Access Request
User guide for schools

Disability, Learning & Support

Updated October 2018

Contents

1. About the online Access Request

The online access request application is used to apply for additional learning and support provisions for a particular student, above what is available within school resources.

The Disability, learning & support website provides information on available programs and services: https://education.nsw.gov.au/disability-learning-and-support

To find your local school services, learning and wellbeing team members go to: https://app.education.nsw.gov.au/school-services-contacts/

The provisions that can be applied for through access request can include:

- placement in a specialist support class in a regular or special school
- Integration funding support
- itinerant teacher support e.g. hearing, vision, early intervention teacher or resource
- distance education: only three categories of distance education require an access request application:
  - 2.8 — students with additional learning and support needs
  - 2.9 — transition for students with significant support needs
  - DESU — Distance Education Support Unit (Sir Eric Woodward Memorial School)

For distance education enrolment procedures see: https://education.nsw.gov.au/policy-library/associated-documents/de-enrolproc.pdf

Online help is available on every page in the online access request application. It includes detailed information to assist with completing that section or sub section.

1.1 The context: whole school planning

The school's learning and support team facilitates and coordinates a whole school approach to meeting the learning and support needs of all students. Each school determines the membership of the school's learning and support team according to local needs.

It is led by a Learning and support team coordinator (L&STC), who is usually a member of the school executive, and can include:

- teacher representative(s)
- specialist teaching staff e.g. English as an additional language/ dialect teacher (EAL/D), learning and support teacher, aboriginal education officer
- the school counsellor or school psychologist
- other specialist personnel e.g. school learning support officer(s)
- parent(s)/carer(s), as required.

As part of its functions the school's learning and support team coordinates support services from within and outside the school.

When developing an access request, the school's learning and support team creates a profile of a student's abilities and needs based on the perspectives of teaching staff as well as parent/carer(s).

The class teacher/year advisor provides a detailed description of the student's performance and where adjustments are required.

The Learning and support team coordinator (L&STC) builds on this by adding more information and including a whole school perspective. Parent/carer(s) and specialist staff, including school counsellor/school psychologist, senior psychologist education/ district guidance officer, assistant principal hearing, assistant principal vision, early intervention teacher, provide additional and specific information.

2. Delegating access request roles

Before any access requests can be set up, the principal of the school must delegate Principal, School Author and School Participant roles to staff through the school's Access Management Utility (AMU). When AMU has been opened, select the ERN option.

It is recommended that the principal of the school delegates roles to any staff members who could be responsible for setting up, contributing to or verifying any access requests, for example, by delegating the:

- Principal role to the principal of the school as well as a deputy or assistant principal

- School Author role to head teachers, grade supervisors, the L&STC

- School Participant role to class teachers or year advisors, EAL/D teachers, the school counsellor/ school psychologist

- A school participant role can also be added in AMU for staff not at the school site such as senior psychologist education, assistant principal hearing, assistant principal vision, early intervention teacher.

The Principal role includes the actions that can be taken by the School Author role.

Access Request roles can be assigned to staff members who are based at:

- the school as permanent or temporary appointments (on-site)

- another school in the case of shared enrolment (off-site)

- a student's previous school who are prepared to assist with his/her access request (off- site)

- staff based at another school and in a specialist position e.g. school counsellor/ school psychologist, senior psychologist education/ district guidance officer, assistant principal hearing or assistant principal vision (off-site). It is important that only the access request participant role is chosen for these staff. Adding additional roles to staff in AMU who work across many schools causes technical problems as the number of schools they are provided access to increases.

To delegate Access Request roles to on-site staff members, the principal of the school logs onto the school's AMU, selects the *ERN - Enrolment and Registration* application and clicks on the appropriate check box next to the names of the relevant staff members. To delegate these roles to off-site staff members, add them to the *Staff Not at this site* first. Go to Delegating roles through the Access Management Utility (10.9) for more detail.

3. Functions and features of the online access request program

3.1 Logging on

To create an access request or to add specific information or make changes to any aspect of an access request, a Principal, School Author or School Participant must:

- log on to the Department's portal using his/her personal account and password
- select ERN from Essentials, click on the *My Applications* tab and select *ERN - Enrolment and Registration Number*
- select access Request from the left hand menu
- select the *My Access Requests*, *Access Request Clone* or *New Access Request* tab from the Access Request Home Page (see Figure 1).

Figure 1: Select My Access Requests or New Access Request or Access Request Clone

3.2 Changing personal preferences

To prevent the system from timing out when completing an access request:

- select the My Profile tab from the left hand menu
- in the General User Preferences window extend the Inactivity Timeout period and click Save (at the bottom of the screen).

For staff working in more than one school, it is also possible to change the default school through the *General User Preferences.*

To view the whole entry screen for any section, hide the ERN menu and reduce the screen size to fit computer screen. Go to Changing screen size (10.5 below) for more detail.
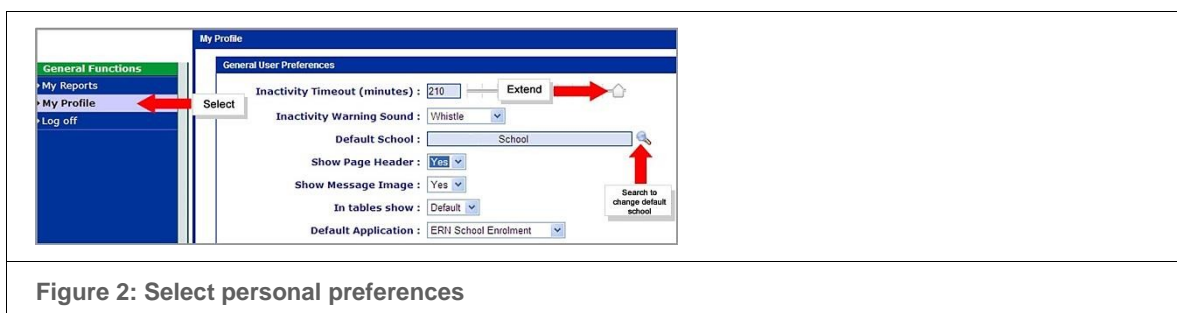

Figure 2: Select personal preferences

3.3 Navigating, menu bars and icons

There are two menu bars across the top of every screen as well as tabs for each section and screens for each sub section.

A star next to a sub section's title indicates that the assigned School Participant has a mandatory field to complete within it. Moving the mouse over each tab within an access request reveals its sub sections. Move the cursor to the desired section and click once to go to that section (see Figure 3).
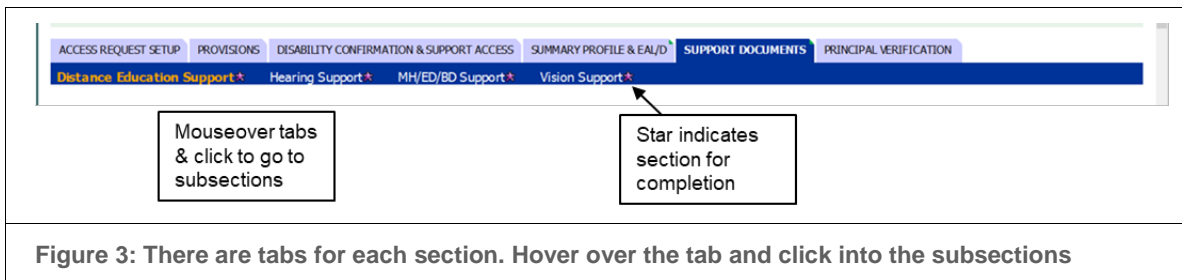
Figure 3: There are tabs for each section. Hover over the tab and click into the subsections

The dark green menu bar at the top of each screen includes the school's name and the name of the School Author who set up the access request.

Click on the icons on the dark green menu bar to view My Reports, print the current page, change personal profile or go to Online Help.

The light green menu bar includes student information, e.g. the student registration number (SRN), student's name.

It also includes the icon to print the whole file and another to view a read only copy of the Principal's Verification screen. The View Summary icon also appears on every screen in the light green menu bar (see Figure 4).
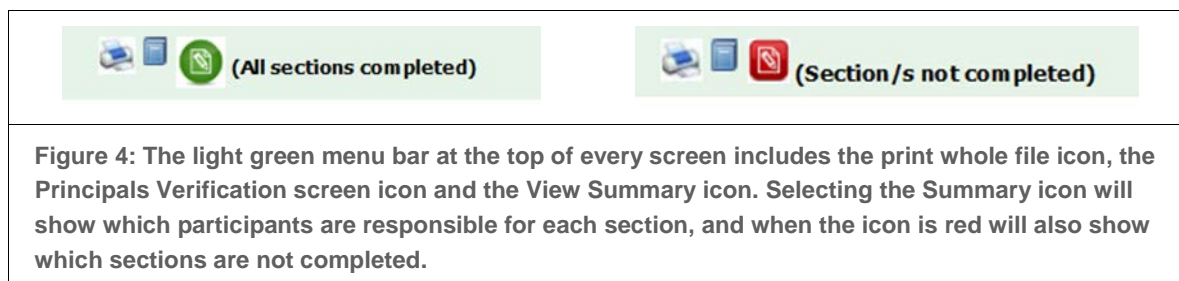
Figure 4: The light green menu bar at the top of every screen includes the print whole file icon, the Principals Verification screen icon and the View Summary icon. Selecting the Summary icon will show which participants are responsible for each section, and when the icon is red will also show which sections are not completed.

The View Summary screen provides a read only version and shows:

- who has been assigned to a section
- if a section has been completed
- if a role has been re-assigned and the previous content needs to be reviewed.
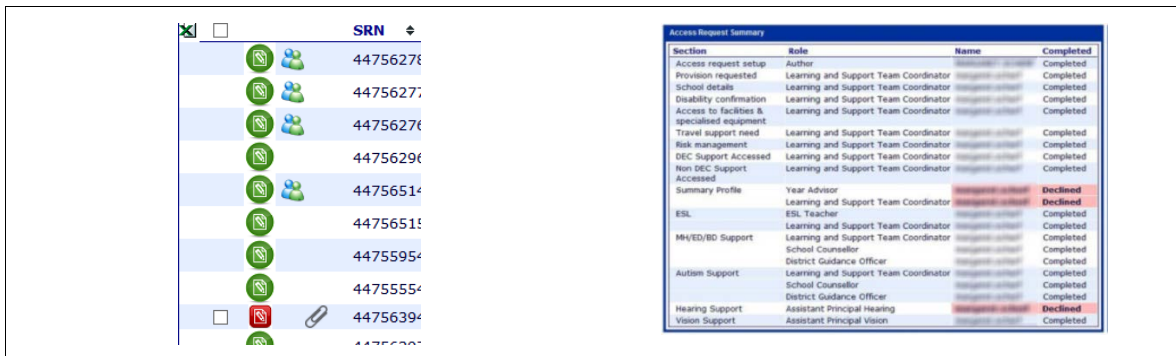
Figure 5: The View Summary icon is also located to the left of the student's SRN on the My Access Requests screen. Select the icon for further information on each section.

Moving the mouse over a student's name in the search results on the *My Access Requests* screen reveals the student's gender and date of birth.

The program provides feedback to the contributor when a section is saved or when moving to the next screen. This feedback appears in messages across the top of the screen and will point out sub-sections that have been missed or confirm that a section is complete. Any incomplete sub-sections are highlighted in pink (see Figure 5 above).

Go to *Access Request Icons* (11) for icon descriptions, their screen locations and uses. A legend showing the icons is also located on the My Access Requests screen above the list of active access requests (see Figure 6).
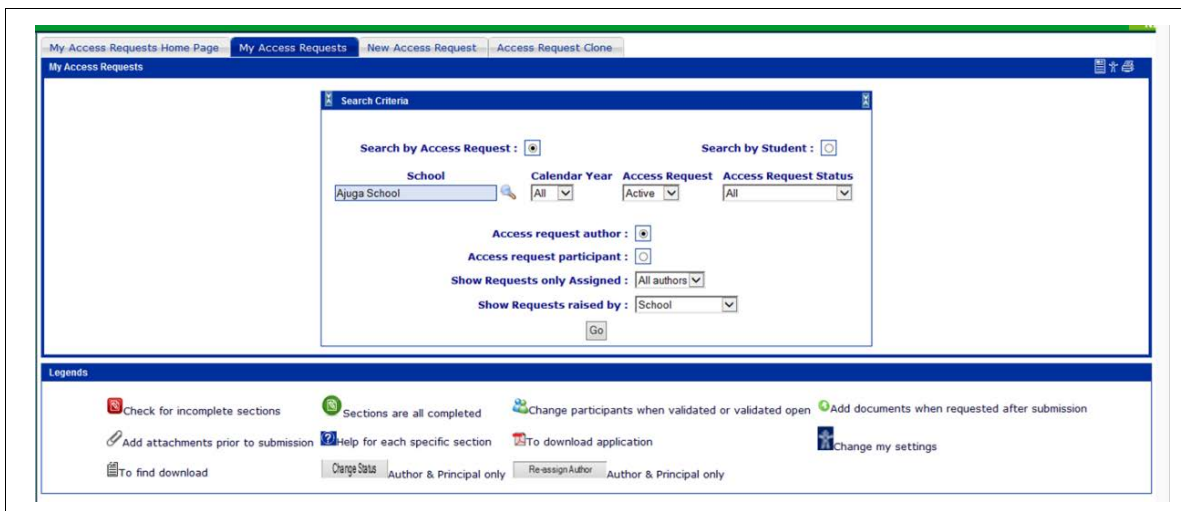
Figure 6: The icon legend is located on the schools My Access Requests screen above the list of active students

3.4 Roles and responsibilities

The program determines what each delegated role, i.e. Principal role, School Author role or School Participant role, can do. This includes, for example, viewing a read only version of an access request, re-assigning a School Author or making some changes to an access request's status.

