Educational Needs Analysis Guidelines

STUDENTS IN STATUTORY OUT-OF-HOME CARE

CONTENTS

INTRODUCTION

Out-of-Home Care (OoHC) refers to the care of children and young people aged 0 to 18 years who are unable to reside with their primary caregivers and placed with alternative caregivers on a short or long-term basis. This can be arranged formally or informally. Informal care refers to care arrangements made without intervention by statutory authorities of courts, while formal care follows Department of Health and Human Services (DHHS) Child Protection involvement and leads to statutory OoHC.

Children and young people in statutory Out of Home Care

Children and young people residing in statutory OoHC present with a diverse range characteristics, needs, strengths and interests. They share the experience of removal from their parents' care as a result of significant concerns for their safety and wellbeing, such as exposure to abuse and other traumatic events.

There is substantial research regarding the impact of abuse, trauma and disrupted attachment on development, school engagement and achievement. Research indicates that children and young people in OoHC experience poorer educational and life outcomes compared to their peers who are not residing in OoHC. They are also more likely to have Special Educational Needs (SEN). Students in OoHC with SEN have poorer test scores and are less likely to complete secondary education compared with students in OoHC without SEN or students with SEN who are not residing in OoHC. Raising educational attainment is an important strategy to interrupt these negative life trajectories (O'Higgins, et al, 2017).[1]

However, residing in OoHC does not have a causal relationship with poor attainment; nor does it mean that every child in care will have worse outcomes than their peers. A student's individual characteristics, exposure to traumatic events and other contextual factors that may have led to them entering OoHC, and age and time of entry into care will all contribute to their individual presentation (Welbourne & Leeson, 2012)[2]. In addition, protective factors, such as a safe and supportive environment, school engagement, and positive connections with teachers and peers significantly improves outcomes for students in OoHC.

The Out of Home Care Education Commitment

The *OoHC Education Commitment: A Partnering Agreement between DHHS, Department of Education and Training (DET), Catholic Education Commission of Victoria (CECV), and Independent Schools Victoria* (the 'Partnering Agreement') (2018) outlines the responsibilities of key stakeholders in supporting children and young people in statutory OoHC.

The Partnering Agreement recognises that students in OoHC have unique needs and often require additional support to achieve their potential, and aims to ensure:

- Processes are in place to actively support the educational achievement of every child and young person in OoHC.
- A strongly coordinated approach exists to support the needs of children and young people in OoHC.
- All stakeholders understand each other's roles and responsibilities and work collaboratively.
- Strategies are implemented to improve outcomes related to student enrolment, attendance, achievement, retention, school completion, and case planning.

---

[1] O'Higgins, A, Sebba, J., & Gardner, F. (2017). What are the factors associated with educational achievement for children in kinship or foster care: A systematic review. *Children and Youth Services Review*, 79, 198-220.

[2] Welbourne, P. & Leeson, C. (2012). The education of children in care: A research review. *Journal of Children's Services*, 7 (2), 128-143.

A key commitment of the Partnering Agreement is the requirement of an Educational Needs Analysis (ENA) for every student who has resided in statutory OoHC for a period of three months or longer. The ENA aims to support identification of the student's individual learning needs and inform their Individual Education Plan (IEP)/Personalised Learning Plan (PLP).

EDUCATIONAL NEEDS ANALYSIS (ENA)

The ENA is a process of understanding and addressing a student's social, emotional and cultural learning needs, as well as their strengths. This involves collecting, reviewing and analysing personal, health, and educational information from a range of sources and determining the need for additional interventions and services.

An effective ENA is trauma-informed and takes a holistic view of the child or young person across their physical, social, emotional, educational, and psychological development.

The ENA is also informed by the linguistic and cultural background of the student, and the student's own views and readiness to participate in the process (where appropriate).

The process considers the broader context in which the student lives and learns (eg. school, home, residential care), the conditions and the people in the student's life and how these impact on the student's development and progress.

The ENA should be strengths-based and constructive, rather than simply labelling the difficulty.

It should also ensure existing progress can be maintained and support acceleration when appropriate.

The ENA process is designed to follow a multi-tiered system of support approach from the least to the most intrusive procedure of information gathering and analysis based on the individual and contextual characteristics of each student.

