

Operation Guide
on
the Whole School Approach
to
Integrated Education

Education Bureau

The Government of the Hong Kong Special Administrative Region

August 2014 (3rd Edition)

Contents

Introduction		iv
Chapter 1	An Overview on the Development of Integrated Education	1
Chapter 2	Individual Differences, Special Educational Needs and the 3-Tier Support Model	3
	2.1 Individual Differences and Special Educational Needs	3
	2.2 The 3-Tier Support Model	3
	2.3 Special Educational Needs and Intervention Strategies#	4
Chapter 3	The Whole School Approach	15
	3.1 Inclusion Policy	16
	3.2 Inclusive Culture	16
	3.3 Inclusive Practices	16
	3.4 School Development and Accountability	19
Chapter 4	Early Identification and Intervention	21
	4.1 Assessment Services for Pre-school and School-aged Children#	21
	4.2 Early Identification and Intervention for Primary One Students with Special Educational Needs#	22
	4.3 Screening Tools for Learning Difficulties#	25
	4.4 Follow-up Support#	27
Chapter 5	Student Support Team	31
	5.1 Constituents of Student Support Team#	31
	5.2 Main duties of Student Support Team#	31
	5.3 Handling of Student Data	33
	5.4 Deployment of Resources	35
	5.5 Teacher Professional Development#	36
Chapter 6	Curriculum Accommodation and Differentiated Teaching Strategies	38
	6.1 Tier-1: Quality Teaching#	38
	6.2 Tier-2: Additional Support#	40
	6.3 Tier-3: Intensive Individualized Support#	43
	6.4 Illustration of 3-Tier Support#	46

Chapter 7	Assessment Accommodations	53
	7.1 Formative Assessment#	53
	7.2 School Internal Summative Assessment#	53
	7.3 Public Examinations	56
	7.4 Parent Participation	56
	7.5 On-going Review	57
Chapter 8	Home-School Co-operation	58
	8.1 Regular Communication Mechanism between Schools and Parents	58
	8.2 Facilitating Student and Parent Participation	59
	8.3 Mediation Mechanism	60
	8.4 School Transparency	61
Chapter 9	Use of Resources	62
	9.1 Flexible Deployment of Resources	62
	9.2 Funding Procedures and Payment Schedule of the Learning Support Grant#	65
	9.3 Effective Use of Resources	67
Chapter 10	Regular Progress Review	69
	10.1 Interim/Year-end Review	69
	10.2 School Self-Evaluation#	69
Chapter 11	Further Studies and Career Pathways for Students with SEN	71
	11.1 Completion of Schooling	71
	11.2 Exit Pathways for the Students with Special Educational Needs#	72
Appendices		
1	Case Illustrations of Integrated Education	78
2	Referral Form of Educational Psychology Service#	83
3	Sample of Learning Support Plan : Early Identification & Intervention of Learning Difficulties Programme for Primary One Pupils#	86
4	Student Support Team : Sample of Case Meeting Minutes	91
5	Professional Support Services#	92

6	Sample of Student Support Register	101
7	Compliance with Personal Data (Privacy)#	102
8	Transfer of Information of Students with Special Educational Needs(i)-(iv)#	103
9	Teaching Resources provided by the Education Bureau#	109
10	Individual Education Plan (i) to (vi)#	132
11	Equal Opportunities in Education - the Mediation Mechanism	161
12	Policies, Resources and Support Measures of Implementing Whole School Approach to Integrated Education (Sample)	163
13	Year-end Evaluation Form for Individual Student (Primary School)	165
14	Year-end Evaluation Form for Individual Student (Secondary School)	168
15	Exemplars of Support Measures and Strategies (1) to (3) #	171
16	Year-end Evaluation Form at School Level on Whole School Approach to Catering for Students with Special Educational Needs#	192
17	Non-government Organisations Providing Vocational Training / Programmes for People with Disabilities#	196
18	Budget Plan for Learning Support Grant (i) – (ii)#	201

List of Acronyms and Abbreviations

Remark : # Revised content

Introduction

Since the 1970s, the Government of the Hong Kong Special Administrative Region has been providing support for ordinary schools in catering for students with special educational needs (SEN). From September 1997, we promoted the Whole School Approach (WSA) to Integrated Education (IE) as advocated by the United Nations Educational, Scientific and Cultural Organization, to enhance the quality of local IE.

With the enactment of the Disability Discrimination Ordinance (DDO) in 1996, all schools have the obligation to admit students with SEN and provide them with appropriate support so that their potential could be fully developed. The Equal Opportunities Commission (EOC) issued the Code of Practice (CoP) on Education under the DDO in 2001 to facilitate public understanding of the rationale behind the DDO and the rights and responsibilities of the parties concerned. Guidelines on the procedures and the system for promoting equal opportunities are provided. The Code also provides practical guidance on how to comply with the DDO.

The Education Bureau (EDB) prepares the Operation Guide on the Whole School Approach to Integrated Education to provide guiding principles and practicable strategies for schools. It aims to empower all ordinary schools to provide quality educational services through catering for student diversity and SEN. The objective is to develop the potentials of every student, to promote mutual respect of individual differences among teachers and students and to cultivate an inclusive school culture.

Chapter 1 An Overview on the Development of Integrated Education

After the enactment of the DDO in Hong Kong, EDB issued Circular No. 14/2001 and Circular No. 33/2003 respectively in 2001 and 2003 to all schools to inform them about the publication of the CoP on Education as well as the principles governing equal opportunities. The two circulars are available at the following websites :

<http://www.edb.gov.hk/UtilityManager/circular/upload/ADMC/AD01014E.PDF> and <http://www.edb.gov.hk/UtilityManager/circular/upload/embc/EMBC03033E.pdf>.

The Government currently adopts a dual-track mode in delivering special education. EDB will, subject to the assessment and recommendations of specialists and the consent of parents, refer students with more severe or multiple disabilities to special schools for intensive support services. Other students with SEN may attend ordinary schools where they can learn with their peers for the full benefits of education. Parents can apply for admission to primary schools for their children through the current school places allocation system. Schools are advised to implement the WSA to IE to cater for learning diversity effectively and enhance the effectiveness of education as a whole.

Accepting Differences & Removing Barriers to Learning

One of the aims of IE is to help all students/teachers/parents recognize, accept and respect individual differences, and even celebrate differences. This serves as a driving force for personal growth and the development of an inclusive society. Given the diverse student needs in all regular classrooms, teachers can no longer adopt one single teaching approach for all students, nor can they expect all students to attain the same academic standard. All schools should adopt various accommodation measures to facilitate the development of students' multiple intelligences.

Barriers to learning include people's **attitude** (e.g. teachers'/students' discrimination against people with disabilities, giving-up attitude or low expectations); **facilities**

(e.g. lack of school access facilities and assistive technology to facilitate students' participation in learning and other activities); and **opportunities** (e.g. insufficient opportunities for students to take part in various school activities). In reality, students with SEN do have their own strengths. We should develop their strengths and make use of student diversity with a view to creating an interactive environment for collaborative learning so as to foster students' understanding of one another's strengths, mutual respect and appreciation.

Therefore, the targets and beneficiary of IE are not limited to the students with SEN but also other students, all school staff, parents, school-sponsoring bodies and even the whole society.

Chapter 2 Individual Differences, Special Educational Needs and the 3-Tier Support Model

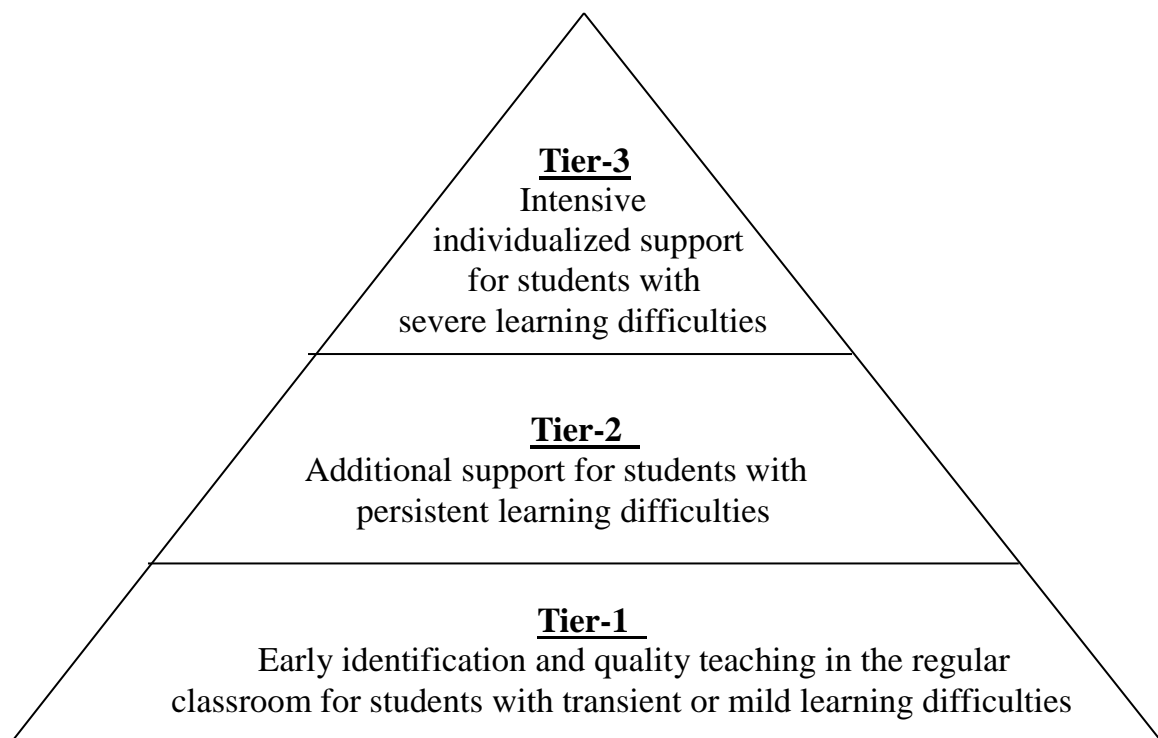
2.1 Individual Differences & Special Educational Needs

All students, not only those with disabilities, have individual needs. Students with disabilities are not the only group of students requiring support in school. Disability is only one of the many sources of individual needs in ordinary classrooms. Through adopting the WSA, schools can cater for students with diverse needs in a more comprehensive manner.

2.2 The 3-Tier Support Model

Among students with the same type of disability, their need and the degree of support required may differ from one person to another. Schools should adopt a 3-tier support model to provide appropriate support for students according to their diverse needs

3-Tier Support Model



2.3 Categories of Special Educational Needs and Intervention Strategies

(1) Specific Learning Difficulties (SpLD)

SpLD in reading and writing, also known as dyslexia, is the most common type of SpLD. Students with SpLD, despite having normal intelligence and having received formal instructions, are unable to read, spell and dictate words accurately and fluently. Generally speaking, they display the following characteristics:

- do better in oral than written expression;
- cannot read with fluency; mispronounce words or forget the pronunciations;
- cannot spell/dictate words even after making considerable effort;
- omit or add unnecessary strokes in copying Chinese characters;
- reverse letters or characters or write the “mirror images” of letters or characters; and
- get tired easily and need greater effort to complete reading and writing assignments.

In supporting students with SpLD, teachers are advised to adopt diversified teaching strategies such as:

- break tasks into small steps to suit the pace and learning capabilities of the student;
- adopt the multi-sensory approach such as highlighting certain parts or strokes of words with coloured pens;
- structure the tasks and grade the curriculum materials in accordance with the level of difficulty;
- teach students various learning skills such as identifying salient points, getting to know key words, etc.;
- help students develop the habit of reading, such as making

arrangements for daily/weekly paired-reading sessions;

- strengthen students' writing ability by introducing the "6 Ws" method, using mind-maps, visual organization charts, flowcharts and tree diagrams, etc.;
- adjust the level of difficulty of the learning materials such as replacing difficult words with simpler ones;
- help students develop the habit of self-review in order to reduce writing errors;
- provide assessment accommodations by reducing the amount of materials for dictation, informing students of the marking scheme in advance, allowing extra time for tests and examinations, etc.;
- administer homework accommodations by assigning appropriate homework in accordance with the students' ability, reducing assignments which require a lot of copying, enlarging the writing grid, etc.; and
- encourage the use of computers and information technology (IT) to facilitate students' learning such as using word processing to replace pen and paper.

(2) Intellectual Disability (ID)

In comparison with their peers, the global development of students with ID is delayed and they have marked difficulties in cognitive functioning in the following areas:

- reasoning is relatively concrete, weak in abstract and logical thinking;
- weak in memory;
- have short attention span and are easily distracted;
- have weak language expression, limited vocabulary, or articulation defects;
- weak in gross motor and eye-hand co-ordination which affect their daily self-care; and

- have weak social skills.

In teaching students with ID, teachers should identify core learning contents that they must learn and can apply in daily living. They should also employ diversified teaching strategies to enhance the effectiveness of instruction. For example, they may use real objects and gestures as aids to supplement verbal instructions, or provide visual cues to facilitate students' understanding of abstract concepts, etc., so that these students can participate in learning in the regular classroom.

(3) Autism Spectrum Disorders (ASD)

Usually, children display autistic symptoms before the age of three. These children show marked disabilities in social development, language communication and behaviour adjustment.

- Social development : These children live in their own world. They are weak in interpreting verbal messages and facial expressions and do not consider things from other people's perspective. Therefore, it is necessary to support them in cultivating friendship with their peers and grasping simple rules of social interaction;
- Language communication: They are slow in verbal development and their speech is monotonous, repetitive or echolalic. Thus teachers should give them simple, explicit and direct instructions and explain every step of the learning task so that the students can follow more easily; and
- Behaviour adjustment: These students often insist on following certain routines, e.g. taking buses of the same route or taking the same seat, or refusing to change certain daily habits. Teachers can assist them to accept changes, e.g. by informing them of changes well in advance to prevent undue anxiety. Rehearsals for the change can also be arranged as required.

Since students with autism usually need clear instructions for accomplishing tasks, the teachers can help by providing them with an overview of the procedures. With regard to their difficulty in processing multiple instructions

simultaneously, it is better to give them one instruction at a time. Visual cues such as pictures, flowcharts and demonstrations can also be used to enhance their understanding of the instructions.

(4) Attention Deficit/Hyperactivity Disorder (AD/HD)

Students usually have the following three characteristics:

- Inattention: When compared with same-aged peers, they have significant difficulty in sustaining attention and short attention span. They are easily distracted by irrelevant signs and sounds. They also fail to work in a systematic way or pay attention to details. Moreover, they often make careless mistakes;
- Hyperactivity: They cannot remain seated in class and usually keep fidgeting or fiddling with objects around them; and
- Impulsivity: They lack patience, are impulsive and often act without considering the consequences. They blurt out answers before the questions are completed. Moreover, they often interrupt others, lack patience to remain in line with the queue and to follow through the instructions.

In teaching these students, the teachers:

- may let them sit in the front row or an appropriate place where teacher could easily attend to them, and remind them to keep their desks tidy so as to reduce their chance of fiddling with objects and to minimize the source of distraction;
- should give clear and specific instructions and give one instruction at a time; repeat the instructions if necessary to ensure students' reception and understanding;
- may address the students by their names before speaking to them in order to establish eye-contact and draw their attention; may ask the students to repeat the salient points of the instructions in order to ensure that they understand the instructions;
- may set prior behavioural goal and make agreement with the students to avoid interruption to classroom activities.

For example, the teacher may show a yellow card as a visual warning, or the students may award themselves with a star-shaped sticker for good behaviour;

- may ask the students to run an errand so as to allow a break from remaining in seat for too long. These can take the form of asking the students to distribute worksheets, exercise books, etc., or invite the students to help the teacher when using the computer or showing slides during the lesson;
- establish clear-cut rules and award schemes for guiding the behaviour of the students;
- make good use of peer influence such as arranging the students to sit next to a conscientious classmate who may remind the students to be attentive when necessary;
- help the students develop self-control by recording the number of times they have acted impulsively, evaluating their own ways of solving problems;
- may teach emotion management skills, e.g. teaching the students to take a deep breath, count numbers in descending order, or stop and think, etc.. when getting angry;
- avoid direct conflict with the students when they lose their temper; make prior agreement with the students that whenever they are about to throw tantrums, they can go to the corner or leave the classroom in order to calm down; the teacher should reason with the students only after they have calmed down; and
- keep in close contact with the students' parents for consistent behaviour management at home and school; and monitor the students' reaction to medication so that the parents can provide feedback to the doctor.

