

**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.**

I feel that students don't receive adequate and timely access to this support. I feel that teachers are not equipped, confident and supported to provide this support. Funding inhibits access to this support. Especially for those students with behavioural issues due to ADHD and autism. There needs to be extra funding for these students, because they need the extra one on one support to succeed in the mainstream classroom. The Learning support teacher does not have equitable time to spend with each classroom teacher, as the school increases the amount of classes each year, but the amount of time for the support teacher is not increased. There really needs to be another learning support teacher in our school, as each year we seem to gain a new class.

#### **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.**

In taking the support teacher out of the classroom and instead changing the role, to be a support for the classroom teacher to develop a plan for the student, is a great idea in theory, but in practice, the students with a specialised individual program, actually need the individual support from the learning support teacher one on one to achieve these goals. The classroom does not have the time to implement the adjusted programs to the students, when they also need to cater to all the students to their class, including the implementation of extending the gifted and talented students in the classroom as well.

#### **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.**

We haven't seen any increase to the amount of time our support teacher is at our school since 2010. More funding needed to support the needs at our school, but when there are more students with special needs in our school, we have to spread the support more thinly from the learning support teacher.

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

There needs to be more time to work with the parents with students with disabilities. Teachers need time to incorporate parents with the plans for how each student learns best. Instead of making the plan and then telling the parent. Incorporate the parent in the planning process. Teachers need time off class to liaise with the parents and other health workers eg the OT or pediatrician.

**E) Any other related matters.**

I think funding should be increased for students with autism and behavioural issues as these students often can cope fine if they have one on one support, which can not be constantly given by the classroom teacher. Some of the funding for the NDIS should be allowed to be used towards the classroom. If a student has one on one help in the classroom and is succeeding, they are more likely to be able to achieve outside school in other situations. Instead NDIS funding is only allowed to be used outside the classroom. Therapists could be trained to come into the classroom for one on one support to help these students achieve in the younger years and have a positive experience in succeeding at school - so they can achieve in the older years as well.

This email was sent from the NSW Teachers Federation website.