

**Submission
No 443**

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

Name: Ms Helen Brown

Date received: 25/02/2010

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.

Matthew has a rare genetic disability which changes the structure in his muscles. Intermittently without obvious indication Matthew can lose muscle function affecting mobility sometimes to a great extent. He receives funding for support during lunch & recess in playground for 4 days. He requires 5 days and classroom support for his physical disability to move/function within the classroom.
eg sitting down getting up, participating.

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.

Funding that only caters for specific times is totally inadequate. These students require funding in order to function. - not just at recess and lunch but at all times.

Matthews disability can worsen dramatically in winter. - What happens then?

Yes funding should be based on functionality. - in

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

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

There are no support services such as occupational therapy etc. available at my child's school. The school is currently unable to help us in this area -

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

N/A.

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

We have our own swim physiotherapist and occupational therapist which we fund ourselves. School counsellor only present 1 1/2 days per week. Limited access.

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

Non-existent as far as I know - Teachers doing the best they can.

8. Any other related matters.

Facilities - when my son needed to use his wheelchair - lack of access, safety, lack of railings for stairways, which were promised not delivered, taps in toilets etc on issue.

Send your submission to:

The Director
General Purpose Standing
Committee No. 2
Parliament House
Macquarie Street
Sydney NSW 2000

Fax: (02) 9230 3416

Email: gpscno2@parliament.nsw.gov.au

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

Date: 22/2/10.

(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: