

Submission
No 35

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

Name: Mr Chris and Mrs Vicki Doughty

Date received: 8/02/2010

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.
Child with Downs Syndrome – funding for 2009 – three and half hours per day, Temora Public School Topped up for full time aid as child needs constant supervision. The allocation and assessment of Funding for a child with a disability is totally inadequate – the “boxes” the child has to fit in to is so Vast that sometimes the child just does not fit the boxes.

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.

The assessors should actually come into the classroom and observe the child for at least a day and See how much time the teacher or aid needs to spend with them. My child requires a full time aid as She tends to sneak out of class very quietly if not watched. Her fine motor skills and speech therapy need attention and she is yet to be toilet trained, but as we are in a country town across the mountains we seem to be forgotten. I have got to the stage that NSW means Newcastle, Sydney and Wollongong and those towns along the coast.

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

We do have a special education school in Temora, however my husband and I wished our child to be mainstreamed and with reports that the IO unit at Temora West had children that had thrown furniture around the classroom, we decided to enrol her at the local Public School (her brother is also enrolled at this school). We were not forced to enrol her at Temora West but 2009 assessment for funding in November made us feel that we were being backed into a corner. The assessor stated that no child Gets full time aid funding – so where do we go. If our child is only assessed as needing three and half Hours per day for an aid – do we take her home, leave her to disrupt the class – we are in a no win situation. The school has already stated they would not compensate her aid for full time this year – and we are thinking of paying her wage ourselves as we can see the difference a one on one approach has improved her ability already.

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

Temora Public School welcomed our child with open arms – they have had numerous children with disabilities being mainstreamed over the years and have done a fantastic job. However as our child falls under the umbrella of Aged Care and Disability Department or Spastic Centre we were told that she is unable to utilise the community Speech Therapist and Occupational Therapist – although she has been on a waiting list for the past 12 months with both Departments. Being able to utilise these community resources would improve things with both her aid and teachers as well as us as parents.

5. The provision of a suitable curriculum for intellectually disabled and conduct disordered students. The aid Cassie has, has been able to devise adequate work in consultation with the class teacher and head mistress. My husband and I try and implement what is being done at school at home so there is consistency at all times.

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

We are unable to access community speech therapy (although they visit the school once a week) and occupational therapist because our daughter falls under the umbrella of Aged Care and Disability or Spastic Centre which do not have speech therapists or occupational therapists on their payroll – Cassie is on a "Waiting List" – Not really good enough – especially when there is a community Speech Therapist and Occupational Therapist covering our area.

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

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8. Any other related matters.

The allocation of funding needs a complete overhaul. There have been children at this school that have received full funding – so why does our child miss out???

Name: Chris and Vicki Doughty

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(Please tick)

<input checked="" type="checkbox"/> Parent	<input 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
General Purpose Standing
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Online: www.nswtf.org.au and click on
Special Education Inquiry