

**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.

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.

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.

i was a teacher in TAFE's General Education between 1979 and 2013.. I taught those with physical disabilities including wheelchair-bound students, partially deaf students, partially blind students, and those with mental health issues . the most shocking wastage of resources was to be seen with the arrangements involving transport of disabled students to and from TAFE. the system was a shambles. plus the organisation of an amanuensis was both wasteful and in some cases unnecessary. I got the feeling that the disabled client grabbed whatever help they were offered, it being rather difficult to come by. if the help didn't fit, too bad. if the student was absent, the help still arrived. And cost. if the student arrived and the lift was broken, the help still arrived too, was unable to perform their duties, but STILL cost. if the taxi didn't arrive (who knows why) the student missed lessons or

assessments but the help still turned up to be paid. For doing nothing except turning up. but of course, replacement tasks had to be arranged, , involving more costs , more taxis, more amanuenses. and so on and so on. what a waste! Thousands and thousands of dollars wasted. how about getting a centralised system going, where , somewhat like a call-centre, an organisational hub is established to coordinate ALL NSW disability sectors, private, public, quasi-charity, etc...so that the left hand knows what the right hand is doing?? Across the WHOLE of NSW??

This email was sent from the NSW Teachers Federation website.