



IHC Inclusive Education Survey 2022

ihc
IN YOUR COMMUNITY



Introduction

IHC's 2022 Inclusive Education Survey paints an incredibly grim picture for disabled students in Aotearoa New Zealand today.

More than 600 families and educational professionals of disabled students responded, including, for the first time, medical and allied professionals who have contacted IHC about their ongoing concerns.

This year's survey builds on surveys carried out in 2014 and 2019. It received five times as many responses than the first survey, indicating high levels of stress on the parents and families of disabled students.

The results show a few positive gains but, alarmingly, despite significant investment in reviews, action plans and new learning support coordinator positions, the picture remains grim for disabled students in the classroom.

Main Findings 2022

- Almost all respondents (99% educational professionals, 95% families and 100% medical professionals) said that funding for disabled students does not deliver what they need to access education.
- Overwhelmingly, respondents lacked confidence that that latest High Needs Review by the Ministry of Education would solve any problems, with many saying, at best, the review would be a tweak to a broken system.
- Professionals and families said that teacher capacity to teach diverse learners has reduced significantly over the last three years. This drop in teacher confidence and knowledge may relate to teacher workload, lack of support or the longstanding problems associated with inadequate initial teacher education and ongoing professional development.
- 86% of the professionals reported increased difficulties with the Ongoing Resourcing Scheme (ORS) policy and accessing the specialist support disabled students needed to participate and achieve.
- More than a third of the families said that their children were regularly sent home for part of the school day and were also unable to join in on school activities.
- 47% of education professionals have regularly sent disabled students home because of a lack of funded support available for them to remain in school all day.
- More than a quarter of families indicated that the learning and achievement of their disabled children was not monitored or adequately reported.
- 65% of respondents indicated that there was inadequate support for disabled students to transition into employment, training or further learning.
- 75% of families raised concerns with schools about problems their disabled child was experiencing, but only a third of those problems were resolved.
- Fewer schools are declining enrolments.
- There has been a reduction in stand downs and suspensions of disabled students.



2014 Inclusive Education Survey

Eight years ago, IHC launched its first Inclusive Education Survey (not shown in graphics).

It revealed more than 70% of families and professionals felt classroom teachers lacked skills, knowledge, training and confidence to teach disabled children.

A further 70% of respondents reported difficulties in accessing specialised support, including speech language therapy, occupational therapy or behaviour support.

Family respondents reported 39% of disabled children were discouraged or denied enrolment at their local school and professional respondents to the survey claimed almost half of children had been sent home for part of the day because of insufficient teacher aide support hours.

Forty-percent of families and 64% of professionals cited difficulty with ORS (Ongoing Resourcing Scheme).

Discussion

Despite unequivocal evidence of the struggles that disabled students and their families face in the classroom, three successive governments have done little to make meaningful change.

Survey respondents have overwhelmingly rejected the current resourcing and policy framework. They are unequivocal about the failures, saying that even students who are “lucky” enough to receive Ongoing Resourcing Scheme (ORS) funding doesn’t necessarily equate to them having the opportunity thrive at school.

Funding aside, disabled students continue to be isolated at school and in their communities. Sadly, 55% of disabled students have not been invited to the birthday parties of their peers. Additionally, 50% of disabled students are bullied by other students.

The human costs of the learning support system failures are high.