(5) Physical Disability (PD)

PD refers to the disability caused by diseases of central and peripheral neurological systems, traumas or other congenital diseases of the musculoskeletal systems, which lead to hindrance or limitations in one or more aspects in daily living.

The common types of PD include cerebral palsy, epilepsy, spina bifida, and muscular dystrophy which affect students' motor co-ordination, speech, writing and daily activities.

Schools may help these students by:

- providing lifts, toilets and wheelchair access;
- providing more space for them to move around, to park their wheelchairs and place their crutches; and
- helping them carry heavy objects or providing them with appropriate assistive tools.

(6) Visual Impairment (VI)

VI can be classified as total blindness and low vision. If a person has no light perception, he/she has no visual function, which is total blindness. Upon wearing spectacles or after refractive correction surgery and taking measurement from the eye with better vision, it should be low vision if the visual acuity is of 6/18 or worse. According to the conditions of visual acuity and visual field, it can be further classified as mild low vision, moderate low vision and severe low vision.

Schools should take into account the following to cater for the needs of students with VI:

- Students with VI have weak perception of lighting, distance, volume and colour. Spacing and lighting condition of a classroom should be adjusted according to the degree of VI of the students. Generally speaking, classrooms with light-coloured walls and floor, matched with darker coloured doors, chairs, desks and handrails, will be preferred;
- Use doors with various colour tones to differentiate rooms with different functions, such as classrooms, laboratories and washrooms;
- Tactile guide paths, Braille signs and hazard warning tiles should be installed wherever appropriate to establish a barrier-free school environment;

- Allow students with VI to use assistive tools, including Braille book, audio tapes, magnifying glass, word magnifier and computer, etc. in accordance with the students' residual visual functions;
- Arrange seats that facilitate entry and exit of the classroom and use of assistive tools for students with VI;
- Provide adjustable inclining desktops and larger desktops;
- Students with VI should be notified of any changes in the setting of the classrooms beforehand, or as soon as possible after the change;
- In order to prevent stumbling, students with VI should be arranged to walk beside handrails when going up and down the stairs; and
- Though the students with squint, double vision or other ocular diseases might not be classified as having low vision, they may have weak depth perception. Signs should be put on glass doors to prevent them from walking into the doors accidentally.

(7) Hearing Impairment (HI)

A disorder in any part of the auditory system will affect the hearing ability, thus affecting the speech and communication abilities. A child with hearing thresholds higher than 25dB can be regarded as having HI. HI can be classified into five degrees:

- Mild HI (Hearing thresholds: 26 to 40 dB)
- Moderate HI (Hearing thresholds: 41 to 55 dB)
- Moderately-severe HI (Hearing thresholds: 56 to 70 dB)
- Severe HI (Hearing thresholds: 71 to 90 dB)
- Profound HI (Hearing thresholds: 91 dB or above)

Common characteristics of students with HI are as follows:

- They cannot fully comprehend the contents of the conversations when listening to someone speaking softly or conversing in a noisy environment;

- They may not hear clearly the speakers not directly within sight during classroom discussions;
- They may find it difficult to listen to audio-tapes or watch television programmes without subtitles; and
- They may only hear conversation within close distance and need to rely on lip-reading without the hearing aids.

For daily contacts with these students:

- Teachers should try to stand and speak in front of the students so as to provide visual cues like lip-reading, facial expression and gestures. It is not necessary for teachers to raise their voice, slow down the speech or exaggerate the lip movements;
- Since the students may not have the confidence to raise questions for fear of inaccurate pronunciation or weak expressive skills, the teacher should help them improve their self image, enhance their social skills, grasp effective learning techniques, develop the habit of reading and writing; and
- Teachers may provide the students with pre-learning materials, so that they may have a better grasp of the contents before lessons.

(8) Speech and Language Impairments (SLI)

There are four common types of speech and language difficulties:

- Defective articulation - substitution or omission of sounds or other error patterns that cause unclear speech. For example, “seem” is mispronounced as “deem”, and “tall” as “call”, etc.;
- Language problems - inability to understand and/or use language at an age-appropriate level;
- Fluency problems (commonly known as stuttering) - difficulty in initiation of speech or interruption of the speech flow; and

- Voice problems - including hoarseness, loss of voice, inappropriate pitch or volume control, hypernasality or hyponasality during speech acts.

In helping students with SLI, teachers should note that :

- Other students should not be allowed to laugh at these students' speech and language problems;
- When students misarticulate certain sounds, teachers may demonstrate the correct pronunciation and encourage them to imitate;
- For students with difficulties in organizing and expressing their thoughts, teachers may use story grammar (e.g. time, characters, place, initiating events, internal response, attempt, consequence and reaction) or guiding questions to enhance their expressive skills; and
- For students with fluency problems, teachers should not hurry the students.

Besides, there are students having very superior intelligence and learning disabilities at the same time. They do not just possess the characteristics of gifted students but also have one or more of the following types of SEN.

Characteristics of the Gifted	SEN
<ul style="list-style-type: none"> ● Very strong logical reasoning abilities ● Very good memory ● Inquisitive 	<u>Learning Needs</u> SpLD such as dyslexia (Details in Chapter 2 of this Guide)
<ul style="list-style-type: none"> ● Creative ● Good at problem-solving ● Good at managing abstract concepts ● Knowledgeable ● Good language skills ● Keen sense of humour 	<u>Behaviour, Emotional and Social Development Needs</u> Difficulties in social development, maintaining attention and self-control such as ASD, AD/HD (Details in Chapter 2 of this Guide)
<ul style="list-style-type: none"> ● High self-expectation ● Highly sensitive to others' expectation or criticism ● Idealistic and have strong 	<u>Sensory, Communication and Physical Needs</u> Sensory difficulties such as VI, HI;

<p>sense of justice</p> <ul style="list-style-type: none"> ● Like to lead 	<p>communication difficulties such as SLI; and PD such as cerebral palsy (Details in Chapter 2 of this Guide)</p>
--	---

Schools should support these students according to the following principles:

- Emphasize strengths over difficulties - Owing to their learning, behavioural, emotional, sensory, communication or physical difficulties, these students may not be able to show their very superior intelligence and gain others' recognition of their talents. Some of them thus feel frustrated and may even give up learning. If teachers focus only on their disabilities, their perception of being looked down upon or misunderstood will be reinforced. If teachers simplify tasks and procedures in view of their difficulties (e.g. poor attention control), these gifted students would be deprived of the high level of complexity and challenge they need. On the contrary, teachers' focus of support should be on their strengths. Teachers need to identify, understand and recognize their abilities and interests. They should be encouraged and facilitated to demonstrate their gifted potentials despite difficulties. Allowing flexibility and providing opportunities for these students could help to enhance their self-efficacy, sense of achievement and self-confidence.
- Use 'Differentiated Teaching Approach' to cater for the learning needs of students - Teachers could vary the demand and complexity of the learning content, process, product and environment in order to provide adequate challenge and flexibility to meet the students' twice exceptional needs. For example, a gifted student with dyslexia is encouraged to conduct an in-depth research on an advanced topic but allowing him/her to present his/her learning outcomes verbally and/or with electronic or computer aids. Teaching strategies like higher-order questions, tiered assignments, curriculum compacting, individual projects and mentorship could provide acceleration and enrichment opportunities and enhance their learning motivation. The above mentioned teaching strategies are detailed in a resource kit in helping gifted underachievers (2008) accessible from the EDB website. <http://www.edb.gov.hk/index.aspx?nodeID=6510&langno=2>

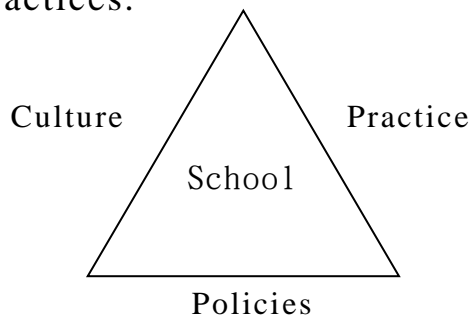
- Overcome learning disabilities through individually tailored compensation strategies - Teachers could assist these students in making use of their own strengths and talents to accommodate their shortcomings. The logical thinking, memory, creativity, and problem-solving abilities of these students are particularly strong. With appropriate guidance from teachers, they could be more capable than their age peers in meta-cognition and gaining insights into their conditions as well as searching or inventing strategies to help themselves. Teachers and students could jointly work out individualized compensation strategies to help the latter overcome their learning disabilities. For example, teachers could provide the students with computer aids or multimedia facilities, arrange them to join training groups on test-taking skills, provide individual coaching on their deficit areas, etc. Please refer to relevant parts in this Guide for details of the compensation strategies for different learning difficulties.

- Take good care of the student's social and emotional needs - Gifted students are prone to 'asynchrony' in their cognitive, physical, and social emotional development. Their emotional maturity may not be at par with their advanced cognitive capability. Sometimes the former could even be weaker than that of their age peers. Such 'asynchrony' could be more extreme among twice exceptional students. Thus, they will often be met with frustration and anxiety. Teachers need to understand and recognize their emotional needs. Early support and guidance should be provided accordingly. Teachers could make reference to 'Gifted Underachievers – Parent Guide' (2002) accessible from the EDB website. <http://www.edb.gov.hk/index.aspx?nodeID=3298&langno=2>

Twice exceptional students have their unique needs. If the support given in class and additional group training cannot effectively help a student who continues to show severe difficulties in his/her learning, emotion, social development and behaviour, schools could work out an Individual Education Plan (IEP) to cater for his/her needs. Please refer to the relevant sample IEP at Appendix 10(vi)

Chapter 3 The Whole School Approach

Whole School Approach entails three inter-connected dimensions of a school, namely school policies, culture and practices.



Domains of School Development

- ⇒ (1) Management & Organization
- ⇒ (2) Learning & Teaching
- ⇒ (3) Student Support & School Ethos
- ⇒ (4) Student Performance

Characteristics of the Whole School Approach

Whole School Consensus : All staff of the school acknowledge the responsibility of establishing an inclusive environment to cater for the needs of all students;

Curriculum Accommodation: The school curriculum can be adapted and/or expanded to cater for different needs;

Differentiated Teaching : Diversified teaching techniques and assistive equipment to cater for students' diverse learning needs;

Peer Support : Learning groups, peer tutoring and circles of friends are strategically organized;

Teacher Collaboration : Teachers work together and support each other, for example, to team teach;

Classroom Support : Specialists collaborate with teachers in improving the learning environment, e.g. arrange team teaching for the benefit of all students; and

Assessment Accommodation : Assessment methods are adapted to facilitate students' demonstration of their learning outcomes.

3.1 Inclusive Policy

“An educationally inclusive school is one in which the learning and teaching achievement, attitudes and well being of every young person matters. Effective schools are educationally inclusive schools. This shows, not only in their performance, but also in their ethos and their willingness to offer new opportunities to pupils who may have experienced previous difficulties.” (*OFSTED, 2000*)

3.2 Inclusive Culture

Establishing inclusive values in the school is the key to success, for example:

- Everyone in the school is valued and students' understanding of and respect for individual differences is promoted through various programmes;
- Teaching staff appreciate students' capabilities from different perspectives and do not expect all students to follow one single learning style or to attain the same academic level; and
- Teaching staff believe that every student has unique potentials and the school should provide room for the students to fully develop their multiple intelligences.

Successful schools have demonstrated that the key is to foster school staff's care and love for students. Some schools seek to nurture students' respect for individual differences through moral and civic education programmes. They organize activities through the Parent-Teacher Associations to promote a caring school ethos. For real life examples of IE, please refer to Appendix 1.

3.3 Inclusive Practices

Flexible deployment of various resources and co-ordination of the 3-tier Support Model serve to facilitate early identification and early support for students according to

their SEN (details in Chapters 4 -10).

Schools may refer to “Catering for Student Differences ~ Indicators for Inclusion”¹ for developing inclusive practices. It can be downloaded at:

http://www.edb.gov.hk/attachment/en/edu-system/special/support/wsa/indicators-082008_e.pdf

This is a tool for school development, aiming at enhancing the school’s capacity in catering for learner differences and providing quality education for all. It

- can assist schools in setting targets and defining observable success criteria for school self-evaluation and school development;
- facilitates continuous improvement in developing inclusive policies, culture and practices in schools; and
- is concerned with the learning effectiveness and participation of all students, not only those with SEN.

Teachers may refer to the contents of these Indicators for in-depth self-evaluation on the four school development domains for continuing school improvement. The purpose is to facilitate full participation of students in school activities and to enhance learning effectiveness.

Schools may refer to the illustrations below for a better understanding of the relationship between the Indicators for Inclusion and the Performance Indicators for Hong Kong Schools. As a result, schools could cover different levels and areas of concern more comprehensively in the process of preparing school development plans and conducting self-evaluation.

¹ “Catering for Student Differences ~ Indicators for Inclusion” was prepared by EDB with reference to UK’s experience in developing inclusive culture, policies, and practices at schools, and edited according to the four domains of the Hong Kong Quality Assurance Framework.

Catering for Student Differences ~ Indicators for Inclusion Examples

Area	Performance Indicator	Examples of Inclusive culture, policies and practices
Domain I Management and Organization		
1. School Management	1.1 Planning	<ul style="list-style-type: none"> • Setting up a Student Support Team (SST) • Adopting the WSA to catering for student diversity
	1.2 Implementation	<ul style="list-style-type: none"> • Keeping a register of students with SEN • Assigning duties to members of the SST • Co-ordinating all support measures by the SST • Using flexibly various grants, e.g. Capacity Enhancement Grant (CEG), Student Guidance Grant and Learning Support Grant (LSG), etc. • Setting up a resource library and a catalogue of resources
	1.3 Evaluation	<ul style="list-style-type: none"> • Evaluating the school's effectiveness in catering for student diversity
2. Professional Leadership	2.1 Leadership and Monitoring	<ul style="list-style-type: none"> • Including "Catering for student diversity" as one of the school development goals
	2.2 Collaboration and Support	<ul style="list-style-type: none"> • Scheduling regular SST meetings • Collaborating with relevant professionals
	2.3 Professional Development	<ul style="list-style-type: none"> • Arranging teachers to attend special education courses systematically • Arranging peer lesson observation and collaborative lesson planning by teachers
Domain II Learning and Teaching		
3. Curriculum and Assessment	3.1 Curriculum Organisation	<ul style="list-style-type: none"> • Catering for diversity by organizing group teaching and designing IEPs, etc.
	3.2 Curriculum Implementation	<ul style="list-style-type: none"> • Arranging curriculum accommodation, collaborative lesson planning, etc.
	3.3 Performance Assessment	<ul style="list-style-type: none"> • Providing assessment accommodations
	3.4 Curriculum Evaluation	<ul style="list-style-type: none"> • Modifying teaching according to the diverse needs of students • Evaluating IEPs
4. Student Learning and Teaching	4.1 Learning Process	<ul style="list-style-type: none"> • Developing student's study skills and habits
	4.2 Learning Performance	<ul style="list-style-type: none"> • Keeping Student Progress Records • Keeping IEP Records • Developing students' multiple intelligences
	4.3 Teaching Organisation	<ul style="list-style-type: none"> • Arranging collaborative learning and peer tutoring
	4.4 Teaching Process	<ul style="list-style-type: none"> • Carrying out collaborative teaching; adopting a multi-sensory approach to teaching, etc.
	4.5 Feedback and Follow-up	<ul style="list-style-type: none"> • Encouraging independent learning through evaluating the learning process with students • Encouraging parents to train students at home • Encouraging students' positive behaviour and enhancing learning motivation through award schemes
Domain III Student Support and School Ethos		
5. Student Support	5.1 Support for Student Development	<ul style="list-style-type: none"> • Cultivating a caring school culture; organizing peer support programmes, etc. • Facilitating the participation of students with different abilities for development of their potentials • Organizing activities to enhance students' awareness and respect for individual differences • Identifying the SEN of new students as early as possible
	5.2 School Climate	<ul style="list-style-type: none"> • Training up student ambassadors and peer tutors • Organizing pastoral care activities or training young leaders in promoting inclusive school ethos
6. Partnership	6.1 Home-School Cooperation	<ul style="list-style-type: none"> • Inviting parents to IEP meetings; organizing parent-volunteers activities
	6.2 Links with External Organisations	<ul style="list-style-type: none"> • Seeking professional support and community resources if necessary
Domain IV Student Performance		
7. Attitude and Behaviour	7.1 Affective Development and Attitude	<ul style="list-style-type: none"> • Students have positive self-image
	7.2 Social Development	<ul style="list-style-type: none"> • Learning social skills through participation in 'circle of friends'
8. Participation and Achievement	8.1 Academic Performance	<ul style="list-style-type: none"> • Enhanced learning motivation
	8.2 Non-academic Performance	<ul style="list-style-type: none"> • Enhanced self-esteem and confidence

3.4 School Development and Accountability

Under the School Development & Accountability Framework, the school management is responsible for leading the staff in the planning, implementation, monitoring and evaluation of the support measures for students with SEN. For example:

Stakeholders of the school	Planning	Implementation & Monitoring	Evaluation
School Management Committee	<ul style="list-style-type: none"> • formulating policies to cater for SEN • incorporating the SEN policies and measures into the school's Triennial School Development Plan and Annual School Development Plan 	<ul style="list-style-type: none"> • plans for continuing professional development of teachers • School self-evaluation 	Overall planning for school improvement based on the evaluation results
Head of school & SST		<p>Enhancing the collaboration of the SST members, for example:</p> <ul style="list-style-type: none"> • regular meetings chaired by the school head or deputy school head • use of screening tools for early identification of students' learning difficulties and needs for support • compiling a student support register • administering curriculum and assessment accommodations 	<ul style="list-style-type: none"> • reviewing the effectiveness of the various support measures • modifying the support measures according to the evaluation results

Stakeholders of the school	Planning	Implementation & Monitoring	Evaluation
		<ul style="list-style-type: none"> • diversified teaching approaches • peer tutoring • defining success criteria • arranging for teachers' continuing professional development 	
Teachers, other staff (e.g. student counsellors) and parents		<ul style="list-style-type: none"> • defining individualized success criteria • administering curriculum accommodation • diversified teaching approaches • developing study skills and habits 	<ul style="list-style-type: none"> • measuring students' progress against the success criteria • making adjustment if necessary

Chapter 4 Early Identification & Intervention

4.1 Assessment Services for Pre-school and School-aged Children

Early identification and early intervention are the key strategies of the Government in catering for children with SEN. The Department of Health (DH) and Hospital Authority (HA) provide identification and assessment services for pre-school children with developmental delay, under the Developmental Surveillance Scheme.

