

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

Name: Name suppressed

Date received: 27 January 2017

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.

No particularly if the student is on a Temporary Resident Visa as they are unable to access their special placement as there is a NO TRANSPORT clause which prohibits this service being accessed thus making the student have to be supported 1:1 in a mainstream classroom and school. School Counselling wait lists are also very long plus they have no control over this no transport issue. Their needs to be a point prior to temporary visa unit taking the large payment to accommodate this transport issue. Integration funding is finite and reduces greatly over time for non-violent student with autism. Resubmissions to Domain level for the students and classifications including choice of wording on Access Request Forms is frustrating as it does not reflect student need accurately particularly for students with Autism who are non-violent. Access to the Braille library is also an issue that I have encountered.

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.

This policy makes the local school responsible for whatever disability needs of students that are presented to it even when special placements are deemed necessary but cannot be accessed due no transport clauses for Temporary Residents. Some schools also carry heavier loads of these students as they endeavour to cater adequately for their students only to have external partners deliver more students to them.

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.

Provisions in public schools are largely inadequate even when all possible access to services is

exhausted. Support diminishes but the student need does not.

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

This is really frustrating in our case as there is no transport for Temporary Residents Students requiring access to special placements a clear system error. Don't take the authority to enrol money if the student cannot be catered for!

E) Any other related matters.

| |
|--|
| |
| |
| |
| |
| |
| |
| |
| |