The ENA may include assessment processes such as observation and interviews with key stakeholders, and collation of existing information, such as school-based assessment (e.g. school reports, NAPLAN and On Demand test results) and information provided by the DHHS/Community Service Organisation (CSO) case manager. It may also include administration of standardised screening tools and/or diagnostic tests in a range of areas of development, such as cognitive/intellectual, achievement, language, adaptive functioning, social, emotional and behavioural functioning, mental health, skills and interests, and vocational assessment.

Standardised screening tools and diagnostic tests should not replace routine assessment processes utilised by educational settings for all students. Schools are able to provide data/information regarding attainment, wellbeing, and behaviour that will form the basis of decisions regarding additional assessment and intervention. Where direct consultation and assessment with the student is considered, the student's capacity to participate in the assessment should also be taken into account (i.e. current emotional state). The best interests of the student, rather than pre-determined timelines, should remain paramount in decision-making.

The subsequent strategies and interventions recommended need to be evidence-based and embedded within an evaluation and review cycle.

The recommendations stemming from the ENA process, albeit focused on educational outcomes, assume that all members of the team around the student, including the carers/residential staff, teachers and the student, are working together and have a shared responsibility in promoting these in their individual environments (eg. school/home/residential care) and facilitating their successful implementation.

As the individual needs, strengths and prior interventions for students in OoHC vary, the ENA and subsequent educational planning and support will be different for each student, while retaining the overarching goal of positive educational and life outcomes.

VICTORIA
State
Government

Education
and Training

EDUCATIONAL NEEDS ANALYSIS (ENA) PROCESS

The flowchart in **Appendix A** outlines the ENA process, including significant milestones and the timeline for completion.

While the Partnering Agreement states an ENA is required for all students who have resided in statutory OoHC for a period of three months or longer, it acknowledges that if a member of the Student Support Group (SSG) has concerns regarding the student's presentation and rate of progression the process **should begin immediately.**

It is also important to note that a student may have resided in OoHC for three months cumulatively, rather than in one period of care.

In addition to students entering OoHC, students in existing care arrangements who enrol in a new school may also require an ENA depending on what has been done previously and the student's current presentation.

Although the ENA process is collaborative, distinct roles are prescribed for the school, DHHS Child Protection and/or contracted CSOs, and Student Support Services (SSS) or equivalent. **Appendix B** provides a reference guide for the roles and responsibilities of individual stakeholders.

It is important that schools inform their SSS Key Contact (DET) or equivalent prior to or at the time of the student's enrolment or entry into OoHC. This will enable prioritisation of the referral, including planning for necessary consultation and attendance at SSG meetings.

Referral to Student Support Services

The SSS Handbook (March, 2018) outlines the role of SSS in supporting students with additional needs, including students in OoHC. SSS collaborate with schools to 'undertake personalised learning and support planning for students who have specific needs and where adjustments are required to ensure the student can access and engage in their educational program'. SSS prioritise assisting schools with the ENA process (i.e. priority two after critical incident response).

The steps for referring to SSS for an ENA include:

- A pre-referral discussion between the school and SSS Key Contact. The Key Contact may be the SSS representative at the initial SSG as part of the pre-referral process
- Consent is obtained by the school from the parent/legal guardian or mature minor
- The school submits the referral on the Student Online Case System (SOCS)
- The SSS Team Leader allocates the referral to the appropriate SSS team member(s).

For children and young people entering residential OoHC, the DHHS Health Education and Assessment Coordinator (HEAC) has the role of coordinating the ENA with the DHHS Care Team in liaison with the LOOKOUT Centre staff if the students are enrolled but not attending. If the student is attending school it is recommended that a referral for an ENA is made to SSS/equivalent.

Independent schools arrange and fund the ENA following the student's enrolment or entry into OoHC.

STEP 1: INITIAL STUDENT SUPPORT GROUP MEETING

*(All steps below correspond to the flow chart in **Appendix A**)*

An SSG meeting should be convened by the school Principal or delegate **within one week** of a student in OoHC enrolling in the school or entering OoHC.

