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**From:** Portfolio Committee 3  
**Sent:** Wednesday, 1 May 2024 3:26 PM  
**To:** Glenn Hill  
**Subject:** FW: Recommendations by the Royal Commission  
**Attachments:** A Comment on the Recommendation to Phase Out Special Schools Made by Three Commissioners in the Report of the Royal Commission into Violence.pdf; LDA Inclusion conundrum.pdf; analysis\_and\_critique\_of\_the\_advocacy\_paper\_towards\_inclusive\_education\_a\_necessary\_process\_of\_transformation.pdf

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**From:** Coral Kemp  
**Sent:** Wednesday, April 24, 2024 11:42 AM  
**To:** Portfolio Committee 3 <[PortfolioCommittee3@parliament.nsw.gov.au](mailto:PortfolioCommittee3@parliament.nsw.gov.au)>  
**Cc:** Jennifer Stephenson  
**Subject:** CM: Recommendations by the Royal Commission

Dear Committee members,

When we gave evidence at the hearing yesterday, we focussed on the points that we made in our submission. As with the AASE representatives, we consider that quality of education is far more important than place of education and, therefore, the points that we raised related to quality of support, specifically the need for qualified specialist teachers.

However, the issue regarding inclusion and the recommendations of the Royal Commission were raised. I think that we did briefly address the fact that many parents of children with significant intellectual disability do not support full inclusion and that the commissioners with disability could not really speak for individuals with significant intellectual disability and their families.

More importantly, we did not have the chance to refute a statement made that reflects the commonly held belief that research supports the educational inclusion of all students, regardless of type and level of disability. The truth is that some research supports inclusion, and some does not. Variables such as the definition of inclusion, the level and quality of support provided, the type and level of disability and the quality of the research all need to be taken into consideration when evaluating the research in this area. Unfortunately, it is common for commentators to pick and choose research that supports their own bias. Sometimes they cite parts of a study supporting their point of view while ignoring other relevant data that is not supportive.

I am attaching two of my articles, one that I was invited to write for the *Learning Difficulties Bulletin* in 2022 and the other for *InSpEd Insights* in 2023. I think that you should find them informative. I am also attaching a more academic, peer reviewed, paper written by Dr Jennifer Stephenson and Dr Rahul Ganguly, which draws attention to some of the difficulties that families, practitioners and policy makers may encounter when reading summaries of research into the efficacy of inclusion.

Thank you for the opportunity to contribute to the inquiry. We are very invested in quality education for all students, not just as researchers and educators but also as family members of individuals with disability and other special needs.

Regards,

Coral