

**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.**

In our experience at \_\_\_\_\_ teachers will often be unanimous in their professional judgement regarding the severity of a specific student's disability and the extent of his/her needs, and yet this professional judgement seems to carry little if any weight when applications to access funding are made. The resulting inadequate provision of school specialist support places undue pressure on classroom teachers to cater to the specific learning needs of a range of students with disabilities in their classrooms. While the philosophy of inclusivity is to be applauded, the funding needed to fully support the inclusion of differently-abled students in mainstream classes is woefully inadequate - the demands made of classroom teachers catering to such diverse student needs result in teachers taking periods of mental-health related leave or decisions to leave the profession permanently. Consequently, the education of all students is disrupted, as is the stability of the school culture and its relations with the wider community. We urge the NSW Government to fully fund the Gonski disability loading to ensure that the educational needs of all are met and the rights of teachers are not abused.

#### **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.**

This email was sent from the NSW Teachers Federation website.