

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

Name: Name suppressed

Date received: 31 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.

Time and resources appear to be obstacles for the equitable access for students to specialist support services on an ongoing basis. This is primarily due to inadequate funding allocations for individual students and emphasis is placed on high needs students.

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.

The support of students with mild to moderate needs is primarily driven by the teacher. A lack of specialist training, funding and time continues to bar access to specialist support services in this area.

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 few of these recommendations are in place within our school. All effort is made by the learning support team in collaboration with teachers and executive staff to implement assistance with our allocation.

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

As best as possible the executive staff and learning support team are at the coal face of communication - delivering a PLP for teacher use. More time would be required to contact parents and refine methods in a monitoring and maintenance style.

E) Any other related matters.

Time, training and collaboration.