SSG membership should include key people in the student's life who are able to share information regarding the student's needs and strengths, and support implementation of strategies/interventions. The SSG will commonly consist of the Principal or delegate, DHHS or CSO case manager, the carer, the classroom teacher, and SSS or equivalent. The student's individual circumstances will determine the need for additional members, such as the student (where appropriate), Designated Teacher and/or Learning Mentor, school wellbeing staff, education support staff, Koorie Engagement Support Officer (KESO), LOOKOUT Education Support Centre representative, and/or relevant external agencies.

The purpose of the initial SSG meeting is to determine the information required to assist with maximising the holistic development and support of the student. The SSG meeting should determine whether an ENA is required and the timeline for completion. **This includes a decision regarding whether an ENA should be completed immediately or up to three months after the student has entered OoHC.** In the event of the latter, the ENA process should be commenced in anticipation (e.g. collection of information).

Where an ENA has been previously undertaken and recorded (i.e. ENA Status Report and ENA Report), the SSG will determine whether an updated ENA is required based on the relevancy of the previous ENA and the student's current presentation.

The outcome of this discussion should be documented in the SSG meeting minutes.

Appendix C provides a template for recording the Initial SSG meeting minutes including a checklist to assist with determining what information is readily available and what further information may be required.

This document should be saved in the appropriate secure location for example, the student's school file and the SSS Department Confidential Student file (DCS). Access to this document should be limited to all members of the SSG and staff who work directly with the student. If parts of this information need to be shared beyond those working directly with the student, please share a summary of this document only, as needed for the activity. This document is not to include detailed case notes on the student.

The initial SSG meeting should also determine if the student is eligible for existing programs within the educational setting, such as the Program for Students with Disabilities (PSD) (DET) or Students with Disabilities program (SWD) (CECV). This may result in an internal referral (e.g. SSS) or external referral (e.g. Assessments Australia). Note: PSD applications for students in OoHC are not subject to the usual timelines, and can be submitted by the school at any time.

STEPS 2-4: INFORMATION GATHERING AND REVIEW

This phase involves the collection and review of information determined necessary at the initial SSG meeting and the outcome of any program and/or external referrals. This includes the school and DHHS/CSO case manager collecting and sharing relevant information with SSS regarding the student's needs and strengths. SSS will obtain any existing SSS Deparment Confidential Student file (DCS) and collate the information provided within ten weeks of the initial SSG meeting.

Appendix D illustrates the most common examples of information that may be gathered as part of the ENA process to provide a comprehensive and holistic picture of the student's health, wellbeing and learning profile. Information should be gathered on a needs basis and as such the proposed sources of information outlined on the checklist are not all mandatory nor exhaustive.

STEP 5: ENA SSG MEETING

Following collection, collation and analysis of information by the SSS the school convenes the ENA SSG meeting with membership from the initial meeting and any other relevant stakeholders.

The purpose of the meeting is to determine whether the information currently available is sufficient for the ENA to inform a comprehensive IEP/PLP, or whether additional information is required.

If current information is deemed sufficient the ENA is considered complete and recorded in the ENA Status Report (**Appendix E**), and the ENA Report (**Appendix F**) is completed by SSS or equivalent.

The SSG then proceeds to develop or update the IEP/PLP and implement the recommendations. The follow-up SSG meeting will review this decision using the most recent ENA Status Report.

Alternatively, the SSG may determine that further information by SSS and/or an external agency is required. This should be recorded in the ENA Status Report and include:

- The information required and how this will be gathered.
- The person(s) responsible for the agreed tasks.
- The date of the follow-up ENA SSG.

The ENA SSG meeting may also identify the need for further intervention by SSS or equivalent or an external agency. This may include referral pathways for students with a suspected or diagnosed disability (e.g. PSD, SWD). It is important to note that assessment as part of a disability funding application may not provide all relevant information and there may be a need to explore other aspects of the student's presentation and development. In addition, SSS or equivalent may need to provide support to the school to implement the ENA recommendations.

STEPS 6 & 7: NEED FOR FURTHER INFORMATION

SSS or equivalent will complete the ENA Report after the agreed actions have been undertaken. The ENA Status Report may be completed prior to or finalised during the ENA SSG meeting based on the discussion that occurs.

