

ENA REPORT

The ENA Report is a comprehensive report compiled by SSS or equivalent, which documents the collation, review, and analysis of information regarding the student's needs and strengths, and recommendations. The report aims to assist schools prioritise the needs of the student and be simply worded, trauma informed, and contain practical recommendations that can be implemented in the educational setting.

Information contained in this report is included on a 'need to know' basis, as outlined in the [schools' privacy policy](#). This means that the report must contain the information necessary to enable the school to:

- Educate the student, including planning for individual needs and/or addressing barriers to learning.
- Support the student's social and emotional wellbeing and health.
- Fulfil legal obligations, including:
 - Reasonable steps to reduce the risk of reasonably foreseeable harm to the student, other students, staff or visitors (i.e. duty of care).
 - Reasonable adjustments for a student with a disability (i.e. anti-discrimination law).
 - A safe and secure workplace (i.e. occupational health and safety regulations).

INFORMATION COLLECTED

This section outlines the relevant current and historical information collected, including results and interpretation of testing where relevant.

Student Details

Consider need to know information such as student name, date of birth, current living arrangements, and carer(s).

Cultural Identity (as relevant)

Consider need to know information such as the student's cultural identity and involvement in cultural activities.

Care History

Consider need to know information such as genogram and family connections, circumstances that led to current care arrangements, exposure to traumatic events, number and type of care placements, and current living arrangements.

School History

Consider need to know information such as previous school placements and length of enrolment, periods of non-school attendance, pre-school attendance, entry to school, including any delays and/or grade retention or acceleration.

Medical and Health

Consider need to know information such as developmental milestones, relevant medical history, physical and/or mental health diagnosis, medication, vision and hearing, dental needs, and any other information provided by medical specialists.

Social, Emotional and Behavioural

Consider need to know information such as trusted adult relationships, peer relationships, including conflict and/or bullying, sense of belonging, gender identity, communication skills, emotional development and regulation, any behaviours of concern (including potential triggers/precipitants),

suspensions and/or expulsions, forensic involvement, drug and/or alcohol use, interests and hobbies, extracurricular activities, and any current or past therapeutic interventions.

Allied Health

Consider need to know information such as cognitive, academic/learning ability, language, speech/articulation, motor skills and/or sensory needs and strengths.

Educational

Consider need to know information such as educational skills and strengths, school-based assessments and work samples, school engagement, organisational and life skills, teacher reports, program participation (e.g. Program for Students with Disabilities), career aspirations and the student's views regarding school.

This section should also include information regarding current and/or past school-based interventions, including their perceived effectiveness. This may include the Individual Education Plan/Personalised Learning Plan and/or Behaviour Support Plan.

REVIEW AND ANALYSIS

This section summarises the information collected, including the student's needs and strengths, and implications for the educational setting.

RECOMMENDATIONS

This section includes key recommendations based on the above information, to enable the school to educate the student, support the student's social and emotional wellbeing and health, and fulfil their legal obligations.

General care and wellbeing

Educational/learning

Social, emotional and behavioural