

**Submission
No 388**

INQUIRY INTO THE PROVISION OF EDUCATION TO STUDENTS WITH A DISABILITY OR SPECIAL NEEDS

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Physical Disability Council of NSW
Ordinary People Ordinary Lives

Submission to
Legislative Council
General Purpose Standing Committee no 2:

***Inquiry into the provision of education to students with a
disability or special needs***

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Table of Contents	page
Recommendations	3
Who is the Physical Disability Council of NSW (PDCN)?	5
Terms of Reference Addressed by PDCN	5
Discussion	
Item 1: The nature, level and adequacy of funding for the education of children with a disability	6
Item 2: Best practice approaches in determining the allocation of funding to children with a disability, particularly whether allocation should be focused on a student's functioning capacity rather than their disability	8
Item 4: The adequacy of integrated support services for children with a disability in mainstream settings, such as school classrooms	10
Item 6: Student and family access to professional support and services, such as speech therapy. Occupational therapy, physiotherapy and school counselors	13
Item 7: The provision of adequate teacher training, both in terms of pre-service and ongoing professional training	16
Item 8: Any other related matters	17

Recommendations

PDCN recommendations within this submission are focused on the goal that students with disability are provided with opportunities to realise their potential through participating in education and training on the same basis as other students.¹

Recommendation 1

That the administrative barriers between the various support programs be dissolved to reduce administrative double up and smooth the transfer from one sector of the education system to another

Recommendation 2

That the level of public funding between the government and non-government schools be equalised

Recommendation 3

That the total amount of public funds available to each student with a disability be linked to a capacity building model to ensure that all their support need are met so they can engage with their school environment on their own terms

Recommendation 4:

That the Learning Development Team of each school should be better informed on the positive role that parents can have in informing the needs and learning goals of a student with a disability

Recommendation 5

That incentives be used for the rural placement of occupational therapy, physiotherapy, and speech pathology professions to encourage greater parity between wait times of regional, rural and metropolitan students

Recommendation 6

That effort is made to increase the number of people practicing these professional services by offering scholarships and financial assistance at a tertiary level.

Recommendation 7

That there be more proactive training of teachers in the delivery of course materials to maximise learning of students with a disability.

¹ Attorney-General's Department (2005) Disability Standards for Education
http://www.dest.gov.au/NR/rdonlyres/482C1E4B-9848-4CC3-B395-067D79853095/15406/DisabilityStandards_004_screen.pdf

Recommendation 8

The upgrading of all Primary and Secondary schools to comply with the Australian Standard 1428.1 for Access and Mobility requirements for new building work be treated as a priority.

Recommendation 9

Funding is made available to hire a specialist in inclusive education strategies for each school. This would ensure teachers have ready access to the skills and expertise that they need to build an inclusive educational environment.

Who is the Physical Disability Council of NSW (PDCN)?

PDCN is the peak body representing people with physical disabilities across New South Wales, representing approximately 700,000 residents. PDCN is involved in providing information and education for people and on behalf of, people with a physical disability. Membership of PDCN includes people with a range of physical disability issues, from young children and their representatives to aged people, who live in NSW from the Greater Sydney Metropolitan area to rural NSW who are from a wide range of socio-economic circumstances. PDCN has the background, knowledge and skills to provide input to all levels of Government regarding the needs of people with physical disability.

The objectives of PDCN are : To educate, inform and assist people with physical disabilities in NSW about the range of services, structure and programs available; To develop the capacity of people with physical disability in NSW to identify their own goals, and the confidence to develop a pathway to achieving their goals; To educate and inform stakeholders (ie about the needs of people with a physical disability).

This submission has been informed by the experiences of students with physical disabilities, and of the parents of students who have physical disability.

Terms of Reference Addressed by PDCN

PDCN has focused on particular areas identified within the Inquiry. They are:

- Item 1: The nature, level and adequacy of funding for the education of Children with a disability
- Item 2: Best practice approaches in determining the allocation of funding to children with a disability, particularly whether allocation should be focused on a student's functioning capacity rather than their disability
- Item 4: The adequacy of integrated support services for children with a disability in mainstream settings, such as school classrooms
- Item 6: Student and family access to professional support and services, such as speech therapy. Occupational therapy, physiotherapy and school counselors
- Item 7: The provision of adequate teacher training, both in terms of pre-service and ongoing professional training
- Item 8: Any other related matters

Discussion Item 1:

The nature, level and adequacy of funding for the education of children with a disability

Determining the nature of funding

In considering the nature of funding for the education system it is important to identify the role that federal and state governments play in the funding of government and non government schools. The issue of funding and the decision of education policy is an issue of significant importance and has a considerable effect on students with a disability and their education.