Some of these actions are available through the My Access Requests screen when working outside a specific access request. Other actions are only available to responsibilities assigned by a School Author within a specific access request, i.e. the assigned Principal or assigned School Participant. Go to *Access Request roles and their actions* (9.2) for a full list.

The program also determines which assigned School Participants are responsible for completing sections of an access request. Go to *Sections assigned to school participants* (9.3) for a full list.

3.5 Simultaneous entries

The assigned School Participants can write their assigned sections simultaneously.

This means that more than one person can write in an access request at any one time, however, only one person can write in one screen at a time. For example, the class teacher/year advisor can write the Summary Profile while the L&STC completes the Disability Confirmation section. The L&STC, however, cannot complete the Access Domains section while the class teacher/year advisor is writing the Summary Profile.

This situation also applies to sections where support documents have been selected.

3.6 Saving and sign dating sections

Assigned School Participants can write their respective sections and save them by clicking save or save and exit. Some sections only require saving while others require the School Participant to sign date them.

This sign date function is a key component in the access Request program. It requires selecting the current date from the calendar to the right of the sign date field.

On sections with no sign date clicking into the next page at the bottom of the page completes the section.

It is possible to draft a section but it cannot be sign dated until the previous School Participant has sign dated his/her section.

Once an assigned School Participant sign dates a section, the program generates an email to the next School Participant.

When the last School Participant has sign dated his/her section, the program automatically:

1. changes all sections to read only

2. changes the Principal's Verification screen to read/write and, if additional reports have been included, relocates the paper clip icon to that screen

3. sends an email to the assigned Principal notifying him/her that the access request is ready to be verified.

Go to *Workflow in an access request* (9.4) for a graphic representation.

3.7 Automatic emails

Emails are generated automatically when a School Author sets up an access request and when an assigned School Participant completes and sign dates a section.

Every email includes a hotlink to the DoE portal so that the assigned School Participant can log on, view and complete sections of the access request.

These emails follow a pre-determined order or timeline to notify:

- each assigned School Participant when a section is ready to be completed

- an assigned School Participant (reminding him/her two working days from set up, five working days from set up and 10 working days from set up) if a section needs completing

- an assigned School Participant that previous sections are complete and ready for the next assigned School Participant to complete his/her section e.g. the classroom teacher/year advisor completes the Summary Profile which generates an email to the L&STC notifying him/her that the next section is ready for completion.

- the assigned Principal that all sections of an access request are complete and validated

- an assigned School Participant when the assigned Principal declines a section (this email includes the assigned Principal's explanation for declining the section).

- A reminder email is sent to the principal and author of an access request approximately 4 weeks prior to an automatic withdrawal of an access request. This happens to an active access request if it has not changed updated status within the last 12 months.

- The online access Request program defaults to sending all notification emails. The school's principal can decide, however, which of these will be used. It is important to remember that disabling any reminder emails will apply to all access requests raised by the school and could slow down completing access requests.

- To review the notification emails, the principal will go to *ERN School Enrolment*, select *My School* and then the *Access Request Email Administration* tab. Use the checkboxes to disable specific emails.

3.8 Providing extended information

There are three ways to extend the information provided in an access request:

- Support Documents — if a student needs Autism, Distance Education, Mental Health/Emotional Disturbance/Behaviour Disorder, Hearing Impairment and/or Vision Impairment support, the School Author selects this through the Access Request Setup screen and identifies the positions required to complete them. This creates specific screens in the application. See *Selecting Support Documents* (10.14) and *Assigning responsibilities to staff members* (10.4).

- Attachments — some sections require an attachment (indicated by a paperclip on a screen), for example, disability confirmation sheet, behaviour support plan, health care plan and risk assessment that provides additional, specific information about the student. Go to *Including attachments* (6.2) and Adding attachments (10.1) for more information.

- Additional reports — these provide further detail, e.g. literacy or numeracy results. These can be attached and read through the My Access Requests screen (by clicking on the paper clip) while an access request is open.

4. Preparing for an access request

4.1 Establish learning and support needs and available support

Before creating an access request it is recommended that the school's learning and support team (L&ST):

- clarifies that the student's learning and support needs require additional support above what can be provided within school resources

- identifies the support for which the student qualifies. To consult with your local school services, learning and wellbeing team members go to: https://app.education.nsw.gov.au/school-services-contacts/

- arranges for relevant documentation and reports, e.g. disability confirmation sheet, student behaviour plan, distance education appendixes, health care plan, literacy or numeracy results to be completed or updated and stored on the school's server. If the student has a current risk assessment as well as a behaviour plan, this may be included (optional).

- identifies the support documents necessary to complete the application, e.g. autism, distance education, EAL/D, hearing, MH/ED/BD, vision. When choosing distance education also include other sections where appropriate.

- identifies staff from other schools who can provide information, for example from schools where the student was enrolled or has shared enrolment

- ensures that contributing staff members understand their responsibilities, the timeline and how to complete their respective sections online.

4.2   Confirm student enrolment

Before an access request is set up, a student must be:

- 'enrolled (in attendance)'

OR

- 'applied to enrol (risk-assessed)' at the census school. The registration form has been completed to the end of page 14.

OR

- When a student is new to the government school system and they do not already have an SRN you can 'Create a new student and a new access request' which automatically creates a new SRN. The status in this situation is 'pre-enrolled' with a status of registered or applied to enrol.

4.3   Confirm the student has a census enrolment.

The school where the student has census registration must submit the access request. If a student has an 'applied to enrol (risk-assessed)' registration at another school, the principal of that school can take responsibility for developing and submitting an access request. Please ensure that the student's previous student enrolment number (SRN) is used.

Where a student is returning to a government school from, for example, a private school or home schooling the student is enrolled (risk assessed) with a starting date of now or a later time. It is essential that the student's previous student enrolment number (SRN) is used.

Non-census enrolment

If a student has a shared enrolment in a mainstream school and another school, for example a behaviour school, the principal of the non-census school cannot create or submit the access request.

4.4   Identify the status of an access request

A student can only have one access request active at any one time. A student can, however, have more than one access request created in a calendar year.

An access request is active when its status is draft, open, validated, validated open, submitted or in progress.

A student can have many inactive access requests. An access request is inactive when its status is completed, declined or withdrawn.

An access request that has been withdrawn by the school, parent or principal network can be reactivated within 12 months of its creation date.

Go to *Searching for access requests* (10.12) for more information.

For a full explanation of the status of access requests go to *Status Definitions* (9.5) or to *Status Flow* (9.6) for a graphic representation.

5. Creating an access request

Once the roles are delegated, the principal of the school allocates responsibility for a specific access request to a staff member who has been delegated as a School Author. That staff member is responsible for creating the access request and completing the setup of the access request.

Before beginning the online application the school author will need to know the student's registration, personal and family details. This is essential in deciding which of the following actions in the table below should be taken when creating the access request.

5.1	**Create/Modify Access Request**
5.2	**Create New Student and New Access Request**
5.3	**Create New Sibling New Access Request**
Figure 7: How an access request is created will depend on whether the student already has an SRN and other family details. See sections 5.1, 5.2. and 5.3 below	

5.1 Creating a new access request for a student enrolled in the school

The majority of students will be enrolled in attendance at the school where the access request is to be created. Where a student already has an SRN and they are not currently enrolled at the school they will need to be enrolled to a status of risk assessed at the school with a starting date of now or a future time before proceeding (e.g. a student in Early Intervention starting school the following year). The school author then:

- Selects the New Access Request tab
- Selects 'Yes' the student is already registered at this school (in attendance or to the status of risk assessed).

Figure 8: Choose 'Yes' the student is registered at this school for a student who already has an SRN (See section 4.2)

- provides the student's personal information by completing a Registration Search for the student and filling in the Search Details including the student's surname, first name, gender and date of birth.

- creates a New access Request from the Registration Search result for that student by clicking on *Create/Modify Access Request*

5.2 Creating a new access request for a student who is new to the department (no SRN) and who does not have a sibling enrolled in a NSW government school

The school checks that the student does not already have a student enrolment number (SRN). A student entering Kindergarten may have had an access request and therefore a SRN to access early intervention or itinerant teacher hearing or vision support prior to school. An older student may have had an access request and therefore an SRN at a previous time and the parents chose a non-department school (see 5.1).

Check that the student does not have a sibling attending the same or another NSW government school (see 5.3).

The author then: (see Figure 13)

- selects the New access Request tab

- Selects '*No*' the student not registered at this school

- Selects Deep Search to check they do not have an SRN or a sibling

- creates a New access Request from the Registration Search result for that student by clicking on *Create New Student and New Access Request*

- If the school is facilitating the completion of an access request of a child because, for example, the child may be seeking an early intervention support class, a quick registration can be completed.

- Quick Registration allows a new SRN to be generated while providing the minimum information required when setting up for an access Request. The full enrolment will be completed when the student enrols in a school. Year level 'Special' indicates that the student has an access request but has not been enrolled.
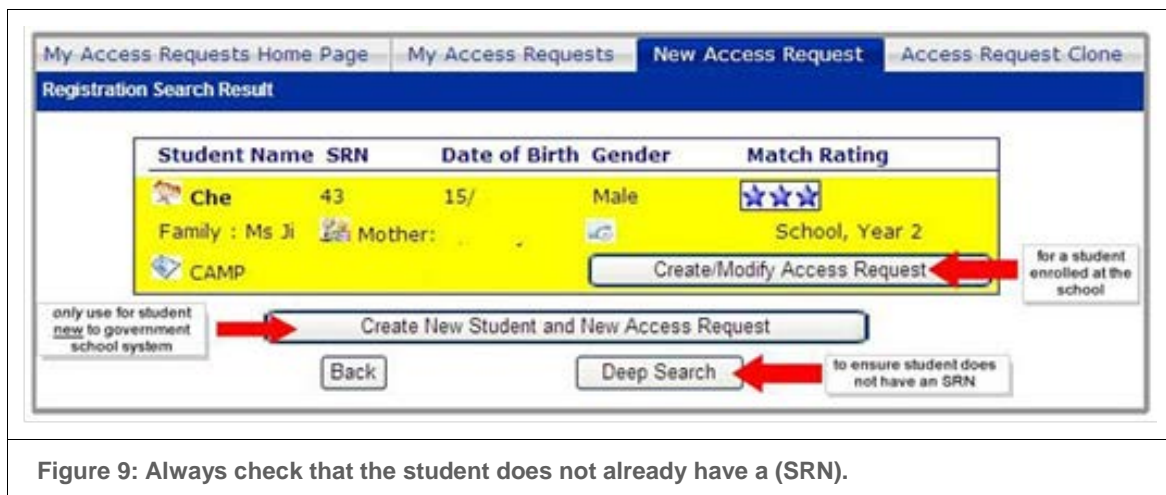
Figure 9: Always check that the student does not already have a (SRN).

5.3 **Creating a new access request for a student who is new to the department (no SRN) and who has a sibling enrolled in the same or another NSW government school**

For a student new to DoE who has a sibling enrolled in a NSW government school the school author:

- selects the New Access Request tab

- Selects '*No*' the student not registered at this school if the sibling is at another school or selects '*Yes*' if the sibling is at the school.

- Enter the *siblings* details or changes the filter to search by parent/ carer.

- creates a New Access Request from the Registration Search result for that student by clicking on *Create New Sibling and New Access Request.* This process links the siblings to each other.

Figure 10: The search filter can be changed to search by parent/ carer

5.4   Cloning an access request

An access request can be cloned (copied) by any delegated School Author or Principal if the student requiring the new access request:

- has census enrolment at the school, i.e. is 'enrolled (in attendance)' or 'applied to enrol (risk-assessed)'

- does not have an active access request.

Any staff member delegated a School Author role or a Principal role can clone from active and inactive access requests located in the school. The student's previous access request can be cloned or another student's access request can be cloned. This can be useful when two students share similar support needs or when a student with a complete (inactive) access request requires a new one. Go to *Cloning an access request* (10.6) for detailed instructions.

5.5   School author — completing the setup page

After creating the access request the next step for the school author is to complete the *Access Request Setup* screen by:

- selecting the type of Summary Profile to be completed (10.13)

- selecting Support Documents (10.14) (if required)

- selecting either a Shared Enrolment (10.3) or Integration Funding Support or a student making the transition to another school (10.2) (if required)

- Assigning responsibilities to staff members (10.4)

After the School Author has assigned responsibilities on the set up screen it is the role of the L&STC to complete the *Provision Requested* section. Once these two sections are completed the access request is *open.* The assigned School participants can now write their respective sections.

The School Author can make changes in the *Access Request Setup* screen while the access request status is *open.*

Figure 11: The author is responsible for creating the access request and completing the setup section. The setup page determines the sections that will appear in the access request

5.1 Completing the Provision requested page

The Learning and Support Coordinator - (not the author) - completes the Provision Requested page. Once completed the status of the access request changes from Draft to Open and the Access Request Summary icon appears on the home page and at the top of every page.

