

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

**Name:** Name suppressed

**Date received:** 26 February 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.**

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: - Provide additional support to students in need in a more timely manner. - Teachers would have greater access and time available for Professional Development to feel better equipped, confident and supported when providing teaching and learning to students with a disability. - Present Integrated Funding model does not value input from individual class teachers in order to access needed support in a timely manner, at present there are too many bureaucratic hoops to jump through, negating proactive measures to ensure students with a disability get the support they need. - At the school I presently work at, all support aids are allocated to individual students, with many more students qualifying for SLSO support, but simply not receiving it because of resource restrictions. - Specialist equipment and/or environmental adjustments are virtually non-existent, with teacher professional input not valued in attempting to allow for such environmental adjustments or infrastructure.

#### **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 single role of Learning and Support (LaS) Teachers is leaving even disability support teachers with a lack of special training and professional development to meet the ever growing variety of disabilities and learning disorders faced within schools. - What's more there is no forum available to actively encourage greater collaborative partnerships with parents, other professionals and agencies to ensure the educational needs of students with a disability is met. - Implementation of ESES has not significantly improved access for students with a disability, particularly in regional areas, where access to additional support for students with a disability is extremely difficult and often not of the

standard that students in urban centres would receive.

**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.**

- Teachers need time to best facilitate teaching and learning tailored to students with a disability, to ensure the best outcomes for these students.