The nature of funding for the NSW education system was up until the late 1960's early 1970's wholly decided by the state government. The role of the state government in deciding this funding was set down in the Australian Constitution where it states "*every power of the Parliament of a Colony which has become or becomes a State, shall, unless it is by this Constitution exclusively vested in the Parliament of the Commonwealth or withdrawn from the Parliament of the State, continue as at the establishment of the Commonwealth, or as at the admission or establishment of the State, as the case may be.*"² As such, the responsibilities for the funding of the education sector was left with them (need to identify who them is) as part of the division of powers between state and federal. This left meant that non-government schools received very little funding support and needed to raise their own funds. This changed significantly in 1970³ when the federal government accepted that the large role that non-government schools played in the education sector entitled them to support. This marked the beginning of the federal government's continued support for non-government schools. Indeed, the education plan articulates the obligations of the federal government to the funding of non government schools⁴.

In contrast with non-government schools, funding for government schools education is derived primarily from state government funds. According to the NSW State Budget almost a quarter of all state funds is directed towards government sector education⁵, with the funding available to the non-government sector is significantly less.

Impact for students with physical disabilities

² Office of Legislative Drafting, Attorney-General's Department (2003) *Constitution of Australia* Chapter 5:107 Canberra

³ Department of Employment Education, Training and youth affairs(1997) School Funding Consultation Report 5-16

⁴ Council of Australian Governments (2009) National Education Agreement 6-7

⁵ NSW Treasury office of Financial management (2009) Budget overview pp4-7

Education funding becomes divided into two streams the first being federal funding to the non-government sector, and the second being state funding to the government sector. The funding of education programs, like those to help students with a physical disability, is similarly divided. As such, should a student want to change school systems they have to reapply for the various programs/ support they wish to receive. In contrast to the different funding streams the criteria surrounding the definition of disability, and the standard of those services are covered by the Disability Standards for Education⁶ and the *Disability Discrimination Act*⁷.

This dichotomy means that despite similar program requirements and assessment procedures, and the lack of information sharing between the two sectors creates an administrative duplication, which may have financial implications. PDCN believes that the nature of funding encourages a 'siloeing' of information between the government and non-government sectors, which is not in the best interests of students with disabilities.

Recommendation 1

That the administrative barriers between the various support programs be dissolved to reduce administrative double up and smooth the transfer from one sector of the education system to another

Funding Levels

In discussions regarding the funding of the education of students with disability it is important to recognise that the funding levels are not universal across sectors, but are different within government, catholic systemic, and independent schools. A clear indication of this is the average amount of funds available to students who integrate across sectors to pay for the support services that they need in class. When this is considered, the differences between the sectors are significant. According to the NSW Department of Education, the Integrated Funding Support Program aided 16000 students in the classroom in 2009 with a total cost of 91 million dollars⁸. This equates to approximately \$5600 per student per year. In contrast, the amount of public funding available to students with a disability in the non-government sector is significantly less \$870 for students from catholic schools⁹ and \$890 for students from independent schools¹⁰.

⁶ Attorney-General's Department (2005) Disability Standards for Education
http://www.dest.gov.au/NR/rdonlyres/482C1E4B-9848-4CC3-8395-067D79853095/15406/DisabilityStandards_004_screen.pdf

⁷ Disability Discrimination Act (1992) Section 22 -24
http://www.austlii.edu.au/au/legis/cth/consol_act/dda1992264/

⁸ Email received from NSW Department of Education and Training Disability Programs 14/01/2010

⁹ Email received from Catholic Education Commission NSW 11/02/2010

¹⁰ Email received from Association of Independent School 16/02/2010

PDCN is committed to promoting the integration of all students into mainstream education. Therefore the issue of adequacy of funding for students with a disability is considered through the lens of the adequacy for integration support programs, and discussed in greater detail under *Discussion: Item 3* of this submission.

Recommendation 2

That the level of public funding between the government and non-government schools be equalized.

Discussion Item 2:

Best practice approaches in determining the allocation of funding to children with a disability, particularly whether allocation should be focused on a student's functioning capacity rather than their disability

Background

Prior to 1996 the allocation of funding used the category approach that gave students a disability label. This method of funding was roundly criticised by both teachers and academics as "*ignoring the uniqueness in disability*" and "*confusing the medical definition of disability with the educational task*"¹¹. The dichotomy between the unique nature of disabilities and the rigidity of the categorisation process often meant that children who did not fit in the system were not provided with adequate support. This was highlighted in the Principal Association's comments where one respondent remarked "*In the past, if our kids don't fit into boxes, you can't support them*"¹². As such, the categorical approach was described as a wholly inadequate form of funding¹³.