One, two or three provisions can be selected. The default between provisions is OR as most provisions are mutually exclusive. Where itinerant hearing or vision support is chosen the OR usually needs to be changed to AND as sensory support as well as another provision can both be supported.

Figure 12: The AND / OR between provisions is important for processing by School Services

Flowchart: Creating an Access Request for a student
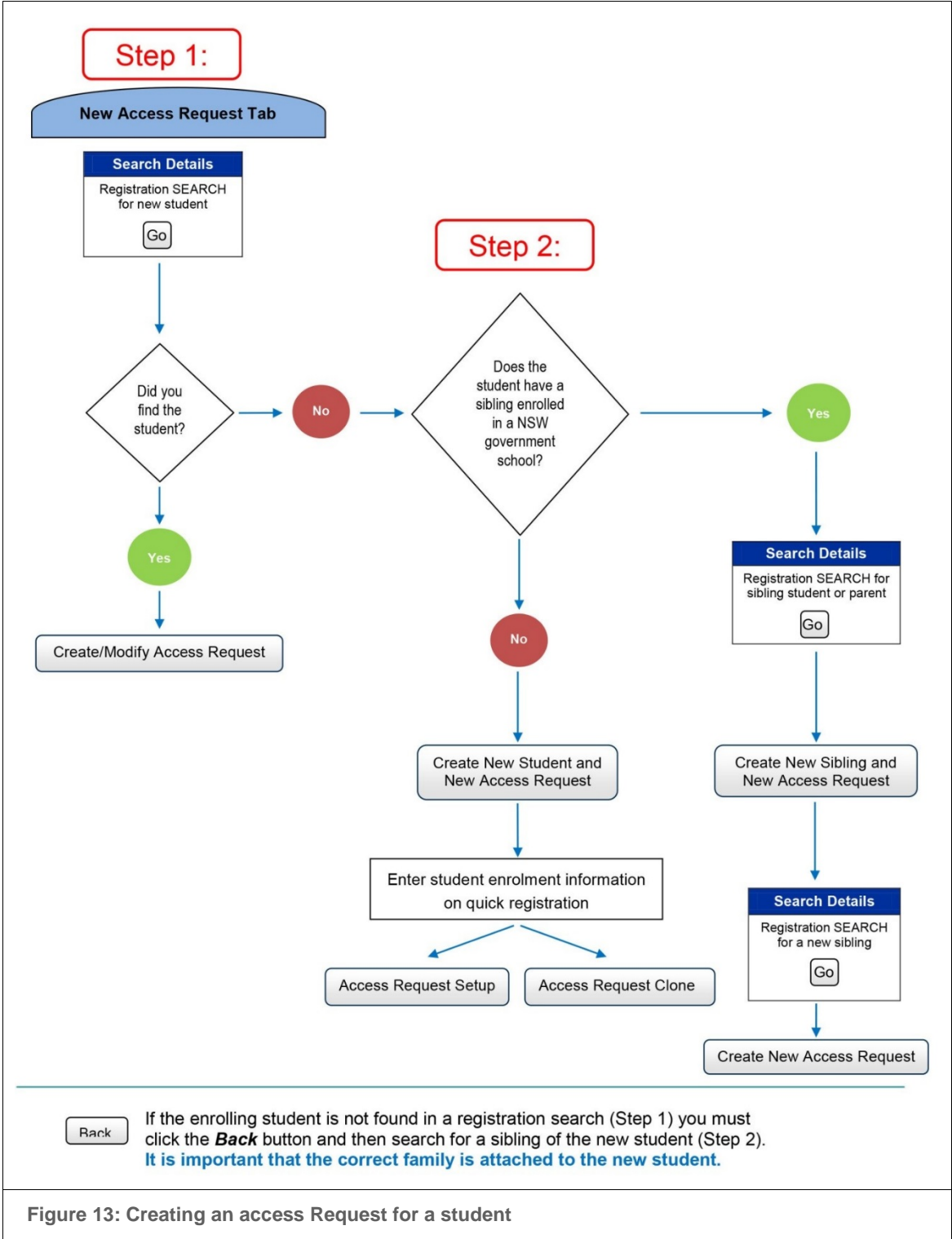
Figure 13: Creating an access Request for a student

6. Contributing to an access request

It is the responsibility of each School Participant assigned to an access request to:

- provide all the information required in each assigned section

- add attachments (if required)

- add additional reports, e.g. literacy or numeracy results (as required)

- confirm each completed section(s) by sign date in order to generate an email notification to the next School Participant.

- For pages where there is no sign date such as the school details page, by clicking into the next page at the bottom right the page will become completed.

A School Participant can only write in the assigned section(s) but can view the entire access request by clicking through the screens.

Information from other files or access requests can be copied into any new access request. Go to *Copying information from other sources* (10.8) for more information.

If the access request has been cloned, it is essential that:

- each School Participant updates the details that have been imported

- the L&STC checks the information in every screen assigned to him/her, e.g. the provision requested, student details, access to facilities, risk management. On pages where there is no save button the page will complete by selecting *Next Page:* in the bottom right corner of the screen.

6.1 Completing the Summary Profile

The Summary Profile provides an overview of the student's academic achievements, specific learning needs and EAL/D levels (if required).

For K-6 students (class teacher)

- Identify the academic achievement of a student in English (Reading sub strand only), Mathematics (Number sub strand only) and each of the other KLAs.

- Provide one general comment that covers all KLAs and includes a description of the student's literacy and numeracy performance as well as any learning adjustments.

For 7-12 students (year advisor)

- Identify Regular or Life Skills outcomes in all KLAs.

- Provide one general comment that covers all subject areas and includes a description of the student's literacy and numeracy performance as well as any learning adjustments.

Access Domains (L&STC)

- Allocate levels (including level zero) for each focus area of each access domain (as appropriate)

- Include an explanatory comment for every focus area allocated Level 1 or above

Figure 14: While completing the summary profile focus levels select the Help button to access online support about the focus area (available from mid Term 4 2018). A scrolling 'Save Comments' button allows participants to save comments and then continue typing.

While completing the summary profile section just in time learning will be available from mid Term 4, 2018 for each focus area via a help link. Select the Help button to the left of a focus area to access a 4–5 minutes online course about the specific focus area, the levels and the types of information required.

All pages with comment boxes have a scrolling 'Save Comments' button that will save comments while allowing the participant to continue typing.

The EAL/D (English as an Additional Language / Dialect) Profile (EAL/D teacher/L&STC)

Identify the student's English language competence using the four phases of the EAL/D progression for Listening, Speaking, Reading and Writing and provide comments that describe the current language and learning support provided. See: https://education.nsw.gov.au/policy-library/associated-documents/eald_advice.pdf

Describe any settlement issues and the support provided as appropriate.

6.2 Including attachments

Some sections require an attachment that provides additional, specific information about the student. A paperclip on a screen indicates that an attachment might be required. More than one attachment can be added if necessary.

Attachments could include, for example, disability confirmation sheet, behaviour support plan, health care plan, distance education attachments, audiogram (detailing hearing impairment) or a vision report (detailing vision impairment).

Additional reports, which provide other detail relevant to the application, e.g. literacy or numeracy results, can be attached and read through the *My Access Requests* screen while an access request is open.

Clicking on *Save* after adding an attachment refreshes the screen so that the School Participant can check immediately that the correct document is attached.

To check or read any attachment, move the mouse over the paperclip to reveal the file name or double click on the paper clip to open the file.

Go to *Adding attachments* (10.1) for more information.

6.3 Validating an access request

An access request is validated when:

- the assigned School Participant has sign dated his/her section(s)
- the L&STC has completed all assigned sections including the School Details section.

If the access request has been cloned, it cannot be validated until the information contained in every screen, particularly those containing imported data, has been reviewed by the assigned School Participants.

Once an access request has been sign dated by all assigned School Participants, no further changes can be made unless the assigned Principal declines a section.

7. Making changes and managing access requests

7.1 Making changes through the My Access Requests screen

Any staff member delegated a Principal or School Author role can use the *My Access Requests* screen to:

- assign a new School Author to an access request (See Figure 15)
- change the status of a draft or open access request to withdrawn (See Figure 15)
- add or delete additional attachments
- reinstate a withdrawn access request [within 12 months of its creation date] to its previous status by filtering on Inactive access requests
- re-assign responsibility to complete sections in a Validated or Validated Open access request (See Figure 16).

Figure 15: Change Status and Change Author can be selected by the author or principal roles on the My Access Requests page below the list of active applications

Figure 16: When an access request returns to school it has a status of validated. Principals and authors can ensure that participants are still available by clicking on the Reassign Roles icon (green and blue people) on the My Access Requests screen and change participants if necessary. This icon is also available when the status of the access request is Validated Open.

When responsibilities are re-assigned, the online access request program automatically:

- generates an email informing the newly-assigned School Participant of the changes

- declines each section completed by the previous School Participant

- removes the previous School Participant's *sign date* in each section but does not delete the content

- adds 'new' next to each role that has been re-assigned and highlights these changes in pink on the *Access Request Summary* (See Figure 17).

Figure 17: The Access Request Summary will change sections to pink that have been declined by the principal or where a new participant has been assigned.

To see which screens need to be reviewed, click on the Access Request Summary icon. This is found on the right hand side of the light green menu bar at the top of every page and to the left of the student's name on the matching students search result on the *My Access Requests* screen (see Figure 18).
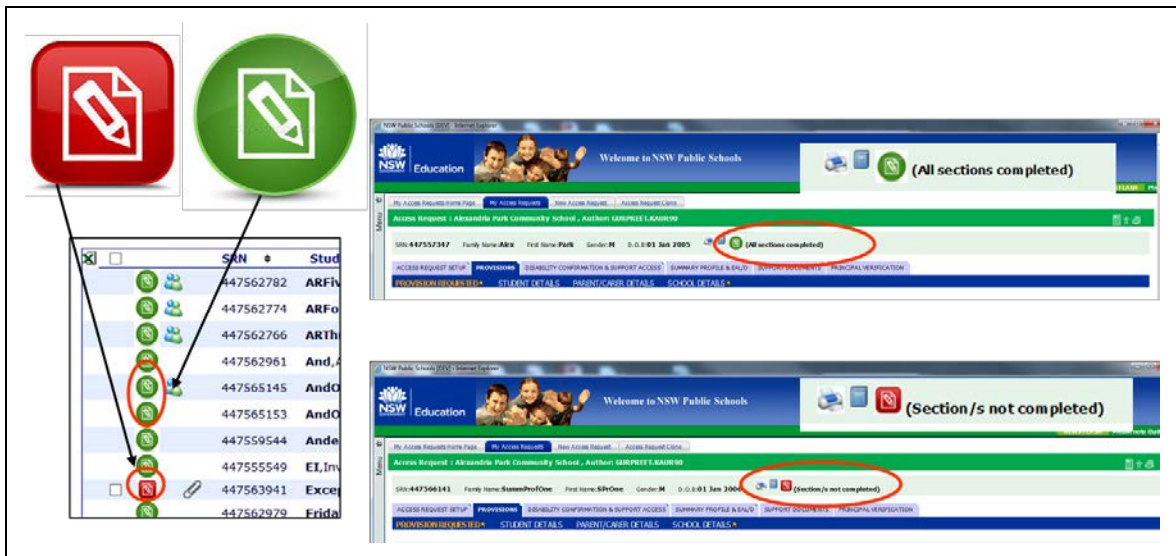
Figure 18: Access Request summary icon is on the My Access Requests page to the left of the student's SRN and also at the top of every page. A red icon indicates that a section is not completed. Select the icon to see section details.

To see the current status of a student's priorities, hover over the student's access request status (see Figure 19).

Figure 19: To see the current status of a student's priorities, hover over the student's access request status.

7.2 Making changes through the Access Request Setup screen

When an access request is Open, the School Author can use the *Access Request Setup* screen to:

- re-assign responsibilities to complete specific sections from one School Participant to another
- add support documents as required
- delete a support document (which deletes the information in it permanently).

For more detail go to *Access Request roles and their actions* (9.2), *Sections assigned to School Participants* (9.3) and *Status Definitions* (9.5).

8. Verifying and submitting an access request

The assigned Principal is responsible for verifying the access request before submitting it to the principal network. This happens automatically when selecting the submit button.

When all assigned School Participants have completed and sign dated their sections, the access request's status changes to Validated. This changes the Principal's Verification screen from read only to read/write.

After receiving an email that an access request has been validated, the assigned Principal:

- Selects the Principal Verification tab (see Figure 20)
- reviews all sections:
- ensures that each section is accurate and has the correct attachment (if required)
- declines, if necessary, any sections that require further information or clarification – the principal would not normally decline all sections (see Figure 21)
- checks that any additional attachments are relevant, current and accurate
- accepts all sections by ticking the appropriate check boxes.
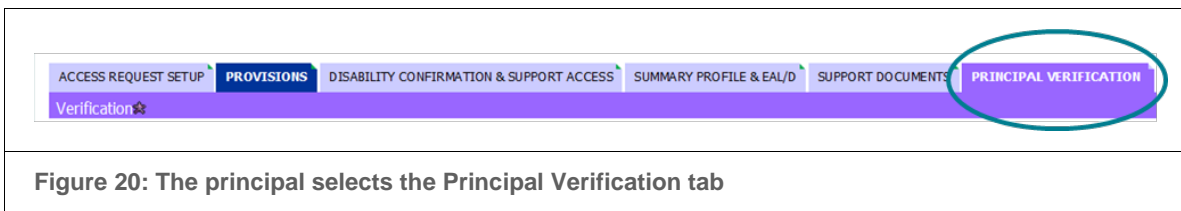
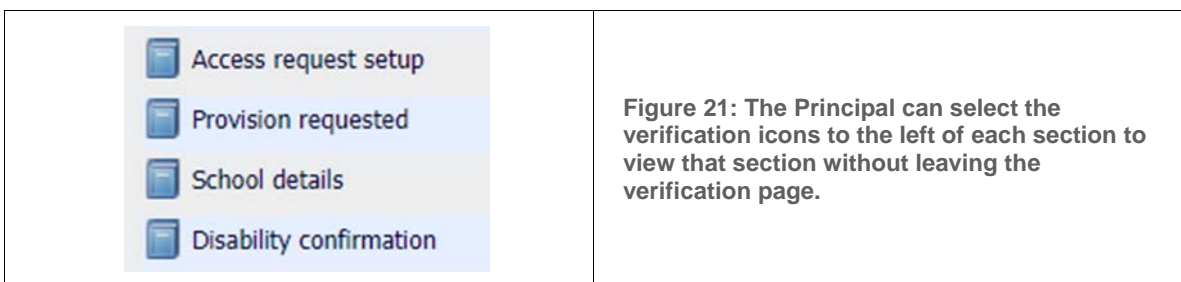Figure 20: The principal selects the Principal Verification tab

Figure 21: The Principal can select the verification icons to the left of each section to view that section without leaving the verification page.

8.1 Declining a section

The assigned Principal can decline as many sections as necessary in order to produce an accurate and consistent access request (see Figure 22).

Sections can be declined more than once without waiting for the access request to be re- validated.

If, however, a section has sub-sections and only one of these sub-sections was declined, the assigned Principal will need to wait for the status to change to validated before declining another sub-section within that section.

If a different support document is needed or a role needs to be reassigned, the assigned Principal must tick the decline box next to the Access Request Setup. This lets the assigned School Author make the necessary change(s).

Figure 22: Principal's verification screen

When a section is declined, the program automatically:

- removes the sign date

- creates a text box for each declined section so that the assigned Principal can record what needs to be changed

- generates an email to the assigned School Participant that includes the assigned principal's comments

- re-sets the access request's status to Validated Open

- makes that section read/write so that the assigned School Participant can amend it.

The assigned School Participant must then make the changes and sign date the section again.

To review the assigned Principal's comments click in the decline box again. Comments are deleted once the section is accepted.

8.2 Obtaining parent/ carer's comment and signature

Once an access request has been validated and verified, the assigned Principal must provide a full copy to and discuss the application with the parent/carer(s).

The parent/carer endorses the access request by writing comments (if desired) and signing the hardcopy. A copy of this page is kept at the school.

The assigned Principal then sign dates the online version on behalf of the parent/carer(s) and adds any comments provided.

8.3 Submitting to the principal network

To endorse an access request, the assigned Principal:

- writes a comment and sign dates it
- ticks the box indicating that a hard copy (which includes all attachments and the parent/carer's comments and signature) is stored securely at the school
- selects *Save* or *Save and Exit* and then *Submit to principal network.*

When the assigned Principal clicks on *Submit to principal network* the program automatically:

- compiles the access request into a 'zip' file that includes pdfs of the application and any attachments
- emails it to the principal network with a receipt emailed to the assigned Principal
- saves a copy on the ERN server
- changes the access request's status to Submitted.

9. Summaries of access Request processes & responsibilities

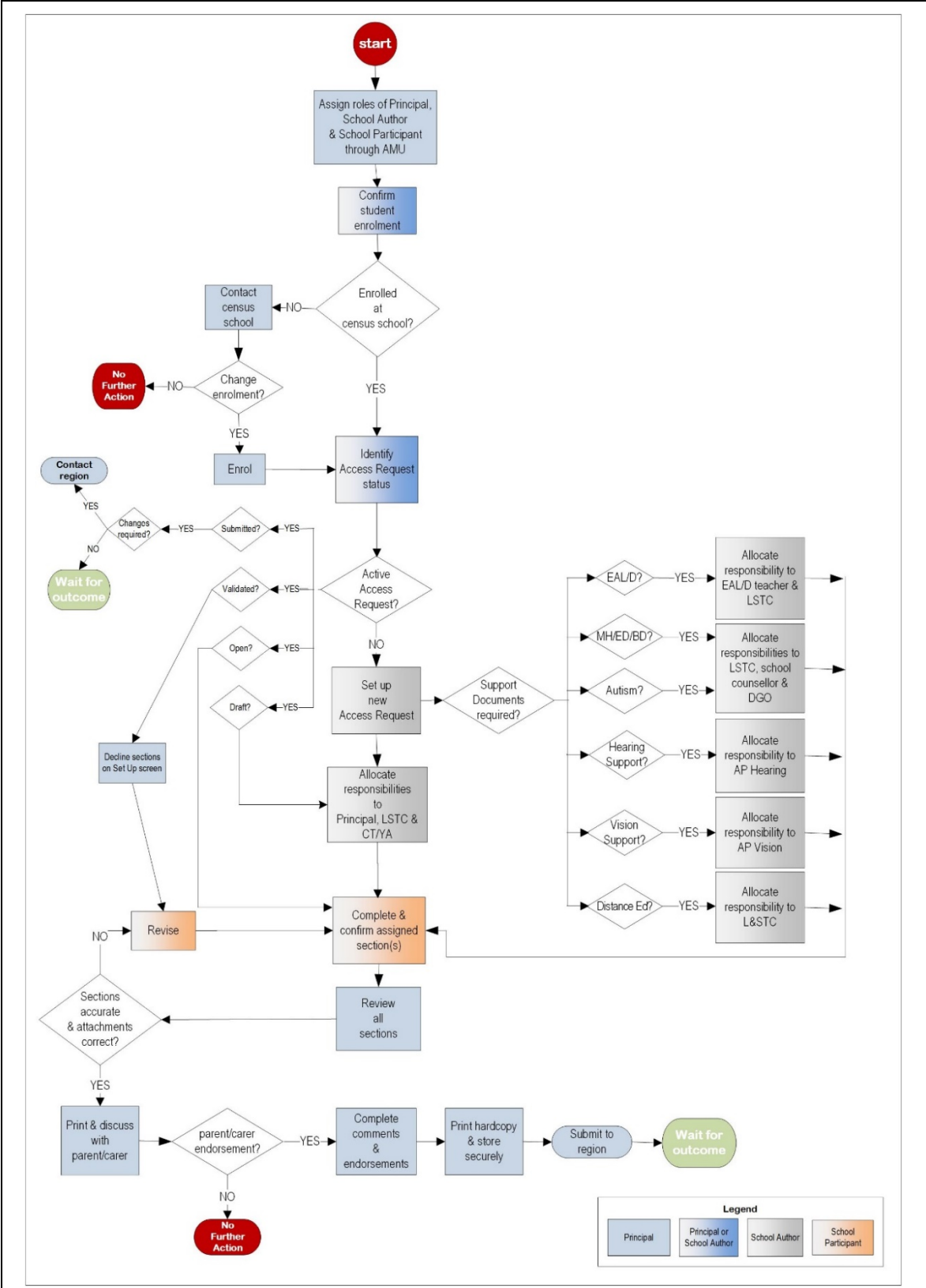## 9.1 Steps in developing an access request

Figure 23: Steps in developing an access request

9.2 Access Request roles and their actions

	Action	FOR _ANY_ ACCESS REQUEST			WITHIN A _SPECIFIC_ ACCESS REQUEST		
		Principal role	School Author role	School Participant role	Assigned Principal	School Author who set it up	Assigned School Participant
General	View a _read only_ version	✔	✔	✔			
	View assigned sections (through _view summary_ icon)	✔	✔	✔			
	Search for an access request	✔	✔	✔			
	Track the progress of an access request	✔	✔	✔			
	Print a pdf	✔	✔	✔			
Prepare	Confirm student enrolment	✔	✔				
	Identify status of an access request	✔	✔	✔			
Set up	Clone an access request	✔	✔				
	Create a new access request	✔	✔				
	Select support documents					✔	
	Assign responsibilities to School Participants					✔	
Contribute (to an _open_ access request)	Complete & _sign date_ assigned sections				✔		✔
	Add attachments e.g. disability confirmation sheet						✔
	Add or delete additional attachments (use _paperclip_ icon on _My Access Request_ screen)				✔	✔	✔
Manage (through _My Access Requests_ screen)	Withdraw a _draft_ or _open_ access request	✔	✔				
	Withdraw a _validated_ access request	✔					
	Reinstate a _withdrawn_ access request to its previous status	✔	✔				
	Re-assign a School Author	✔	✔				
	Reassign responsibilities to complete sections in a _validated_ or _validated-open_ access request (click on reassign roles icon)	✔					
	Add or delete additional attachments (click on _paperclip_ icon)				✔	✔	✔
(only within an _open_ access request)	Add and delete support documents (through _Access Request Setup_ screen)					✔	
	Add or delete attachments				✔		✔
	Reassign responsibilities to complete sections					✔	
Verify & Submit (when an access request is _validated_)	Accept or decline sections				✔		
	Add or delete additional reports or attachments				✔		
	Verify an access request				✔		
	Add parent/carer(s) endorsement and comment				✔		
	Submit to principal network				✔		

9.3   Sections assigned to School Participants

| Section	Sub section (including comments)	L&STC	CT or YA	EAL/D Teacher	School Counsellor/ Psychologist	Senior Psychologist DGO	AP Hearing or AP Vision	Principal
Provisions	Provision Requested	✔						
	School Details	✔						
Disability Confirmation & Support Access	Disability Confirmation	✔						
	Access to Facilities & Specialised Equipment	✔						
	Travel Support Needs	✔						
	Risk Management	✔						
	DoE Support Accessed	✔						
	Non-DoE Support Accessed	✔						
Summary Profile & EAL/D	Summary Profile: KLA & Comment		✔					
	Summary Profile: Access Domains & Comment *or*		✔					
	Summary Profile: Access Domains, Integration Funding Support Comments & Levels	✔						
	Summary Profile: Early Intervention	✔						
	Summary Profile: Newly enrolling in kindergarten	✔						
	EAL/D levels Scales & Settlement Issues			✔				
	EAL/D: L&STC Comment	✔						
	Student Comment (if applicable)		✔					
Support Documents	MH/ED/BD Support: Previous Intervention, Risk Management, Comment	✔						
	MH/ED/BD Support: School Counsellor/School Psychologist Comment				✔			
	MH/ED/BD Support: Senior Psychologist/ DGO Comment				✔			
	Autism Support: Previous Intervention, Impact, Risk Management, Comment	✔						
	Autism Support: School Counsellor/ School Psychologist Comment				✔			
	Autism Support: Senior Psychologist/ DGO Comment					✔		
	Hearing Support						✔	
	Vision Support						✔	
	Distance Education	✔						
	L&STC Comment	✔						
Verification	Supporting Documentation							✔
	Parent/Carer Signature & Comment							✔
	Principal Comment							✔

9.4 Workflow in an access request
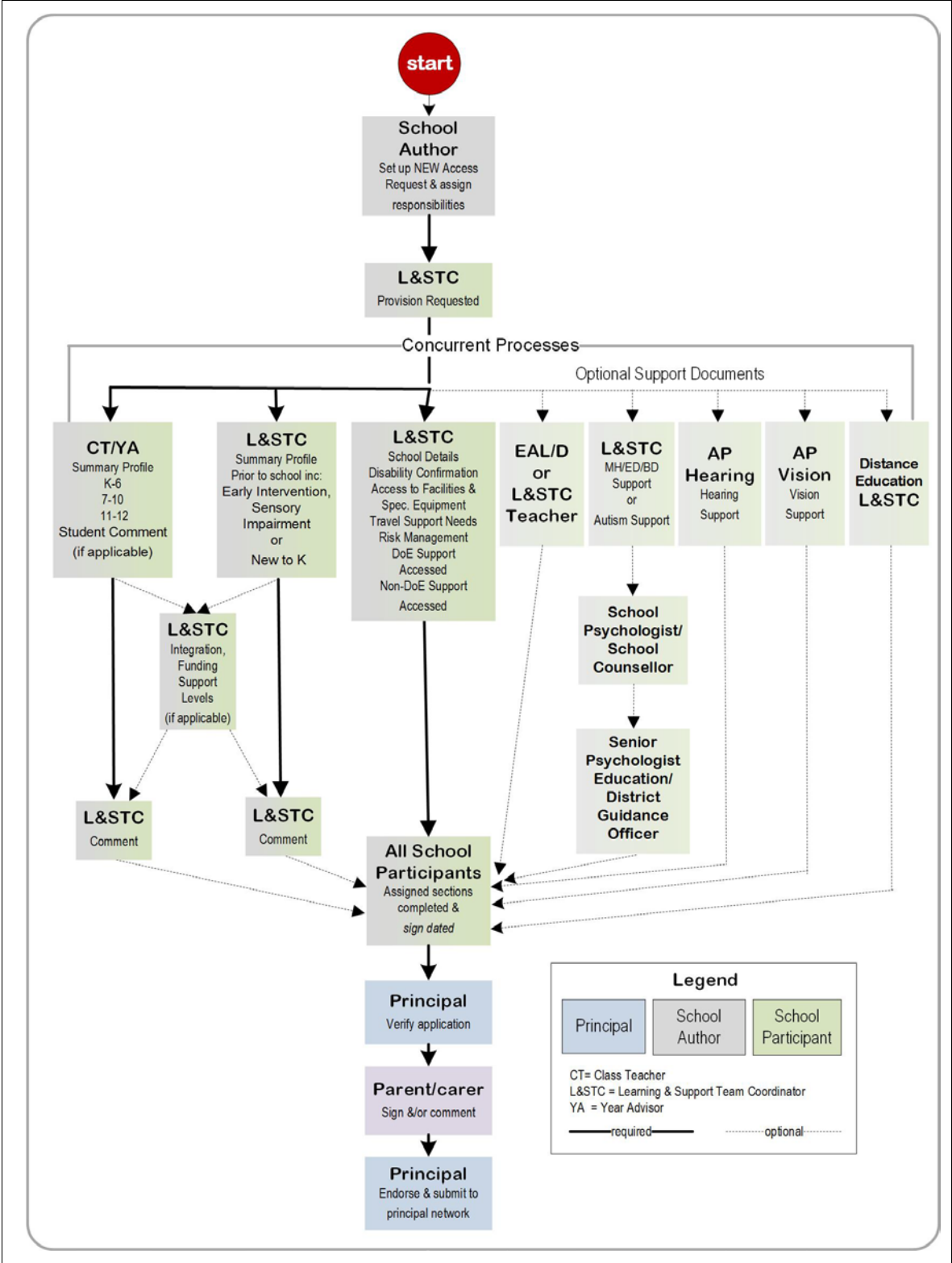
Figure 24 Overview of work flow in an access request