Children from birth to the age of five suspected to have health, developmental and behavioural problems are assessed by the Maternal and Child Health Centres of the DH. Those who require further assessment are served by the Child Assessment Service (CAS) provided by either the DH or the HA.

Pre-school children who have been assessed by the Child Assessment Centres (CAC) may receive support services either through the special child care centres, early education & training centres or the integrated programme in child care centres. When these children are ready to enter primary one, upon obtaining consent from their parents, their assessment results are transferred by the pre-school training services to the school concerned so that the teachers may have timely understanding of the students' needs and offer appropriate support.

For students attending public sector primary and secondary schools who are suspected to have learning-related difficulties such as reading and writing problems, intellectual impairment, SLI, and HI, etc., assessments are provided by the Educational Psychology Service Sections and the Speech and Hearing Services Section of EDB or school-based educational psychology service and speech therapy services funded by EDB. The CAS under DH and HA also provide services for children with developmental problems.

For information on the assessment services for school-aged children assessment, please refer to the leaflet "Government Assessment Services for School-aged Children Suspected to have Developmental Disorders" provided by EDB, DH and HA:

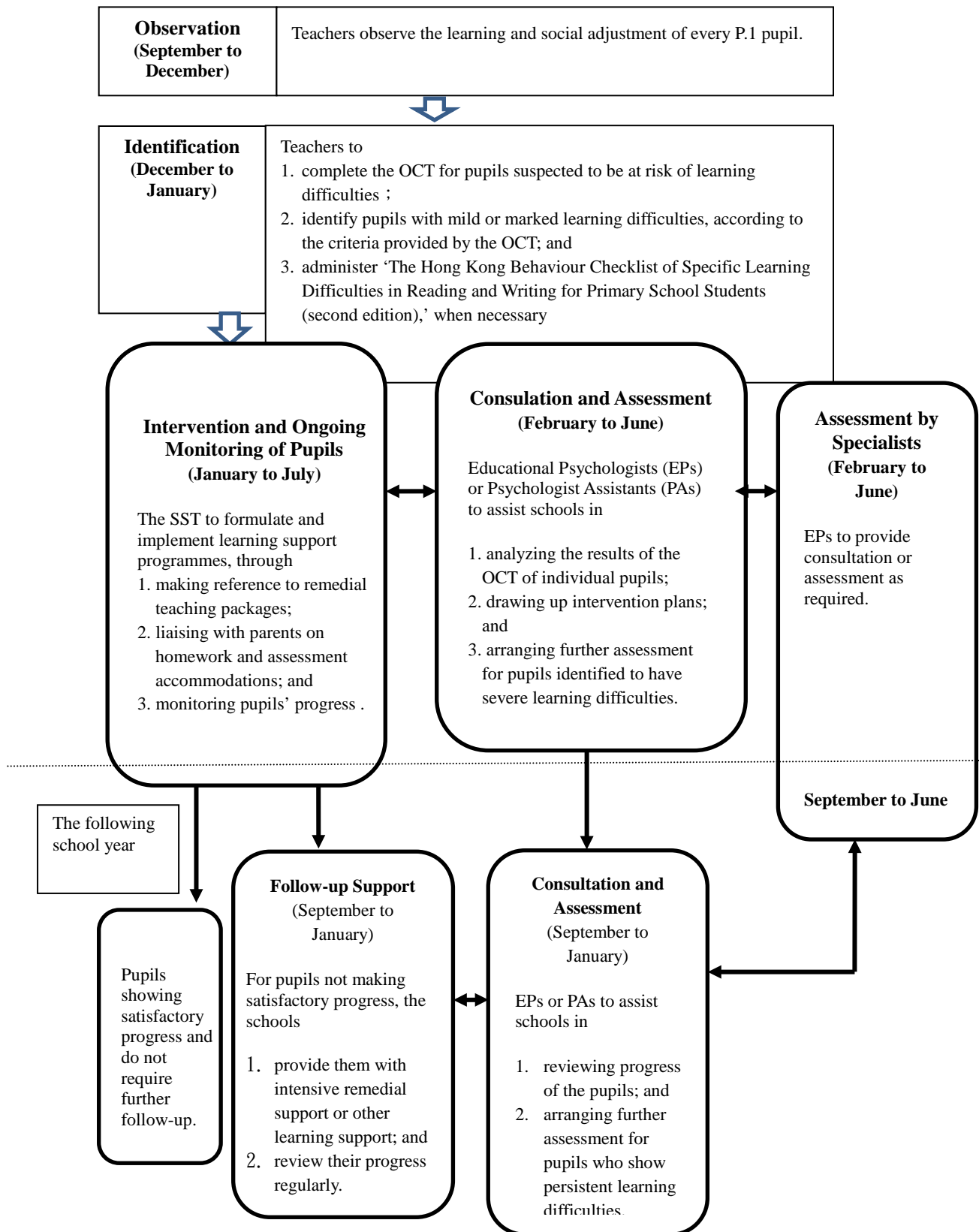
4.2 Early Identification and Intervention for Primary One Students with Learning Difficulties

All public primary schools conduct the “Early Identification and Intervention of Learning Difficulties Programme for Primary One Pupils” on an annual basis. Non-Chinese Speaking (NCS) students are also included in the mechanism². At the commencement of the new school year, teachers observe primary one pupils’ learning performance, social adjustment and self-care ability through classroom interaction, review of tasks assigned and individual interviews, etc. During the period from December to January, teachers are to complete the Observation Checklist for Teachers (OCT) in order to identify pupils at risk of learning difficulties. Schools are advised to introduce the programme to parents of primary one pupils and distribute the leaflet to parents during the orientation meetings held in August or September. Schools should encourage parents to observe their children’s learning progress and behaviour adjustment and initiate to discuss with teachers about the difficulties encountered by their children.

² Research studies showed that school-age students generally need five to seven years to fully master the use of a non-mother tongue (i.e. the second language). Hence, there is a need to allow NCS students be immersed in the local language environment for a considerable period of time and be provided with appropriate support in language and learning before assessments could be conducted for suspected cases of learning difficulties.

The Early Identification & Intervention of Learning Difficulties Programme for Primary One Pupils

Workflow of the Programme



Details and relevant information of the “Early Identification & Intervention of Learning Difficulties Programme for Primary One Pupils” have been uploaded to the website of Hong Kong Education City at http://www.hkedcity.net/sen/spld/basic/page_5292c930e34399b23100000

Leaflets on the programme are translated into seven ethnic minorities languages, in addition to the original Chinese and English versions, for distribution to parents of NCS students, encouraging them to observe the learning of their children and collaborate with schools for early identification and intervention for their children with learning difficulties. The leaflets are available at the EDB website:

<http://www.edb.gov.hk/en/edu-system/special/resources/serc/link.html>

When teachers notice students have one or more difficulties in learning, communication or social adjustment, they should first discuss with the parents, then make use of the OCT to better understand the nature of these difficulties, and provide early support. Where necessary, teachers can discuss with the designated members of the staff to determine if the pupil should be referred to appropriate organizations or specialists for assessment. Teachers can refer to the table below to consult the respective *assessing organizations / specialists* in accordance with the pupils’ / students’ types of SEN.

SEN	Assessment Organization / Specialist
Specific Learning Difficulties (dyslexia)	Educational Psychologist or Clinical Psychologist
Intellectual Disability	Educational Psychologist, Clinical Psychologist or Child Assessment Service of the Department of Health/Hospital Authority
Autism Spectrum Disorders	Psychiatrist or Child Assessment Service of the Department of Health/Hospital Authority
Attention Deficit / Hyperactivity Disorders	Psychiatrist or Child Assessment Service of the Department of Health/Hospital Authority

SEN	Assessment Organization / Specialist
Physical Disability	Medical Doctor
Visual Impairment	Ophthalmologist, or the General Eye and Low Vision Centre of the Hong Kong Society for the Blind
Hearing Impairment	Audiologist
Speech and Language Impairment	Speech Therapist

4.3 Screening Tools for Learning Difficulties

Primary school

EDB has developed the norm-referenced Hong Kong Behaviour Checklist of Specific Learning Difficulties in Reading & Writing for Primary School Students (Second Edition) to facilitate early identification of pupils with SpLD by teachers.

In case the primary pupils demonstrate SLI, teachers may make reference to the Observation Checklist for Teachers (for Primary Schools) http://www.edb.gov.hk/attachment/tc/edu-system/special/support/wsa/primary/speech_OCT_ps.pdf (Chinese version only) provided by EDB or other observation checklists provided by the school-based speech therapists to identify the speech and language problems of pupils.

Where necessary, the SST can refer pupils for further specialist assessments through the established procedures. Please refer to the work flow of “The Early Identification & Intervention of Learning Difficulties Programme for Primary One Pupils” on p.23.

Secondary school

For S.1 students newly admitted to secondary school, teachers can make use of various opportunities to observe the

strengths and weaknesses of the students in learning. Teachers can also make reference to students' previous academic records and other assessment results including the specialist assessment reports transferred from the primary schools (parental consent required), and the results in the Pre-Secondary One Hong Kong Attainment Test (Pre-SI HKAT), to find out if the students may have any learning difficulties.

For students suspected to have SpLD, teachers may make use of norm-referenced screening tools, such as the Hong Kong Test of Chinese Reading and Writing Abilities Assessment for Secondary School Students (for use by teachers) (2008) and the Hong Kong Behaviour Checklist of Specific Learning Difficulties in Reading and Writing for Junior Secondary School Students (BCL-JS) (2009) for initial screening of SpLD. For students suspected to have SLI, teachers may use the "Teachers' Observation Checklist for Identifying Speech and Language Impaired Students in Secondary Schools" http://www.edb.gov.hk/attachment/tc/edu-system/special/support/wsa/secondary/speech_OCT_ss.pdf (Chinese version only) provided by EDB for identifying students' speech and language problems.

Schools may use these tools for preliminary identification of the learning difficulties, and speech and language difficulties of students, in order to provide early support for students with mild or transient learning difficulties in the regular classroom or provide guidance and accommodation to students with speech and language difficulties (tier-1 support). In case the student's learning difficulties persist, teachers may discuss the case with the SST for possible assessment by specialists and consider if enhanced support (tier-2 support) is required. If necessary, schools may refer the case to the aforesaid assessment organizations / specialists for professional assessments.

4.4 Follow-up Support

Professional Assessment

- (1) When teachers suspect students to have severe learning difficulties and need specialist assessment or consultation service, schools may contact the school-based educational psychologists or refer the students to EDB. If parents suspect their children may have learning, emotional or behavioural difficulties, teachers and pastoral care staff should follow up and, if necessary, refer them to EPs for further assessment and follow-up service. For NCS students who have made little progress after two years' comprehensive and holistic support, EPs can be enlisted to conduct comprehensive assessments for them at Primary Three;
- (2) Consent from parents must be obtained prior to making referrals. Referral letters must be signed by heads of schools and enclosed with information provided by the student guidance personnel/social worker/SST Coordinator, which include the personal particulars of the students concerned, the family and developmental background, development of the case, behaviour analysis, support given and its effectiveness, reasons for referral and services required;
- (3) If it is necessary to refer students to the Educational Psychology Service Section of EDB, the referral form at Appendix 2 should be used by the student guidance personnel serving primary schools; secondary school social workers may either use the referral forms of respective social service organizations, or adapt the form at Appendix 2 for use;
- (4) Before making a referral, class teachers and the teachers concerned should gain an understanding of the students' adjustment problems and collect relevant information such as students' scores in dictation and tests, behaviour in class and extra-curricular activities. The pastoral care/class teachers may interview the parents to understand their concerns while informing them of their children's academic and social adjustment. They may also offer advice and resources to address the parents' concerns;

- (5) Generally speaking, the specialists assess students' SEN through various means such as interviewing parents, teachers and students, conducting class observation, using questionnaires and administering individual student assessment. When assessing the NCS students, EPs, audiologists and speech therapists (STs) will take into account their cultural and education background, life experiences and language ability in selecting suitable assessment tools and making appropriate adjustment for them;
- (6) EPs provide parents with a Summary of Assessment Findings after completing an assessment to help parents understand the students' difficulties and educational needs. EPs also prepare assessment reports for the schools and the contents usually include assessment results and recommended follow-up actions. Parents /guardians may apply for a copy of this report under the Personal Data (Privacy) Ordinance;
- (7) Some students may have already received assessment provided by the CAC or the Student Health Service. As a routine, these organizations forward the assessment summary to the respective schools for follow-up actions; and
- (8) When supporting students referred by DH and HA for follow-up, the school should seek to understand the case by approaching the parents and the teachers to obtain information about the students' learning and behaviour, so that support services can be provided in accordance with the students' needs. When further professional assessment or support is required, teachers may make referrals by following the procedures mentioned above.

Follow-up actions further to professional assessment

- (1) The schools should first hold an SST meeting to co-ordinate the deployment of various resources and to formulate support plans. Teachers may refer to the sample in Appendix 3;
- (2) Through case conferences, EPs explain to teachers and parents the students' SEN and help them draw up support plans, EPs may refer the students to other organizations for services if necessary;

- (3) School personnel need to keep concise records of the consensus reached at the meetings. Copies of the records should be distributed to the participants, preferably including parents. These records should also be circulated among teachers concerned. Schools may refer to the suggested record format in Appendix 4;
- (4) At the beginning of a new school year, new teachers of the student concerned are advised to go through the student's assessment reports for better understanding of his/her SEN. Through case conferences, previous and new teachers of the student together set targets and formulate support strategies. On-going review on the progress should be conducted by the SST. Both internal and external resources should be co-ordinated to enhance the effectiveness of student support;
- (5) If students with severe or multiple disabilities cannot adapt to ordinary school life even when intensive support is provided, they can be referred to the Special Education Support 2 Section of EDB for special school placement subject to the recommendation of specialists and parents' consent (refer to Parents Guide on Whole School Approach to Integrated Education for parents' choice on schools for their children).
- (6) Schools should encourage parents to explain to the new schools the SEN of their children. Schools should also transfer SEN information of their students (e.g. medical reports, assessment reports, learning records, support strategies) to the new schools concerned after obtaining parental consent. Schools are also advised to complete the recommendation form on special arrangements for Primary Six students in respect of the Pre-S1 HKAT, so that the secondary schools may make appropriate arrangements. For details, please refer to the EDB Circular Memorandum entitled "Transfer of Information of Students with SEN"
<http://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM12074E.pdf>
and
- (7) Teachers may refer to the "Understanding and Helping Students with Special Educational Needs ~ A Guide to

Teaching” in providing support for students in learning, curriculum, assessment and social adjustment.
http://www.edb.gov.hk/attachment/en/about-edb/publication-s-stat/publication/sen_guide.pdf (Chinese version only)

[Home > About EDB > Publications and Statistics > Publication Search > Understanding and Helping Students with Special Educational Needs ~ A Guide to Teaching]
(Chinese version only)

For information on professional support provided by EDB and other organizations, please refer to Appendix 5.

