

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

Name: Ms Lynda Tyson

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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.

My current class has a variety of students with additional needs. Extra resources are needed for;

- additional LAST teacher time to work with teachers and students because of time constraints that currently exist.

- processes for accessing LAST support to be streamlined, timely and more appropriate
- teacher time to consult with LAST teacher to design adjustments for students
- time to consult with the learning support team to plan appropriate adjustments for students
- in class support
- more professional learning to support students with special needs
- genuine ongoing support with parents including translation services for parents from non English speaking backgrounds.

Students should receive adequate and timely access to support.

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.

Not having access to specialist support teachers can be detrimental to the learning of the students and the learning environment of other students. Not all LAST teachers have qualifications and expertise across areas of need to be able to provide direct and timely specialist assistance to students in regular classes with additional learning and support needs and their teachers. Professional development in the use of PLASST for understanding and assessing learning and support needs of students.

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.

In the list of 31 recommendations that came out of the 2010 inquiry there are significant areas still requiring action.

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

Because of time constraints and workload our school doesn't have the capacity and resources to adequately;

- establish meaningful relationships with parents/carers of students with disability.
- work with and consult with parents/carers of students with disability.
- respond to concerns and complaints raised by parents/carers of students with disability.

E) Any other related matters.

Name Lynda Tyson

I am a Teacher