9.5 Access Request Status

| Status		What has happened?	Who can change the status?	What changes to status are possible?
Active	Draft	Access request set up.	School Author role Principal role	withdrawn (by school or parent)
	Open	School Author as signed responsibilities. L&STC completed Provision Requested. Sections ready for School Participants to complete.	School Author role Principal role	withdrawn (by school or parent)
	Validated	All sections completed and sign dated by School Participants. All section\s reviewed and accepted by the Principal. Parent/ carer supports the application. Principal comment s completed and application submitted to Principal Network.	Assigned Principal	open (if the assigned Principal declines any section)
			Principal role	withdrawn (by school or parent)
	Validated open	Assigned principal has declined one or more section.	Assigned Principal	Validated when modifications are made
				withdrawn (by school or parent)
	Submitted	Access request checked and assigned to a Placement Panel.	Assigned Personnel	Validated e.g. if modifications are needed or the Placement Panel requests further clarification from the school assigned to panel withdrawn (by principal network)
	In progress	Access request is being assessed by the Access Request Panels.	assigned principal network personnel	completed declined withdrawn (by Principal Network)
Inactive	Withdrawn (school or parent)	Access request cancelled. It can be re-activated, and returned to its previous status, if it is within 12 months of its creation date and there is no active access Request pending.	School Author role Principal role	draft open validated
	Withdrawn (by principal network)	Access request cancelled. It can be re-activated, and returned to its previous status, if it is within 12 months of its creation date and there is no active access request pending.	Principal role	validated
	With drawn automatically	Access request is cancelled if more than 12 months from the last status updated date with a reminder email sent to principal and author of access request.		No change possible.
	Completed	Access request is finalised. A new access request can be created.		No change possible.
	Declined	Access request declined by the Placement Panel. A new access request can be created.		No change possible.

9.6 Status Flow
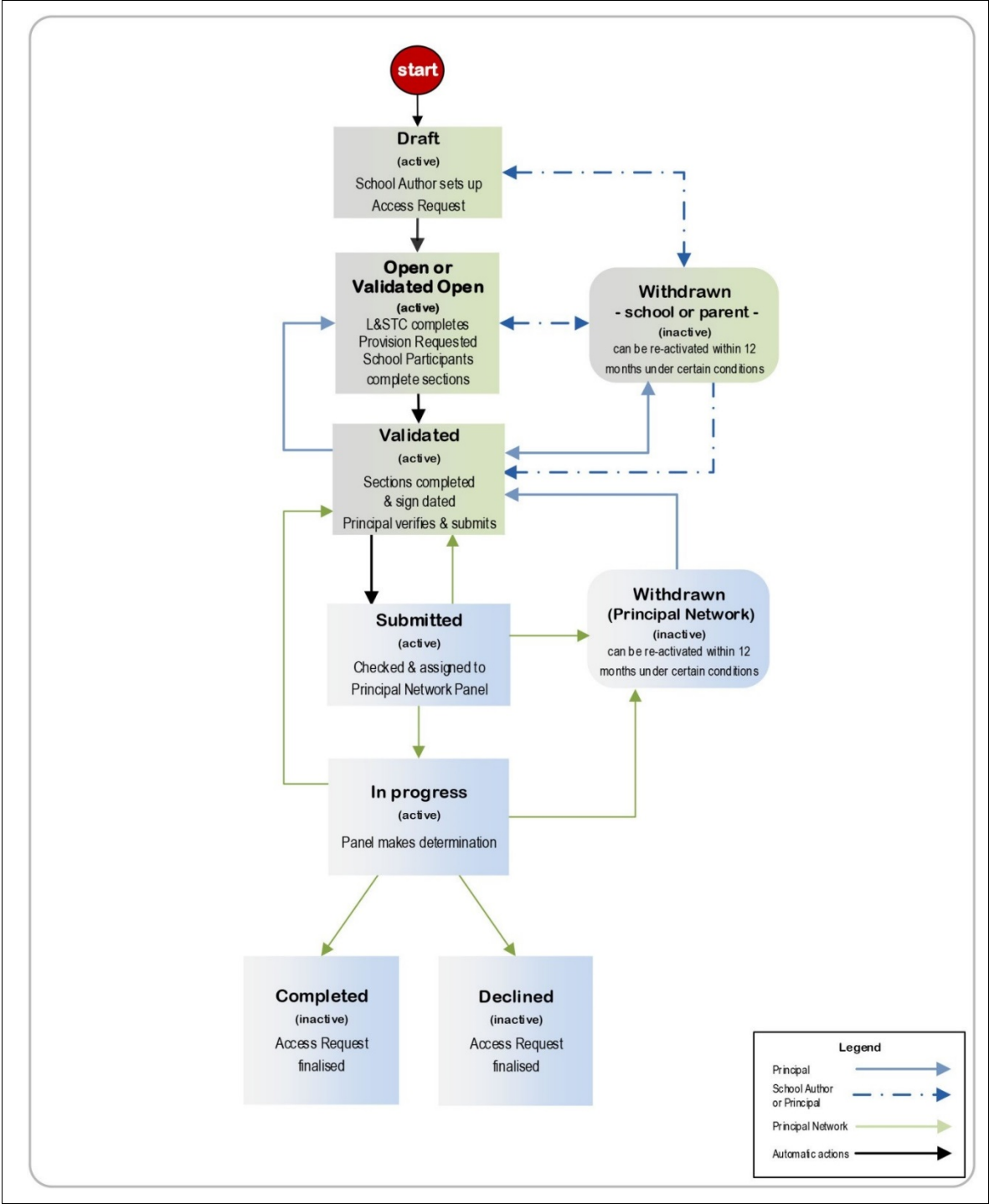
Figure 25 Status flow of an access request

9.7 Completing an access request for a student enrolled (in attendance) or applied to enrol (risk-assessed) at the school

Step	Actions	Responsibility		
		Principal[1]	School Author	School Participant
Prepare	Confirm that no active access requests are pending	✔	✔	
Set up	Identify the student by entering details in the search screen (through *New Access Request* screen)	✔	✔	
	Create a new access request by: ▪ clicking on *<Create/modify Access Request>* (through New Access Request screen) or ▪ cloning an access request (through *Access Request Clone* tab)	✔	✔	
	Select support documents if required (through *Access Request Setup* screen)	✔	✔	
	Assign responsibilities to specific staff members -including a Principal role - to complete support documents (through *Access Request Setup* screen)	✔	✔	
Contribute	Complete and *sign date* assigned sections			✔
	Add attachments e.g. disability confirmation sheet, audiogram (if required)			✔
Verify & submit	Review validated access request (through *Principal's Verification* screen)	✔		
	Decline sections that need clarification or amendment (if necessary)	✔		
	Print hardcopy, discuss with parent/carer, obtain written comments (if desired) and signature	✔		
	Complete parent/carer comments and endorsements, Principal's comments and *sign date*	✔		
	Print final copy, attachments and parent/carer comments and store securely at the school	✔	✔	✔
	Submit to principal network	✔		

---

[1] the Principal role also includes the School Author actions (indicated by grey ticks).

9.8 Completing an access request for a student new to the government school system (no SRN)

Steps	Actions	Responsibility		
		Principal[2]	School Author	School Participant
Prepare	Conduct deep search of ERN to ensure that the student does not have SRN	✔	✔	
Set up	Create a new access request by: ▪ clicking on *<Create New Student and New Access Request>* ▪ completing a *Quick Registration*	✔	✔	
	Select support documents if required (through *Access Request Setup* screen)	✔	✔	
	Assign responsibilities to specific staff members - including a Principal role - to complete support documents (through *Access Request Setup* screen)	✔	✔	
Contribute	Complete and *sign date* assigned sections			✔
	Add attachments, e.g. disability confirmation sheet, audiogram (if required)			✔
Verify & submit	Review validated access request (through *Principal's Verification* screen	✔		
	Decline sections that need clarification or amendment (if necessary)	✔		
	Print hardcopy, discuss with parent/carer, obtain written comments (if desired) and signature	✔		
	Complete parent/carer comments and endorsements, Principal's comments and *sign date*	✔		
	Print final copy, attachments and parent/carer comments and store securely at the school	✔	✔	✔
	Submit to principal network	✔		

---

[2] the Principal role also includes the School Author actions (indicated by grey ticks).

10. Detailed Instructions

10.1 Adding attachments

Attachments can be added through the *My Access Requests* screen or within a specific access request. Attachments are either documents required to support the application, e.g. disability confirmation sheet, audiogram or reports that add specific additional detail, e.g. summary of reading or numeracy results that are relevant to the application.

To add an attachment:

- select the paperclip to go to the Browse screen
- click *Browse,* go to where the document has been saved, click on the document
- click *Open* and then *Attach*
- click *Save* and check that the file appears in the new screen on the top of the page and then close the Browse screen (see Figure 26).
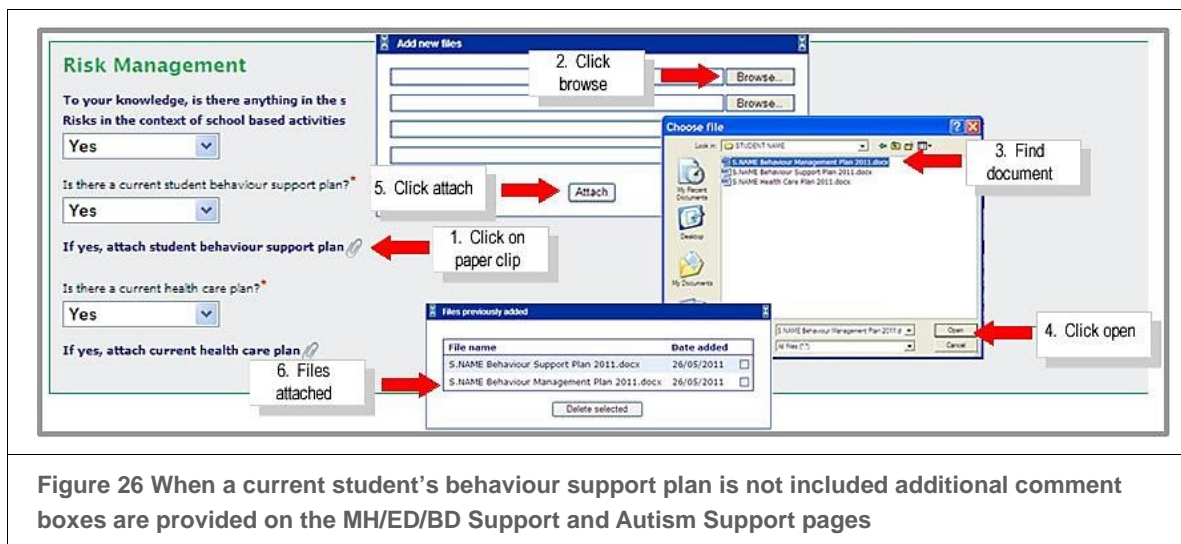
Figure 26 When a current student's behaviour support plan is not included additional comment boxes are provided on the MH/ED/BD Support and Autism Support pages

Clicking on *Save* after adding an attachment refreshes the screen so that the assigned School Participant can check immediately that the correct document is attached.

