

**Submission
No 602**

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

Name: Ms Kay Hughes

Date received: 26/02/2010

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 required is essential for the child to be able to continue in mainstream classes with assistance. The level of assistance can consist of reading, writing, monitoring of focusing where by reminding the child what is expected of them, typing on a computer, gathering and assisting with resources for the child to comply with direction. The adequacy of having funding is paramount to the child with needs

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. Best practice for allocation of funding would

be the child that has had diagnosis with a ~~pediatrician~~ pediatrician, verbal communication with the parent/carer, notification of drugs that the child would be required to take if any. the functioning capacity of the child's needs on a day to day basis whereby assistance from S.S.W.s is an important part for the child to be in mainstream school.

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

I believe that the declining funding arrangements for special needs students needs to be addressed. We are constantly being challenged by the funding that never is enough.

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

From teachers and parents a level appreciation that exists is enormous. The key to a stable classroom is assisted children that the learning environment is happy and there are no disruptive influences this comes with increased funding and more assistance in rooms

5. The provision of a suitable curriculum for intellectually disabled and conduct disordered students. The provisions of a varied curriculum by teachers is challenging when the child has conduct problems. One to one assistance becomes invaluable to the teacher to supply the rest of the class with a curriculum that is mandatory in NSW.

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

The school counsellor at our school is only here 3 days a week and consequently the children that require assistance have to wait. Professional support in country areas and transport are and can be 3-6 months to be diagnosed, needs.

7. The provision of adequate teaching training, both in terms of pre-service and ongoing professional training. There is never enough training -

They find that each child with special needs are distracting classroom and casual teachers. This prevents the other more able students receiving less as the special needs child tends to attract attention children with needs needs more funding.

8. Any other related matters.

There are huge needs that a child conduct disorders require, all of the daily challenges that come with assisting children with special needs. Working with indigenous students needs a whole community approach. Extra funding could benefit these kids

Send your submission to:

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 General Purpose Standing
 Committee No. 2
 Parliament House
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Email: gpscho2@parliament.nsw.gov.au

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