# Educational Needs Analysis quality guidelines – for providers

These guidelines have been developed by the Department of Education and Training (‘the Department’) to support Providers undertaking Educational Needs Analysis (ENA) on behalf of the Department. This includes ENAs for young people living in Residential Care who are not enrolled or attending school, as well as children and young people in other types of care who are enrolled and attending school, but have not yet received an ENA.

This document outlines principles and expectations regarding the ENA process for disengaged young people in residential care and other forms of statutory out-of-home care (OOHC), to ensure consistency and quality in all ENAs undertaken across the state.

1. **Purpose and principles**
2. The ENA aims to support identification of the student’s individual learning needs and inform their Individual Education Plan (IEP).
3. The tone and language of the ENA should be appropriate for end user (e.g. schools, other practitioners, residential care workers), as determined by the ENA recommendations. It should provide a narrative of the child’s history and issues with clear actions and pathways for referral and further support.
4. An effective ENA is trauma-informed[[1]](#footnote-1) and takes a holistic view of the child or young person across their physical, social, emotional, educational, and psychological development.
5. 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).
6. The process considers the broader context in which the student lives and learns (e.g. school, home, care environment), the conditions and the people in the student’s life and how these impact on the student’s development and progress.
7. The ENA language should be strengths-based and constructive, rather than simply labelling the difficulty.

## ENA report

Providers may use whichever templates they prefer for the final ENA report. The final ENA report must however include the following sections as outlined in Appendix F of the new [*ENA Guidelines*](https://www.education.vic.gov.au/school/teachers/health/Pages/ena.aspx)[[2]](#footnote-2)launched by DET in August 2018:

* Background information
	+ Student details
	+ Cultural Identity (as relevant)
	+ Care History
	+ School History
	+ Medical and health (developmental milestones, relevant medical history, diagnoses etc.)
	+ Social, emotional and behavioural (trusted adult relationships, peer relationships, emotional development and regulation etc.)
	+ Allied Health (cognitive, academic/learning ability, language, motor skills etc.)
	+ Educational (skills and strengths, school-based assessments, teacher reports, career aspirations etc.)
* Review and Analysis
* Recommendations
	+ General care and wellbeing
	+ Educational/learning
	+ Social, emotional and behavioural

## Role of Provider

The Provider must undertake an ENA in a way consistent with the new [*ENA Guidelines*](https://www.education.vic.gov.au/school/teachers/health/Pages/ena.aspx). In particular, it is expected that for students who are enrolled in school, the Provider will attend the first Student Support Group (SSG) to discuss the ENA process, and return to a second SSG to present the findings of the ENA report once completed.

The role of the Provider for different cohorts of children and young people in OOHC is as follows:

**Residential care and not enrolled/attending**

1. DHHS Health Education Assessment Coordinator (HEAC) identifies young person requiring ENA and contacts LOOKOUT team to confirm LOOKOUT endorses the provider.
2. **Provider** is contacted by HEAC to undertake the ENA. A quote is provided to HEAC and LOOKOUT team **prior to commencement.** HEAC andLOOKOUT endorse the quote.
3. HEAC coordinates the Case Manager/Care Team, LOOKOUT and/or school to provide relevant information to **Provider.**
4. **Provider** reviews information and undertakes ENA. Draft report given to HEAC and LOOKOUT for Quality Assurance prior to report being finalised.
5. HEAC and/or **Provider** (where required) participates in Care Team meeting to discuss recommendations and any additional assessments.
6. Care Team determine and arrange external referrals and interventions where required.
7. ENA report finalised by **Provider.** HEAC ensures ENA sent to Case Manager, school and LOOKOUT team. LOOKOUT must endorse the report prior to payment.
8. **Provider**sends invoice to LOOKOUT Centre Senior Administrative Officer for payment.

**Other care types, enrolled in school and requiring an ENA**

1. **Provider** is contracted to undertake an ENA for a priority student (by LOOKOUT and/or SSS Managers) and quotation for service provided to LOOKOUT team.
2. School collects information and gives this **to Provider** at least two weeks prior to ENA SSG.
3. DHHS or agency provide relevant information to school and **Provider** at least two weeks prior to ENA SSG.
4. **Provider** collects information and reviews documents.
5. ENA SSG - **Provider** attends to discuss information and determine further interventions required.
6. **Provider** undertakes interventions and external referrals where required.
7. **Provider** finalises ENA report and attends SSG to discuss recommendations. Copy of ENA given to school, SSS and DHHS.
8. **Provider**sends invoice to LOOKOUT Centre Senior Administrative Officer for payment.

