

**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.

For those students who need additional support, including adjustments to teaching, learning and assessment activities: No, students do not receive adequate and timely access to this support. Teachers do not feel equipped, confident and supported to provide this support. Support access is impacted by: parents not acting on recommendations from teachers and learning support team because the parents are looking for external services, parents perceived financial burden for services professional services not being available at the school, eg vision, hearing, speech, OT and dental services being cut from schools early intervention waiting lists by external providers are too long Access to support and intervention from the relevant personnel in the Educational Services team is only sought in the most extreme cases because of the Educational Services team's heavy workload What inhibits access to this support for those students who need Integration Funding support: For those students who need access to in school specialist support (i.e. support from Learning and Support Teacher, School Counsellor, School Learning Support Officer, Learning and Support Team guidance/intervention): Students do not receive adequate and timely access to this support - one counsellor to approximately 900 with a high level of need Teachers know how to access this support, however the process takes an unacceptable amount of time because of limited human resources If the support, human and financial is adequate for the child's needs teachers find this support effective Professional judgement of teachers acknowledged and respected when accessing this support What inhibits and enables access to this support Difficulty in accessing information and reports from outside agencies hinders the development of appropriate and timely support programs

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.

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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.

None of the 31 recommendations have been adequately implemented

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

Our school does not have the capacity and resources to adequately and in a timely fashion: establish meaningful relationships with parents/carers of students with disability work with and consult with parents/carers of students with disability respond to concerns and complaints raised by parents/carers of students with disability

E) Any other related matters.

The need for immediate response in the school setting for those students who present with extreme needs e.g., behavioural needs which impact on the students, teaching and support staff in the learning environment.