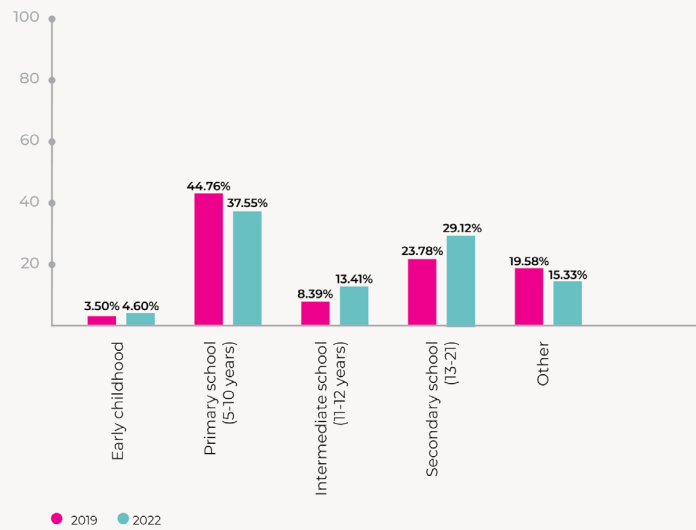
IHC’s 14-year legal case against the government argues that the problems that disabled students experience at school are serious violations of their human rights. Our stance is that this unlawful discrimination has gone on for too long, caused too much damage, and needs to stop.

These survey results will inform evidence that our legal team will put before the Human Rights Tribunal when our case is heard in the near future. Sadly, and unacceptably, this survey once again confirms the disadvantage and discrimination experienced by disabled students.

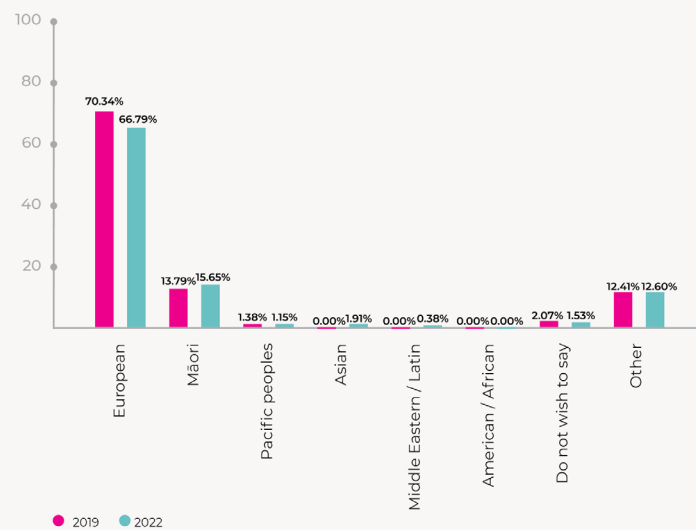
This woeful situation has gone on for too long and IHC is committed to ensuring an equitable education for all disabled children.

Survey Questions 2022 & 2019

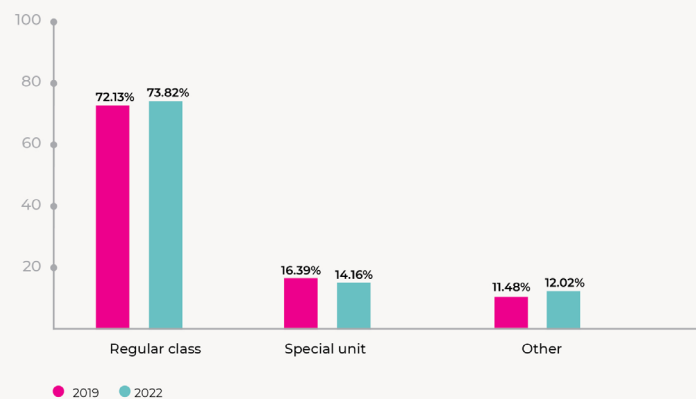
What type of school does your child attend?



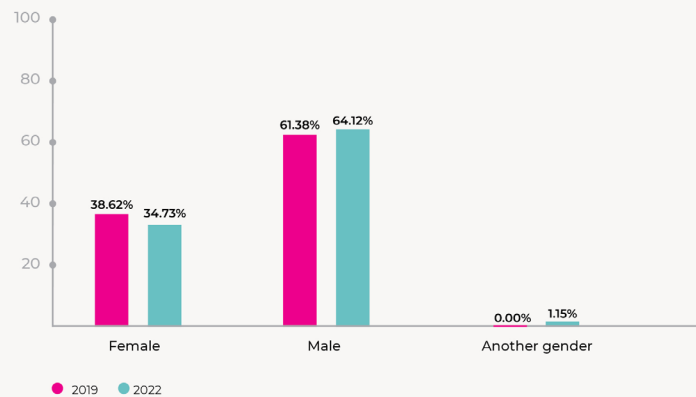
What ethnicity is your child?



