

PORTFOLIO COMMITTEE NO. 3 – EDUCATION

STUDENTS WITH A DISABILITY OR SPECIAL NEEDS IN NEW SOUTH WALES SCHOOLS

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Further Information regarding the Access Request Process

The Access Request (AR) interface on ERN is not a user-friendly system. The process is often counter intuitive and if a staff member is not completing ARs constantly, it is difficult to remember all of the steps. It is also hard to remember how to check what you have not completed and what more needs to be done. Also, in my experience pages crash and data that has been entered can be lost. I have to remind myself to save data frequently so information is not lost.

It may even be possible to re-design the process so that once the primary disability has been selected, more specific information is provided related to how that disability affects the student's social, emotional and academic performance.

As a recipient of ARs, I often feel the information provided is sparse. As a Head Teacher who runs an off-site unit for students with complex challenging behaviours, I would also like to see a Guidance File Summary attached to the AR for settings such as ours. Currently the AR requires a risk assessment and behaviour management plan as attachments but there is only minimal information on the form regarding students who have had complex histories of multiple care placements, abuse, trauma and neglect.

Often the student's guidance file does not arrive until the student has been with us for months and then we have to wait for a counsellor to review the file. This means that we are often working with students without fully understanding their trauma and how best to support their needs.

I would like to see a working party of disabilities teachers who are representative of the areas of various areas disability consulted and the interface re-designed to be more user friendly and time efficient for teachers.