

Submission  
No 349

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

**Name:** Name suppressed

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Partially  
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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.**

Our students, teachers and schools need the federal government to deliver additional funding through the Gonski Students with Disability loading because with those funds we could do more as our kids do not have access to these resources. We do not at this time have enough counselling time and TLAS to meet students needs in a timely and effective manner. We have to factor in needs first and assess each student level of need and who ever has the greatest effectively gets what we can provided within our resources. Teachers are not given the time to build capacity even with the available knowledge we have access to within the staff. Teacher learning and support equally does not have adequate time to build the capacity of teachers to work effectively with students with additional needs. As a profession there is a shortfall in time needed to prepare and cater for the needs of students with a disability. Integration funding the school and teachers do not find the support effective as the value of the dollar does not equate with improved student outcomes, window dressing, we gave them a toy e.g an I Pad to fill the learning gap but it does not mean a successful integration. The formula does not adequately fulfil student need. Support class establishment can take too long even with identified numbers. It is a complex and time consuming process. When students miss out on a placement we are not provided with any alternative to support the identified needs of a student. Equipment is a No, we are expected to use school funding and when a request has been put in to region it has not even been responded to. When there is a complex student that falls outside the parameters of school funding we have been unable with identified support equipment to support learning. Country and regional find it the most difficult to access, find and connect with the relevant personnel in the educational services team. To date we have had major difficulty liaising with these personnel if at all.

#### **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 reallocation of expected skill and knowledge for learning and support teachers was not adequately supported with their professional learning. we have people in specialized positions that have been left to bridge the shortfalls in their own professional knowledge. there are many unanswered questions relating to the changes of low level adjustment for disability. for example how is the department determining the allocation of these funds when we no longer identifying through the access request for these students. The ability for learning support staff to access these funds for the benefit of individual student has been blurred around these funding areas. the pointy end student is no longer being targeted for specific support. Online modules aimed at up skilling teachers was not widely accessed or driven by schools, e.g Dyslexia and Autism training. No, there has been no real change with ESES, these positions don't have the shared knowledge and shared skills to do the job. In a regional/country area we have no access to have these specialist support services. Our equality funding for disability is not adequate to improve student outcomes. The funding itself is not enough to improve the quality of teaching and learning for every student.

### **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.**

to date of the 31 recommendations our school has seen the new curriculum changes recommendation no 26 this has been a welcome change. No other recommendations have seen the benefit of implementation in our school by the department of education.

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

We have found time to collaborate with parents of a student with a disability however building meaning full relationships with parents and respond to concerns raised by parents impossible.

### **E) Any other related matters.**

This email was sent from the NSW Teachers Federation website.