

**Submission
No 251**

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

Organisation: Erskine Park High School

Date received: 22 February 2017



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.

School counsellor allocation problem. 1 for every school for 5 days. What we have is a counsellor for 4 days max. Not enough specialist settings in Western Sydney. We have students with enormous behavioural issues and there are no places for them at existing specialist schools. We had a student with profound autism and the school tried tirelessly to have him placed at a relevant specialist school. No places were available and the student was continuously in a heightened state of distress. He assaulted numerous staff (biting, hitting) and staff struggled to provide the proper setting for his acute needs

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.

The ESES model does not cater adequately to the needs of students with specific need. One student with ASD will require extensive assistance compared to another. Individual plans may not cater well to these students as the resources that are available are often spread thinly in this area. ESES makes assumptions about students in a broad sense. The instability in the area of Learning Support also means that the start of every year changes require both students and teachers to learn and adjust to roles. A high turnover of teachers & staff is of no benefit. The level catered for low need students is inevitably not enough.

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.

The school works to establish meaningful relationships with parents of kids with disability. School consults with such people. School responds to any concerns

E) Any other related matters.

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This email was sent from the NSW Teachers Federation website.