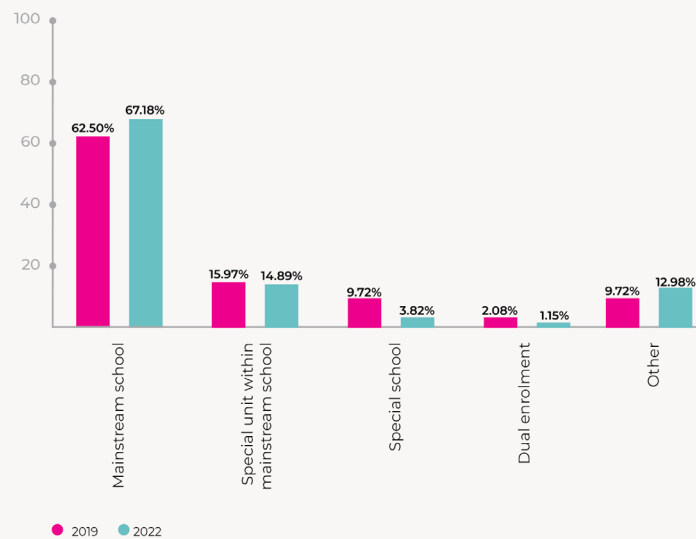
If in a mainstream school, what type of class is your child enrolled in?



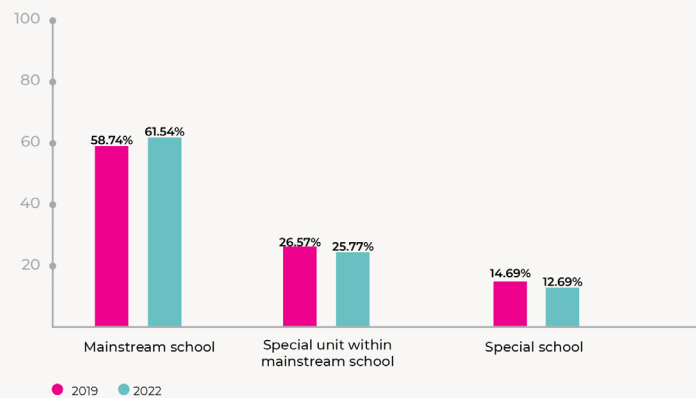
What gender is your child?



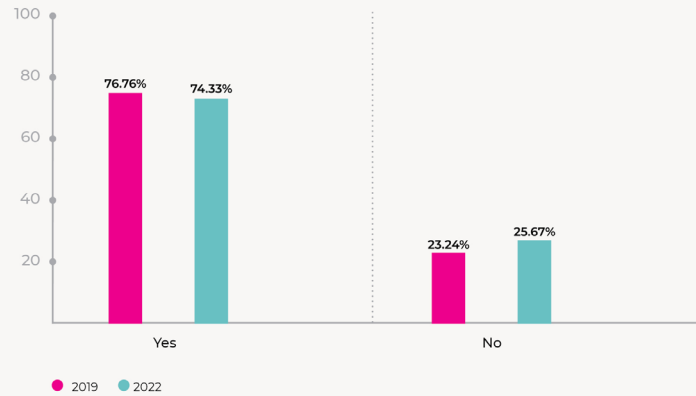
What type of school setting is your child's school?



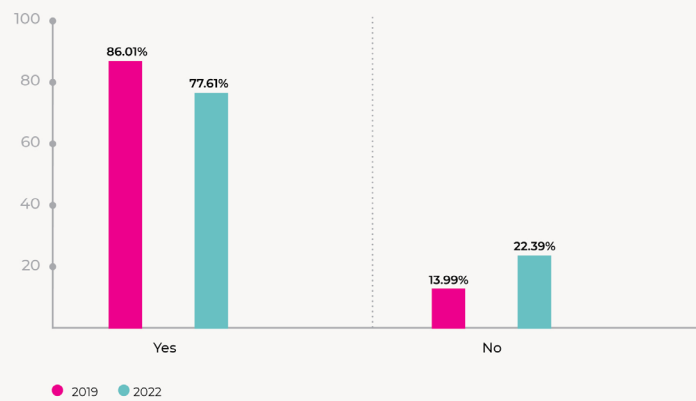
In an ideal world, where your child would have all the supports they need to be at school, where would you choose to enrol them?



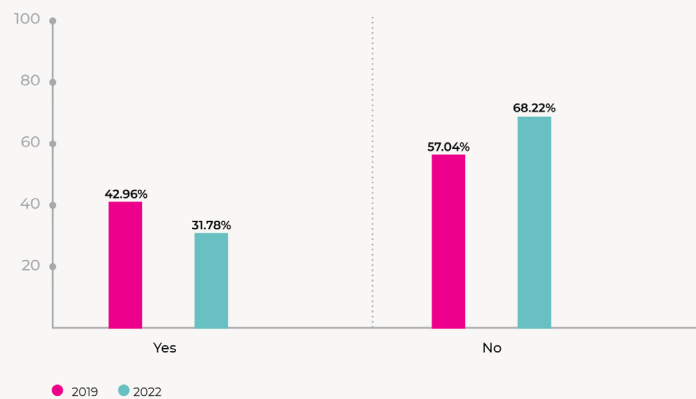
Does your child attend school full-time?



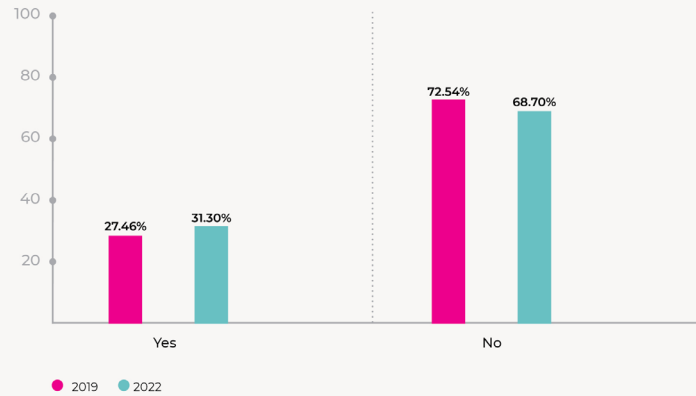
Is your child receiving specific support at school because of a disability or learning difference?



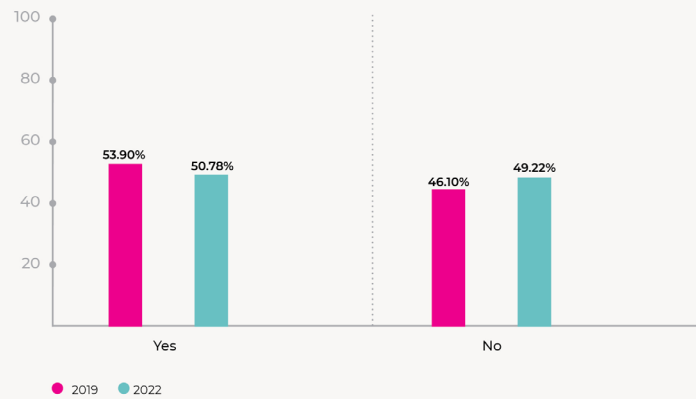
Do you think the level of support your child receives at school allows them to thrive?



