

Submission  
No 352

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

**Name:** Mr Mark Ellis

**Date received:** 19/02/2010

---

## NSW LEGISLATIVE COUNCIL INQUIRY INTO THE PROVISION OF EDUCATION TO STUDENTS WITH A DISABILITY OR SPECIAL NEEDS

### SUBMISSION

The Inquiry is requesting submissions from the public that address some or all of the following terms of reference. You are invited to detail your views, examples and recommendations for improvement in the spaces provided (*copy additional forms if more space is required*):

NB: Not all terms of reference need be addressed.

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

THE NATURE OF FUNDING NEEDS TO CHANGE & FROM PERSONAL EXPERIENCE WITH MY SON WHO IS NOW 12 THE LEVEL & ADEQUACY OF FUNDING FOR CHILDREN OUTSIDE THE BROAD RANGE OF DISABILITY IS HOPELESSLY INADEQUATE.

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.

THIS NEEDS TO BE ON THEIR DISABILITY RATHER THAN THEIR FUNCTIONING CAPACITY. THERE ARE THOSE WITH SEVERE AUTISM BUT HAVE HIGH FUNCTIONING AND THEN MISS THE CUT OFF.

3. The level and adequacy of current special education places within the education system.

ONCE AGAIN HOPELESSLY INADEQUATE. THERE SHOULD BE MORE HIGH SCHOOL SPECIAL NEEDS CLASS IN ZONE TO SUPPORT THE STUDENTS TRANSITION FROM PRIMARY TO SECONDARY. A TRACKING SYSTEM NEEDS TO BE EMPLOYED TO ENABLE SPECIAL ED PLACES (NOT JUST MAINSTREAM) BE AVAILABLE TO KIDS ONCE THEY MOVE ONTO SECONDARY. IF THEY KNOW THERE ARE 20 KIDS IN YEAR 5 & ONLY 5 SPACES IN THE SPECIAL ED SECONDARY CLASS. A NEW IN ZONE CLASS SHOULD BE FUNDED & SET UP. THE CURRENT LOCAL FUNDING MODEL IS FAILING STUDENTS.

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

HOPELESSLY INADEQUATE AGAIN. THEIR NEEDS TO BE BETTER ACCESS TO SERVICES, SUCH AS SPEECH, OCCUPATIONAL THERAPY TO KIDS IN MAINSTREAM. NOT WAIT 6 MONTHS. THE INTEGRATED SUPPORT IN CLASS ROOMS ARE VERY LIMITED AND MAKE A SMALL PART OF THE TIME A CHILD IS IN THE CLASS.

5. The provision of a suitable curriculum for intellectually disabled and conduct disordered students.

SADLY Lacking needs more work.

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

As mentioned in question 4 hopelessly inadequate the support services are stretched to the limit & the kids are missing at the same time that is needed most. There should be greater emphasis on early interventions. There should be a physio or occ therapy practitioner that services a group of schools within a zone.

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

All teachers need greater training on the needs & psychologicals of kids with a A.S.D. or other disability.

8. Any other related matters.

These children need greater support when its required not in six months time.

Special needs kids are being discriminated against by being told & forced to go to school out of zone & unsuitable for the child's needs. Average kids without a disability parent forced to go to a special school. They have a choice and don't have to fight for the right of their kids.

Send your submission to:

The Ombudsman  
Parliamentary Complaints Standing  
Committee No. 2  
Parliament House  
Maddam Street  
Sydney NSW 2000

Fax: 02 6230 6416

Email: [os@parliament.nsw.gov.au](mailto:os@parliament.nsw.gov.au)

Online: [www.nsaif.org.au](http://www.nsaif.org.au) and click on  
OSCS Education Inquiry