In response to this negative criticism significant changes have occurred within the last fourteen years to provide a more individualised funding structure based on an assessment of the student by educators, medical professionals and parents. A clear example of this is the funding support program used by New South Wales government schools where the student is assessed by the Learning Development Team. This assessment involves identifying the support needs of the

¹¹ McRae (1996) *Integration/Inclusion Feasibility Study*, NSW Department of School Education pp105

¹² Martin & Associates (2006) *The Learning Assistance Program: A Reflective Study* Sydney pp23

¹³ McRae (1996) *Integration/Inclusion Feasibility Study*, NSW Department of School Education pp105

student according to ten basic criteria across four broad categories, and the allocation of funding and support based on that assessment. The use of such an individualised funding structure has the potential to ascertaining the support needs of each individual. Further, the inclusion of the parents in the process affords them the opportunity to have a say in the support and educational experience of their child.

This move towards individualised funding based on functioning capacity is principally concerned with funding allocated at the school program level. In this sense, both government and non-government sectors have embraced a non categorical approach that allows them the flexibility to meet the needs of their students. It can be concluded that the individualisation of funding by a capacity building approach does not extend to the amount of money that students receive via per capita allowance funding programs. The programs of most important to the Non government sector are:

- The SES funding program funded by the federal government
- The *Twelve Category Needs Based Scheme* funded by the NSW Department of Education and Training.

The SES program was established in 2001 as a means of allocating funding based on the socio economic status of the students school community. It compares non-government school student residential addresses to Australian Bureau of Statistics Census of Population and Housing data, to obtain a socio-economic profile of the school community to determine the capacity of the school's student community, to financially support the school. The amount of funding available ranges between 70 and 13.7 percent depending on the schools SES score¹⁴. This funding is allocated to schools based on the average cost of providing education to their students. The allocation of this funding in such a way ensures implicit fairness in the system where those of a higher socio economic status pay more for their education whilst those who make less pay less.

The NSW Department of Education and Training's *Twelve Category Needs Based Scheme* is a per capital funding program that was provided from the *Education Reform Act, 1990*. Its role is to provide a recurrent pool of funds to non-government schools to aid the education of their students The *Twelve Category Needs Based Scheme* is similar philosophically to the SES for two reasons:

- The funding is based on the average amount it takes to educate a child in a government school in primary and secondary streams
- The amount of funding granted to each school is based on a measure of the school community's ability to support the school

Implications for students with physical disabilities

When these programs are applied to the education of students with a disability significant issue arises. The application of the SES on a per school basis means that there is no assessment of

¹⁴ Based on email received from DEEWR Schools Funding Policy Section 16/02/ 2010

individual needs when it comes to the allocation of that aspect of public funding. As such, the SES categorises students with a disability by the school they attend, rather than their individual need. In contrast, the NSW Department of Education and Training *Twelve Category Needs Based Scheme* categorises students with a disability by their disability rather than their support needs. In the case of the former, PDCN believes this encourages a type of educational isolationism where parents are passively encouraged to keep their child in 'special schools' for lower fees ('special schools are funded at 70%¹⁵ irrespective of the school's SES score). In the case of the latter it is an acknowledgement that the onus for funding the education of a student with disabilities education falls largely on the school community, and attempts to compensate them by giving them the maximum amount is given irrespective of the student's school. Given the inadequacy of both the categorical approach in these per capita funding programs PDCN recommends the following:

Recommendation 3

That the total amount of public funds available to each student with a disability be linked to a capacity building model to ensure that all their support need are met so they can engage with their school environment on their own terms

Discussion Item4:

The adequacy of integrated support services for children with a disability in mainstream settings, such as school classrooms

The use of support services for children with a disability is becoming much more wide spread within the provision of integration funding mandated by the 2005 Disability Standards for Education.¹⁶ The overarching goal of these schemes is to ensure that students with a disability have equality in access to educational services. This is stated explicitly in the disability standards for education 2005 where it is stated that "*the role of the standards ensure that students with disability are provided with opportunities to realise their potential through participating in education and training on the same basis as other students*". They go on to state that this standard applies to government and non-government providers in all education sectors, pre-school, school, vocational education and training, higher education and adult and

¹⁵ Based on email received from DEEWR Schools funding Policy Section 16/02/ 2010

¹⁶ Attorney-General's Department (2005) Disability Standards for Education 7.2
<http://www.dest.gov.au/NR/rdonlyres/482C1E4B-9848-4CC3-B395067D79853095/15406/DisabilityStandards>

community education, as well as to organizations whose purpose it is to develop and accredit curricula and courses.

