

**INQUIRY INTO STUDENTS WITH A DISABILITY OR
SPECIAL NEEDS IN NEW SOUTH WALES SCHOOLS**

Name: Name suppressed
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Partially
Confidential



As public school teachers and NSW Teachers Federation members we continue to campaign for the right of every student to receive a public education of the highest quality and for all students to become successful learners.

We are committed to equity and excellence for every student and in doing so assert, as was confirmed in The Review of Funding for Schooling (Gonski Review) that it costs more to deliver on these values for students with disability.

We will not stand by the currently inadequate provision of education to students with disability and the lifelong implications this inequity has.

The National Education Reform Agreement (NERA) and Australian Education Act 2013, acknowledge the requirement for, and commitment to additional funds for students with disability. The NSW government's unwavering commitment to the Gonski funding model paves the way for this investment to be realised.

We stand ready to work with our employer and NSW government in delivering equitable quality education but can only do so effectively when equipped with the necessary tools and supported by a system that is responsive to need.

We offer the following submission as an index of unmet need and a call for equity for every student.

A) Equitable access to resources for students with a disability or special needs in regional and metropolitan areas.

The staffing formula which provides for reduced number of students in support classes and all SSPs does not allow for complexities. Students with multiple disabilities e.g. physical, intellectual, vision impairment, hearing impairment are staffed on a single disability. The complexities of multiple disabilities is ignored in the RAM allocation although targeted funding is allocated to students not in SSPs and support classes.

SLSOs supporting students with the highest level of needs address health care, personal care and feeding needs of students with no time to support teaching and learning in the classroom. Students with less needs have support in teaching and learning.

All SSPs are staffed on a primary formula although the delivery of the curriculum and the rights of students with disabilities to access the curriculum on the same basis is difficult to address without a secondary formula for secondary aged students. Some SSPs are only secondly and a large number of SSPs are preschool to Year 12. An example of inequity: student in a secondary support class is referred to an SSP because the needs of the student is greater than can be addressed in the secondary setting. The student transfers from a class that receives a 1.4 teacher allocation (secondary staffing formula) to a class that receives 1.03 teacher allocation (primary staffing formula). No equity for secondary aged students in SSPs.

QTSS funds allocated to primary school are given to SSPs based on the number of primary students in the school although the SSPs have a primary formula. Other sources of funding received by mainstream school and not to SSPs are literacy and numeracy funds, EA4S.

B) The impact of the Government's 'Every Student Every School' policy on the provision of education to students with a disability or special needs in New South Wales public schools.

C) Developments since the 2010 inquiry by General Purpose Standing Committee No. 2 into the provision of education to students with a disability or special needs and the implementation of its recommendations.

D) Complaint and review mechanisms within the school systems in New South Wales for parents and carers.

E) Any other related matters.

Repeated disregard by NSW DoE State Office of significant matters in relation to supporting students with disabilities whose parents have chosen a support class or sSSP placement in spite of relentless advice from PPA SSP reference group and SEPLA.