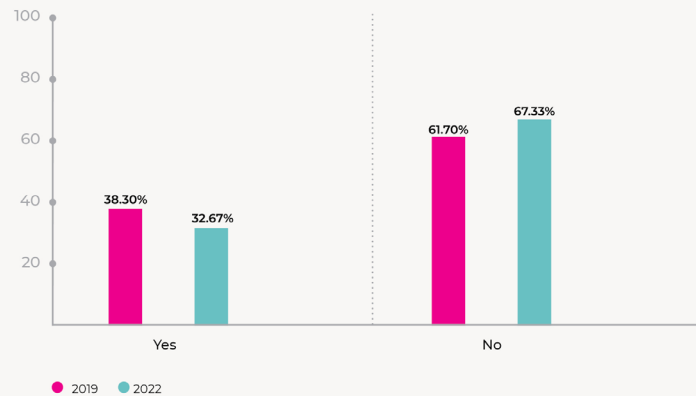
In the last three-five years, has your child been refused enrolment, or had conditions placed on their enrolment?



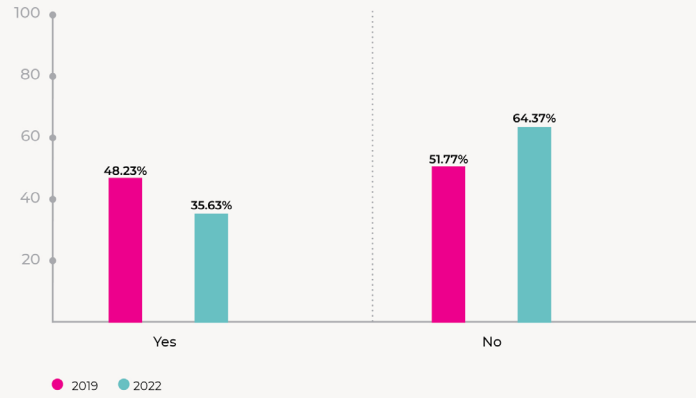
Are you satisfied with the feedback you receive from your child's school about their learning and achievement?



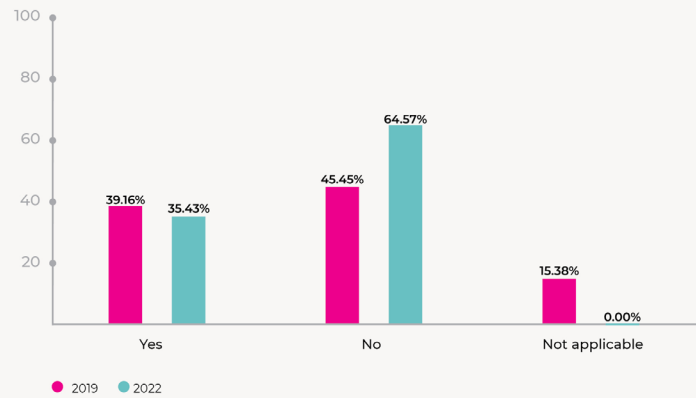
Do you think your child has the right support from the school to transition into further education or employment?



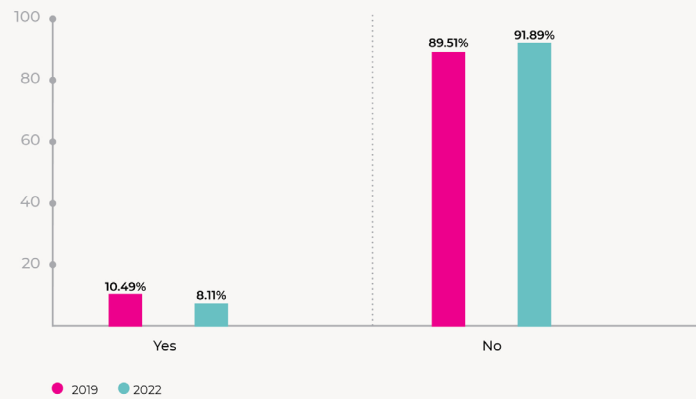
Do you think your child's teacher has the capacity (knowledge, skills) about teaching students with disabilities?



