

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

Name: Name suppressed

Date received: 17 February 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.

The MC class I have been teaching at is under resourced having only one SLSO for seven students who all require more individual support to manage their behaviour and reach their education goals. These students are also left without an SLSO when the SLSO is on breaks. This leaves the teacher without an SLSO in the classroom and MC students without an SLSO on the playground. It has been when the MC students were without an SLSO in the playground that violent incidents have regularly occurred. The SLSOs I have worked with have regularly missed their breaks due to student need.

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.

MC students are still not getting the support they require making it extremely challenging for the teachers and SLSOs, and all 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.

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

E) Any other related matters.

The MC classes I have taught at (in 3 schools) all have students from K-6 in them which causes many issues. The idea of putting all the children with diagnosed disabilities in the same class regardless of their age or profile seems wrong to me. We had a situation where a kindy girl with ASD was put in a class with mostly stage 2 and 3 boys with diagnosis such as ADHD, ODD and ED. She also had to travel a huge distance to school because of a lack of placements available in schools near her. I feel the system is failing her and her family.