

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

Name: Name suppressed

Date received: 24 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.

Do students receive adequate and timely access to this support? No Do teachers feel equipped, confident and supported to provide this support? No What inhibits and enables access to this support? Time needed for teachers to speak to support staff to develop programs - PLPs, most training is online causing more of a workload for teachers. Do students receive adequate and timely access to this support? Not really - the money is not adequate, especially when you have new students entering later through the year that will need funding. A long time to wait to get the support needed. Time is the number one issue! Do teachers know how to access this support? They rely on Learning Support Team Do teachers find this support effective? One LaST in a school is not enough support. Many schools are overstretched to support their students with needs. Is the professional judgement of teachers acknowledged and respected when accessing this support? Yes What inhibits and enables access to this support? Time and money! Do students receive adequate and timely access to this support? No - a student with Downe Syndrome that is not independent at toileting is currently only getting 17hours of funding. The school has to top up the other 13 hours. That does not leave enough for all the other students at the school needing support. Why isn't someone with Downes getting more hours? Do teachers/the school know how to access this support? The Learning Support Team does. Do teachers/the school find this support effective and is it received at levels adequate to deliver equitable access to education and improved learning outcomes? No! Currently teachers are doing their best with what little they have - it takes a long time to receive any funding - prioritising students always happens, but there are always those missing out. That is not fair!

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.

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.