

**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.

Students diagnosed with ADHD, where the disability impacts on the amount of time they are able to be within a classroom situation due to emotional disturbances, require available funding for aids to catch up what has been missed. They need to be removed due to interruption to other students during meltdowns. Funding allows supervision and duty of care to be fulfilled for individual 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 policy caters for every other school, and some students. The name is misleading and should be illegal. If this policy catered for every school, every student, there would have been an increase in funding for aids, instead of a decrease in regional schools. More students are requiring support, teachers are unable to effectively cover all needs of students, when there are students with learning difficulties in the classroom and the classes are mixed abilities. The result of learning difficulties, is nearly always, behavioural difficulties. The interferes with others' learning.

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.

When this inquiry began, we had more aid time for students. Now we have less. students are suffering. So is teacher health.

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

Parents often attempt to make enquiries, but many are cut short. Tis depend entirely on the expertise and time of the executive staff to deal with all enquiries in a given time frame. Many deputies are overworked within the school, and the principal is constantly withdrawn from the school for other duties, meetings etc.

E) Any other related matters.
