ENA PROCESS FLOWCHART

Please note: This flowchart is best viewed in A3.

Educational Needs Analysis (ENA)

Every student in court ordered Out-of-Home Care (OoHC) for three months or longer requires an ENA. The process can commence earlier if there are concerns regarding the student’s overall presentation and rate of progression. While not mandated, students on permanent care orders may also benefit from an ENA.

Note: The ENA is a process of analysing the socio-emotional, cultural and learning needs and strengths of students in OoHC. This process occurs over time and in collaboration with Student Support Services (SSS) or equivalent.

KEY
- SSS
- School
- DHHS
- External

Student currently attends the school and enters court ordered OoHC

Court ordered OoHC student is enrolled in a school

Transition meeting
Action: Establish a Student Support Group (SSG). Initial SSG meeting to be held within one week.

Within one week

1. Initial Student Support Groups (SSG)
Purpose: This SSG aims to collect evidence-based information to determine the student's needs.
Action: Determine what information or evidence needs to be obtained.
Attendees: Required: school Principal/Classroom Teacher, SSS (or equivalent), DHHS.
Tools and Resources: Initial SSG meeting minutes and checklist.

By week 10

2. School collects information and provides this to Student Support Services (SSS) at least two weeks prior to ENA SSG
When possible, school will collect, obtain or conduct some or all of the following:
- Student file from previous school
- School years reported
- Attendances history
- NAPLAN results
- Victorian Curriculum levels
- On Demand results
- Copies of school reports
- Cultural Plan (if Aboriginal or Torres Strait Islander student)
- Details of any previous (PSGI) funding category and level
- Observations
- Existing or draft copies of Individual Education Plan and Behaviour Support Plan
- History medical/health/psychological information

Tools and Resources: Copies of previous cognitive, academic and/or language assessment reports.

3. DHHS or agency provide relevant information to school and SSS at least two weeks prior to ENA SSG
- Court orders
- Living arrangements
- Case plan
- Orders for interventions
- Exposure to traumatic events
- Health and development history
- Family and culture

4. SSS collect information and review documents
SSS is responsible for some or all of the following:
- Background information: contact and exposure to trauma
- Obtain existing assessment reports
- Consultation with school staff, DHHS, services, and other professionals
- Obtain existing SSS files

5. ENA SSG
Purpose: The SSG conducts a comprehensive analysis of the needs of the student based on information collected and provided.
Action: Decides what further interventions are needed. Any further assessment is determined and scheduled following this SSG meeting.
Attendees: Required: SSS, DHHS, School Principal/Classroom Teacher, SSS (or equivalent), agencies, and DHHS.
Tools and Resources: ENA Report.

6. SSS interventions
E.g. Standardised assessments, classroom observation, Functional Behaviour Assessment (FBA).

7. External referrals (may include)
- Private psychologist
- Neuropsychologist
- Occupational therapist
- Speech pathologist
- Assessments Australia

Each term

8. Cycle of review
SSG meetings for OoHC students to occur at least once each term and more frequently as required.

Documents: ENA report signed by SSS, and ENA status report signed by SSS and Principal or delegate.

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1 ENA Guidelines (Appendix A) August 2018