

Submission
No 102

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

Name: Name Suppressed
Date received: 15/02/2010

Partially Confidential

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.

Funding - often comes some time after the student has started.
- takes too long to vary with students' behavioural changes eg ASD
- more flexible criteria, more of them, for funding.
Many kids with disabilities aren't funded.
- total funding per area reduced or stagnant, so kids have to be prioritised.

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.

If there are no places in units it is obvious that the need is greater than the supply. Chn eligible for SE unit placement should not be expected to "cope" or "manage" in a mainstream setting.

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

Need varies greatly due to standard SE needs/personality/disposition etc. Should be funded on a base/plus model.

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

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

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

- after gap behind arrival of student. Needed for CRT before the student arrives.
- Chn. should not be placed until after CRT is trained and risk assessment completed. / support plan in place. Even if it means waiting

8. Any other related matters.

FUNDING ISSUES (cont) - It should be that each child receives a specified time related to the type of disability. eg ADHD = ___ hrs. Visual = ___ hrs. etc.

Send your submission to:

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