The follow-up ENA SSG meeting will provide an opportunity to share the finalised report(s) including recommendations, and develop or update the student's IEP/PLP.

The school, DHHS/CSO case manager and SSS will retain a copy of reports and other relevant records (i.e. meeting minutes) as per their usual record keeping policies. This will ensure information regarding a student's support needs is accessible and shared as appropriate over time.

ENA Status Report and ENA Report

There are two templates to assist in the ENA process between steps 5-7, the ENA Status Report (**Appendix E**) and the ENA Report (**Appendix F**).

ENA Status Report

The ENA Status Report is a mandatory tool used to record the status of an individual student's ENA at various points in time, and enables monitoring of responsibilities as outlined in the Partnering Agreement.

The report is a brief summary of the ENA process, including the student's needs and strengths, the views of the student and carer, and key recommendations.

The report is signed by the Principal or delegate, and Student Support Services (SSS), Student Services (CECV) or independent school equivalent.

A copy of the ENA Status Report needs to be kept in the student's school file and the SSS Department Confidential Student file (DCS) to allow for easy access, tracking and transfer of information, if the student moves schools.

ENA Report

The ENA Report is a comprehensive report completed by SSS or equivalent, which documents the collation, review, and analysis of information regarding the student's needs, strengths and subsequent recommendations.

The report should assist schools to prioritise the needs of the student and support required, and be simply worded and include practical recommendations that can be implemented in the educational setting.

The report is written with the broader context of the student in mind and provides recommendations that are relevant to and guide the behaviours of all adults, both in school and in the care setting, who have a role in establishing optimal conditions for learning and supporting the student to achieve positive educational outcomes.

The ENA report may highlight need for services required to cater for a student's needs in other areas of their lives and may also inform the care team's actions, however its key function is to inform what can be done to promote educational progress.

The ENA Report is required regardless of whether the ENA reflects existing information or additional assessment, and aims to ensure information regarding a student's educational needs and strengths is documented and recommendations are readily available to current and future educational settings. An example ENA Report template is provided in Appendix F.

In situations where the SSS team leader has allocated the ENA referral to more than one SSS team members, it is recommended that the SSS team members involved in the ENA process write the ENA Report collaboratively.

A copy of the ENA Report needs to be stored as per DET guidelines in the SSS Department Student Confidential File and shared with relevant parties, such as school principal, the person who has signatory rights e.g. biological parent or DHHS, case manager, and others as deemed appropriate.

STEP 8: REVIEW CYCLE

Students residing in OoHC require at least termly SSG meetings to review their presentation and progress, and refine and evaluate current interventions, including a review of the IEP/PLP. Referring to the ENA Status Report and ENA Report during SSG meetings will assist in this process, and also assist to determine when an updated ENA is required.

Students in OoHC tend to experience frequent changes in care and school placement, increased vulnerability during periods of transition, and may exhibit signs of disengagement from education during mid-secondary school years. Therefore, it is important to monitor and review the progress of students in OoHC regularly and pre-emptively to ensure the student is adequately supported.
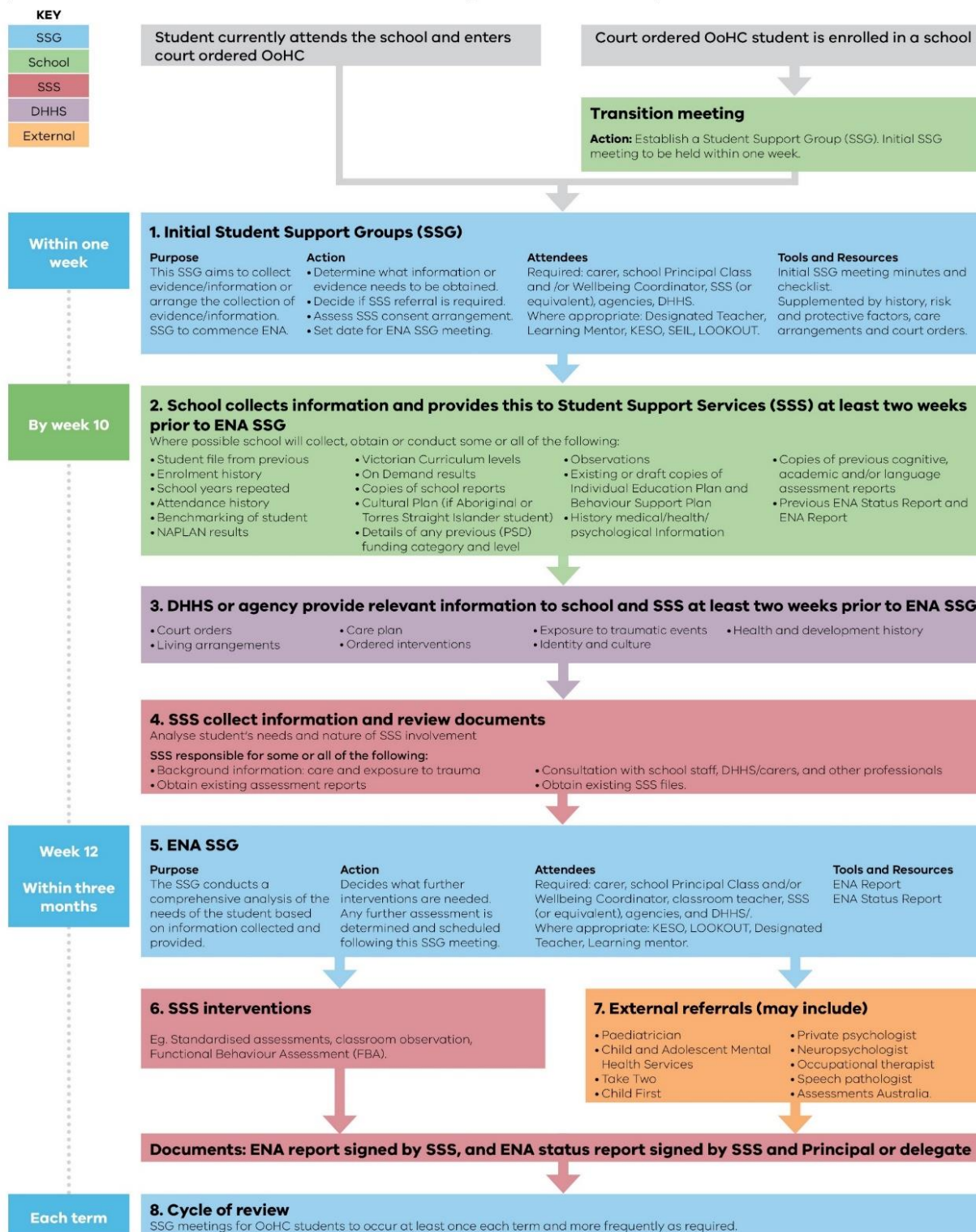
APPENDIX A: ENA PROCESS FLOWCHART

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
- SSG
- School
- SSS
- 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/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
- 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 three 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.

VICTORIA State Government | Education and Training

APPENDIX B: ENA ROLES AND RESPONSIBILITIES REFERENCE GUIDE

ENA ROLES AND RESPONSIBILITIES REFERENCE GUIDE

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.

ENA ROLES AND RESPONSIBILITIES REFERENCE GUIDE

- 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.

ENA ROLES AND RESPONSIBILITIES REFERENCE GUIDE

- 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 Confident 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.

APPENDIX C: ENA INITIAL STUDENT SUPPORT GROUP MEETING MINUTES TEMPLATE

The purpose of the initial Student Support Group (SSG) meeting is to consider existing information regarding the educational strengths and needs of a student in Out-of-Home Care (OoHC), and determine the need for further information. The information contained in the subsequent ENA is required to be sufficient to inform a comprehensive Individual Education Plan/Personalised Learning Plan.

'Young people need to be more involved. They have all these meetings about me, but I never got told or invited. I know me better than they know me.'

Initial SSG Meeting Minutes			
Student name		School:	DOB:
		Year Level: Repeated or accelerated year level/s:	/ /
Teacher		Date of placement in court ordered OoHC: / /	Type of court order:
Learning Mentor	Name: Position:	Frequency of meeting with mentor: Weekly ☐ Fortnightly ☐ Termly ☐ Other:	Is the student? Aboriginal ☐ Torres Strait Islander ☐ Both ☐
SSS Name		SSS Consent: Yes ☐ No ☐	SSG Date: / /
Area		Who has authority to sign consent?	

