The local learning and engagement coordinator will then consult with the parents and start an application to enrol.

The local learning and engagement coordinator is responsible for the ongoing assessment and support of the student’s needs. Consultation with the distance education school is required to support students who transition back to school, or to post-school options.

The distance education school must conduct a review of each student in this category at least every 12 months. The purpose of this review is to assess and monitor individual student needs and review the appropriateness of continued support through the distance education school.

The distance education school will provide feedback to the learning and engagement coordinator where the student lives about recommendations for continued access to distance education support. In cases where the review identifies that distance education is no longer appropriate, the local learning and engagement coordinator will facilitate enrolment at a suitable local setting.

The purpose of this ongoing collaboration between the learning and engagement coordinator and the distance education school is to:

- support teaching and learning and report student progress to parents/carers
- assess and monitor students individual needs
- review where necessary the appropriateness of continued enrolment through distance education school
- ensure effectiveness use of school home area and state resources and address transition planning issues.

**On completion of the enrolment application process:**
The learning and engagement coordinator will advise parents/carers when the specified procedures are complete and, where a request has been made for Distance Education Support Unit placement, whether this has been recommended.

### 2.9 Students with significant support needs – transition

Students, for whom a risk assessment indicates that they cannot attend their local government school on a regular basis, may be eligible for temporary enrolment at a distance education school. This provision can only be accessed as part of a managed transition strategy that aims to return them to a face-to-face school or to facilitate their participation in further education or employment.

A case management plan, drawing on resources available from the home school and the distance education school is a condition of enrolment. While the student attends distance education, strong links will be maintained with the learning and support team from their home school. It is desirable that the transition period for this placement not exceed 200 school days.

The Department’s specialist education personnel are responsible for processing access to the range of student services support provisions for students at risk. The learning and engagement coordinator responsible for the location where the student lives is best placed to assist in determining the ability for distance education to support the individual student’s requirements.

In recommending distance education, the school’s learning and support team and the learning and engagement coordinator from the Educational Services team where the student lives, must ensure the supervisor’s capacity to meet the student’s educational, safety, welfare and wellbeing needs in the distance learning setting. When an assessment indicates that the home environment lacks the capacity to suitably support the above criteria, a managed environment, drawing on resources from the home school and community, must be established locally.

The learning and support team and learning and engagement coordinator from the area in which the student lives, will each semester, review the enrolment and level of support required for the student to ensure the ongoing appropriateness in this category with reference to the criteria listed below.

**Specified processes of referral and recommendation must be followed prior to consideration by the principal of the distance education school or centre.**

In consultation with the parent/carer, a support request will be developed by the local learning and support team.

Where appropriate, the local learning and engagement coordinator can invite a representative from the distance education school to participate in this process.
A distance education enrolment may be recommended when ALL of the following criteria apply.

- Consideration has been given to the support preference based on effective communication with the parent/carer.
- The student’s educational needs cannot be met by the local school with access to the available school, community and state resources. These must be documented in terms of:
  - effective collaboration between the school and the parent/carer regarding the child’s needs
  - assessment of additional need
  - intervention strategies implemented at the school
  - impact assessment of these interventions.
- The distance education school is the most appropriate enrolment.

The local learning and engagement coordinator will then consult with the parents/carers and start an enrolment application.

Learning and engagement officers from the local Educational Services team where the student live are responsible for the ongoing assessment and support of the student’s needs. This is done in consultation with the home school and distance education school so that they can support students who transition back to school, or to post-school options.

The distance education school will provide feedback to the student’s home school in relation to progress regarding the transition plan.

Principals of the distance education school must apply Enhanced Enrolment Procedures to each application to verify the enrolment information provided to them.

2.10 Students in extraordinary circumstances

This category is designed to meet unforeseen and extraordinary circumstances not identified elsewhere in this document.

In addition to the five common requirements for enrolment on page 4, the following are required:

1. A statutory declaration from a parent, stating the reasons for requesting full time distance education enrolment.
2. The Director Public Schools NSW for the school where the student is currently enrolled must support the application. When a student is not enrolled in a government school, the Director Public Schools NSW for the student’s designated local school must assess and support the application.

The Director Public Schools NSW should consider the circumstances provided by the parent/carer and may seek advice from the principal of the student’s current school and/or an officer from the local Educational Services team or their delegates. The Director should clearly indicate the length of time the student can remain in distance education.

The Director Public Schools NSW will verify that:

- policies and procedures have been followed
- the student’s educational and/or welfare needs cannot be met by a regular school with access to school, local and state resources
- the distance education school is the most appropriate option
- a risk assessment/management plan has been developed that takes into account the specific circumstances of the isolated learning and verifies the safety and suitability of the home or other location in which learning will take place.

During Term 4 each school year, enrolments under the Extraordinary Circumstances Provision must be reviewed. This review will be informed by a report from the distance education school to the referring director, outlining the student’s progress with reference to the criteria listed above. The director will then advise the school if the distance education enrolment will be continued beyond the initial period.

2.11 Students where an enrolment direction has been made by the NSW Department of Education and Communities Director-General or delegate

When a direction has been made to enrol a student at a distance education school the student will be enrolled in accordance with the enrolment direction.