

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

**Name:** Ms Michelle McLellan (PC)

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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.**

**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 NEEDS to be brought to parliaments attention and is getting written in the hope and desperation that my 7 year old son will get the right level of education he deserves, as I'm concerned my son is falling through the gaps in the education department. was born with a rare genetic condition called APERT syndrome. It occurs in approximately 1 in 160,000-200,000 births Apert Syndrome a craniofacial disorder involving abnormal growth of several bones in the body, mainly in the skull, midface, hands and feet and a cleft palette. This affects the shape of the head but more critically exerts pressure on his brain. This causes to have mental intellectual delays, severe speech delays in development and that of a 3 year old, behavioural problems and breathing problems. Along with craniofacial problems Apert Syndrome also causes syndactyly fingers and toes

which means fingers and toes are fused together along with fused joints, so fingers do not bend. has currently had under gone nine major surgeries. For more information please use the following link: <http://www.seattlechildrens.org/medical-conditions/chromosomal-genetic-conditions/apert-syndrome/> has just been diagnosed with inattentive ADHD, and can not remain focused for more than a couple of minutes. has cognitive impairment on the 1st percentile. He is currently getting psychological assessment done as he is showing signs of Autism.

is currently scaled at 2 year old level for fine motor skills, and his visual motor skills are that of a 3 year old. has significant difficulties with fine motor skills due to his syndactyly (fused fingers), he has difficulty holding a pen and writing, he has difficulty in activities of daily living, his report is 5 pages long on what he can not do including managing his own hygiene, brushing his teeth, wiping his bottom, putting his on clothes and shoes and socks. Which all requires adult assistance. This raises a massive problem in the school environment especially in main stream where

has been place. is currently in Year 1 main stream class, with 22 other students currently with a short contract teacher. His aid time he is receiving is 2 hours per day. During the first 3 weeks of school this year he received very little to no support. During his kindergarten, last year local school funded from their own school funding full time aid for terms 1 & 2. During terms 3 & 4 aid time dropped to the allocated 2hr/day. From that point learning, didn't progress and his was unable to learn and build on new complex concepts, without that one on one support.

10 year brother schools with and there have been many events that my older son has been aid due to the LACK of support. This is not a 10 years old problem; the education department have a duty of care to provide education in a safe positive manner to EVERY child. And not just for 2 hours day. That 2 hours is total 100 hours per term, compared to 300 hours spent at school. My son is NOT learning anything for 200 hours a term. This current funding is simply no where near the reality of what truly should be getting. Unfortunately applications for to be placed in a multicategory support class has been denied a number of times by the department of education. (Multicat has 5 kids, 1 teacher, 1 support aid). The school and teachers have worked extremely hard to provide a positive accepting community is unfortunate the education department are not moving forward with time providing as personalized way of supporting their unique students. Unfortunately, Apert Syndrome is so rare like many others government bodies the education department don't have a BOX so to speak for children LIKE to fit into and unfortunately no extra funding is given to children that don't fit into theses BOXES, and they falling through the gaps. My biggest worry was hoping the school community would except a unique looking child like little did I know my biggest worry would be fighting the education department to actually provide my son with an environment that supports his unique learning needs. school is one of the largest in our area and is the only school in the area who do not provide a multicat support unit. gap in learning is increasing and he is already falling behind. He will need to go into a multi cat class in the coming years if the early intervention is not put in place sooner than later. It would be in the best interest of the education department to provide a multicat support unit for his local school and provide the school with an increase in funding in order to provide adequate support for a future provided with the long term benefits of having an education. Yours Sincerely Michelle McLellan

This email was sent from the NSW Teachers Federation website.