Chapter 5 Student Support Team

Schools are advised to set up an SST or designate an existing functional group to plan, implement and review student support services.

Schools need to understand how students' learning and adaptation are affected by their disabilities. Students may not be assumed to have learning difficulties solely because they have disabilities. Schools may provide support programmes and assistive facilities according to student's abilities and needs, so that they can learn in the least restrictive environment. In the course of planning, implementing and reviewing the support measures, schools should communicate and collaborate with parents, so as to provide the most appropriate support for the students.

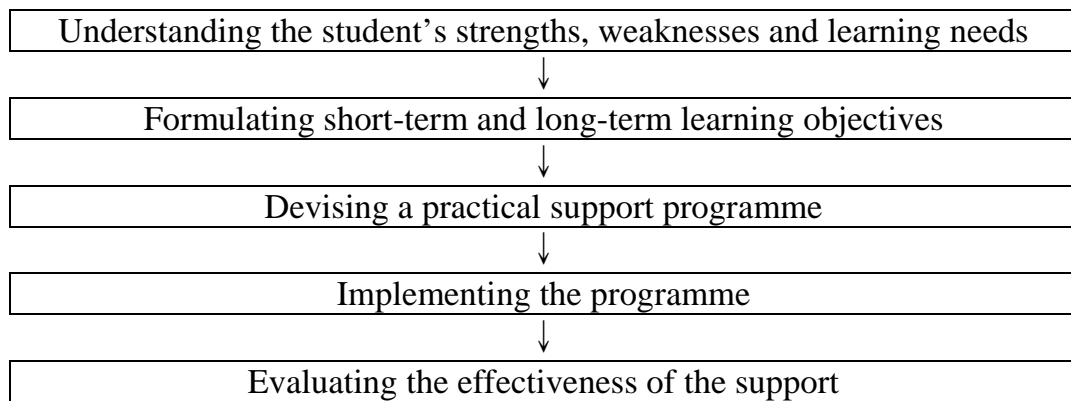
5.1 Constituents of Student Support Team

The SST may consist of the following members:

- Principal, vice principal or senior teacher as Co-ordinator;
- Class teachers and subject teachers of the students with SEN; and
- Curriculum development leaders/senior teachers in-charge of academic affairs, guidance teachers, school social workers; and if necessary, invite parents and EDB support officers/specialists to attend relevant meetings, including IEP meetings.

5.2 Main duties of the Student Support Team

- (1) To draw up support programmes and monitor the progress of the students according to the following procedures :



Please refer to Chapters 2, 6 and 7 for various intervention strategies and support measures.

- (2) To keep a Student Support Register on the basic student data, learning progress and support measures for facilitating regular review. Please refer to Appendix 6 for a sample of the Student Support Register;
- (3) To provide necessary aids and equipment for students with SEN as early as possible. For instance, schools should install the necessary equipment for students with PD, HI and VI right at the beginning of the school year. At the same time, schools should consider the school environment, including the design of the school premises, locations and facilities of the classrooms and toilets for easy access and use by these students; and
- (4) To keep assessment reports and relevant information of students systematically. Upon obtaining parental consent and when necessary, relevant school personnel, such as subject teachers, student guidance personnel or school social workers are informed to access to this information. The SST should formulate appropriate guidelines and procedures to ensure that subject teachers and school personnel concerned are informed about the assessment results and the suggested support measures for the students so that they can understand students' development and formulate appropriate support measures for them collaboratively.
- (5) To inform the parents concerned of the school contact persons for engaging in home-school communication and co-operation. Schools are required to inform parents of the support measures and their children's progress in

schools so as to enhance effectiveness through parallel support at home. Please refer to Chapter 8 for the details of home-school co-operation.

5.3 Handling of Student Data

To support students with SEN, the SST is required to input student data into the Special Education Management Information System (SEMIS) of the EDB. In tandem, to ensure that students with SEN will continue to receive suitable support upon their change of schools, schools have to transfer relevant information of these students to the recipient schools as early as possible to facilitate the schools to understand the students' specific needs and plan appropriate support services for them. In this regard, schools should abide by the Personal Data (Privacy) Ordinance and obtain parents' prior consent for processing a student's SEN information as above. Please refer to [Appendix 7](#) for handling Personal Data (Privacy).

With a view to streamlining the administrative procedure for smooth and timely transfer of information, all schools are required to use the parental consent form ([Appendix 8\(i\)](#)) with effect from June 2013. Such consent is valid throughout the students' study in primary and secondary schools unless the parents withdraw such consent in writing. In this connection, a statement on the collection of personal information has been included in the parental consent form. The rights to request access and correction of the data as provided under the Personal Data (Privacy) Ordinance and/or withdraw the consent should be explained to the parents concerned. **Schools should not revise the content of the parental consent form so as to keep its validity.** Upon obtaining parental consent, the SST is required to register the parental consent status at SEMIS. In case of change in the consent status in future, the SST should update the relevant information at SEMIS promptly.

Subject to the parental consent, the schools should send the relevant information of students with SEN (e.g. medical reports, assessment reports, succinct learning records and teaching strategies suggestions, etc.), **together with the duly**

signed parental consent forms to the recipient schools within one month as far as practicable. For those students promoted from Primary 6 to Secondary 1, such information should be sent to the recipient secondary schools before mid-August. When schools send information to the students' recipient schools, they may use the sample letter provided at Appendix 8(ii).

For Primary 6 students with SEN whose parental consent has been obtained using the revised consent form, their basic SEN information, i.e. their SEN type and tier of support required, will be transmitted through SEMIS to the secondary schools where they are allocated through the Secondary School Places Allocation (SSPA) System within seven working days after the SSPA allocation results are announced each year. This allows the recipient schools to plan support services for such students early. For those students who do not register with the schools allocated under SSPA, EDB will check their schooling status through the annual Enrolment Survey conducted in September each year and transmit their SEN information to the recipient schools through SEMIS in November.

Students admitted to Secondary 1 may be required to take the Pre-Pre-S1 HKAT) in the secondary schools allocated. The proforma (Appendix 8(iii)) informing the secondary schools of the special arrangements made for the students with SEN to take the Pre-S1 HKAT should be completed and given to the parents concerned on or before the date of announcement of the SSPA results.

The SST should refer to the action list (Appendix 8(iv)) and the EDB Circular No. 9/2013 - Transfer of Information of Students with Special Educational Needs for the details of the enhanced arrangement.

5.4 Deployment of Resources

The SST should make good use of both internal and community resources, including the teaching staff, parents, other professionals, volunteers, facilities and community services. The SST may flexibly deploy additional funding from EDB to cater for individual differences and SEN by recruiting teaching/guidance assistants³ or purchasing professional services.

To enhance the support for teachers, the SST should build up resources to facilitate teachers to understand the SEN of students and formulate appropriate teaching strategies in the classroom. Besides, schools may establish a resource bank on the intranet for teachers' easy access.

EDB has been collaborating with the post-secondary institutes to develop various resource packages for teachers and parents to support students with SEN. Please refer to Appendix 9 for details.

³ Since the prospective employees would undertake child-related work, schools are advised to adopt the Sexual Conviction Record Check (SCRC) scheme at the advanced stage of the employment process. Applications for SCRC must be submitted by the prospective employees voluntarily. For details, please refer to the EDBCM No. 179/2011 and No. 180/2011. The circulars can be downloaded via the following link:

<http://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM11179E.pdf>

<http://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM11180E.pdf>

5.5 Teacher Professional Development

To enhance the effectiveness of the SST, the team should include teachers trained in special education. Schools should encourage the SST members and other teachers to receive relevant training so as to enhance the professional capacity of the teaching force.

EDB has put in place a teacher professional development framework on IE in the 2007/2008 school year. Structured training courses, pitched at three levels, i.e. basic, advanced and thematic (BAT Courses), are conducted for serving teachers. The school sector recognized the effectiveness of the above framework in a review conducted by EDB in 2010. We shall continue to provide the BAT Courses for teachers in the 2012/13 school year with training targets adjusted as follows:

By the end of the 2014/15 school year, each public sector ordinary school will have

- (1) at least 10% to 15% of teachers completed the Basic Course;
- (2) at least three to six teachers completed the Advanced Course; and
- (3) at least three to six teachers completed the Thematic Courses

(with at least one teacher completing the course(s) under each category as far as possible).

Schools should strategically arrange their teachers to attend the training courses and keep record of their teacher training so as to achieve the above targets. For details, please refer to the EDB Circular No. 8/2012 (available for download from the EDB webpage at:

<http://applications.edb.gov.hk/circular/upload/EDBC/EDBC12008E.pdf>

In addition, with a view to enhancing teachers' understanding of the support for NCS students with SEN, EDB has requested tertiary institutions operating the BAT Courses and training courses for teaching assistants (TAs) to include

the element of catering for cultural diversity in the training programmes. This would help teachers and TAs understand the needs of these students and provide appropriate support for them early.

Chapter 6 Curriculum Accommodation and Differentiated Teaching Strategies

According to paragraph 14 of the CoP on Education issued in relation to the DDO, educational establishments should actively observe whether students have difficulty in following the curriculum because of their disabilities. If so, accommodation should be considered in the form of tailoring the curriculum to meet the individual needs of the student. This means that the learning contents and the teaching strategies of some subjects may need to be adjusted.

Most of the students with SEN are capable of following the mainstream curriculum. Teachers are advised to provide curriculum accommodation or use supplementary teaching materials in accordance with the individual needs of the students in order to remove barriers to learning.

For students with severe learning difficulties, IEPs should be provided. These plans are not the same as tailoring the curriculum but are provision of additional learning and intervention based on individual needs to develop students' multiple intelligences, so that students may make progress in their learning, have a sense of achievement and develop their potentials in academic and non-academic areas.

Schools are advised to provide students with appropriate support through a 3-tier support model.

6.1 Tier-1 : Quality Teaching

Schools may refer to the “Catering for Student Diversity ~ Measures and Actions” under section 4.3 of Booklet 4 on “Basic Education Curriculum Guide - Building on Strengths” (2002). The salient points are as follows:

- (1) Catering for Student Differences does not mean narrowing the differences among students. Rather, it is to find out the factors related to their poor performance and to help them learn better;

- (2) Enhancement of a student’s learning motivation starts with the development of the student’s positive self-image. The most effective way of boosting a student’s self-esteem is to encourage him/her to develop their potentials and recognize their strengths and capabilities in different areas like sports and practical skills;
- (3) Teachers may employ a wide range of resources (such as books and periodicals, characters, electronic media) in teaching to avoid the sole reliance on textbook teaching. Teachers can also help students acquire wide learning experience so as to develop their multiple intelligences and potentials of students, particularly the academically low achievers(ALAs);
- (4) Schools may apply different modes of assessment to identify students’ strengths, and devise suitable curriculum and teaching strategies for students based on the assessment results. If there are wide differences among students, the school may modify the assignments so that students with diverse abilities are assessed differently. This is because frequent failures and lack of due recognition of personal efforts will adversely affect the students’ morale; and
- (5) Effective learning and teaching strategies may include modifying the teaching approaches from the learners’ perspective, cross-grade grouping, adjustment of the pace of learning and teaching in accordance with students’ capabilities, and differentiated homework arrangements. *(For details, please refer to Meaningful Homework - Consolidating Learning, Deepening Understanding and Constructing Knowledge” in Booklet 8 of “Basic Education Curriculum Guide-Building on Strengths (Primary1-Secondary 3)” (2002) and “Basic Education Curriculum Guide – To Sustain, Deepen and Focus on Learning to Learn” (2014)).*

[Home > Curriculum Development > Documents and reports > Basic Education Curriculum Guide –To sustain, Deepen and Focus on Learning to Learn (Primary1-6) (2014)]

6.2 Tier-2 : Additional Support

Teachers may consider adopting the following strategies:

(1) **Small Group Learning**

Some schools may group together students with similar learning needs and those sharing at least one common learning target. The common learning targets and strategies may be recorded in the education plans of these small groups;

(2) **Collaborative Teaching**

Collaborative teaching involves a teaching team formed by two or more teachers who prepare the lessons as well as teach the students together. This approach enables teachers to provide students with prompt support tailored to their needs. Common models consist of One-Teaching-One-Assisting, Co-teaching and Station-Teaching. Schools may deploy co-teaching strategy in some or all lessons of selected subjects;

(3) **Co-operative Learning**

Co-operative learning is to achieve group success through mutual support in each group. All members should be responsible for his/her own performance and that of the group. Competent students may act as “peer tutors” to help peers with SEN so that they could learn from one another. Their leadership skills and sensitivity to others’ needs will also be trained. On the other hand, less able students may also be assigned responsibilities within their ability level, so that they can play an active role in the group and make due contributions;

(4) **Whole Language Approach**

Things in our daily life such as students’ work, newspapers, magazines, advertisements and slogans can be adapted as learning materials to make learning more relevant to daily life. This strategy is particularly good for teaching writing skills. Teachers may encourage students to choose their favourite topics and express their creativity as far as possible. If students have difficulties in verbal expression, they may express through alternative means such as drawings or comics. This helps to reduce students’ frustration due to failure;

(5) **Differentiated Teaching**

Teacher should consider students' learning abilities, interests and learning characteristics to provide them systematically with accommodations on teaching content, learning process and outcomes. The 12 common kinds of differentiation are listed as follows:

Content: Students work on various aspects of the same subject matter;

Interest: Design of classroom activities matches students' interests and experiences;

Pace: Students with diverse learning needs work through the content at their own pace;

Sequence: Teaching content and classroom activities are broken down into a series of progressive learning tasks. When students come across difficulties at a task, the teacher may break down the task into smaller steps to help them learn more effectively;

Level: Students work on similar concepts at different levels to reflect their own previous achievements;

Access: Material is presented to students through varying modes, such as visual, aural and tactile, to help students feel and perceive objects through different senses. For the enhancement of students' comprehensive power on knowledge and skills, cognitive development and memory, teacher can use different materials, figures, IT, symbols, languages, etc.. These materials can also arouse students' interest and attention.

Response: Students present their learning outcomes in varying ways;

Structure: Work is presented in small, developmental steps or in conceptually related chunks; can be subject specific or integrated;

Teaching time: The ratio of teaching time to students'

response is 1:1; or extra time is allowed for further support;

Teaching Style: Didactic, exploratory or discursive modes may be adopted;

Learning Style: Students may learn through listening, exploring and problem-solving; and

Grouping: Students can be arranged into various grouping in learning, such as pairs, groups, class, subject department or whole school.

(6) **Peer Tutoring**

Teachers may collaborate with guidance personnel in organizing learning groups or peer circles, so that students with different abilities may better understand each other, learn together, and help each other;

(7) **Develop Study Skills and Self-learning Abilities**

Teachers may teach students to organize the contents, objectives and priority of learning in a strategic way. These may include time management, note-taking, reading skills and examination skills, etc.. Moreover, teachers may also apply IT to enhance students' motivation in learning and guide the students to learn at their own pace. This will facilitate the development of study skills and self-learning abilities; and

(8) **Teaching Resources**

EDB has been providing schools with various additional resources, such as teaching guidelines and packages, to support students with persistent learning difficulties. For details, please refer to Appendix 9. Teachers may refer to the exemplars contained in these guidelines and packages, and use them in conjunction with school-based teaching strategies to provide learning support and diverse teaching activities for these students to help them develop their potentials and remove barriers to their learning;

6.3 Tier-3 : Intensive Individualized Support

SST may invite relevant professionals, (for instance, EPs, STs, etc.), teachers and parents to draw up an IEP for students.

- The target students are those assessed to be in need of intensive individualized support, after thorough discussion with parents and professionals in the SST;
- The focus may include behavioural/social skills, or basic language and mathematics learning; therefore,
 - it can take the form of **individual behaviour management plans** to help students with ASD or AD/HD ; or
 - it can take the form of **individual learning plans** that focus on academic subjects. The contents should be derived from the curriculum of the regular class with differentiated activities and teaching materials;
- The plans (at least parts of them) should usually be implemented in regular class settings with intensive supplemental group training; and
- Individual class teachers and subject teachers can always devise such differentiated teaching strategies and curriculum accommodation based on their expertise and responsibilities.