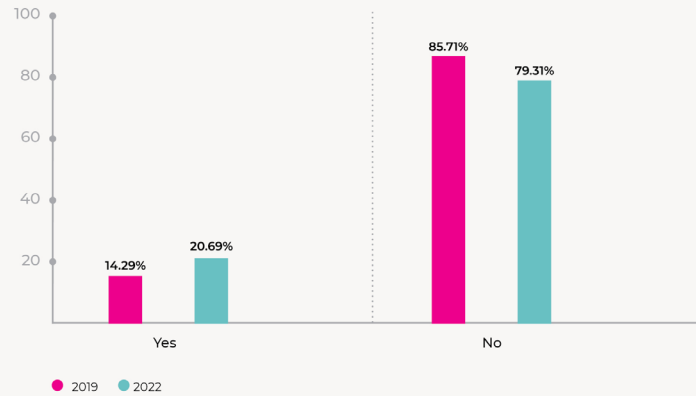
Does your child's school request your assistance, or ask you to remove your child, during your work or study hours?



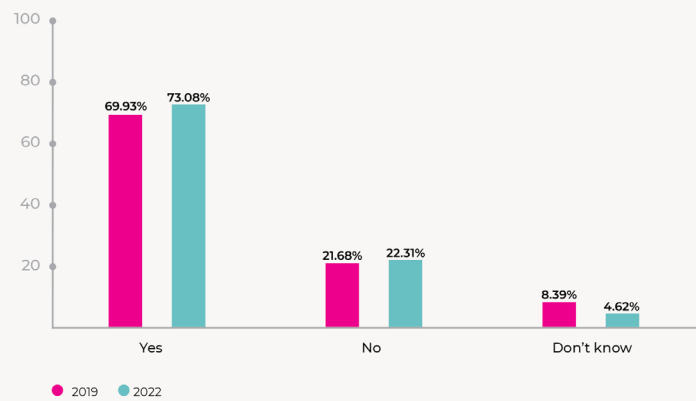
Has your child been expelled or excluded from school in the past five years?



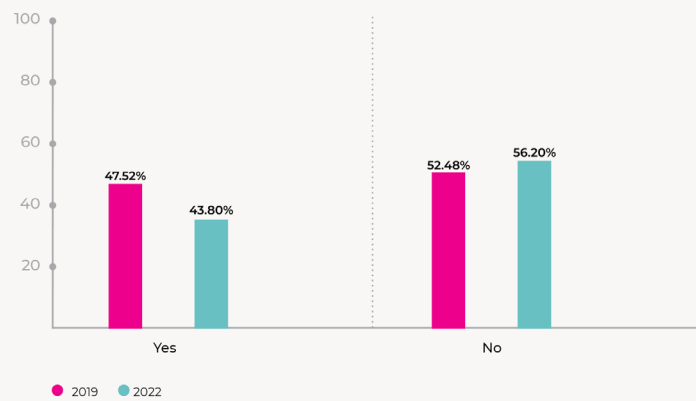
Does your child receive funding from outside the education system that is used by the school? This funding could be from ACC, Oranga Tamariki or another government department.



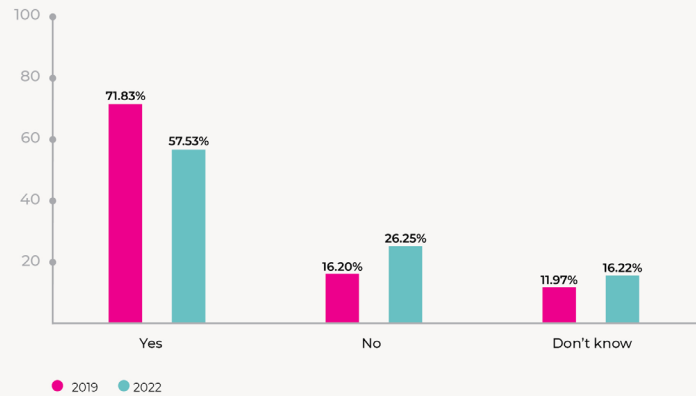
Does your child have an Individual Education Plan (IEP) in place?



