



LEGISLATIVE ASSEMBLY

FOR THE AUSTRALIAN CAPITAL TERRITORY

STANDING COMMITTEE ON EDUCATION, EMPLOYMENT AND YOUTH AFFAIRS
MICHAEL PETTERSSON MLA (CHAIR), ELIZABETH KICKERT MLA (DEPUTY CHAIR), ELIZABETH LEE MLA

Inquiry into referred 2017–18 Annual and Financial Reports ANSWER TO QUESTION TAKEN ON NOTICE 06 November 2018

Asked by Miss Lee:

In relation to: Students with Special Needs (page 40)

MS LEE: Just following on from that, can you give us a breakdown of how many government schools have an LSU or an LSUA or one in one of the three programs and also the schools that do not have those specific programs? You mentioned earlier, Ms Seton, that obviously schools do what they can to ensure that every student with a disability or a special need is catered for. What support do those schools have in the absence of the program?

Ms Berry: Well, I think every school does what they are required to do, not just what they can. You know, every school teacher and school leader needs to make sure that every child who has the right to an education gets what they need to support them, whether that is through a unit, because there might be the number there that means that it is an environment for all those students to be able to actually thrive in, but every school provides support for different—for children who have different things going on in their lives and different challenges with their learning. And if schools, through their risk assessments and through assessments and diagnosis of a child's education, need additional supports, then the directorate provides that as well.

MS LEE: So I guess what I am asking is, the first part being are you able to take—perhaps it might have to be on notice—

Ms Berry: Yes, sure.

MS LEE: —on how many schools have had the units and the second part is in terms of the schools that do not, I am totally, you know, understanding of the fact that yes, they need to do certain things, but how does that support come about? Is it by way of funding, is it by way of extra resources from the directorate in terms of expertise, is it by way of—what is the breakdown, I suppose?

Ms Howson: So Ms Lee, we will look to give you the information—

Ms Yvette Berry: The answer to the Member's question is as follows:—

All disability programs, including LSU's, in ACT public schools in 2018 are listed at:
https://www.education.act.gov.au/_data/assets/pdf_file/0003/1135380/2018-Programs-and-units-PDF.pdf

Students who meet the ACT Student Disability Criteria have access to a range of programs and supports dependent on their disability and level of need. Eligible students may attend specialist school, or access small group programs in schools – Learning Support Units, Learning Support Units-Autism, Learning Support Centres and Disability Programs (refer to the included web link). Eligible students are supported by the itinerant vision and hearing teams.

All eligible students are able to attend their local school with resourcing provided through the Inclusion Support Program (ISP). Schools that do not have a learning support unit receive ISP resourcing for eligible students. The school uses the resourcing to ensure the necessary adjustments/supports and interventions are provided to enable the student/s to engage and participate in the school curriculum on the same basis as their peers.

Additional supports not dependent on the ACT Student Disability Criteria are provided to all schools through the Network Student Engagement Teams (NSET). NSET teams work with school leaders and teaching teams to build the capacity of the whole school to respond to student need.

Approved for circulation to the Standing Committee on Education, Employment and Youth Affairs

By the Minister for Education and early Childhood Development, Ms Yvette Berry

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