Additional documents can be attached and read through the *My Access Requests* screen while the status of an access request is *Open (see Figure 27).* This is indicated by the paperclip icon, which disappears once the access request is *Validated.*
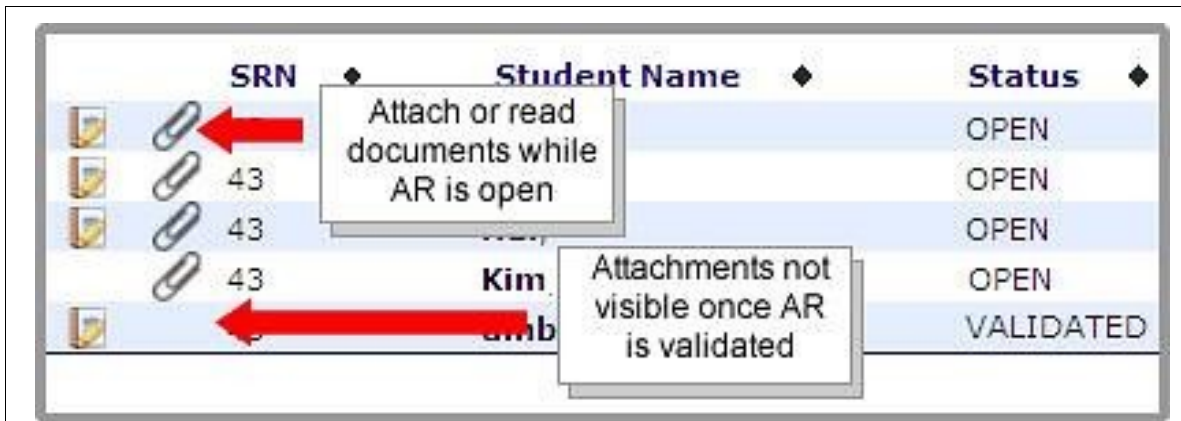
Figure 27: Click on the paperclip to add documents when the access request status is open

When the access request is validated, the paperclip appears on the *Principal's Verification* screen. The assigned Principal can add or delete attachments here. To check or read any support document or attachment, hover the mouse over the paperclip to reveal the file name or double click on the paper clip to open the file (see Figure 28).
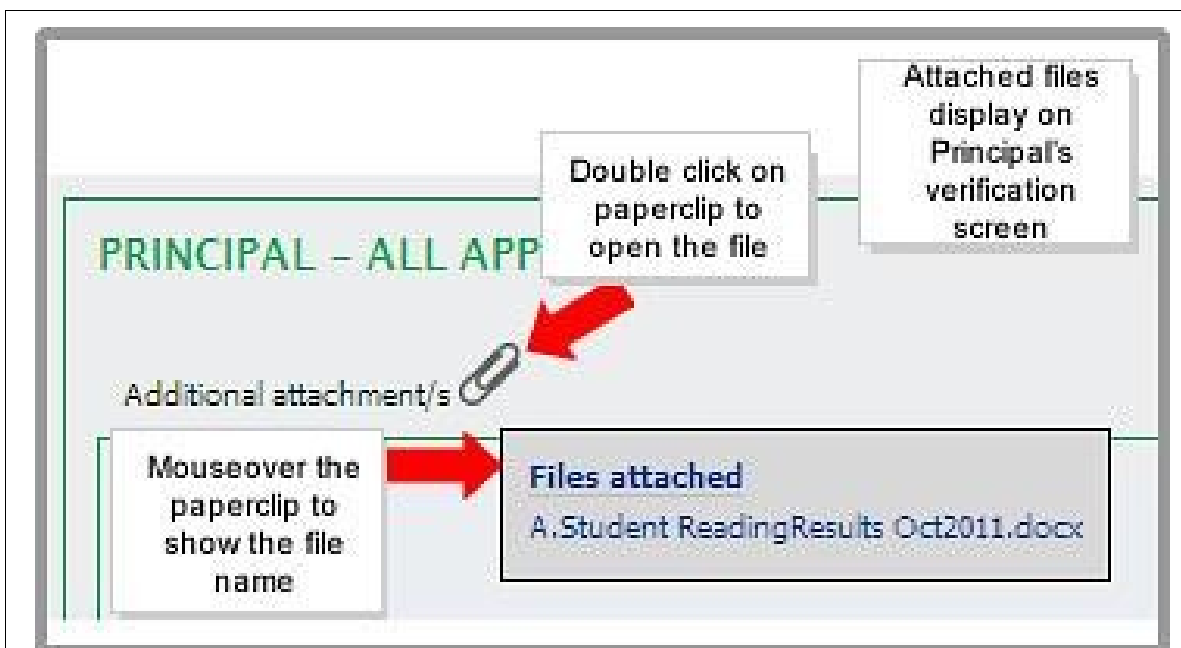
Figure 28: Once Validated, attachments can be added by the principal on the Verification screen

10.2 Applying for Integration Funding Support for a student making the transition to another school

The census school can apply for Integration Funding Support to assist a student making the transition from, for example, Year 6 to Year 7 or from a government preschool or early intervention program to kindergarten.

Figure 29: This section is included on the principal's verification screen when the author indicates on the set up page that the student is transitioning
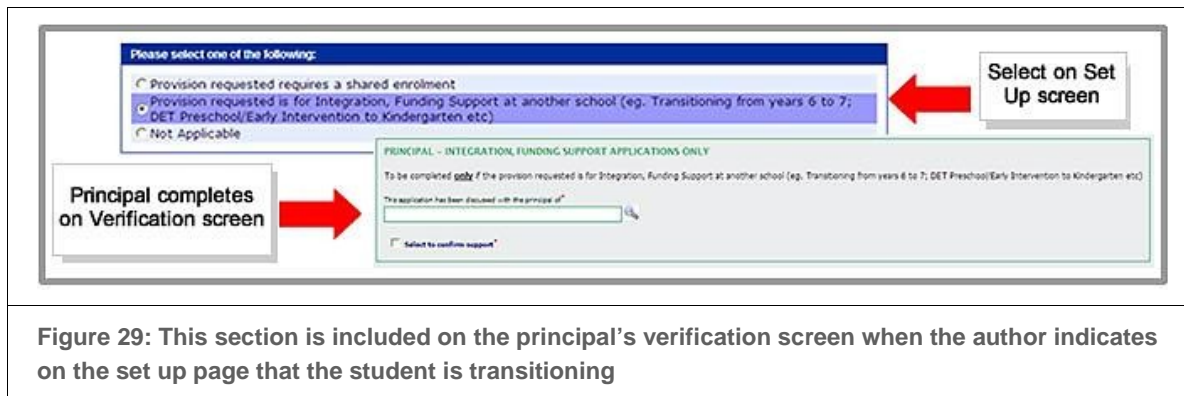
Selecting this box on the *Access Request Setup* screen creates a field on the *Principal's Verification* screen. This requires the assigned Principal to discuss the access request with the principal of the receiving school.

10.3 Applying for Shared Enrolment

A shared enrolment applies when a student attends two or more schools for a period of time.

Go to Online Help on the Access Request Setup screen for Procedures for shared enrolment status of students accessing specialist educational settings. These procedures ensure that each student has a unique student registration number.

Selecting shared enrolment creates a field in the Principal's Verification screen. This requires the principal to confirm that the student remains enrolled at the home school as a census enrolment.
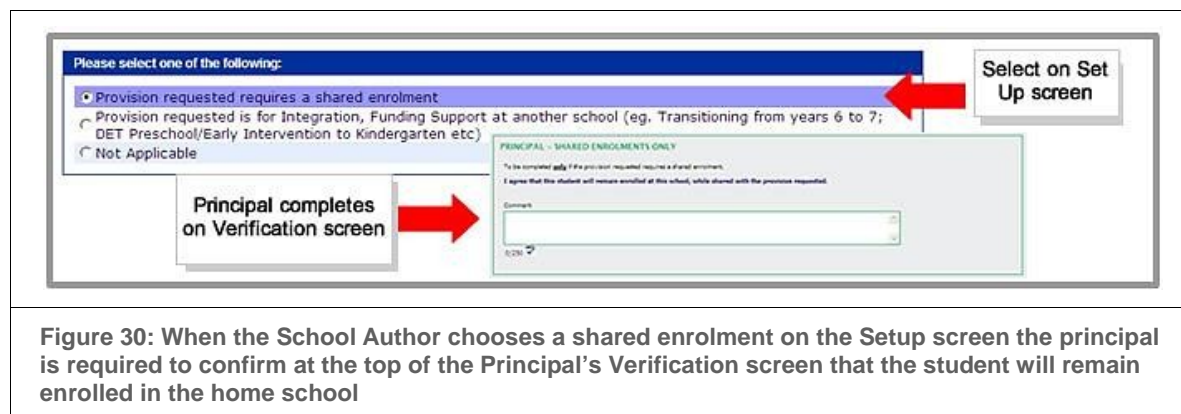
Figure 30: When the School Author chooses a shared enrolment on the Setup screen the principal is required to confirm at the top of the Principal's Verification screen that the student will remain enrolled in the home school

10.4 Assigning responsibilities to staff members

When the School Author selects specific support documents in the *Access Request Setup* screen, the program automatically generates the positions in the school required to complete that access request.

The School Author adds the names of the school personnel who will be responsible for completing section(s) of the access request.

To assign these School Participants, click on the search icon to the right of the role field and select the staff member's name from the list (see Figure 31).

Figure 31: The School Author completes the Setup section. First select the support documents. This automatically generates the roles required. Click on the search icon to add the names of staff responsible and save after adding each name.

To avoid deleting the names of the assigned school personnel, click Save each time a name is added.

Note: If a staff member's name doesn't appear, check that he/she has been assigned a School Participant role by the principal of the school. See Delegating roles through the school's AMU (10.9)

10.5 Changing screen size

To view the whole entry screen for any section, hide the ERN menu and reduce the screen size (for example to 90%) to fit the computer's screen
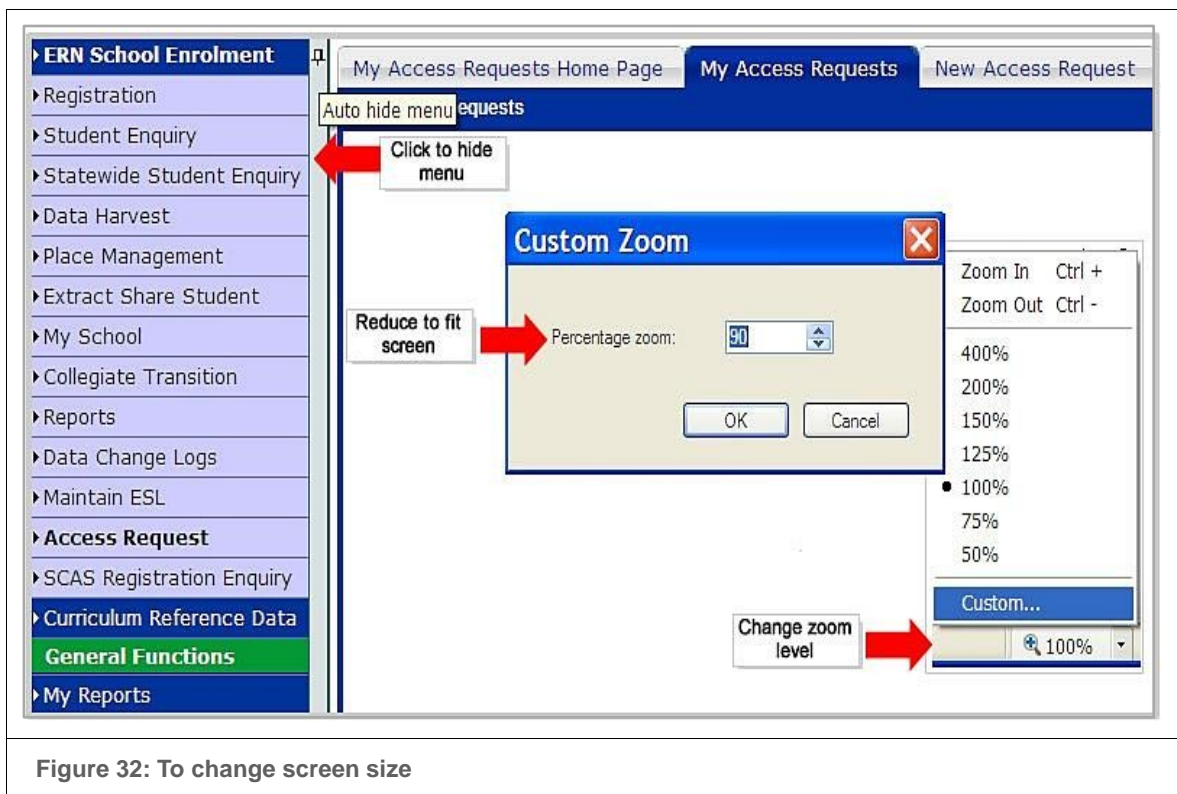
Figure 32: To change screen size

10.6 Cloning an access request

Step 1: search for the student requiring the new access request

- Select the Access Request Clone tab.

- Confirm the school.

- Enter the details including gender and SRN of the student requiring the new access request by completing one or more fields in the New Access Request Search Details box and clicking *Go.*

- A list of possible student matches appears below the New Access Request Search

- Details box (if the student's name is not listed a message appears giving possible explanations)

- Click on the name of the student requiring the access request (a green tick appears to the left of that student's name) (see Figure 33).

Figure 33: Step 1: Cloning an access request.

Step 2: search for the access request to be cloned from

Note: An access request can be cloned from a previous inactive access request for the student or another student in the school with similar support needs.