Long-term / short-term plans

- Long-term Plan – establish long-term learning goals, having regard to the expectations of parents, students and schools, and post-school options; and
- Short-term Plan – including short-term learning objectives, relevant teaching strategies, success criteria, and dates of review.

How to devise the plan

- Plans should contain only the major short-term objectives, strategies and dates of achieving the objectives;
- Use simple and straight-forward words when devising the

plans;

- Teachers should consider adopting diverse teaching strategies by employing suitable equipment and teaching materials (e.g. information and telecommunication technology);
- Plans should focus on up to three or four major objectives according to the needs of individual students and the priority of needs;
- Establish success criteria;
- In summary, plans should be:

“SMART” i.e. **S**pecific
Measurable
Achievable
Relevant
Time-bound

- Write the objectives in positive phrases like “Classmate A will be able to achieve...at the end of the school term”;
- In addition to individual or group tutoring, schools may also consider:
 - Using different types of additional learning materials or equipment;
 - Introducing group or individual peer support to enhance mutual support among students with similar needs; and
 - Strengthening the participation of parents and experts in drawing up support plans and monitoring the effectiveness of the plans.

Implementing “Individual Education Plans”

- Progress of IEP should be recorded in the daily/weekly teaching plans prepared by teachers for classes, irrespective of whether the plans involve both teachers and students or students alone;
- Objectives should be broken down into smaller steps so that students, parents and teachers can easily recognize the learning outcome;

- All the school personnel concerned should be informed of the individual objectives and the strategic implementation plans, and teachers concerned should be provided with advice; and
- To ensure consistency in carrying out the plans, new personnel should be provided with relevant information of the plans when the students study in another class or school.

Please refer to samples of “IEP” at Appendix 10.

Monitoring and Reviewing IEPs

- IEPs should be reviewed regularly;
- Effectiveness of IEPs should be assessed at least twice a year; the plans may be reviewed more frequently where necessary so as to monitor the students’ progress;
- Parents’ opinions towards the learning progress of their children should be included in the review;
- Schools should involve students in drawing up and reviewing the learning targets as far as possible;
- Despite the regular reviews conducted on IEPs, teachers are still required to monitor the effectiveness of their teaching strategies adopted in class teaching and ensure that the students are able to understand the additional or different teaching contents provided by teachers during lessons;
- If the students consistently show satisfactory progress, the SST can restore to Tier-2 support after discussing with the parents and the students; and
- Schools should keep proper records of IEPs and the related reviews.

Different Ways of Measuring Student Progress

For example

- whether the gap between the classmates and his/her academic performance has been narrowed/widened;
- though the student’s progress is still behind that of the majority in class, whether the student’s performance is

close to that of other classmates at the same baseline when joining the same support group;

- whether the student's progress is similar to or better than his/her previous performance;
- whether the student still needs tailor-made learning programme after receiving remedial support; and
- whether there is any improvement in behaviour, social or inter-personal skills.

6.4 Illustration of 3-Tier Support

If a student does not show any progress after receiving Tier-2 support for a certain period of time, schools may liaise with the EP or professional of the Speech and Hearing Services Section concerned to formulate Tier-3 support and devise an IEP for the student.

When the student consistently shows satisfactory progress, the SST can restore the Tier-2 support after discussing with the parents and student concerned.

Examples of some common cases are as follows :

Example 1: Support for students with AD/HD

Measures for Tier-1 Support

- let the students sit in the front row and remind them to keep their desks tidy so as to minimize the source of distraction;
- may tap the students' shoulders or knock slightly on their desks to arouse their attention when they are inattentive during lessons;
- give clear and specific instructions; repeat the instructions if necessary so as to ensure the students' understanding;
- maintain eye-contact to draw the students' attention while talking to them; may ask them to repeat the salient points of the instructions in order to ensure that they understand the instructions;
- find out the students' strengths and let them participate

- in sports activities to exhaust their energy;
- break down the homework into small independent tasks and let the students complete them step by step; and
- let the students extend their potentials through co-operative learning and project learning.

When the students do not show improvement in the above Tier-1 support measures, the SST should discuss with the teachers concerned to escalate to Tier-2 support while Tier-1 support measures are still provided concurrently.

Measures for Tier-2 Support

- draw up behaviour contracts with the students to let them develop self-control skills and ways to express their feelings. The class monitors may assist in monitoring the students' progress;
- establish an award scheme for reinforcing the students' positive behaviours;
- let the students join the behaviour support groups to develop self-control skills, e.g. take a deep breath when getting angry, relax, count numbers in a descending order, stop and think, take a wider view, drink a glass of water, and stay in the corner or leave the classroom in order to calm themselves down whenever they are about to throw tantrums. The teacher should reason with the students only after they have calmed down;
- keep in close contact with the students' parents for consistent behaviour management at home and school; and discuss with parents on the students' reaction to medication; and
- apply peer pressure properly; arrange the nearby students to remind them to write their school diaries and hand in their homework properly.

Measures for Tier-3 Support

If the students still show serious attention deficit, the school may provide more intensive individualized support measures and formulate IEPs for them. Please refer to the sample IEP at Appendix 10(ii).

When the students show satisfactory progress consistently, the support measures provided can be restored to Tier-2.

Example 2: Support for students with ASD

Measures for Tier-1 Support

- As many students with ASD have strong abilities on visual discrimination, teachers may adopt thinking tools and visual organizers such as mind maps and concept maps to help consolidate their learning;
- Use simple, clear and concise instructions. If necessary, repeat the instructions to ensure that they understand the instructions; or
- Employ various assessment methods, e.g., let the students demonstrate their strengths and enhance their self-esteem through project learning.

If the students with ASD still show significant difficulties in academic learning and socio-adaptive skills, the SST should consider providing Tier-2 support. Concurrently, Tier-1 support measures should continue.

Measures for Tier-2 Support

- Draw up behaviour contract with the students for their improvement of self-control and ways of expressing emotions;
- Enhance students' social and communication skills through small group training and appropriate feedback;
- Assign the students with ASD to be peer tutors and assist the lower form students to solve the problems in mathematics. This allows them to demonstrate their strengths and reinforce the skills learnt in their social skills training groups; or
- The TAs may provide in-class support for the students in subjects which they have greater difficulties, e.g.

composition or lessons that require more manipulation such as science practical lessons.

Measures for Tier-3 Support

If the students still have persistent difficulties in joining the school lessons or displaying appropriate social skills after the provision of Tier-2 support for a period of time, the SST, after discussing with the parents and students concerned may escalate to Tier-3 support and formulate IEPs for them. Please refer to the relevant sample IEP at Appendix 10(iii).

When the students consistently show satisfactory progress, the support measures can be restored to Tier-2.

Example 3: Support for students with ID

As the students with ID always show significant difficulties in academic learning, support measures from Tier-1 to Tier-3 are provided after the SST's deliberation.

Measures for Tier-1 Support

- Employ diversified teaching strategies to help the students understand abstract instructions to enhance the effectiveness of teaching. For example, using real objects and gestures as aids to supplement verbal instructions and provide visual cues, etc.;
- Help the students to be more attentive through seating arrangement, e.g. arrange them to sit near the teachers and away from doors or windows; and
- Praise the students in the lessons in order to enhance their self-image, initiative and motivation to learn.

Measures for Tier-2 Support

- Find out the core content that is closely related to the students' daily life for teaching in each subject through curriculum tailoring, so as to increase their participation in classroom learning;
- Make use of multi-sensory teaching, such as visual, auditory and tactile means, etc. to help students

understand the content;

- Help students consolidate what they have learnt in lessons with appropriate homework accommodation and remediation after school;
- Employ diverse question types, provide appropriate prompts to aid the understanding of the questions, and allow different ways of answering so that the objectives of assessments are achieved; and
- Provide the students with remedial support groups, such as social skills training group, speech therapy and paired reading scheme, etc.

Measures for Tier-3 Support

If the students cannot grasp the basic content of some subjects, or show inadequacy in self-care skills and social skills, the SST should consult the EP and discuss with the parents and students concerned for formulating relevant IEPs. Please refer to the relevant sample IEP at Appendix 10(iv). At the same time, the support measures of both Tier-1 and 2 should be provided continuously.

Example 4: Support for students with HI

Measures for Tier-1 Support

- Seat students with HI as near the sound source of teaching as possible. Teachers should speak from a well-lighted area and try to stand facing the students with HI to facilitate speechreading;
- Remind students with HI to wear hearing aids; and to use FM systems for those who are in need. When necessary, provide guidance for students with HI on accepting their HI and encourage them to use amplification devices regularly by making agreements or through reward schemes;
- Provide good listening environment and avoid seating students with HI near sources of noise, e.g.

air-conditioners or doorways. Teachers should encourage other students to reduce the noise level in the classroom, e.g. move tables/chairs gently, avoid talking loudly, etc.;

- Use simple verbal instructions, write down key points on board and use visual teaching strategies to facilitate students with HI to understand the subject contents. Do not speak while writing on board, otherwise, students with HI will find difficulty in speechreading;
- Help students with HI take part in group discussions and various learning activities when adopting co-operative learning strategies so as to enhance their learning effectiveness;
- Provide necessary arrangements for students with HI in school examinations, e.g. seat students with HI near the sound source and write the announcements on board. If the assessment is conducted in group, students with HI should be seated with their better or aided ears toward other group members. Also, they should be ensured to have equal opportunities to express themselves;
- Assign helpful and responsible students to sit next to students with HI for assisting them to understand instructions, announcements, discussions and homework assignments, etc.;
- Cultivate an inclusive environment so that teachers and other students could understand HI and cater for the needs of students with HI;
- Encourage students with HI to participate in activities or take up responsibilities in school, in which they learn general etiquette and establish good relationship with classmates. This can build up their self confidence and develop their potentials.

SST should review the progress of students with HI regularly in audiological, communication, academic, psychosocial aspects, etc.. Tier-2 support should be provided

on top of Tier-1 support as necessary.

Measures for Tier-2 Support

- Help students with HI pre-learn new vocabulary and provide them with pre-learning materials before lessons to facilitate better understanding of subject contents in class;
- Arrange small group teaching or individual remedial lessons to assist students with HI to understand core subject contents and equip them with essential learning skills. TAs would be arranged to provide in-class support and remedial lessons after school when necessary;
- Arrange appropriate examination accommodations for students with HI according to their individual needs, e.g. to provide accommodations on or exempt relevant parts of assessment with reference to the severity of their HI and ability diversities;
- School counselors or school social workers should follow up students with HI when they have psychosocial problems, e.g. to arrange counseling or social skill training; and
- If students with HI need additional support on learning, auditory and speech training and social skill training, schools could refer them to EDB for receiving “Enhanced Support Service for HI students”.

Measures for Tier-3 Support

If students with HI still have serious difficulties in audiological, communication, academic or psychosocial aspects after the provision of Tier-2 support for a period of time, the SST should discuss with the relevant professionals and parents to confirm the need to escalate the case to Tier-3 support and formulate IEPs for them. Please refer to the relevant sample IEP at Appendix 10(v).

Chapter 7 Assessment Accommodation

Section 17.1 of “The Code of Practice on Education” related to the DDO states, “Educational establishments should ensure that their assessment mechanisms do not discriminate against students with disabilities. Teachers are advised to use a number of assessment methods in order to allow students, including those with disabilities, to display their competencies”; Section 17.3 states, “Educational establishments should critically review their assessment methods adopted to ensure that they serve the purpose of the assessment”; and Section 17.4 states, “Sometimes the curriculum for students with disabilities is tailored in order to meet their individual needs.....The content as well as the method of assessment should also be adjusted having regard to the tailored curriculum.”

7.1 Formative Assessment

Assessment is an integral part of the learning and teaching process. Formative assessment refers to the ongoing assessment of pupils' learning and progress throughout the course. It can also help teachers adjust teaching methods or contents and formulate the learning targets in accordance with students' performance. Schools may formulate various assessment accommodations to address the needs of individual students instead of adopting a uniform approach to assessment. To collect evidence of students' learning outcomes, schools can adopt flexible assessment accommodations in accordance with the special needs of students, thus ensuring that they have equal opportunities to display their knowledge or skills and strengthening their learning motivation through successful experiences in the learning process. Examples of assessment accommodations include oral questioning, project learning, learning portfolios, self-evaluation and peer evaluation.

7.2 School Internal Summative Assessment

Summative assessment is used for measuring what a student has learned at the end of the learning and teaching process, for better understanding of the student's ability and the difference in learning outcomes between an individual student and his schoolmates. Hence, appropriate expectations

can be set and feedback be provided. It can be conducted in the middle or at the end of the school year. Therefore, the accommodation for summative assessment should be relatively stringent and fair. It is important that special arrangements should not affect the content and nature of the assessment. Examples of special arrangements that involve alterations to the content and objectives of the assessment include: altering the difficulty level of papers for individual students; reading aloud test papers meant to assess their reading ability; allowing individual students to use the spell-check function in composition tests; providing words for individual students to choose from for “fill in the blanks” type of questions, etc.. If schools have made such alterations for individual students, they should indicate the difference on the student report card, and these students’ results should not be directly compared with those of other students.

Schools may make special examination arrangements in accordance with students’ individual needs. Some forms of assessment accommodations are suggested below:

(1) Design of examination papers

- For questions that require students to read some paragraphs first, teachers should place respective parts of questions and answers on the same page or place them on two separate sheets in juxtaposition to facilitate reading;
- If the assessment does not aim at testing language skills, the wording of the question should be simple and concise. Key words should be highlighted and examples be provided in the examination paper for all students; and
- Enlarge the fonts and widen the spacing between words and lines for students who have dyslexia.

(2) Time arrangement

- Students with dyslexia or ID may be given extra time in the examinations;
- For students who have communication difficulties such as those with HI, ID, ASD or SLI, when the assessment involves receptive and expressive communication skills such as in a listening

comprehension test, the teacher may need to adjust the time and pace of playing the audiotapes; and

- In oral examination, longer response time may be allowed for students with communication difficulties. It should be ensured that students have sufficient time to respond and express themselves in group discussion. Allowance should be given to misarticulation and dysfluency.

(3) Exemption for parts of the examination papers

- For instance, teachers may exempt students with severe and profound HI from listening comprehension examinations or Putonghua examinations; exempt students with PD from physical education assessment; or do not count the dictation scores of students with dyslexia; and
- If part of the examination paper is exempted, schools may project students' total marks of that subject based on the parts tested; but the teacher needs to note that the proportion of the exempted parts should not be excessive.

(4) Other special arrangement

- General special examination arrangements include the provision of technical aids, appropriate examination venue/seating arrangement, supervised breaks and special invigilation arrangements, etc..

Regarding the suggestions on school internal assessment accommodation for students with SEN, please refer to the document on “Special Arrangements for Internal Examinations for Students with Special Educational Needs” available at the EDB website:

[http://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/special-educational-needs/supporting-resources/SpecialExamArrangement_\(eng\)_29012013.pdf](http://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/special-educational-needs/supporting-resources/SpecialExamArrangement_(eng)_29012013.pdf)

[Home > Curriculum Development >Major Levels of Education > Special Educational Needs > Resources of Supporting Students with SEN>Special Arrangements for Internal Examinations for Students with Special Educational Needs]

7.3 Public Examinations

Schools should pay attention to the correspondence issued by the Hong Kong Examination and Assessment Authority (HKEAA) regarding the deadline of application for special examination arrangements for the candidates with special needs. For the application, schools should attach the valid documents with professionals' recommendations, including the up-to-date documents issued by the HA, DH, EDB, registered doctors or specialists (such as audiologists, STs or EPs) and note the valid date as proof of the candidates' special needs and the special arrangements required. The school is also required to submit the relevant reference, if any, on the past special arrangements of the internal examination made for the students. For details, please refer to the HKEAA leaflet on Providing Services to Candidates with Special Needs. This leaflet can be accessed through the HKEAA website: http://www.hkeaa.edu.hk/DocLibrary/Candidates/Special_Needs_Candidates/leaflet_SN_eng_Aug2015.pdf

[Homepage of HKEAA>Candidates>Hong Kong Diploma of Secondary Education Examination (HKDSE) >Providing Services to Candidates with Special Needs (August 2015)]

7.4 Parent Participation

- (1) The school should consult both the teachers and the parents in full details on the special examination arrangements to be made;
- (2) Through the SST meetings, the specialists, teachers concerned and student's parents can make joint decisions and conduct regular reviews on the special examination arrangements to be made for the student during internal examinations. The resolutions and suggestions should be documented for the reference of the organisations concerned; and
- (3) The school should take notice of the special examination arrangements for students with SEN sitting for public examinations as provided by the HKEAA and inform parents of the relevant procedures so that they can collect the required information early.

