

**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.

Not equitable. Time required for staff to complete access request forms for support funding is far too long. Tying teacher assistant funding to individual students, and only students who pose a danger to others or have a severe disability means many students do not receive the support they need. Many teachers are heavily overburdened trying to accommodate these students in an environment where differentiation and personalised learning is a priority. Many exec are spending ridiculously long hours completing access request forms to gain funding for support teachers and in many instances not being successful or not receiving funding adequate to provide amount of support required.

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.

Teachers are paying for this with far more time spent outside of normal work hours preparing resources, or not doing it. Resulting in a less than desirable personalisation of curriculum for students with disabilities

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.

Conditions have deteriorated regarding support for students with disability since this time. Particularly those with learning and social disabilities as acces to support teachers is far more cumbersome

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

E) Any other related matters.

This email was sent from the NSW Teachers Federation website.