Required Attendees	Name	Present	Apology	Optional Attendees	Name	Present	Apology
Student		□	□	**Learning Mentor**		□	□
Parent/Carer/Guardian		□	□	**Designated Teacher**		□	□
Principal or Delegate		□	□	**SEIL**		□	□
DHHS/CSO Case Manager		□	□	**LOOKOUT**		□	□
Teacher		□	□	**Other:**		□	□
SSS							
KESO (if relevant)							

	Details	Actions	Person responsible	By when
Strengths and interests				
Resources required to access education (transport, uniform, books, ICT)				
Current support needs • **Social** • **Emotional** • **Behavioural** • **Educational** • **Environmental**				

	Details	Actions	Person responsible	By when
Transition plan				
Student comments				
Parent/Carer/Guardian comments				

Parent / Carer / Guardian Signature

Principal or Delegate Signature

Name: _____

Name: _____

Note: For further information regarding roles and responsibilities, refer to Appendix B or the OoHC Education Commitment: A Partnering Agreement between Department of Health and Human Services, Department of Education and Training, Catholic Education Commission of Victoria, and Independent Schools Victoria (2018).

The carer and/or student should be informed of the ENA process and how the information will be used, shared and stored.

EDUCATIONAL NEEDS ANALYSIS (ENA) INFORMATION CHECKLIST

This checklist can be utilised during the initial Student Support Group meeting for students in Out-of-Home Care (OoHC). The checklist is a guide regarding information (existing or required) that may be useful in understanding the needs and strengths of the student. The checklist should be used to identify existing documents/information, what documents/information need to be obtained and who will have responsibility for obtaining these. Information is provided to SSS or equivalent at least two weeks prior to the ENA SSG. School-based assessment, such as On Demand testing, should be completed prior to the ENA SSG meeting, and results and work samples provided to SSS or equivalent.

DOCUMENT / INFORMATION	SOURCE	PROVIDED ON ENROLMENT		PROVIDED WITH DCS FILE		COMPLETED AT CURRENT SCHOOL		PERSON RESPONSIBLE	DATE PROVIDED
		YES	NO	YES	NO	YES	NO		
EDUCATION									
School reports									
Attendance History									
Enrolment History									
Student school file									
Victorian Curriculum levels									
Benchmarking results									
On Demand Testing results									
NAPLAN Results									
Individual Education Plan									
Behaviour Support Plan									

DOCUMENT / INFORMATION	SOURCE	PROVIDED ON ENROLMENT		PROVIDED WITH DCS FILE		COMPLETED AT CURRENT SCHOOL		PERSON RESPONSIBLE	DATE PROVIDED
		YES	NO	YES	NO	YES	NO		
Observations									
Cultural Plan (if relevant)									
Transition Plan									
PSD funding category and level/applications									
ALLIED HEALTH									
Cognitive assessment reports									
Language assessment reports									
Academic assessments									
Confidential Student File (SSS file)									
Medical reports/diagnostic reports									
Other assessments (e.g. Strengths and Difficulties Questionnaire, Child Behaviour Checklist)									
Allied Health Interventions									

DOCUMENT / INFORMATION	SOURCE	PROVIDED ON ENROLMENT		PROVIDED WITH DCS FILE		COMPLETED AT CURRENT SCHOOL		PERSON RESPONSIBLE	DATE PROVIDED
		YES	NO	YES	NO	YES	NO		
Hearing/vision assessment									
Other									

APPENDIX D: EXAMPLES OF INFORMATION TO BE COLLATED

The collation of the following information is a joint responsibility of school, SSS/equivalent service and DHHS/CSOs. Schools and DHHS/CSOs case managers should gather all relevant information they have or routinely collect under any of the areas outlined below and provide it to the SSS. The aim of this is to contribute to the development of a comprehensive Educational Needs Analysis Report.

