

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

Name: Name suppressed

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Partially
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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.

As it stands students require a 'diagnosis' by a paediatrician. Parents will admit that their child may struggle with their behaviour or learning at school however they are sometimes unwilling to follow through. Even if a parent does everything in their power to assist their child there is not always resources given to the student. Often it is the student who requires the highest amount of support who receives all the resources. This leaves students who require extra resources to fall through the cracks. As teachers we know what our students' learning and behavioural needs are, however we do not always have access to resources to fulfil these needs. Students who require lots of attention in the classroom are taking away valuable learning time for other students who have learning needs as well. Some students do not have a 'label' but that does not mean that they do not require the same resources as a 'diagnosed' child. If a student has higher learning or behaviour needs it is not equitable if other students do not receive quality explicit teaching. Equitable resources for all students will ensure learning success for all students.

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.

If every student in every public school received the resources that they required then they would all be given the opportunity to be successful learners.

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.

This email was sent from the NSW Teachers Federation website.