The strong policy of the government and non government education sector in NSW to the education of students with a disability is illustrated in the programs offered.¹⁷ In considering the adequacy of such services it is difficult to discuss their adequacy generally, as the availability of support services differs radically depending on whether the student is located within the government or non-government sectors.

From information provided to PDCN students with physical disabilities and their parents, it is apparent that there are stark differences between the government and non-government sector schools. Indeed one parent of a student indicated that she was not given a choice of where her child would attend school because of the child's significant physical disability¹⁸. As such, the issue will be examined in terms of the adequacy of services in each sector rather than as a whole.

Government sector

The government sector system funds the use of additional support for children with a disability in a mainstream class environment, in government sector schools, through the Integrated Funding Support Program. This program helps over sixteen thousand students a year with the employment of teacher's aides, additional resources and the provision of teacher training¹⁹. The information provided to PDCN by students with physical disabilities, and the parents of students with physical disabilities suggests that the programs services and provisions are inadequate for the needs of children with a physical disability. "... *things have gotten worse over the last couple of years..... we seem to have no other option but to have our sons educated overseas*"²⁰

In addition, some parents of students with physical disability have expressed concern about the administration of the program, with a focus on the inadequate involvement of parents in the Learning Development Team. The Learning Development Team is made up of a learning and development consultant, the Principal, the teachers of the student, the parent(s) of the student and other professionals where appropriate. The stated intention is that the integrated funding support scheme views parents as important contributors to the assessment of the needs of their

¹⁷ Physical Disability Council of New South Wales (2010) *Specific issue consultation: "Education for Students with a Disability"* Glebe

¹⁸ Physical Disability Council of New South Wales (2010) *Specific issue consultation: "Education for Students with a Disability"* Glebe

¹⁹ Physical Disability Council of New South Wales (2010) *Specific issue consultation: "Education for Students with a Disability"* Glebe

²⁰ Physical Disability Council of New South Wales (2010) *Specific issue consultation: "Education for Students with a Disability"* Glebe

child. It appears that the programs commitment to involving parents is not mirrored by reality. Indeed, at times the teacher's principals and learning consultants take an expert approach that devalue the opinion of the student's parents. This was highlighted by a parent of a student who had a physical disability who informed PDCN *"I was not consulted when my children were assessed nor was I asked for input on any of their educational goals."*²¹ PCDCN believes that parents of students with physical disability have great deal to contribute regarding their child's physical needs and educational goals. PDCN would recommend that:

Recommendation 4:

That the Learning Development Team of each school should be better informed on the positive role that parents can have in informing the needs and learning goals of a student with a disability

Non-government schools

In contrast with government schools, non-government schools do not have a single program that is dedicated to the provision of support services. Rather, they have programs that cover the much broader issues of Literacy/ Numeracy and Special Needs. Funding is allocated as such for two reasons:

1. Non-government schools see the provision of education of children with disabilities as a natural extension of creating a more inclusive and educationally supportive environment for all those that are at risk of educational disadvantage.
2. If it is part of a border program they are able to use additional resources that may not be available otherwise

PDCN applauds the inclusive nature of funding from non-government schools as PDCN encourages an inclusive view of students with a disability. However, the significant reliance on the raising of school community funds does mean that in some instance a student's needs are unable to be met. As one student with a physical disability informed PDCN, *"When I was at a public school they seemed much more able to fulfill my support needs."*²² And went on to say... *This is compared to a catholic school which, despite their best intentions, could only meet me half way because of lack of funding.*²³ This comment illustrates the significant impact that the reduced amount of funding is having on the ability of non-government schools to meet the

²¹ Physical Disability Council of New South Wales (2010) *Specific issue consultation: "Education for Students with a Disability"* Glebe

²² Physical Disability Council of New South Wales (2010) *Specific issue consultation: "Education for Students with a Disability"* Glebe

²³ Physical Disability Council of New South Wales (2010) *Specific issue consultation: "Education for Students with a Disability"* Glebe

needs of students. Further, it lends support to *Recommendation 2 of this submission: That the level of public funding between the government and non-government schools be equalised*