## Provider engagement and invoicing process

DET’s procurement policy requires a written quotation to be provided to DET and approved by a DET financial delegate in Ariba (financial system) before the service is undertaken and an invoice raised.

The steps for invoicing are as follows:

1. LOOKOUT, SSS Manager or HEAC requests a quote from an appropriate provider(s) using the request for quote template at the [appendix](#_Appendix_–_quotation) of these guidelines. The quote must be addressed to DET.
2. DET reviews the quote(s) received according to section 3 above – ‘role of Provider’ process.
3. DET will then arrange for a Purchase Order to be raised in Ariba for processing.
4. After approval by the Financial Delegate in Ariba a Purchase Order will be emailed to the Provider confirming the engagement.
5. On completion of one or more ENAs the Providersends invoice to relevant LOOKOUT Centre Senior Administrative Officer for payment. Invoices must be addressed to DET and should refer to the approved purchase order.
6. In line with the above ‘role of provider process’ the LOOKOUT Senior Administrative Officer arranges for payment (if the work has been completed as agreed).

Where a provider is engaged to undertake multiple ENAs, invoices may be submitted for completed assessments and part paid against the purchase order for that provider.

## LOOKOUT Centre contacts

Below are the LOOKOUT Centre contacts for each region. Please send all invoices to the Senior Administrative Officer for processing.

| **Region** | **Name** | **Role** | **Phone** | **Email** |
| --- | --- | --- | --- | --- |
| NEVR/ Eastern Division | David Rose | Principal | 03 8392 9462 | rose.david.j@edumail.vic.gov.au  |
| NEVR/ Eastern Division | Angelia Getley | Senior Admin | 03 7022 1168 | lookout.nev@edumail.vic.gov.au  |
| NWVR/ Northern Division | Athina Kourmoulaki | Psych | 03 8393 4599 | kourmoulaki.athina.a@edumail.vic.gov.au  |
| NWVR/ Northern Division | Judi Hulme | Senior Admin | 03 5440 3120 | lookout.nwv@edumail.vic.gov.au |
| SEVR/ Southern Division | Cara Barrie | Psych | 03 8765 57660419 354 722 | Barrie.Cara.C@edumail.vic.gov.au |
| SEVR/ Southern Division | Lyn Powell | Senior Admin | 03 8765 5748 | Powell.Lynette.E@edumail.vic.gov.au |
| SWVR/ Western Division | Karen Trevorrow | Psych | 03 8397 0736 | trevorrow.karen.l@edumail.vic.gov.au |
| SWVR/ Western Division | Vi Nguyen | Senior Admin | 03 8397 0725 | lookout.swv@edumail.vic.gov.au  |

## Appendix – quotation template

To assist with quotation, the below table is to be used by providers. It sets out the inclusions for a base level ENA, as well as additional assessments that may be required as a result of the analysis.

**Please note** this is not an exhaustive list and all additional assessments should be discussed, where possible, with the LOOKOUT team and/or DHHS HEAC prior to undertaking.

**Provider name:**

**ABN:**

**Key contact:**

|  |  |  |
| --- | --- | --- |
| **ITEM**  | **INCLUSIONS** | **TOTAL ITEM COST** |
| **Base rate** | Review and analyse existing informationSSG 1 or Care Team meetingSSG 2 or Care Team meetingENA Report (includes report writing time, admin, phone calls and emails)No. hours (estimated) |  |
| ***Possible additional items (depending on need)****Including assessment time, materials and software, as well as administration time (scoring and interpretation)* |
| Cognitive/intellectual assessment | No. hours |  |
| Academic assessment | No. hours |  |
| Social, emotional and/or behavioural assessment  | No. hours |  |
| Other assessments | No. hours |  |
| Travel  | No. hours |  |
| Cancellation fee (if applicable/negotiable) |  |  |
| **Total cost** |  |
| **GST** |  |
| **Total including GST** |  |

**Additional information (please add any additional information that relates to this quote):**

1. Trauma informed services as those that display awareness and sensitivity to the way in which clients’ presentation and service needs can be understood in the context of their trauma history (AIFS, 2016) [aifs.gov.au/cfca/publications/trauma-informed-care-child-family-welfare-services/what-trauma-informed-care](https://aifs.gov.au/cfca/publications/trauma-informed-care-child-family-welfare-services/what-trauma-informed-care) [↑](#footnote-ref-1)
2. Resources and more information on the new ENA guidelines and process can be found on the DET website at [www.education.vic.gov.au/school/teachers/health/Pages/ena.aspx](http://www.education.vic.gov.au/school/teachers/health/Pages/ena.aspx) [↑](#footnote-ref-2)