

ENA ROLES AND RESPONSIBILITIES REFERENCE GUIDE

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The ENA is a process of analysing the social, emotional, and educational needs and strengths of students in Out of Home Care (OoHC). This process occurs over time and in consultation and collaboration with the student and carers, school staff, Department of Health and Human Services (DHHS) or contracted Community Service Organisation (CSO), Student Support Services (SSS) (Department of Education and Training), Student Services (Catholic Education Commission of Victoria) or independent school equivalent.

The assessment processes employed will vary depending on the individual characteristics and contextual factors of each student.

The needs of students in OoHC may change significantly over time depending on their specific circumstances, therefore regular Student Support Group (SSG) meetings and on-going monitoring of needs and evaluation of interventions is required, including review of the student's Individual Education Plan (IEP)/Personalised Learning Plan (PLP). The SSG also determines the need for further assessment/intervention as appropriate.

Principal or delegate

- Liaises with the student's previous school or early childhood setting to ensure the transfer of relevant information including the IEP/PLP or Transition Learning and Development Statement (for children entering foundation at a Victorian government school).
- Discusses the student with the SSS Key Contact/Student Services or independent school equivalent, and facilitate a referral (e.g. submit the referral on the Student Online Case System (SOCS) for SSS).
- Convenes an SSG meeting within the first week of the student's enrolment and/or entry into OoHC, including the carer, DHHS/CSO and SSS or equivalent. The initial SSG meeting reviews current information and determines the need for further information and/or intervention, and develops an initial IEP.
- Chairs SSG meetings, records minutes and disseminates to SSG members.
- Oversees the process of information gathering and ensures school-based assessment is completed.
- Ensures that any further action is undertaken in a timely manner.

The Designated Teacher

- Promotes implementation of all the elements of the Partnering Agreement.
- Supports the transfer of information between schools and relevant agencies and liaises with LOOKOUT staff as necessary.
- Enables student voice in relation to setting targets and planning interventions.
- Ensures that an IEP is developed within the first week of enrolment/entering OoHC, is reviewed during termly SSGs, and updated based on the outcomes of the ENA process.

- Supports implementation of the IEP, monitors the student's progress over time and initiates reviews as appropriate.

DHHS or CSO case manager

- Advises the Principal in writing that the student resides in OoHC.
- Ensures relevant and up-to-date information regarding the student's circumstances and care arrangements is provided as soon as possible and on an on-going basis as the situation changes.
- Provides a record of the schools or early childhood settings the student has previously attended.
- Provides cultural information and a Cultural Plan for Aboriginal or Torres Strait Islander students.
- Shares information regarding services provided to the student by external agencies and assessments that have been undertaken (as appropriate).

The teacher

- Gathers and shares information/data regarding the student's academic attainment.
- Gathers and shares information regarding the student's social and emotional development and wellbeing.
- Records and shares information regarding any behaviours of concern including type, frequency and intensity.
- Provides information regarding the interventions implemented, including their effectiveness.
- Contributes to forming and reviewing the student's IEP and, where necessary, Behaviour Support Plan (BSP).

SSS or equivalent

- Participates in SSG meetings and maintains regular communication with the SSG as required (i.e. in person preferred, however phone and video conference may also be used).
- Collates information provided by key stakeholders following the initial SSG meeting.
- Provides advice during the ENA SSG regarding the sufficiency of existing information to inform a comprehensive IEP/PLP, or the need for further assessment.
- Provides advice regarding potential eligibility for educational programs such as the Program for Students with Disabilities (DET) or Students with Disabilities (CECV) and other appropriate referral pathways.
- Completes the ENA Report based on information provided and current assessment, including recommendations to inform a comprehensive IEP/PLP.
- Locates and retrieves any existing SSS Confidential Student File(s).
- Collaborates with the current educational setting, DHHS/CSO case manager and SSS or equivalent to share information during intersystem student transfers, in accordance with the policies of procedures of the educational system and relevant legal framework.

LOOKOUT Education Support Centres

- Assists with the transfer of student information to support timely and successful enrolment and transition.
- Attends meetings where appropriate, such as SSG meetings and/or care team meetings, in order to assist in addressing barriers to enrolment, facilitate transition and engagement, and offer advice and support regarding trauma informed practices.
- Collaborates with area and regional team to provide resources, interventions and support to the school, and retrieve information regarding a student who has had several school placements.
- Liaises with case managers to facilitate communication between the school and DHHS/CSOs and/or Aboriginal Community Controlled Organisations (ACCO) as needed.
- Provides professional learning to build the capacity of school staff and other stakeholders to support and meet the educational, social and emotional needs of students in OoHC.