

Where a child is looked after (CLA) it would be necessary to discuss the issues/concerns leading to the decision to complete a Request for Involvement with the child's social worker as well as relevant carers and, where appropriate, parents. Additionally, it will be necessary to identify who is able to give consent to the request for involvement i.e. parent/foster carer/social worker etc. The child's status as looked after should be identified on the RfI form.

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Please see the following website for further information regarding how we store and use data when children and young people are referred to our service:

<https://www.lancashire.gov.uk/council/transparency/access-to-information/service-and-project-specific-privacy-notice/>

Specialist Teaching Service
Early Years Team
Request for Involvement
Information for Parents/Carers
and Practitioners



Updated Feb 2024

Directorate for Education and Children's Services

WHAT IS A REQUEST FOR INVOLVEMENT?

Specialist Teachers have a general role to support early years providers with understanding their role and responsibilities in relation to SEND policy and procedure.

What is a 'Request for Involvement (RfI)?

In addition to this general role Specialist Teachers are also available to support providers where they and parents/carers have concerns about a specific child's progress and development. This support comes via the 'Request for Involvement'.

When can an RfI be made?

Providers can submit a request for involvement for a child of **any age (0-4)** attending an eligible private, voluntary, independent early years setting or maintained nursery school/class or an eligible childminder.

Children should be experiencing a delay of **9 months** or more in their development in two or more areas.

RfIs can be made at any time of the year but for children who are in their pre-school year and will be moving on to school it should be done before the end of the spring term — after this time **RfIs** will only be considered for exceptional circumstances such as children new to the area. RfIs cannot be made for children where parents/carers have chosen to defer/delay their entry to YrR until later in the year.

How to access a RfI?

The setting SENCO or childminder needs to fully complete the 'Request for Involvement' form identifying the child's strengths and interests, the outcomes being worked towards, parent/carers' and setting's concerns and the actions taken to date. Relevant supporting evidence must be also be provided .

What is relevant supporting evidence?

- Assessment/tracking, precisely identifying a child's current level of development.
- An evaluated targeted learning plan (TLP) and current TLP; including evidence of the strategies used within the setting.
- Completed other professionals form.
- Any other relevant professional reports.

What will the Specialist Teacher Involvement look like?

The Specialist Teacher will contact the provider following the allocation of the RfI to discuss it further.

Possible next steps:

- RfI visit for individual children
- Telephone consultation and advice to setting

As part of the RfI visit, Specialist Teachers will observe the child, review their assessment/tracking information, liaise with practitioners and the setting SENCO/childminder and feedback to parents, either as part of a feedback meeting, or via the setting.

Following an RfI visit, Specialist Teachers will provide a report with advice and next steps for practitioners to implement in their setting.

What might be the outcome of the Request for Specialist Teacher Involvement visit?

In addition to the recommendations and advice for setting practitioners and parents, possible future involvement from the Specialist Teacher may include:

- No further action / no further involvement
- Signposting to other services
- Signposting to training/workshops
- Ongoing involvement from the Specialist Teacher

It is the role of the Specialist Teacher to support the setting to support the child.