- Scroll down to the *Access Request to be cloned from* box and select either:

  – *Search by Access Request* and set the search criteria (the current year is the default)

OR

  – Search by Student and enter either the family and/or given names of the student requiring the new access request (if there is an inactive access request for that student) or the family and/or given names of another student with similar information and an access request (see Figure 34).
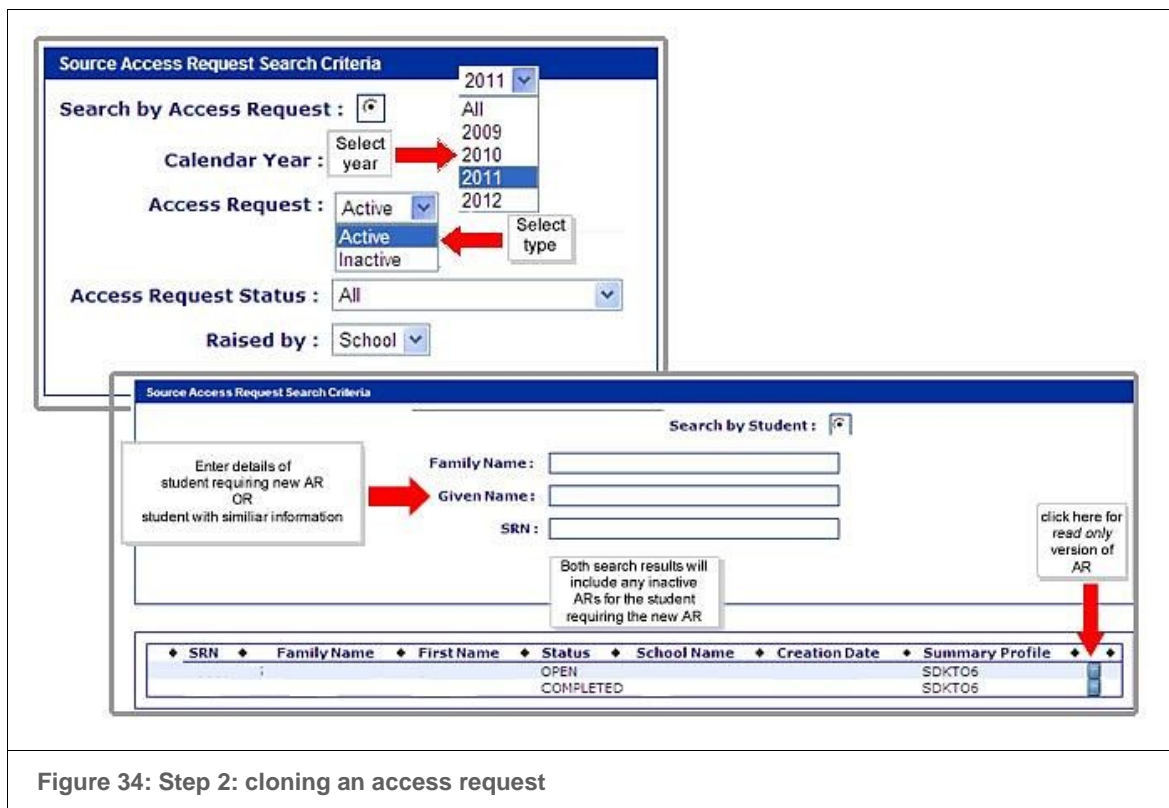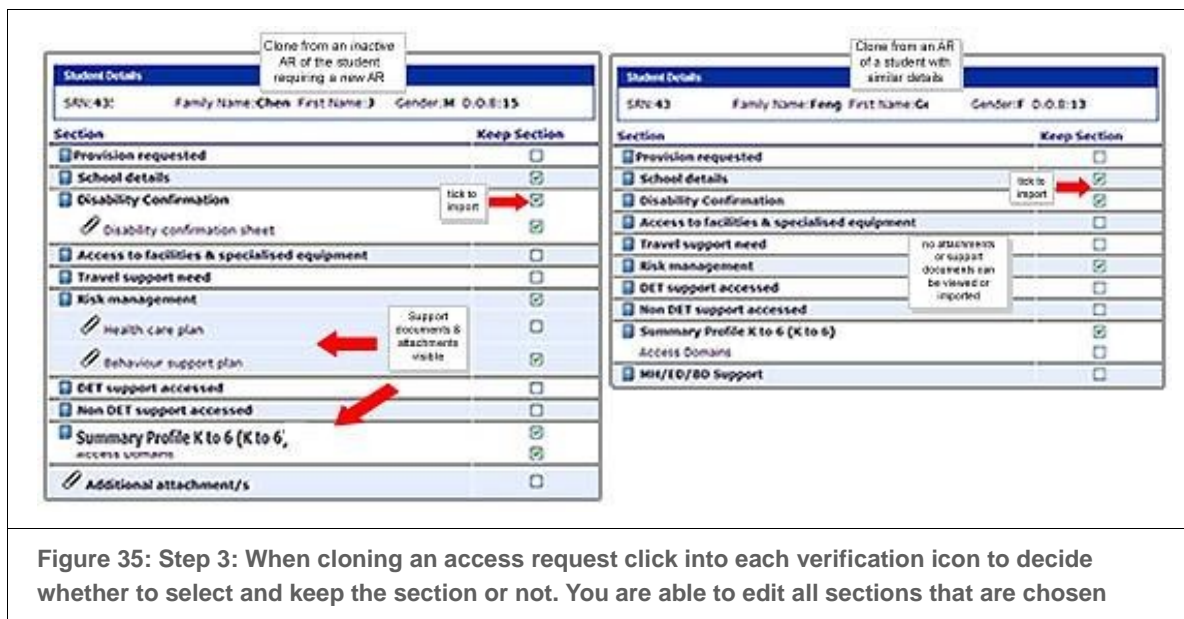
Figure 34: Step 2: cloning an access request

Note: if any access requests exist for that student in the system, they will be produced through either search.

- Check the content of the access requests listed in the search results by clicking on the view verification icon to the right of a student's name

- Select the Access Request to be cloned from – a green tick appears to the left of the student's name and a dialogue box confirms the selection – either click *OK* in the dialogue box or *Cancel* and then Proceed with selection.

Step 3: import information into the new access request

- Select sections, support documents and/or attachments to be imported into the new access request by ticking the check box to the right of the section title. Only attachments specific to the student requiring the new access request can be viewed and imported into a new access request (see Figure 35).

- Click *Clone* to go to the Access Request Setup screen

- Continue with the access request application reviewing all screens, particularly those containing imported data, for accurate and current information.

Figure 35: Step 3: When cloning an access request click into each verification icon to decide whether to select and keep the section or not. You are able to edit all sections that are chosen

Note: It is essential to review the information contained in every screen, particularly those containing imported data otherwise it is not possible to validate the access request.

10.7 Completing a quick registration for an access request

This is necessary if a student is new to the government school system.

As creating a *New Student and New Access Request* for an existing student will generate another, unnecessary SRN, it is essential that the School Author conducts a deep search in ERN before proceeding.

When the School Author is confident that the student does not have a SRN:

- click on *New Student and New Access Request* and enter the:
- parent/carer's family and given name, daytime or mobile number, correspondence name and address
- student's country of birth (if not known select *Other*) and residency status (if not known select *Unknown/not provided*).

10.8 Copying information from other sources

To copy comments from an existing access request into a new access request:

- open the new access request
- open the pdf of the access request to be copied from
- select the section to be copied and then select *Edit* and *Copy* from the menu bar (or *Control C*) to copy the text
- return to the new access request, place the cursor at the relevant section and select
- *Edit* and *Paste* from the menu bar (or Control V) to paste in the text.

To copy comments from other files:

- open the new access request

- open the file containing the information to be copied

- highlight the section to be copied and select *Edit* and *Copy* from the menu bar (or *Control C*) to copy the text

- return to the new access request, place the cursor at the relevant section and select *Edit* and *Paste* from the menu bar (or *Control V*) to paste in the text.

10.9 Delegating roles through the Access Management Utility (AMU)

The AMU provides school-based staff with access to the Enrolment Registration Number (ERN) system including the online access Request program.

To assign roles, select the ERN application button through the school's AMU on the Home screen.

On-site staff
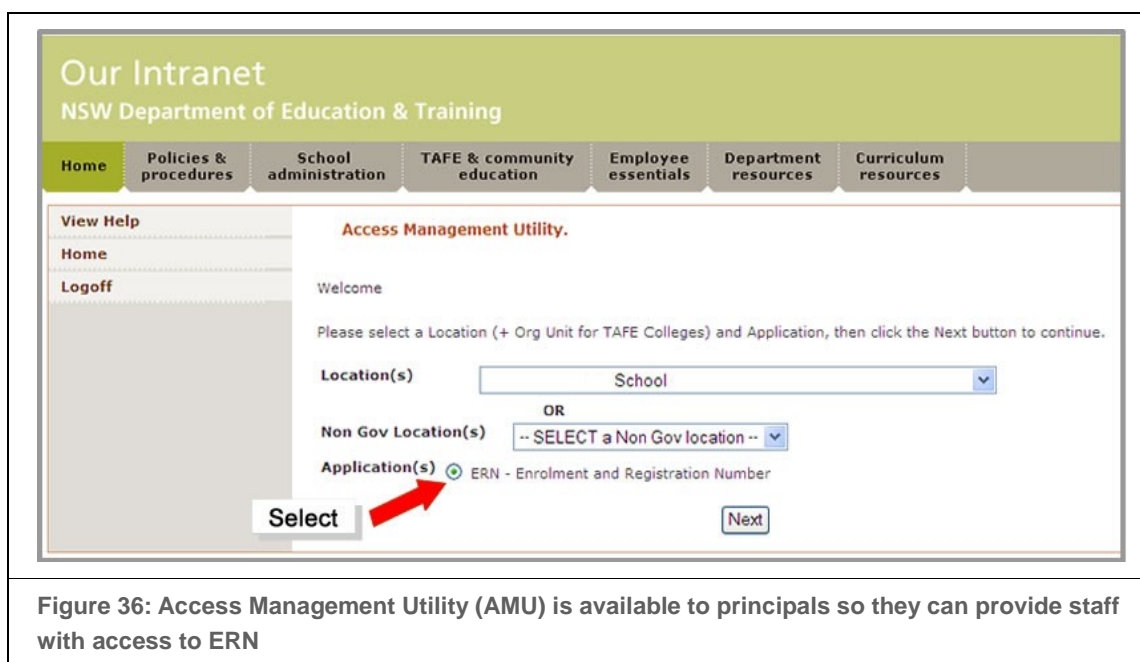
Figure 36: Access Management Utility (AMU) is available to principals so they can provide staff with access to ERN

To assign roles to staff members who are on-site (appointed permanently or temporarily to the school), the principal of the school:

1. logs on to the department's portal using his/ her personal account and password under Essentials, selects AMU OR selects the *My Applications tab* and then the school's AMU.

2. under Application of AMU clicks on the *ERN - Enrolment and Registration Number* application

3. assigns the Principal[3] role to themself

4. assigns the Principal role to another staff member who has the authority to submit access requests to principal network on behalf of the principal of the school if required

5. assigns the School Author role to staff members who will set up any access requests

6. assigns the School Participant role to staff members who will contribute to any access request.

---

[3] the Principal role also includes the School Author actions

Off-site or temporary staff

Staff members who are off-site (not based at the school) or appointed temporarily to the school can be assigned roles as School Author and/or School Participant.

This situation can arise when, for example:

- a student has shared enrolment, between, for example, the census school and a behaviour school (the non-census school)

- a student has transferred from another school and staff from that school are prepared to assist with completing the access request

- the access request requires a hearing, vision, autism or mental health support document.

Figure 37: In AMU staff members can be assigned access request roles

To assign roles to off-site or temporary staff, complete the steps 1 and 2 for on-site staff; confirm the names of the assistant principal hearing, assistant principal vision, school counsellor/ school psychologist, senior psychologist education/ district guidance officer and any others as required; and then:

- select the link Add person not in the list at the bottom of the school staff list
- use the State Wide Staff Search to find the staff member's name
- click on the staff member's surname once when it appears below the search button (that name now appears under *Staff Not at this site*)
- assign that staff member a role before assigning the next access Request role (if this is not done, that staff member's name will disappear and not be listed under *Staff Not at this site*).
- To remove a name listed under *Staff Not at this site* de-select any checked boxes.

10.10   Printing an access request

A *pdf* icon at the end of a row indicates that a full copy of that access request can be printed.

To print the current page from any screen click on the printer icon on the dark green menu bar.

Print through the My Access Requests screen

Click on the printer icon on the light green menu bar or click on the pdf icon.

