

**Submission
No 6**

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

Organisation: Mr Allen Slater

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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.

These are our most vulnerable students and we have school facilities designed not for these students. We need specialist consultants to inform and guide teaching staff with appropriate programs and resources from a centre of support. For too long we have centred on the individual's disability without regard to their various strengths they bring to schools and the work force.

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.

Governments have mainstreamed students with disabilities without the correct resources to schools including staffing, additional resourcing in medical, physical changes to the school and appropriate technology incorporating assimilation and programs which ensure all students have a safe and supportive environment.

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.

Very slow and very little in terms of resourcing and supporting schools. Governments are big on initiatives but dollar poor in providing support. Applications for support can be long winded and require extensive detail but deliver little in the actual support to schools.

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

This ends up being placed upon the school to justify programs and placements which have been dollar poor; unfair impositions on school staff and band aid approaches to solutions.

E) Any other related matters.

It is not the students with disabilities or special needs that are the problem; it is the mainstreaming of these students into regular classrooms without the appropriate support and resourcing mechanisms being put in place. A class teacher is expected to deliver educational outcomes for regular students with minimal support given for students who has been mainstreamed with disabilities or special needs. The support can be short term with a set time line of funding before the application process has to begin again.

Name Allen Slater

I am a Teacher