This comment illustrates the significant impact that the reduced amount of funding is having on the ability of non-government schools to meet the need of their student. Further, it lends support to recommendation two and supports the supposition that made in the submission by the National Council of Independent School Association comment that students will leave the sector if their support needs are not met.²⁴

The reliance on information provided to PDCN by students with a physical disability and the parents of students with physical disability arises because of a lack of comparative data on the effectiveness of these programs in reference to the National Assessment Program - Literacy and Numeracy (NAPLAN). However, the DET *Annual Report 2008*²⁵ does state that there was an 80% increase in the number of students accessing special provisions to sit the national tests compared to the 2006 Basic Skills Test. This was after efforts were made to encourage students with a disability in year 3 and 5 to sit the test. The positive results of the entire student body in these exams suggest that these programs are having a positive impact.

Discussion Item 6:

Student and family access to professional support and services, such as speech therapy, occupational therapy, physiotherapy and school counselors

Student and family access to professional support services can have a significant impact on a student's educational outcomes. In considering this issue areas have been brought to our attention by students with physical disability, and parents of students with physical disability including:

- The influence of geography
- The severe lack of available services

²⁴ National Council Independent Schools Associations (2002) Submission to the Inquiry into the Education of Students with a Disability p7-9 <http://www.aisnsw.edu.au/Main/DocumentsandLinks/tabid/388/Default.aspx>

²⁵ Department of Education and Training (2008) Annual Report pp107
https://www.det.nsw.edu.au/media/downloads/reports_stats/annual_reports/yr2008/detar08full.pdf

- The times at which these services are available.

The influence of Geography

In considering the availability of professional services students with physical disability, and parents of students with physical disability who have provided information to PDCN have made it clear that the availability of services is highly dependent on the geography region that the child goes to school. As an example, a parent of a student with physical disability who lives in metropolitan Sydney mentioned that they were able to access services within 2-3 weeks²⁶. In contrast, a parent of a student with physical disability who lives in rural NSW has mentioned that the wait times for professional services was extremely long, over 3 months in this particular case. These highlight that the adequacy of professional services can fluctuate dramatically according to where the individual lives.

The availability of professional services tends to be focused around specials schools as they have a higher concentration of students that require their services. A student with a physical disability remarked that in his time in a integrated school *"Physio's and OT's (occupational therapists) through the Spastic Centre had partnered with the school to offer students with a disability their services onsite"*²⁷. This creates a clear disadvantage if the child is in mainstream school where services are much more difficult to arrange. In order to address this geographical disadvantage PDCN recommend that:

Recommendation 5

That incentives be used for the rural placement of occupational therapy, physiotherapy, and speech pathology professions to encourage greater parity between wait times of regional, rural and metropolitan students

²⁶ Physical Disability Council of New South Wales (2010) *Specific issue consultation: "Education for Students with a Disability"* Glebe

²⁷ Physical Disability Council of New South Wales (2010) *Specific issue consultation: "Education for Students with a Disability"* Glebe

Severe lack of available services

The lack of services available is of significant concern to students with a disability and their parents with many complaining that they had to spend in excess of a month waiting for services. One parent of a student with physical disability stated *"We have just managed after 4 years to get Occupational Therapy to start this year"*²⁸ Another parent stated *"My 7 year old son has been waiting 7 years to see a speech therapist. He has never seen one"* These highlight a clear need for an increase in the provision of special services to students with disability

Times at which these services are available

The impact of geography combined with the severe lack of services available means that often when a student does get an appointment they take it. This can mean that in order to use these professional services the student may have to miss out on class time. Consequently, the student and parents are faced with the dichotomy of utilising services to aid their learning whilst having to interrupt their learning by interfering with class time.

These three factors highlight clear need in the community for an increase in the availability of professional services. As such PDCN recommends that efforts be made to increase the amount of professional services available to students through the provision of incentives similar to those available to teachers of rural schools.

Recommendation 6

That effort is made to increase the number of people practicing these professional services by offering scholarships and financial assistance at a tertiary level.

²⁸ Physical Disability Council of New South Wales (2010) *Specific issue consultation: "Education for Students with a Disability"* Glebe

Discussion Item 7:

The provision of adequate teaching training, both in terms of pre-service and ongoing professional training.

