.

Please note that Early Years Services can provide setting-based training on the themes of Autism and Social, Behaviour, Emotional and Wellbeing.

1. Click on the dropdown menu and select **the type of training/professional learning** being requested.

This includes whole school support, classroom support, policy development and/or behavioural support, specific staff professional development, support following ETI inspection (SEND/Inclusion related) or other (please specify this in the text box provided).

2. Click on the text box, please provide **details of other support** required.
3. Click on the text box, please provide a brief explanation of the **rationale for the request and the key areas of where support is required**.
4. Click on the dropdown menu and select the **preferred format of training**. The options are: directed time or short workshop, advisory training for a small group of staff or for whole school staff training day.

Request for Training

This form should only be used to request Bespoke Training from the Local IMPACT Teams. This form should not be completed to avail of any training resources available through the Self Service portal or other EA training websites.

Type of training/professional learning being requested. *

Select ▼

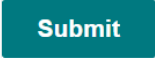
Please provide details of other support required

Please provide a brief explanation of the rationale for the request and the key areas of where support is required. *

Please select the preferred format of training. *

Select ▼

What month/dates would training ideally be provided?

5. Click on the text box and indicate **what month/dates** would training ideally be provided?
6. Click on the text box and provide the **proposed number of delegates**.
7. Then click  **Submit**
8. Once you submit your request for training, you will receive an email notification to say that your request has been submitted.

Please note: You will not be able to see any training requests information in the 'My Requests' view. You will be contacted directly by the Local IMPACT Team on the outcome of the request.

If you experience any issues or need help completing the form, please complete your queries via the following help [form](#).