The program sends a pdf of the access request to My Reports and generates an email with the pdf file attached to the email address of the person logged in. This pdf includes a watermark showing the application's status e.g. *Draft, Open, Validated, Submitted, Completed* and the date of the latest status change. This file can also be printed or forwarded from that email.
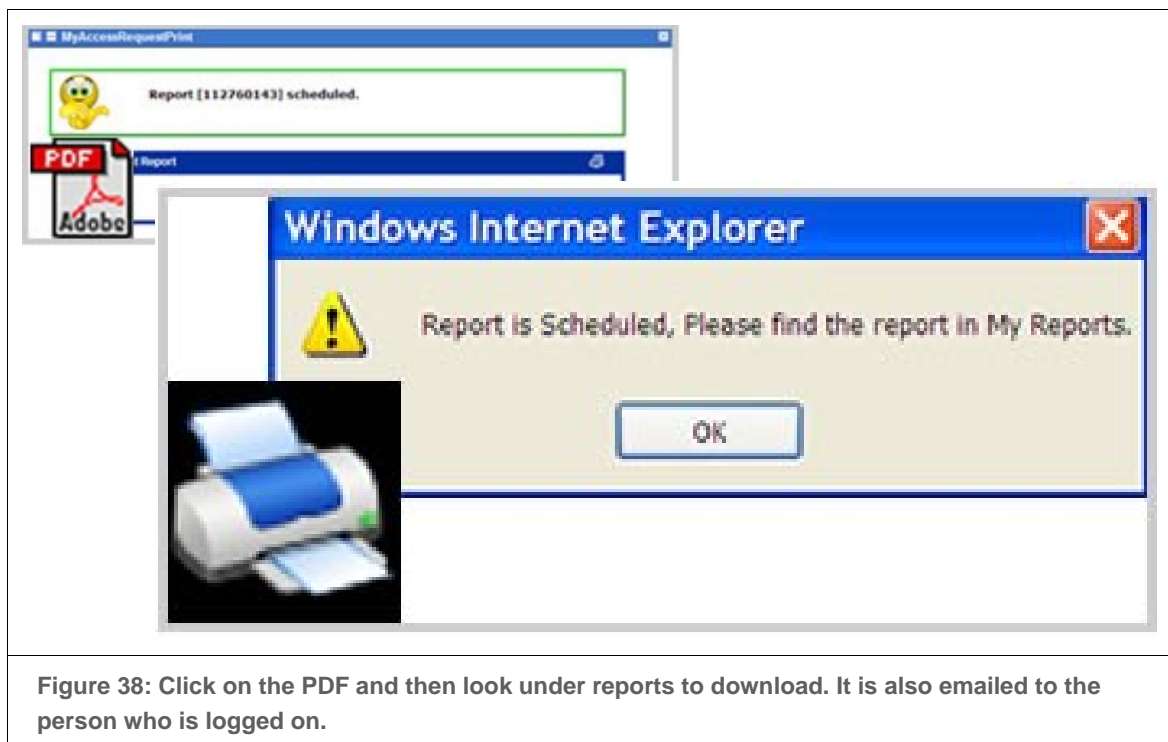

Figure 38: Click on the PDF and then look under reports to download. It is also emailed to the person who is logged on.

10.11   Print through the Student Enquiry tab

If an access request has been created by another school and is *Submitted, In progress, Completed* or *Declined,* the principal of the school where the student is now enrolled (in attendance) (or registered to enrol) can print that access request.

Go to the ERN, select the Student Enquiry tab and enter the student's details. A yellow icon to the right of the student's family name indicates an access request. Click on this icon to generate the Access Request Details screen (see Figure 39).
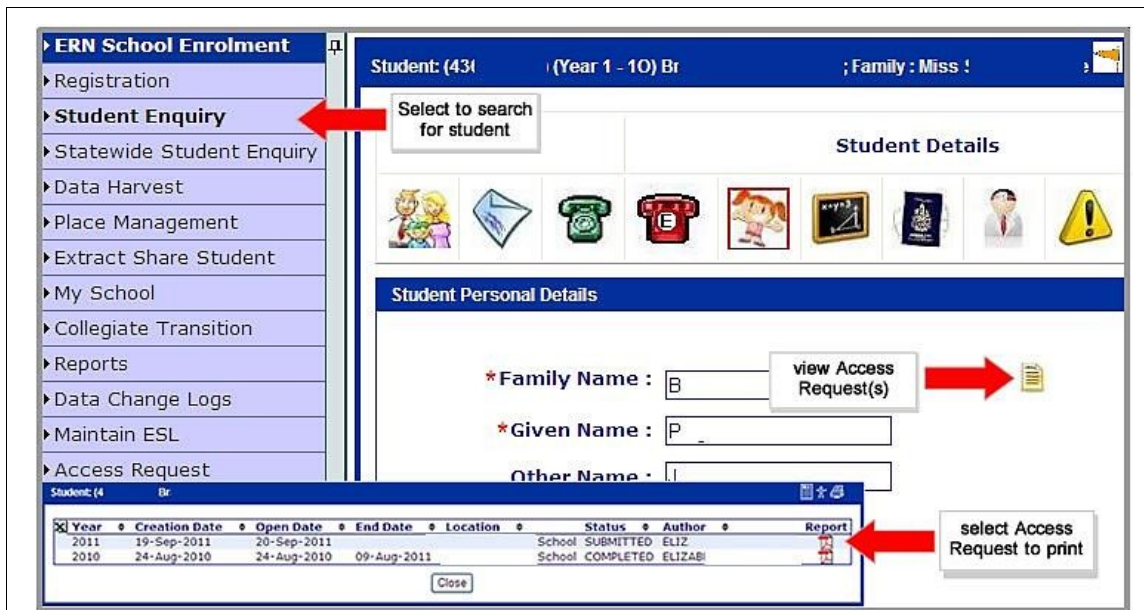

Figure 39: In ERN on the student registration screen the principal will see the access request icon to the right of the student's Family Name.

10.12   Searching for access requests through the My Access Requests screen

There are two basic search options:

1. Search by access request - select *Search by Access Request* and one or more filters. Use the status filter to search for active or inactive access requests

2. Search by student — select *Search by Student* and enter the student's family name or first name or student registration number (SRN).
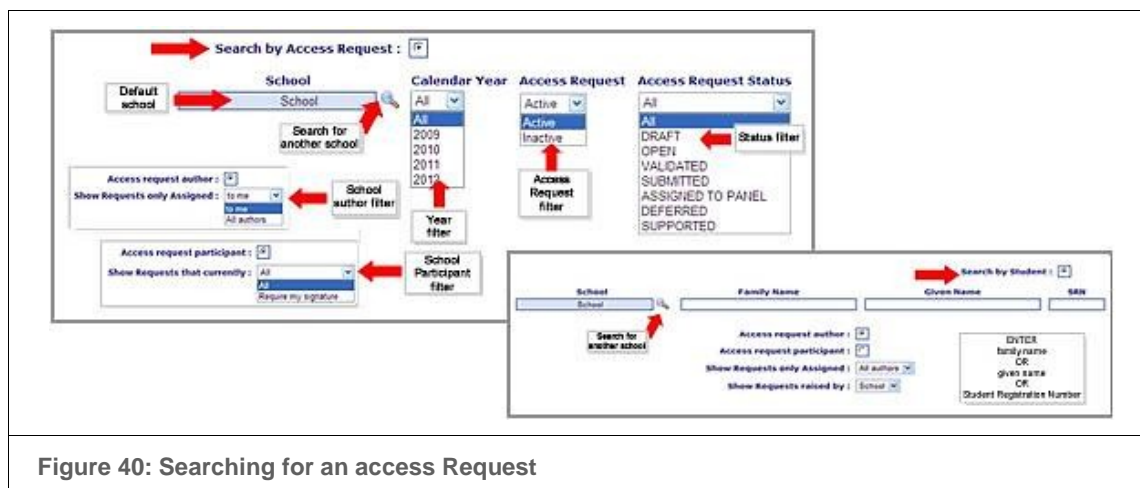

Figure 40: Searching for an access Request

In either of these search windows:

- any School Author can create a list of the access requests set up by him/her by selecting the *Access request author* button and changing the *show requests* field from *All authors* to *To me.*

- any School Participant can create a list of the access requests requiring his/her signature by selecting the *Access Request participant* button and changing the *show requests* field from *All* to *Require my signature.*

10.13 Selecting Summary Profile type

The type of Summary Profile selected identifies the School Participant required to complete the Summary Profile, i.e. the class teacher (K-6), year advisor (7-12) or L&STC (early intervention, sensory impairment or new to kindergarten).

Depending on the student's grade, the program defaults to one of the first three types of Summary Profile.

These defaults can be changed by the School Author if required e.g. the Summary Profile Kindergarten: enrolling or newly enrolled can replace the default Summary Profile K-6.

Figure 41: Choose the summary profile type

If the student is new to the government school system, the School Author needs to select the most appropriate type.

10.14 Selecting Support Documents

No support documents are required for a student with an intellectual or physical disability who requires additional support. Information relevant to these provisions is contained within the access request application (see Figure 42).

Figure 42: No support documents are required for students with an intellectual or physical disability

For a student needing Autism, Distance Education, Mental Health, Emotional Disturbance, Behaviour, Hearing Impairment and/or Vision Impairment support (whether in a support class, SSP or for access to Integration Funding Support), select the relevant support document(s) in the *Access Request Setup* screen. When choosing Distance Education also choose another support document where appropriate.

Selecting these support documents assigns responsibility to specific School Participants to complete sections or sub sections, e.g. selecting Autism Support requires the L&STC, school counsellor/ school psychologist and senior psychologist education/ district guidance officer to contribute. See Assigning responsibilities to staff members (10.4) or Sections assigned to School Participants (9.3) for more detail.

11. Access Request Icons

Icons: Access Request for Schools (2018)	
My Access Requests Home Page New	**Updated resources and professional learning** User guide Updates Icons Frequently asked questions Online professional learning course: Summary Profiles (Available later in Term 4, 2018) Related weblinks Support and advice contacts
(magnifying glass icon)	**Search for school** Found next to 'name of school' field. Use to find a school other than the default school
(person icon)	**Change user profile** Found in the dark blue or green bar at the top right of the screen. Use to extend time out, change default school, change sound when time out and other personal preferences.
(blue and green question mark icons)	**Page specific help** Found on the top, right hand end of the dark blue or green menu bar on every screen. Use to find specific information on how to complete the section.
Access Request Active ▼ Active Inactive hor :	**Access Request active/ inactive filter** Found in the top section of the My Access Request Screen to the right of the 'name of school' field. Use to change the filter from active to inactive Access Requests to: Find Access Requests that have been completed or withdrawn. Change the status of Access Requests withdrawn in the past 12 months back to active.
(Excel icon)	**Export as CSV** Found on the left hand corner of the Matching students search results in the My Access Requests screen. Use to export student details into a spreadsheet.

Icons: Access Request for Schools (2018)

(Section/s not completed) New	**Access Request summary – section/s incomplete** Found next to the SRN on the matching students search results in the My Access Requests screen. The red icon confirms that there is a section/s of the Access Request that is/are incomplete. The red icon can also be found on the light green menu bar in every screen of Access Request when sections of the Access Request is/are incomplete. Click on the icon to find out: who has been assigned to each section which sections need to be completed if a role has been re-assigned and the previous content needs to be reviewed.
(All sections completed) New	**Access Request summary – all sections completed** Found next to the SRN on the matching students search results in the My Access Requests screen when all sections of the Access Request have been completed. The green icon can also be found on the light green menu bar in every screen of Access Requests when all sections have been completed. Use to find out who has been assigned to each section.
New	**Re-assign participant roles** Only visible to the principal and authors. Found to the left of a student's SRN when the status is: Validated or Validated Open Use the icon to change participants.
	Attach a file Found on the My Access Requests screen, in some sections within an Access Request, and on the Principal's Verification screen. Use to add or review an attachment.
	Mouse hover to find additional information Use your mouse to hover over student details on the My Access Request screen to find additional information. Use your mouse to hover over SRN or Student Name to find further student details. Use your mouse to hover over Status to see the progress of each requested priority.

Icons: Access Request for Schools (2018)	
	Download PDF Found at the right hand end of a student's search results. Use to view or print the current Access Request (from My Reports or the email attachment).
	Go to My Reports Found on the right hand end of the dark green menu bar on every screen in Access Request. **After clicking on the PDF icon, use to retrieve and open the PDF. It will also be available to you via email.**
Change Status Re-assign Author	**Change Status and Re-Assign Author** Only visible to the principal and authors. Found beneath the list of student details on the My Access Request screen. When an Access Request has been withdrawn by the school within the last 12 months the buttons will also appear at the bottom of the inactive Access Request list. The buttons are not available for Access Requests that have been Submitted or that are In Progress. Use the 'Change Status' button to change the status of an Access Request to Withdrawn or to make the Access Request return to its active status when a checkbox to the left of the student's details is available. Use the 'Re-assign Author' button to change the author.
	View an Access Request in ERN Found on the Student Registration screen (access through the Student Enquiry tab or Statewide Student Enquiry search). Available to the Principal as soon as the student is 'Registered Offered' into a support class. Use to download an access request PDF (from My Reports in ERN or the email attachment).
  Access request setup Provision requested School details Disability confirmation	**View Principal Verification screen** Found on the Access Request Setup screen and on the light green menu bar in every screen. Use the icon to: view a read only version of an Access Request or specific sections within e.g. the Setup page. Principals can view each section of an Access Request from the Verification screen by clicking on the icon to the left of each section.
	Complete this section Found next to the sections tabs. Use to find out which sections and subsections have been allocated for completion to the School Participant who is logged in.

Icons: Access Request for Schools (2018)	
Help (available later in Term 4 2018) New	**Just in time online professional learning and support** Found on the Summary Profile page next to each of the 10 Focus Areas. Use to access 'just in time learning and additional support' when determining the level of need for specific students within a focus area and to gain guidance on what constitutes quality information on suitable adjustments. The entire course including an introduction is also embedded within Access Request as a professional learning course on the home page. MYPL course title: Access Request: Completing student summary profiles for Integration Funding Support.