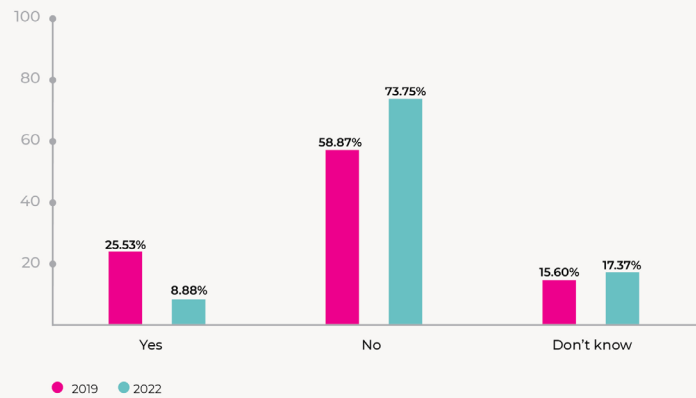
Has your child been invited to a fellow student's birthday party in the past five years?



Has your child been rewarded in front of their peers for good work or other achievements in the last three years?

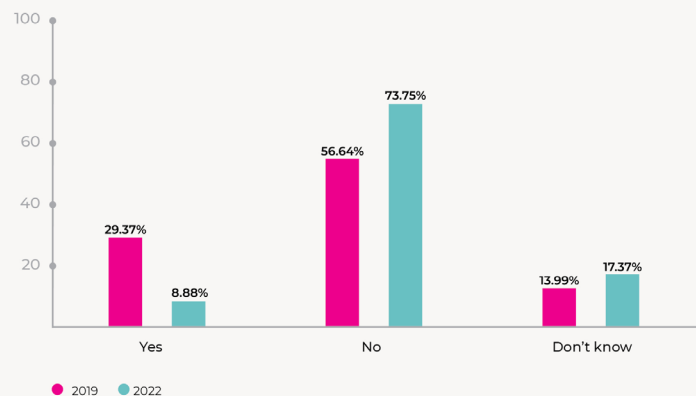


Has your child experienced seclusion at school in the past five years?



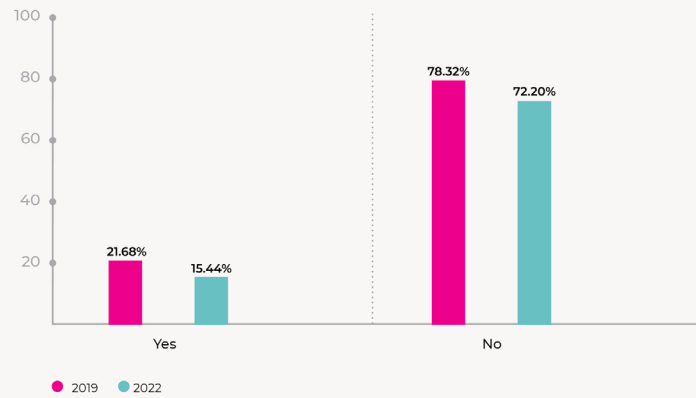
Seclusion involves "solitary confinement of a person in a room or area from which their exits prevented by barrier or another person. Seclusion includes situations in which people believe they cannot or should not leave an area without permission."

Has your child experienced restraint at school or in an after school programme in the past five years?

