

**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.

I have had many students in my class who need additional support and adjustments. The school provides as much assistance as they can, however, as there are many students who need assistance it can prove difficult to get the required help needed. In school specialist support come and assist based on their timetable and is useful for the short amount of time. However, for the rest of the week which is about 90% of the student's learning time, they are without support. As a teacher of 30 students I try my best to adequately adjust my learning expectations for these students but it can prove to be very stressful and not without fault. I feel as a teacher I am expected to do so many things and cater to so many needs without the support. I also feel that our LST teachers are under pressure to cater for all these students too.

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 learning support teacher who is qualified relies on the teacher's aides who are either in training or directed on the job. The specialist teacher is unable to cater for all students and this is passed onto other people to support these students with high needs. People who are expected to do admin or other duties are often used to attend to student needs. Not only learning needs but also physical needs such as toileting.

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.