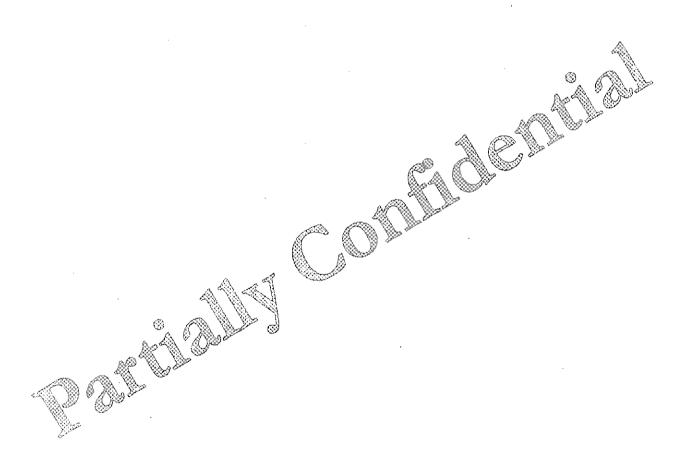
INQUIRY INTO THE PROVISION OF EDUCATION TO STUDENTS WITH A DISABILITY OR SPECIAL NEEDS

Name:

Name Suppressed

Date received:

9/02/2010



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.

 Totally inadequate or inequitably distributed. Itinerant support is ineffective for some students so we are left to cope as past we can which is often for from fatisfactory for the school or the student. Few support personnel have strategies that actually work with conduct disordored children. Generally interventions don't work a children are returned to the mainstream full time a have not changed, suggested programs 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. Ideally each case would be looked at individually. We have 2 10 students who are doing well in the mainstream, but another one who we can't cater for adequately. We have a child in an ED setting who is fine in that setting but very disruptive on the day he is with us. His safety and well being are not catered for in a mainstream setting. staff are unduly stressed by having totry to meet his needs. 3. The level and adequacy of current special education places within the education system. Inadequate - we have been waiting 12months for a placement in a multicategorical class for a student. Another 10 student has been waiting 3 months. If a child needs a special setting then ideally it should be available. It needs to be a priority to frain teaches in special ed. especially connauct disordered classes a to find venues to establish move classes.
- 4. The adequacy of Integrated support services for children with a disability in mainstream settings, such as school classrooms.

 As in above. The proper care of children in all disability areas will need significantly more money to be adequate to current a future needs in this area. Schools often to current a future needs in this area. Schools often just put up with difficult students to the detriment of just put up with difficult students often end up being their own mental health. This children often end up being a drain on community resources in the future.

5. The provision of a suitable curriculum for intellectually disabled and conduct disordered students. We are at a loss often, as to how to adequately provide an appropriate curriculum for these children. Conduct disordered students in particular create stress for staff a students as well as turning parents off public education. Staff are not trained to deal with such a multitude of needs in the classroom.

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

As a small school we have a counsellor 1/2 day per week but we have at least a dozen children who needs significant level of support. Assistant support is often too expensive for parents in low Sts areas a the waiting list for chapper options is several months. Many student needs consequently, go un diagnosed a unsupported.

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

Training is currently almost non existant a not useful in a mainstream situation with seriously damaged children. Our class sizes are large and 2-3 challenging students a seriously compromises the learning a comfort level of students a staff. Teachors cannot realistically provide quality teaching in this situation.

8 Any other related matters. As a teaching principal it is frustrating to not be able to adequately support staff with seriously conduct disordered children coupled with poor parenting. We work hard but to no avoid with some children for whom a mainstream setting is not appropriate. Hore research, more money is needed Now!

Send your submission to:

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Email: gpscno2@parhament nsw gov.au

Online: www.nswtf.org.au and click on Special Education Inquiry