

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

**Name:** Name suppressed

**Date received:** 21 February 2017

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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.**

Often students have to wait weeks or even months simply because there are so many who need assessment and only one person to do the assessment. Teachers often feel stressed because they don't have the time or resources. When an assessment is made it can often take a very long time to act on that assessment, especially if it's a physical issue.

#### **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.**

With the introduction of the LAST or learning and support teacher we have seen the loss of specific support for our students. The expertise that once existed in the system has been diluted to the point where it long longer exists. Specialist support seems to no longer exist.

#### **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.**

Most of recommendations don't seem to have been acted on at all.

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

With all the other duties and responsibilities a classroom teacher has there is little time left for proper

review and the formation of parent relationships.

**E) Any other related matters.**

Schools struggle every day to make inadequate funding and resources stretch. This leads to our students with a disability missing out on the help they need to achieve the best they can in life.