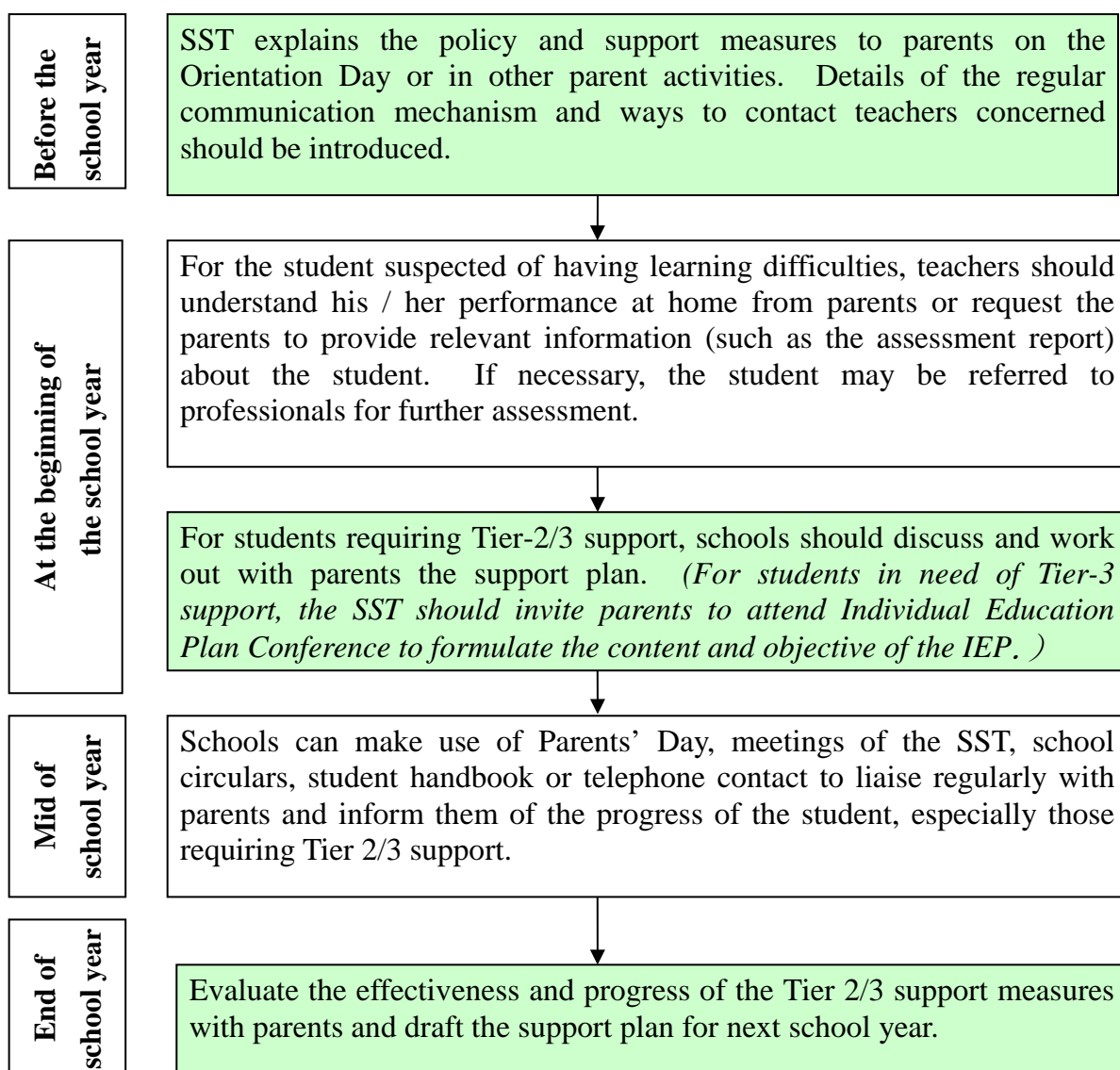
7.5 On-going Reviews

- (1) Schools should review the accommodation measures from time to time. For example, a Primary One pupil may require someone to read aloud the questions at one time. However, this pupil may not require such assistance in the long run; and
- (2) Secondary school teachers should progressively bring in line the school-based assessment accommodation approaches with those permitted in public examinations (under the principles of fairness and justice) within one year before the students attend the public examinations, in order to help them gradually get accustomed to the changes.

Chapter 8 Home-School Co-operation

8.1 Regular Communication Mechanism between Schools and Parents

Schools and parents should try to understand each other's roles and responsibilities in the implementation of IE and proactively engage in home-school communication and co-operation for appropriate support to students with SEN. Schools should establish a regular communication mechanism with parents to let them understand the SEN of their children, encourage them to take part in the planning of intervention programmes, evaluate the progress and the effectiveness and provide similar support for the students at home. Please refer to the flow-chart below for the regular communication mechanism between schools and parents:



8.2 Facilitating Student and Parent Participation

Schools should involve parents and students in the entire process of the support programme. Through such participation, parents and students would feel that their views are heard and respected. This would enhance the effectiveness of support programme. Teachers may consider the following suggestions :

- (1) Teachers should take the initiative to explain to the parents about the school support policies and measures for students with SEN, so as to avoid unnecessary worries and misunderstanding;
- (2) When discussing with parents on the support measures for students with learning difficulties, teachers may adopt an understanding attitude to solve the problem together as well as encourage parents to express their opinion and worries openly;
- (3) To learn from parents the needs of a student, teachers should gather information or documents such as the student's previous learning records, school reports, medical record and assessment reports from the specialist(s), etc.;
- (4) The interview should be held at an appropriate venue and time, to avoid embarrassing the students/parents and upkeep the principle of confidentiality;
- (5) Having identified the crux of the problem, teachers should prepare the intervention plan, including curriculum and teaching accommodations, in collaboration with parents and relevant teachers;
- (6) Keep parents informed of the communication mechanism and contact methods between schools and parents, and provide the contact details of the SST including class teachers, guidance teachers and social workers, as the basis of mutual collaboration; and
- (7) With regard to the quantity and quality of homework, teachers could try to understand how students handle their homework, so that accommodation can flexibly be provided. For details of the principles and strategies of setting homework, please refer to the leaflet "Whole

School Approach - Principles and Strategies for Setting Homework” prepared by the EDB. (The document is available at the homepage of the EDB)

[Home > Curriculum Development > Major Levels of Educations > Special Educational Needs > Resources of Supporting Students with SEN > Homework Setting]

http://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/special-educational-needs/supporting-resources/home_el.pdf

8.3 Mediation Mechanism

EDB has established a 3-tier mediation mechanism to assist schools and parents in settling disputes, and to safeguard equal opportunities in education for students with disabilities. The arrangement is as follows:

- (1) School-based Complaint Procedure: parents and schools resolve a dispute through negotiation at school level;
- (2) Mediation Mechanism of EDB: if the parents and schools fail to reach a settlement, the case can be put up to the corresponding Regional Education Office (REO) of EDB. The REO officers will arrange a mediation meeting for the two parties to work out a solution to the dispute;
- (3) Case Study Group: if the dispute cannot be resolved, EDB will approach the Advisory Panel on Mediation Mechanism under DDO to form a Case Study Group. The Group will review the case in an objective and fair manner, and will put forward a mediation proposal to EDB.

Over the past years, there has been little dispute over equal opportunities and the few cases were settled through negotiation between the parents and schools. Please refer to Appendix 11 for details of the roles of different parties in the mediation mechanism.

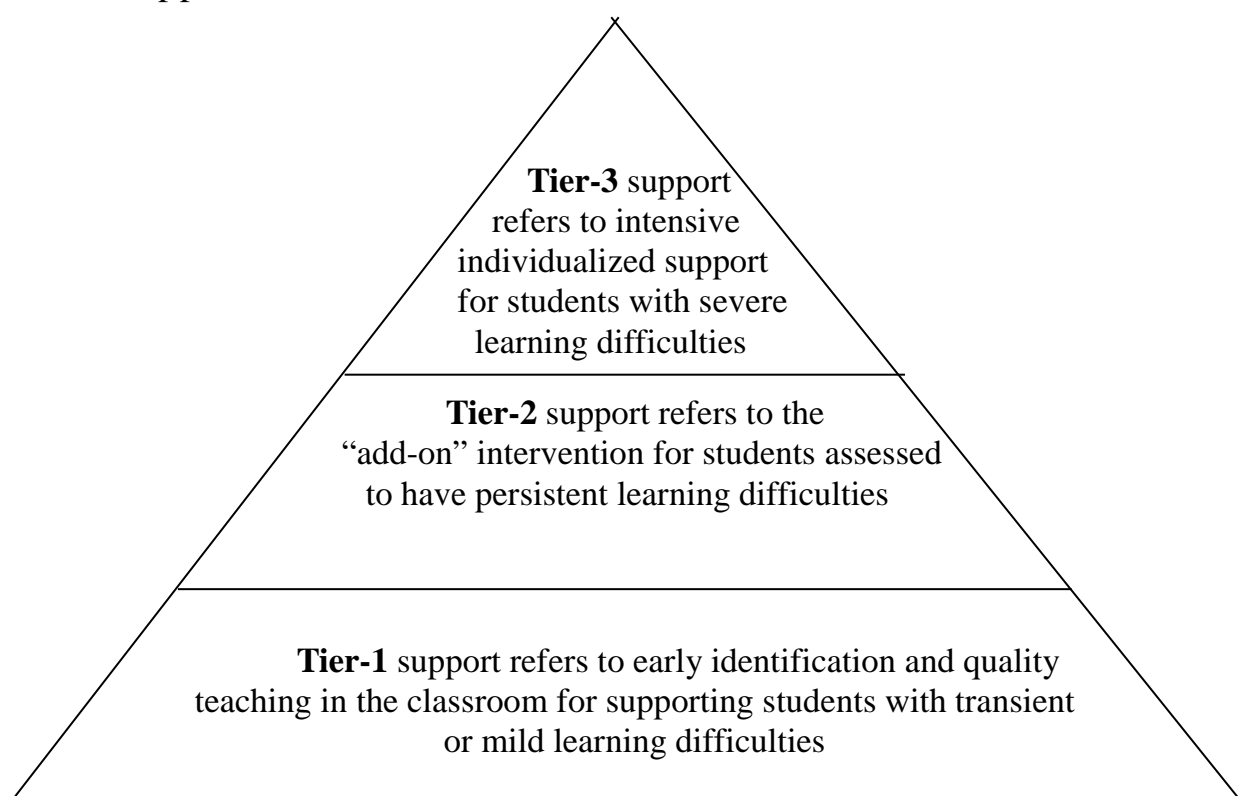
8.4 School Transparency

In order to enhance the school transparency, the school should inform its stakeholders, including parents, the support measures for students with SEN. The school is required to report its SEN policies, additional resources and support measures on IE in its Annual School Report. Please refer to Appendix 12 for details. The school should upload such information of SEN support onto the school website and the School Profile for public access.

Chapter 9 Use of Resources

9.1 Flexible Deployment of Resources

In order to provide appropriate support to cater for students with SEN, schools are advised to adopt the following 3-tier support model:



Tier-1 support	Schools can use the screening tools developed by EDB for early identification of students’ learning difficulties. Basic resources such as the CEG, additional teachers for language teaching, curriculum development and student guidance personnel/social worker and teacher training may be deployed to enhance classroom teaching, provide early intervention for students with mild or transient learning difficulties to prevent the problems from worsening.
Tier-2 support	Schools can use the additional resources to provide support services to the students assessed to have persistent learning difficulties. The resources for primary schools include Intensive Remedial Teaching Programme, LSG and Enhanced

	<p>Speech Therapy Grant (ESTG). For secondary schools, the resources include additional teachers for schools with a large intake of Territory Band 3 and bottom 10% junior secondary students starting from the 2006/07 school year and the LSG for Secondary School since the 2008/09 school year.</p> <p>Schools can flexibly and strategically deploy these additional resources for supporting students with persistent learning difficulties in classroom learning through, for example, curriculum adaptation and tailored exercises, assessment accommodation, small group learning, pull-out remedial programmes or study skills training, etc.. Schools should assign an SST to plan and co-ordinate the implementation of the WSA to student support.</p>
<p>Tier-3 support</p>	<p>It targets at students who need highly intensive individualized support. The support measures for both primary and secondary schools include the “Whole School Approach to Integrated Education Programme” and the LSG (basic provision of \$160,836 for the first 1-6 students requiring intensive individual support, and \$26,806 per student for the seventh and more students) as at the 2015/16 school year. The aforesaid amount will continue to be adjusted in subsequent school years according to the Composite Consumer Price Index. Please refer to EDB Circular No.12/2014 on Enhancement of Learning Support Grant for Primary and Secondary Schools for details.</p>

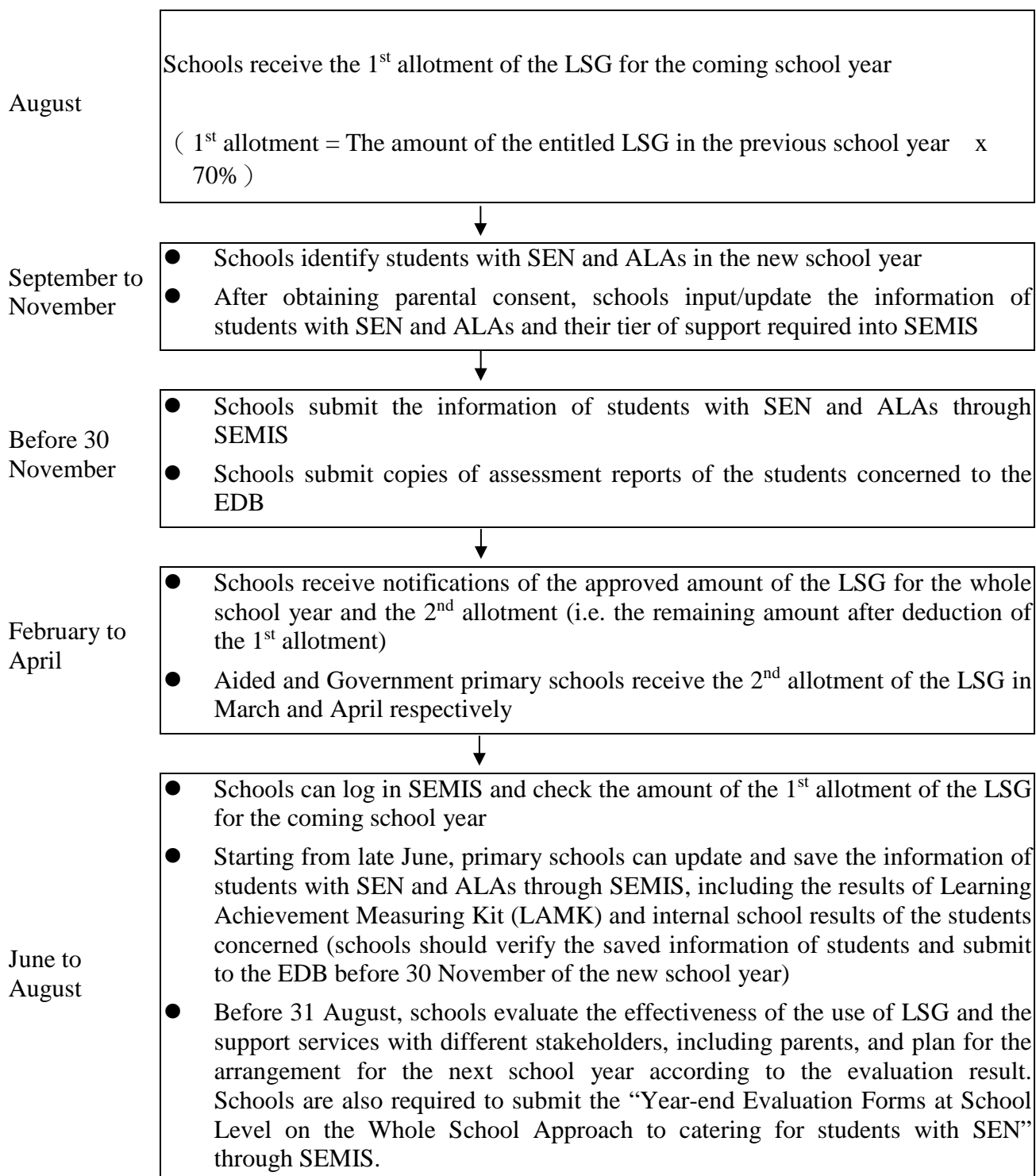
Currently, EDB provides various funding and services for both primary and secondary schools which have students with SEN. Schools can flexibly and holistically deploy the various grants to provide more comprehensive services for the students through the 3-tier support model.

