

**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.

The RAM funding has started to address the needs of students with disabilities in the mainstream classes, but a lot more support is needed, particularly for those students who do not meet the threshold for targeted high support funding, eg Autism, Intellectual disabilities, Dyspraxia etc. Every class with students with a disability needs a SLSO and teaches need additional training in this field.

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.

This has raised awareness and made TPL on disabilities compulsory for all teachers, but there still needs to be support in the classroom, such as an SLSO for each class.

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.

Complaint and review mechanisms within the school systems for parents and carers is very much a school issue and at our school it is done very well as we have a very supportive senior executive.

E) Any other related matters.

Support Unit Placements for students with disability, particularly Autism, need to look at school issues, not just placed because there is a vacancy. Students with Autism do not cope with students with severe emotional and behaviour disabilities, yet all students are now being placed on the spectrum, rather than ED/BD placements. This becomes extremely challenging for the Support Unit staff to accommodate the sensory needs of the individuals and to provide a safe, happy, supportive learning environment.