

Submission  
No 341

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

**Name:** Name suppressed

**Date received:** 15 March 2017

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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.**

Over a twelve year period the staff has seen the population of the school grow from 233 children to 715. Because of this rapid growth, we have witnessed many more children arriving with special needs. What is alarming, is that the provision of appropriate resources has not kept pace with the growth in student enrolments.

#### **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.**

There has been a huge reduction in the regional support to schools because of the ESES policy. Targeted Language and Reading classes were disbanded as were the regional support teams. eg) Learning support teams, behaviour support teams, the ASD support teams.

#### **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.**

In concerns to the following recommendation, 'That the Department of Education and Training coordinate multi-disciplinary teams on a regional level to deliver professional and allied health support services to students with disabilities or special needs in NSW Government schools', we have seen no evidence of any planning or implementation.

#### **D) Complaint and review mechanisms within the school systems in New South Wales**

**for parents and carers.**

Our school establishes close relationships with the parents and carers of our students with disabilities. To improve these partnerships between classroom teachers and parents, it is essential to be provided with funding to release teachers for these meetings. The current lack of funding to release teachers we, the staff believe does not allow for optimal communication.

**E) Any other related matters.**

Until the appropriate funding is provided there will be no improvement in the identification and provision of appropriate support for students with additional needs and we feel their future prospects will be bleak. Therefore the cost to society will be greater than it needs to be.