In fact, it is essential to develop an inclusive school culture through the joint efforts of school personnel, students and parents. This kind of comprehensive student support is more valuable than monetary resources.

Over the past decade, many successful cases showed that schools could cater for students with SEN more effectively through tapping the resources available in the community and the school (including parents, volunteers and students, etc.), as well as systematic enhancement of teachers' professional capacity.

9.2 Funding Procedure and Payment Schedule of the LSG (with effect from the 2012/13 school year)

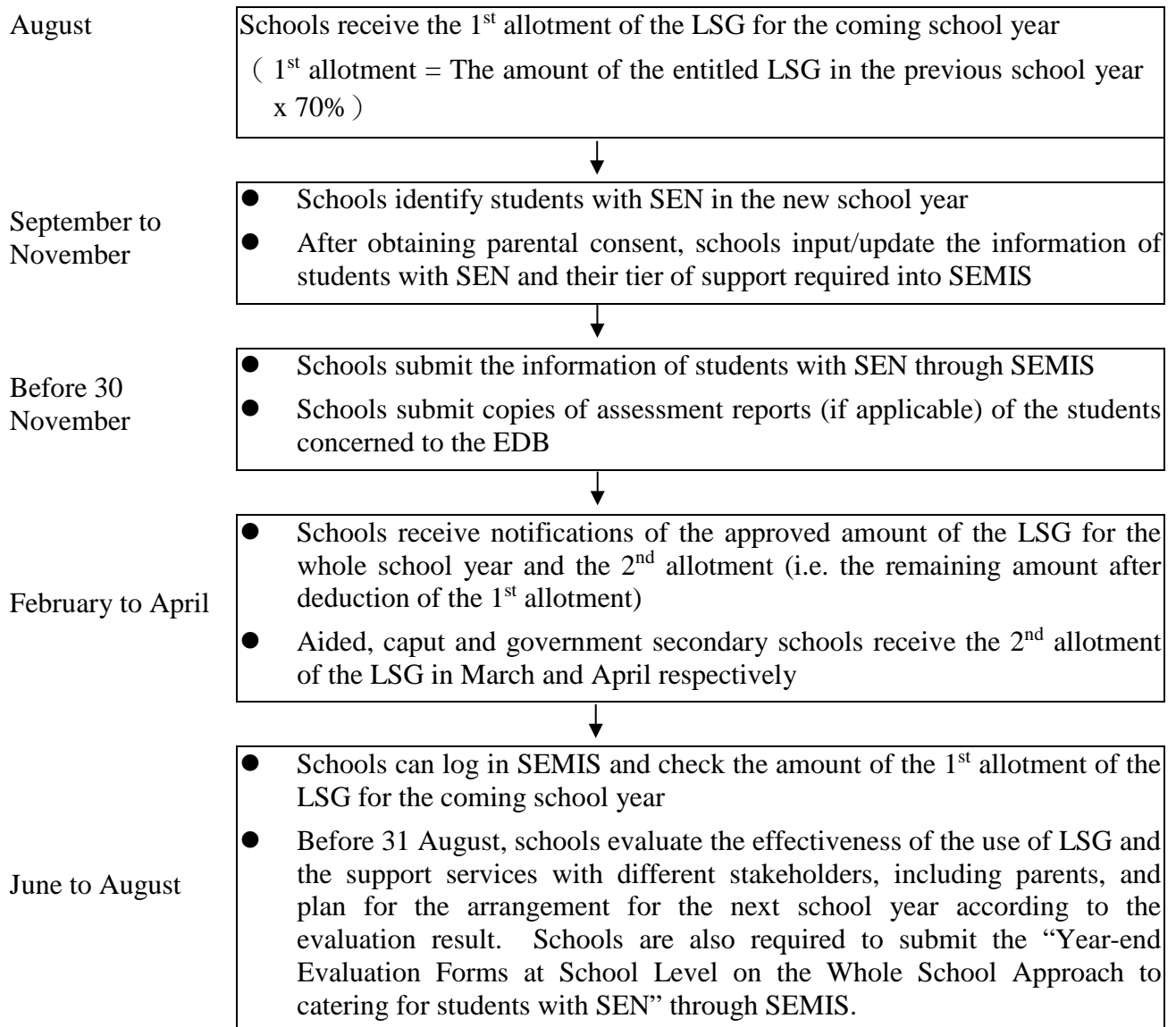
(1) Primary Schools



Note :

- The LSG is a recurrent grant calculated according to the number of students with SEN enrolled at a school and their levels of support required in the respective school year. As such, schools have the responsibility to fully utilize the LSG received each year to cater for the needs of the respective cohort of students. Henceforth, schools should avoid having large amount of surplus. To facilitate school's planning of support services and effective utilization of the LSG, school can refer to Appendix 18 "Budget Plan for Learning Support Grant" for planning the budget.
- Schools are required to confirm the relevant assessment information about their students in the new school year and submit the information through SEMIS in November.
- For details and relevant information about the simplified procedure for allocation of the LSG for primary schools, please refer to the EDB Circular No. 12/2012 -- Learning Support Grant for Primary Schools (<http://applications.edb.gov.hk/circular/upload/EDBC/EDBC12012E.pdf>).
- For schools having submitted valid assessment reports of their students with SEN to the Special Education Support 3 Section of EDB, they need not re-submit the information. Schools should note that the valid period for audiological assessment reports is 2.5 years. If these assessment reports of their students have expired, schools have to submit valid professional reports before the deadline.

(2) Secondary Schools

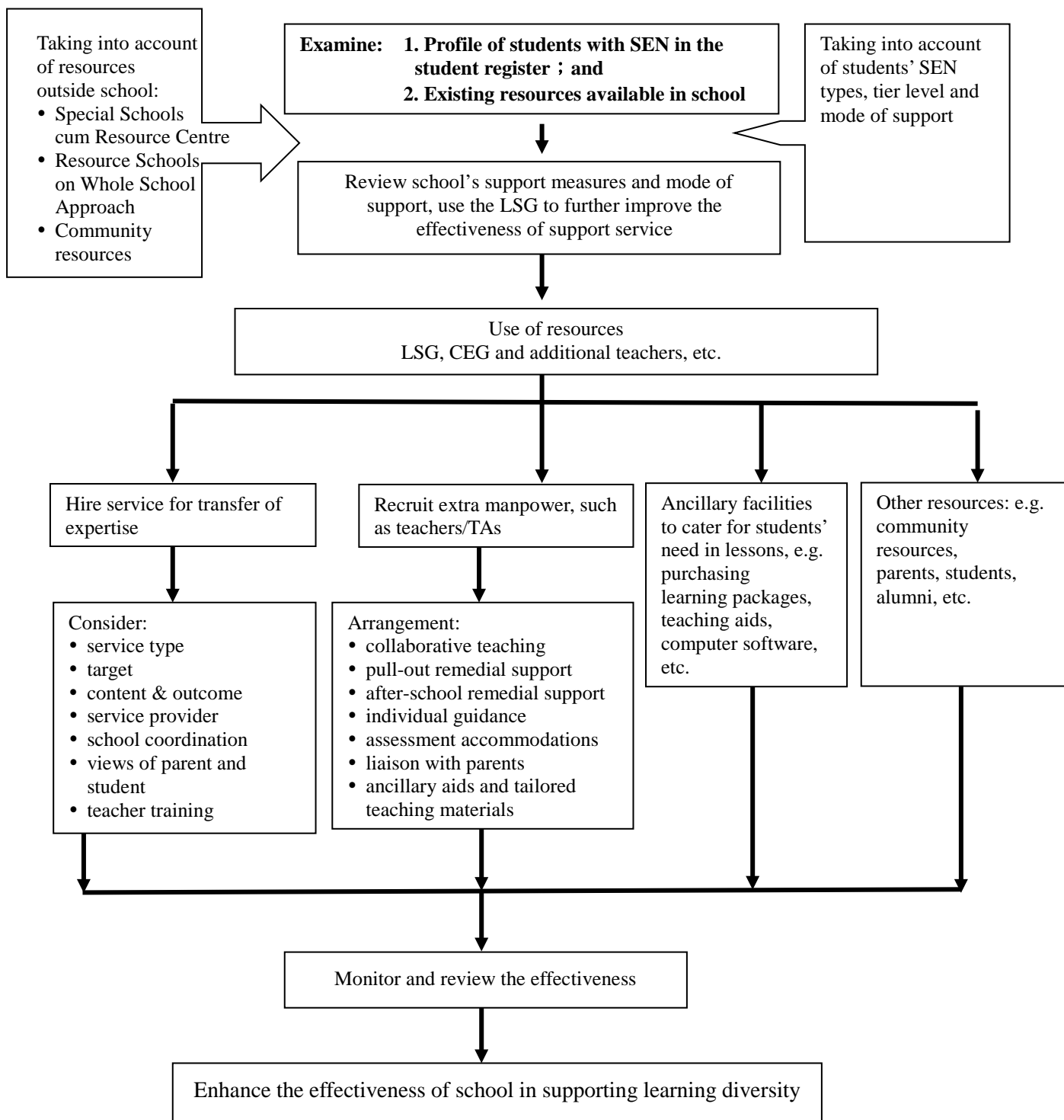


Note:

- The LSG is a recurrent grant calculated according to the number of students with SEN enrolled at a school and their levels of support required in the respective school year. As such, schools have the responsibility to fully utilize the LSG received each year to cater for the needs of the respective cohort of students. Henceforth, schools should avoid having large amount of surplus. To facilitate school's planning of support services and effective utilization of the LSG, school can refer to Appendix 18 "Budget Plan for Learning Support Grant" for planning the budget.
- Schools with junior secondary classes operating on a per capita subvention mode do not need to apply for LSGSS for the classes concerned because the LSG will be subsumed in the respective unit subsidy.
- Schools participating in the Integrated Education Programme will automatically phase out from the Programme if they apply for the LSG. EDB will contact individual schools to discuss the migration arrangements.
- For details and relevant information about the simplified procedure for allocation of the LSG for secondary schools, please refer to the EDB Circular No. 13/2012--Learning Support Grant for Secondary Schools (<http://applications.edb.gov.hk/circular/upload/EDBC/EDBC12013E.pdf>)
- For schools having submitted valid assessment reports of their students with SEN to the Special Education Support 4 Section of EDB, they need not re-submit the information. Schools should note that the valid period for audiological assessment reports is 2.5 years whereas that for the speech therapy assessment report is 2 years. If these assessment reports of their students have expired, schools are required to submit valid professional reports before the deadline.

9.3 Effective Use of Resources

For planning and providing comprehensive support measures to students with SEN, schools should review and streamline their resources by deploying various grants and additional allocations, such as the LSG, CEG, and additional teachers, etc. Schools should also establish a mechanism to monitor and review the support measures so as to enhance their effectiveness. Please refer to the flow-chart below and Appendix 15 for details.



Chapter 10 Regular Progress Review

10.1 Interim/Year-end Review

In order to set targets for further improvement, schools should conduct regular interim and/or annual reviews. This aims to keep on improving the operation of the WSA and provide more comprehensive support for the students through synergy effect.

At the end of each school year, schools are required to review the student progress and collect the comments and suggestions of parents on the school support measures for the students with SEN. Schools may gather and compare the students' overall performance and review the effectiveness of all support measures so as to formulate the support mode for the next year. Please refer to Appendix 13 or Appendix 14 (for primary school and secondary school respectively) for the content of evaluation on individual student.

10.2 School Self-evaluation

Under the School Development & Accountability Framework, schools are required to conduct regular school self-evaluation. Schools need to define success criteria for the planned inclusive practices to facilitate regular review and improvement of the support measures. Schools may refer to EDB's "Performance Indicators for Hong Kong Schools"

and the "Catering for Student Differences ~ Indicators for inclusion"

http://www.edb.gov.hk/attachment/en/edu-system/special/overview/indicators-082008_e.pdf

[Home > Education System and Policy > Special Education > Support and Subsidy > Ordinary School > "Catering for Student Differences ~ Indicators for Inclusion"]

At the end of the school year, schools should conduct reviews on the WSA to IE, the performance of the students concerned, inclusive policy, school culture and practices. Under the self-evaluation mechanism, schools are required to review with different stakeholders (including parents) the

effectiveness of the use of LSG and support measures. Schools should plan for the next year the support services and measures in accordance with the comments collected from the review. Schools are required to submit the “Year-end Evaluation Forms at School Level on the Whole School Approach to Catering for Students with SEN” through SEMIS before 31 August of each school year. Please refer to Appendix 16 for the details of this evaluation form.

Chapter 11 Further Studies and Career Pathways for Students with SEN

11.1 Completion of Schooling

Students with SEN require more assistance in their choice of further studies and careers, in view of their personal capabilities and psychological needs. Schools should establish a mechanism to provide students with SEN, who will soon complete their schooling, and their parents with appropriate guidance in further studies and careers, so as to help these students transit to the adulthood stage. We have the following recommendations :

- Career guidance teacher and social worker should introduce appropriate further studies and career pathways to students with SEN and their parents in consideration with the students' abilities, aptitude and interest. They should let the students understand the requirements of the relevant training/work, encourage them to express their wills and assist them to choose a pathway which suits their abilities and needs;
- Schools should discuss with students with SEN and their parents on their further studies, vocational training, employment and other services arrangement early;
- When a student is offered a place by other educational / vocational training institute, the school social worker should obtain consent from parents and the student, and refer him/her to the student guidance section of the institute concerned, so as to ensure the provision of early support;
- Remind the students and parents to collect and prepare the documents required for further studies, employment or other services as well as submit the applications on time;
- If necessary, schools may arrange the students and parents concerned to visit the relevant institutes or organizations, prepare them for interviews or participate in the "Job Trial Programme" so as to help the students grasp the related skills; and

- If necessary, schools may refer those students who want to work in the relevant organizations, such as the family service centres at their own districts, the Selective Placement Division of the Labour Department (LD), etc. for supported employment and related services.

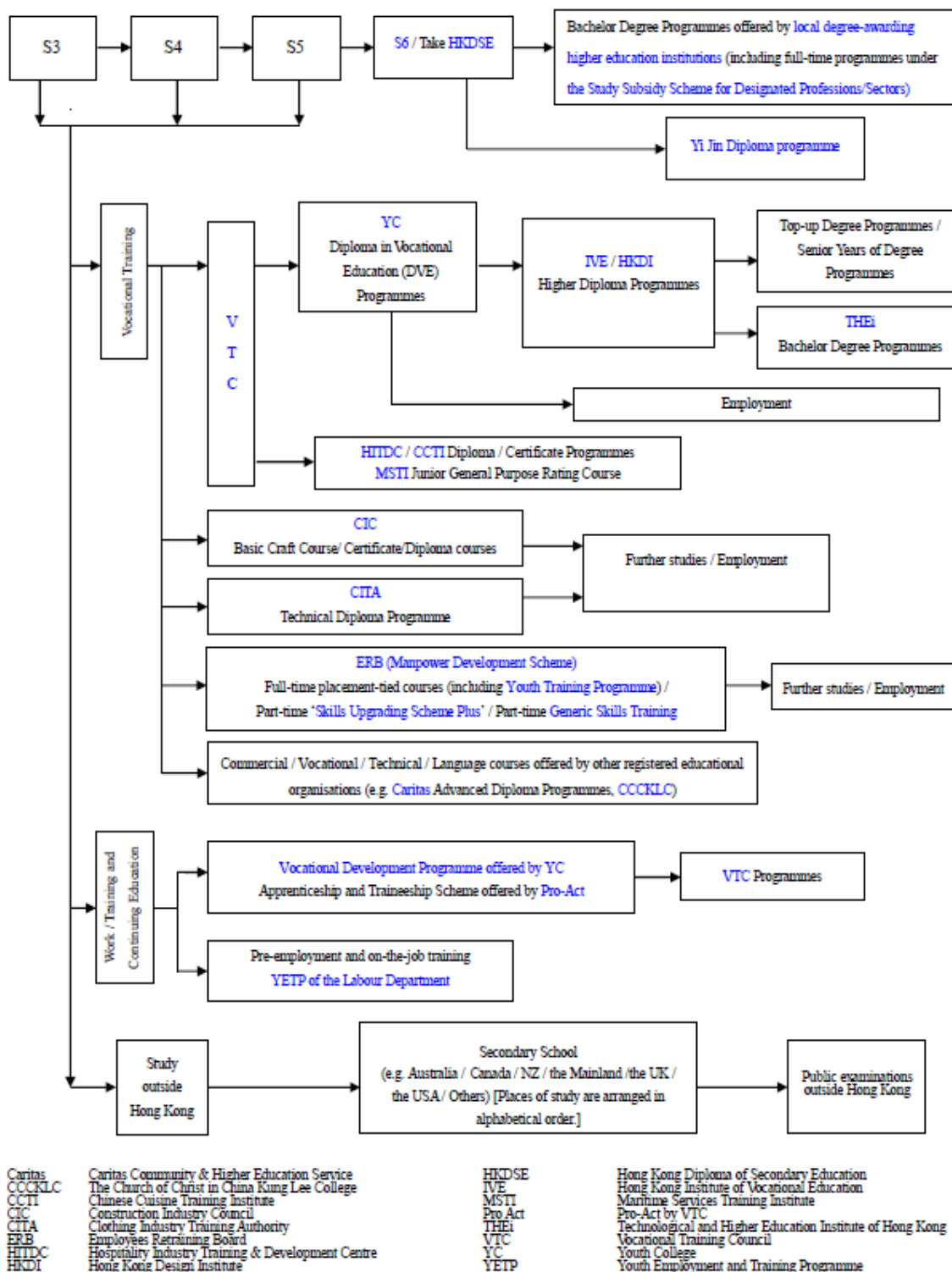
11.2 Exit Pathways for Students with SEN

Similar to other students, students with SEN may pursue further studies or start working in accordance with their ability, aptitude and interest in different learning stages. The study paths for S3-S5 school leavers and S6 graduates under the New Academic Structure (NAS) are detailed in Table 1 and Table 2 below respectively.

