

Review of the loading for students with disability 2019–public submission

Ms Melanie Franciscus

Stakeholder type: Teacher
Jurisdiction: New South Wales

Summary

Context of school impacts funding and costs associated with making adjustments for students with disabilities.

Funding is needed to staff and maintain the NCCD process, in and of itself.

There is a link between curriculum and adjustments that are made.

Submission

Focus Question 1

Supporting students at the three levels of adjustments differs depending on the school context. Differentiation is enacted and embraced in varying capacities, and therefore the cost and level of resourcing for supporting students with disabilities varies. In my experience of being a Learning Support Coordinator in mainstream schools, cost associated with resources to support students with disabilities usually involves paying for staff, training and school resources. Part of this loading also now includes the management and organisation of data and evidence for the NCCD. This is an intensive process and requires multiple staff to coordinate and run. As long as schools vary in their authentic ability to provide with students with disabilities, costs associated with this process will vary.

Focus Question 2

The NCCD website is a fantastic resource to help develop and maintain consistency with identifying level of adjustment and category of disability. The training modules are also a great form of professional development, and we have mandated that each staff member at school has to complete the module that is relevant to them.

I think consistency and accuracy of data provided is moving towards being more streamlined, but I think that a deep understanding of this in each school is still needed. I think the NCCD process and the allocation of funding based on student need, also needs to align itself with curriculum. Professional development around inclusive elements of current curriculum will help teachers feel more confident in making adjustments for students with disabilities, and therefore specialist staff can work with students who may need significant adjustments made.