

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

Name: Name suppressed

Date received: 23 February 2017

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.

there needs to be equitable access for all students with disabilities. I have a student with quite severe autism with no in class support.

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.

sConsider the impact of the following initiatives introduced via ESES: The reallocation of 9 categories of support teachers to the single role of Learning and Support (LaS) Teachers The reallocation of Assistant Principals Learning Assistance and Assistance Principals Behaviour to the single role of Assistant Principal Learning and Support The use of the Student Learning Needs Index based on NAPLAN results to allocate flexible funding and LaS Teachers Students with low level needs attracting less than \$6400 in Integration Funding are now catered for by the Low Level Adjustment for Disability Resource Allocation Model Equity Loading. The Centres for Expertise projects developed by Schools for Specific Purposes (SSPs)

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.

That the Department of Education and Training publish guidelines on the functions and outcomes of school learning support teams, including the role of parents in these teams, for distribution to school communities.

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

establish meaningful relationships with parents/carers of students with disability

E) Any other related matters.

This email was sent from the NSW Teachers Federation website.