|  | 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/information or arrange the collection of evidence/information.  SSG to commence ENA | **Action**  Determine what information or evidence needs to be obtained.  Decide if SSS referral is required.  Assess SSS consent arrangement.  Set date for ENA SSG meeting. | | | | **Attendees**  Required: carer, school Principal Class and /or Wellbeing Coordinator, SSS (or equivalent), agencies, DHHS.  Where appropriate: Designated Teacher, Learning Mentor, KESO, SEIL, LOOKOUT. | | | **Tools and Resources**  Initial SSG meeting minutes and checklist.  Supplemented by history, risk and protective factors, care arrangements and court orders. |
| **By week 10** | **2. School collects information and provides this to Student Support Services (SSS) at least two weeks prior to ENA SSG**  Where possible school will collect, obtain or conduct some or all of the following: | | | | | | | | |
| Student file from previous school  Enrolment history  School years repeated  Attendance history  Benchmarking of student  NAPLAN results | | Victorian Curriculum levels  On Demand results  Copies of school reports  Cultural Plan (if Aboriginal or Torres Straight Islander student)  Details of any previous (PSD) funding category and level | | | Observations  Existing or draft copies of Individual Education Plan and Behaviour Support Plan  History medical/health/psychological Information | | | Copies of previous cognitive, academic and/or language assessment reports  Previous ENA Status Report and ENA Report |
|  | **3. DHHS or agency provide relevant information to school and SSS at least two weeks prior to ENA SSG** | | | | | | | | |
| Court orders  Living arrangements | | | Care plan  Ordered interventions | Exposure to traumatic events  Identity and culture | | | | Health and development history |
| **4. SSS collect information and review documents**  Analyse student’s needs and nature of SSS involvement | | | | | | | | |
| **SSS responsible for some or all of the following:**  Background information: care and exposure to trauma  Obtain existing assessment reports | | | | Consultation with school staff, DHHS/carers, and other professionals  Obtain existing SSS files. | | | | |
| **Week 12**  **Within 3 months** | **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: carer, school Principal Class and/or Wellbeing Coordinator, classroom teacher, SSS (or equivalent), agencies, and DHHS/.  Where appropriate: KESO, LOOKOUT, Designated Teacher, Learning mentor. | | | | Tools and Resources  ENA Report  ENA Status Report |
|  | **6. SSS interventions**  Eg. Standardised assessments, classroom observation, Functional Behaviour Assessment (FBA). | | | | **7. External referrals (may include)** | | | | |
| Paediatrician  Child and Adolescent Mental Health Services  Take Two  Child First | | | Private psychologist  Neuropsychologist  Occupational therapist  Speech pathologist  Assessments Australia. | |
| Documents: ENA report signed by SSS, and ENA status report signed by SSS and Principal or delegate | | | | | | | | |
| **Each term** | **8. Cycle of review**  SSG meetings for OoHC students to occur at least once each term and more frequently as required. | | | | | | | | |

**Education 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.