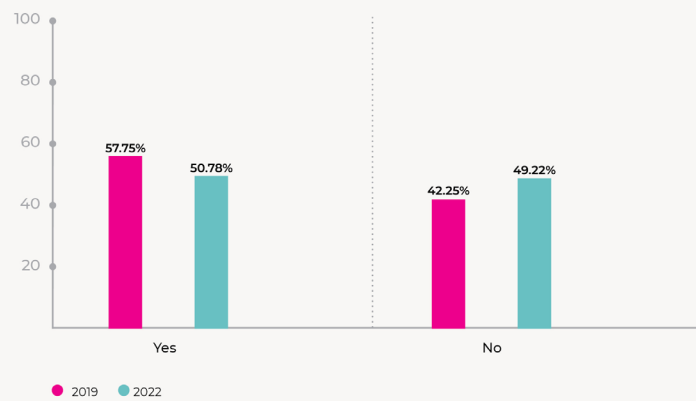


Restraint involves "any practice or intervention that has the effect of restricting the rights of freedom of movement of a person with a disability. This can include physical, mechanical or chemical restraint. It can also include psycho-social restraint, which involves using intimidation or threats to control a person."

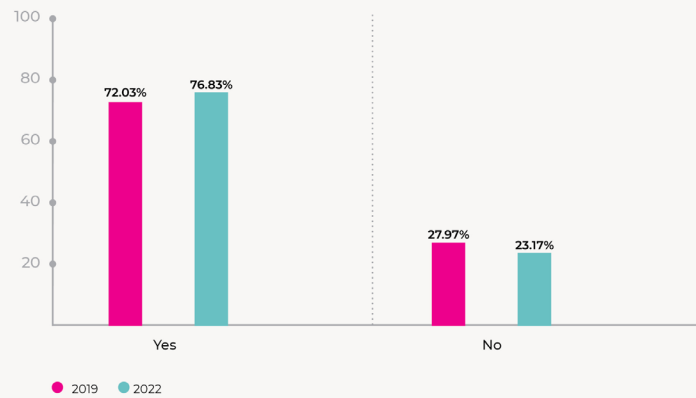
Has your child been stood down or suspended in the past five years?



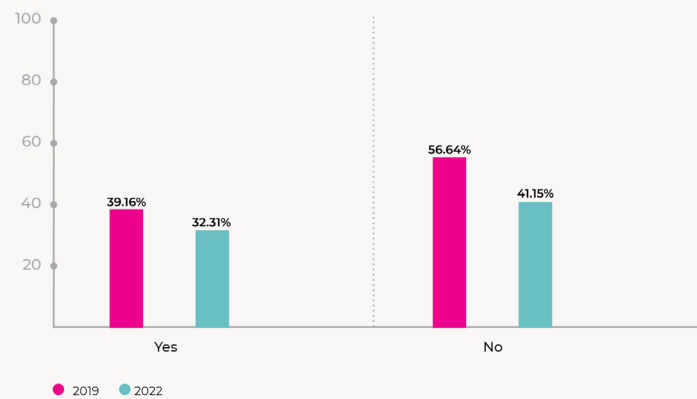
Has your child experienced bullying or cyberbullying at school in the last five years?



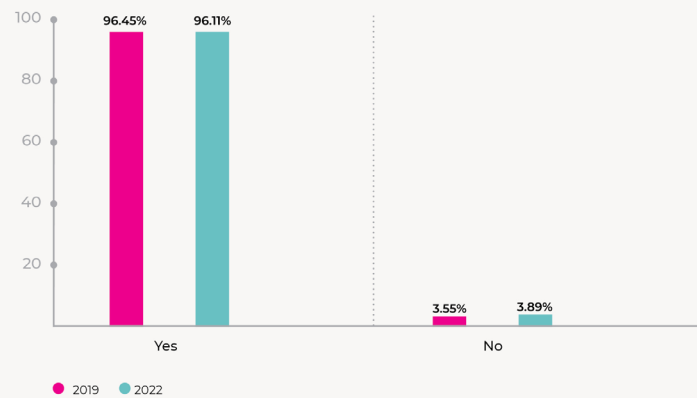
In the last three to five years, have you raised concerns or complained about your child's education or participation at school?



In the past five years, have you personally paid for specific supports or equipment required for your child to access the curriculum or participate in the classroom, e.g. additional teacher aide time?



Would you support the collection of data for research by the Ministry of Education?





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