

**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.

Elevator access to the school stage for students who use wheelchairs does not operate and has been broken down for over two years. Main building elevator freezes during winter as it is so old.

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.

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.

Maintenance on the Support Unit at _____ is very poor. Broken window panes, sagging or torn shade cloth, missing screens and shades from window, broken and dangerous sliding doors, bent and semi-operational school gates, rising damp and mould problems in the building, inadequate staff toilets, cement slab corrosion, leaking drainage in kitchen sink, AC required in classrooms for summer conditions, all hooks for holding open doors are broken etc.

This email was sent from the NSW Teachers Federation website.