The provision of adequate teacher training is of crucial importance of education to students with a disability. Indeed, a teacher's skills can have a significant impact on the students learning experience. This has been made clear to PDCN by its comments received from students with physical disability, and parents of students with physical disability. One remarked that the motivation and skills of the teacher had a significant impact of the educational outcomes of their child saying *"they need to want to be there otherwise what's the point"*²⁹. One parent of a student with a physical disability stated that *"Teacher could not cope"*³⁰, and another *"They were clueless. We had to teach the teachers"*.³¹ These highlight clear issues in the training of teacher pre-service and ongoing training.

In considering the pre-services skills of teachers it is important to consider the Teaching Standards, which dictate that in order to be considered professionally competent the teacher must *"maintain consistent, fair and equitable interactions with students to establish rapport and lead them to display these same characteristics in their interactions with one another"*.³² Indeed, some subjects require students to undertake exposure to the teaching of students with a disability on a voluntary basis.

²⁹ Physical Disability Council of New South Wales (2010) *Specific issue consultation: "Education for Students with a Disability"* Glebe

³⁰ Physical Disability Council of New South Wales (2010) *Specific issue consultation: "Education for Students with a Disability"* Glebe

³¹ Physical Disability Council of New South Wales (2010) *Specific issue consultation: "Education for Students with a Disability"* Glebe

³² NSW Institute of Teachers (2009) Professional Teaching Standards <http://www.nswteachers.nsw.edu.au/Main-Professional-Teaching-standards.html> pp10:5.2.1

The exposure of young teachers to strategies to aid the teaching of students with a disability is a positive step in creating inclusive education. However, evidence suggests that even this group finds inclusive education difficult.³³ As such, the importance of ongoing professional training increases dramatically. In information provided to PDCN, by students with physical disability and by parents of students with physical disability, the lack of training available to teachers is significantly affecting their child's learning and in some cases endangering their health.³⁴ This lack of training and mentoring can be redressed through providing at least one teacher in every school who has particular knowledge and skills in inclusive education strategies, whose role would be to assist students by building teacher capacity. This would give teachers someone who can help them understand the difference between what they are doing and what they aspire to.³⁵ To this end PDCN recommends that:

Recommendation 7

Funding is made available to hire a specialist in inclusive education strategies for each school. This would ensure teachers have ready access to the skills and expertise that they need to build an inclusive educational environment.

Discussion Item 8:

Any other related matters

Accessibility of Classrooms

In considering additional matters to bring before this inquiry PDCN's *Specific Issue Consultation: Education for Students with a Disability* highlighted the continuing issue of accessibility to classrooms. The *Disability Discrimination Act, 1992* and Disability Education Standards clearly state that the provision of accessible premises is of great importance for

³³ Shaddock, A., Smyth King, B. & Giorcelli, L. (2007) *Project to Improve Learning Outcomes of Students with Disabilities in the Early, Middle and Post Compulsory Years of Schooling*, Commonwealth of Australia Canberra

³⁴ Physical Disability Council of New South Wales (2010) *Specific issue consultation: "Education for Students with a Disability"* Glebe pp 16

³⁵ Ainscrow, M., (2005) "Looking to the Future: Toward a Common Sense of Purpose", *The Australasian Journal of Special Education*. Vol 29, pp182-186

schools.³⁶ The lack of accessibility and the impact of that on a student's education is highlighted by a parent of a student with physical disability who commented that *"The school, being on three levels, needed a lift installed to make the classroom accessible. This was only able to occur through the persistence of a very active principal and a letter or two to the local Member of Parliament. Even with all the lead time the lift was still not functioning for the first three weeks of the term 1."*³⁷ This highlights that many schools, especially rural ones, are having difficulty providing physically accessible services for students with a physical disability.

To facilitate participation students with a disability need access to all facilities used in the school such as classrooms, libraries, science/computer labs, gymnasiums, canteens and bathrooms. The Australian Standard 1428.1 for access and mobility requirements for new building work provides guidelines for accessibility requirements for these facilities. In response to this information PDCN recommends that:

Recommendation 8

The upgrading of all Primary and Secondary schools to comply with the Australian Standard 1428.1 for Access and Mobility requirements for new building work be treated as a priority.

³⁶ Commonwealth (2005) Disability Standards for Education Attorney-General's Department 3.8
<http://www.dest.gov.au/NR/rdonlyres/482C1E4B-9848-4CC3-B395067D79853095/15406/DisabilityStandards>

Disability Discrimination Act (1992) Section 24 http://www.austlii.edu.au/au/legis/cth/consol_act/dda1992264/

³⁷ Physical Disability Council of New South Wales (2010) *Specific issue consultation: "Education for Students with a Disability"* Glebe