Care History

- Family tree and connections
- Identity and Culture
- Traumatic events
- Circumstances that led to care
- Number and type of care placements
- Current living arrangements

School History

- Previous schools
- Number of schools
- Length of time in each school
- Periods of not attending school
- Delayed entry to school
- Grade retentions

Social and Emotional

- Peer relationships
- Trusted adults (eg. Learning Mentor)
- Sense of belonging
- Gender identity
- Bullying incidents
- Interests & hobbies
- Extracurricular/cultural activities
- Therapeutic interventions

Medical

- Medical diagnosis
- Mental health diagnosis
- Medication
- Vision
- Hearing
- Sensory
- Drug use
- Dental
- Reports from medical specialists

VICTORIA State Government | Education and Training

Health

- Developmental milestones
- Physical
- Psychological
- Reports by Allied Health Professionals (speech and language reports, cognitive functioning reports)

Educational

- Skills and strengths
- Difficulties
- Academic assessments
- Work samples
- Attendance levels
- Engagement presentation
- Organisation skills
- Life skills
- Communication skills
- On Demand testing
- NAPLAN results
- School reports
- Teacher reports
- Individual Education Plan/Personalised Learning Plan
- Effective and ineffective strategies and supports
- Employment
- Career aspirations
- Student views
- Disability funding (history, funding level and expiry date)

Behavioural (if relevant)

- Behaviours of concern, triggers and functions
- Incident records and Iris Alerts
- Suspensions and expulsions records
- Behaviour support plans
- Behavioural interventions
- Juvenile Justice history

APPENDIX E: ENA STATUS REPORT

The ENA Status Report is a mandatory tool used to record the status of an individual student's ENA at various points in time, and enables monitoring of responsibilities as outlined in the Partnering Agreement. The report is a brief summary of the ENA process, including the student's needs and strengths, the views of the student and carer, and key recommendations.

The report should be completed within three months of the initial SSG meeting and/or completed following a review and/or update of a student's existing ENA.

STUDENT INFORMATION AND CONTRIBUTORS

Name		Date of Birth	
Year Level		Current School	
DHHS Case Worker		Carer / Parent / Guardian	
Contract Agency Worker		Designated Teacher	
SSS		Learning Mentor	
LOOKOUT		Classroom/Home Group Teacher	
Date of ENA status report		Author of ENA Status Report	

INFORMATION/ASSESSMENTS OBTAINED OR COMPLETED

Education	Report / assessment	Date completed/to be completed
	☐ Previous/current IEP	
	☐ Previous school report/s	
	☐ On Demand Testing	
	☐ NAPLAN	
	☐ Victorian Curriculum	
	☐ Literacy	
	☐ Numeracy	
	☐ English Online	
	☐ Teacher observations	
	☐ Student work samples	
	☐ Attendance data	
	☐ PSD application	
	☐ Previous/current Behaviour Support Plan	
	☐ Cultural Plan (if relevant)	
	☐ Other (please specify):	
Allied Health	☐ Cognitive	
	☐ Language	
	☐ Speech/articulation	
	☐ Achievement	
	☐ FBA/behavioural observation	
	☐ Vision	
	☐ Hearing	

Education	Report / assessment	Date completed/to be completed
	☐ Previous/current IEP	
	☐ Previous school report/s	
	☐ On Demand Testing	
	☐ NAPLAN	
	☐ Victorian Curriculum	
	☐ Literacy	
	☐ Numeracy	
	☐ English Online	
	☐ Teacher observations	
	☐ Student work samples	
	☐ Attendance data	
	☐ PSD application	
	☐ Previous/current Behaviour Support Plan	
	☐ Cultural Plan (if relevant)	
	☐ Other (please specify):	
	☐ Paediatric	
	☐ Occupational Therapy	
	☐ Other (please specify):	
Services involved		

STUDENT'S ABILITIES

Strengths	
Support Needs	

SUMMARY

Summary	
Recommendations	
Rationale	

Principal or Delegate:			
	(name)	*(signature)*	*(date)*
SSS Representative:			
	(name)	*(signature)*	*(date)*

APPENDIX F: 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:
  o Reasonable steps to reduce the risk of reasonably foreseeable harm to the student, other students, staff or visitors (i.e. duty of care).
  o Reasonable adjustments for a student with a disability (i.e. anti-discrimination law).
  o 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