

**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.

Primarily, schools will need the 5th and 6th year of Gonski funding to provide recurrent funding at an acceptable level for Students with Disability. Currently, in excess of 250,000 students are missing out on equitable service.

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.

ESES funding has left many students with inadequate support as resources are stretched across the school. e.g., Year 7 student with mild CP and mild IM attracts little TA support in a mainstream school. Parents have the right to choose a mainstream path however the student seems to be penalised (with less access to specialist TA support) as they are part of the 'bucket funding' rather than integration funding (cut off from IM in 2003). Behaviour team support in schools is sorely missed as is specialist Autism Outreach support.

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.

Communicating with official bodies is quite difficult for some parents who lack knowledge and skills to

navigate our systems and achieve a successful outcome.

E) Any other related matters.

NCCD - Inadequate support for schools in completing NCCD data. Interpretations of processes often varied from school to school, system to system. The term Disability was frowned on by many parents (particularly if their child did not have a formal diagnosis). However the parents still recognised and wanted the adjustments for their children to provide equity in educational outcomes.