

Submission  
No 87

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

**Name:** Ms Augusta Monro  
**Position:** Casual Teacher  
**Date received:** 12/02/2010

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ESL students whose parents do not speak English are not getting help with behavioural and learning difficulties. Interpreters cost schools. These students do not function in their own language and fail to learn English further disadvantaging them. Difficult to get any diagnoses or treatment.

**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.

For ESL students or students from a non English speaking background the funding is woeful. First of all getting services to test these children is extremely difficult as they are brushed off as simply needing more English. Their disabilities are not being diagnosed and they are receiving no help to allow them to learn and become useful contributing citizens.

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.

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

less than minimal. Many students require DAILY special assistance, particularly students with learning difficulties. Many students receive NO assistance and 1/2 per fortnight advice from a visiting teacher to the class teacher is totally inadequate and a waste of money. This applies to numeracy as well as literacy let alone behavioural needs.

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

as above.

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

Within a mainstream class room materials related to curriculum, any non-accident. These should be different from mainstream not lower level mainstream resources.

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

Inadequate see previous comment

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

It requires special teachers not just class teachers. A class teacher cannot give the amount of individual attention to these students and neglect the others. It is a true impossibility not a willingness to teach.

8. Any other related matters.

Name: *Augusto Florio*

(Please tick)

<input type="checkbox"/> Parent	<input checked="" type="checkbox"/> Teacher
<input type="checkbox"/> Principal	<input type="checkbox"/> Other (please specify) _____

**If you are making a submission on behalf of an organisation, please indicate who has authorised it, for example, the executive committee, president or chairperson.**

Organisation:

Authorised by:

**Send your submission to:**

The Director  
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Online: [www.nswllf.org.au](http://www.nswllf.org.au) and click on Special Education Inquiry