Table 1: Study Paths for S3-S5 School Leavers under the New Academic Structure

Updated in May 2015
(For reference only)

Study Paths for S3-S5 School Leavers under the New Academic Structure (NAS)



EDB will update the above table on a non-regular basis. Please refer to the EDB Homepage for the updated version:

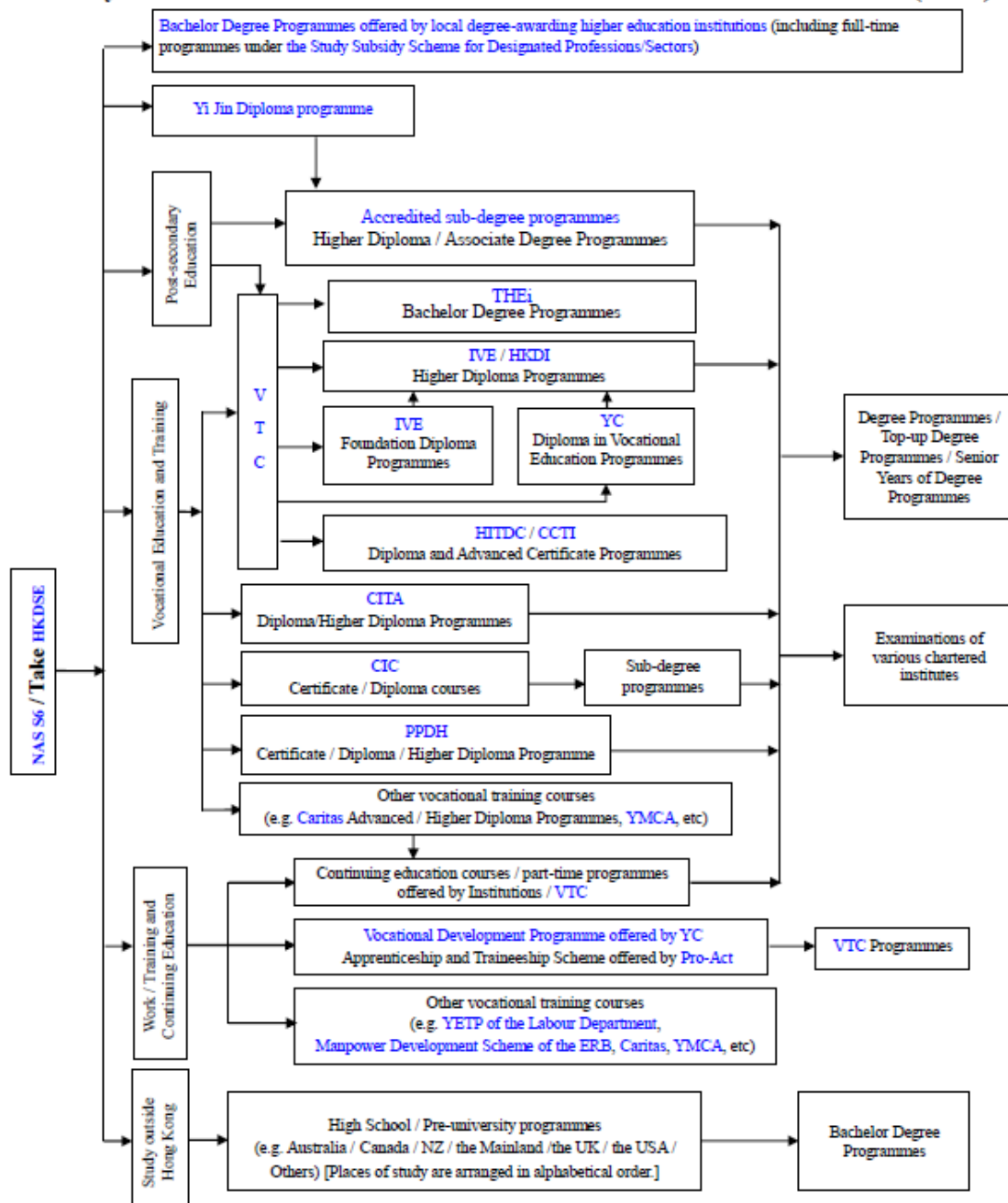
https://careerguidance.edb.hkedcity.net/edb/export/sites/default/lifeplanning/.pdf/further-studies/local/Study-Paths-for-S3-S5-School-Leavers-under-NAS_e.pdf

[Home page of EDB > Student and Parents Related > Career Guidance > Life Planning > Career Guidance > "Life Planning website" > Further Studies > Study Paths for S3-S5 School Leavers under the New Academic Structure]

Table 2: Study Paths for S6 School Leavers under the New Academic Structure

Updated in May 2015
(For reference only)

Study Paths for S6 Graduates under the New Academic Structure (NAS)



- | | | | |
|---------|--|---------|---|
| Caritas | Caritas Community & Higher Education Service | IVE | Hong Kong Institute of Vocational Education |
| CCTI | Chinese Cuisine Training Institute | PPDH | Prince Philip Dental Hospital |
| CIC | Construction Industry Council | Pro-Act | Pro-Act by VTC |
| CITA | Clothing Industry Training Authority | VTC | Technological and Higher Education Institute of Hong Kong |
| ERB | Employees Retraining Board | YC | Vocational Training Council |
| HITDC | Hospitality Industry Training & Development Centre | YMCA | Youth College |
| HKDI | Hong Kong Design Institute | YETP | Young Men's Christian Association |
| HKDSE | Hong Kong Diploma of Secondary Education | | Youth Employment and Training Programme |

EDB will update the above table on a non-regular basis. Please refer to the EDB Homepage for the updated version:

https://careerguidance.edb.hkedcity.net/edb/export/sites/default/lifeplanning/.pdf/further-studies/local/Study-Paths-for-S6-Graduates-under-NAS_e.pdf

[Home page of EDB > Student and Parents Related > Career Guidance > Life Planning > "Life Planning website" > Further Studies > Study Paths for S6 Graduates under the New Academic Structure]

To maximise opportunities for students with SEN to study in tertiary institutions funded by the University Grants Committee (UGC), a sub-system under the joint University Programme Admissions System (JUPAS) was created for considering the applications of students with SEN to bachelor degree programmes. The sub-system enables the applicants to understand at an early date what special assistance and facilities are available for them at the institutions of their choice. It also helps the UGC-funded institutions to identify those applicants with SEN so that they could provide help and advice at an early stage and give appropriate consideration to the applicants concerned. Applicants may receive an offer under the sub-system but they are not obliged to accept the offer immediately. Their applications will continue to be considered in the Main Round exercise to see if an even better offer can be made to them.

A number of tertiary institutions have in place special arrangements and support services for accommodating students with SEN with regard to their particular disability and their field of study. The support services provided by the institutions include assignment of academic advisor; provision of counselling and guidance in academic studies; special examination arrangements (e.g. special venue, special examination paper, wider line spacing in examination books, longer examination hours, additional breaks during examination, provision of computer for answering questions instead of writing on answer books, alternative forms of assessment, etc.); flexibility in course registration; special study aids (e.g. enlargers, computers, additional tutorial sessions, advance copies of lecture notes); suitable on-campus housing, study facilities and amenities; scholarship / financial assistance; acquisition and provision of appropriate equipment or instruments; career counselling in job search, etc..)

Similar to other students, students with SEN may pursue further studies or start working after they have completed the secondary level. If students with SEN cannot continue to study in the bachelor's degree courses after the Hong Kong Diploma of Secondary Education Examination (HKDSE), they may consider the following pathways in accordance with their

interests and expectations:

- To take a second attempt in the HKDSE;
- To take up other courses, such as sub-degree programmes, Yi Jin Diploma Programme, Diploma in Vocational Education of Youth College, or Youth Employment and Training Programme;
- To take certificate, diploma and advanced diploma courses organized by Vocational Training Council (VTC)* / Hong Kong Institute of Vocational Education (IVE), Construction Industry Council Training Academy and Clothing Industry Training Authority, etc.. The institutes provide a wide variety of courses on a full-time or part-time basis for S.3 to S.6 school leavers. (* Special admission is offered to students with disabilities, including HI, VI, PD, SLI, ID, mental illness, autism, visceral disability / chronic illness, SpLD or AD/HD) . Students with SEN who are admitted will be provided with counseling services, including clinical psychological assessment, technical aids and equipment, special examination arrangements and barrier-free environment; and

To seek assistance from the Selective Placement Division of LD for open employment (The department concerned provides employment service to job seekers with disabilities, assist them to secure jobs that best suit their abilities, skills, qualifications and experience, with the ultimate aim of integrating them into the community and helping them to be financially independent). For details, please refer to the following website:

<http://www.labour.gov.hk/eng/service/content3.htm>

[Homepage of Labour Department >Public Services > Employment Services > Selective Placement Division]

Moreover, more references for further studies and returning to schools can be found on the EDB website:

<http://www.edb.gov.hk/en/student-parents/placement-assistance/pathway-for-further-studies-and-returning-to-school/index.html>

If the students' disabilities are severe and require more support on further studies and careers pathways, schools may refer those students aged 15 or above to the following

non-government organizations:

- Shine Skills Centres of VTC;
- Fu Hong Society Hin Dip Centre (for development and support for persons with autism);
- Caritas Community & Higher Education Service;
- Sunnyway – On the Job Training Programme for Young People with Disabilities;
- Integrated Vocational Rehabilitation Services Centre; and
- Organizations that provide on-the-job training programmes for persons with disabilities.

For details of the related organizations, please refer to Appendix 17.

Case Illustrations of Integrated Education

We hope that with the illustrations of the following real cases, school personnel could better grasp concrete ways of implementing the five principles, namely early identification, early intervention, WSA, home-school co-operation and cross-sector collaboration.

[A student with profound HI was studying in a secondary school in Shatin District. Due to his HI, his academic performance was far behind that of his classmates despite making much effort. The school accepted and understood his needs, and provided counseling and learning support. He was also encouraged to develop his potentials in sports. Recently, the student excelled in several sports events. The success had greatly enhanced his self-image and self-confidence in learning.]

[The parent of a child with profound HI sent his daughter to an ordinary primary school after her cochlear implant surgery. To effectively support this pupil, the EDB advised the school on relevant support strategies. She was assigned a seat in the front row of the classroom. Teachers used the FM System in class teaching so as to enhance her hearing. The school arranged a resource teacher and a subject teacher to conduct co-teaching in class. During the remedial session, the resource teacher enhanced the girl's reading and writing abilities through study skills training. The school also provided social skills training to improve her communication with classmates. The teachers even invited her to distribute meal boxes during lunch time so that she could have more contact and communication with her classmates. These various support measures had effectively included the pupil in the school community, and her academic performance also showed improvement. Her high motivation in serving classmates and her positive learning attitude won appreciation from her teachers.]

[A primary school in Chai Wan District prepared a booklet on speech therapy. The contents include basic information on

speech therapy, such as the characteristics of speech impairment, tips for correcting common Cantonese misarticulation and protecting one's voice. This had enhanced the understanding of speech therapy by all the students, parents and teachers and also facilitated cross-sector collaboration in the WSA to developing an inclusive school culture.]

[As part of the whole school "Ambassador of Courtesy" activity, a primary school in Tuen Mun District requested its school-based ST to deliver a talk on "words of courtesy" during the afternoon broadcasting programme at school. This event aimed to enhance the social and communication skills of pupils with speech impairment, facilitate social inclusion, and consolidate the understanding / usage of appropriate words.]

[Two years ago, nine pupils with ASD were admitted to a primary school on Hong Kong Island East. Due to the lack of experience, the teachers had difficulties in managing these pupils' emotional and behavioural difficulties. Later, with the support from a special school cum resource centre, the school conducted several training programmes for teachers on how to help pupils acquire basic social skills and express their emotions through social stories and visual strategies. Since then, teachers were no longer in difficulties. In addition to the implementation of relevant programmes, teachers from the special school were invited to take part in the school's teaching activities as well as class observation for sharing of relevant skills.]

[A school in Yau Tsim Mong District promoted whole-person development by organizing various thematic activities on "not bad, not stupid, but lovely". For example, the "Kick out emotions" programme provided training on self-discipline and self-control for those emotionally disturbed students; the "Sing the Rainbow" Choir helped students with poor academic performance and emotional problems to build up their self-confidence; "Dialogue with the heart" and "Sunny kids educational camp" were programmes for parents teaching them skills in communicating with children. These helped to cultivate an "inclusive" and "never give up" school culture.]

[A secondary school in Kwai Tsing District had a clear school policy to cater for students with SEN through differentiated learning support and accommodation. For example, peer tutoring and social groups were organized for students with ASD.]

[A primary school in Wong Tai Sin had established a “Student Support Register”. Besides keeping the basic data of pupils with SEN, school had documented all relevant learning support approaches and strategies for the reference of all teachers of the school.]

[A student at S1 in a secondary school in Kowloon City shared his own experience: “I was assessed to have dyslexia and Hyperactivity Disorder when I was at P2. These had caused difficulties in my learning and social adjustment. Fortunately, my teachers accepted my problems and gave me due support. For example, they used a different marking scheme (the bonus-mark scheme) for me in dictations to inspire my motivation in learning. Furthermore, the school adopted a flexible policy to handle my disciplinary problems. They would issue me “service orders” instead of giving me demerits immediately. I could feel that they really cared about me. Moreover, the teachers also asked me to keep the discipline of classmates, so that I had the drive to control my own behaviour.”]

[A pupil studying at a primary school in Sai Kung district had ASD. The school social worker contacted the parents of the pupil before the new school term began, held meetings to formulate IEPs and informed all school staff of the pupil’s difficulties. Meanwhile, the SST set the learning and behavior targets for the pupil. Through peer support and differentiated teaching strategies such as social stories, the pupil was guided about classroom discipline. Eventually, the pupil became co-operative and less socially inappropriate. His academic performance also showed improvement, particularly in mathematics and science.]

[In a primary school at Wan Chai District, the school head always discussed with teachers and then reached a consensus with the parents concerned the common expectation towards

the standard of behaviour of a pupil with hyperactivity disorder, to ensure consistency in managing his behaviour. Right at the beginning of the new school term, the school made agreements with the pupil concerning proper conduct, so that the parent understood that the school's expectations on the child were reasonable. The school also encouraged the pupil to sustain his behaviour improvement by "writing off" his demerits if he earned new merits. In dealing with complaints from the parents of the fellow schoolmates who were assaulted by this pupil, the school calmed them down and guided the parents to see that the pupil had made gradual progress in his social adjustment.]

[In a primary school at Yau Tsim Mong District, the school head was worried about the new admission of a P1 pupil with hyperactivity disorder. This school had no experience in supporting such pupils and only one teacher had attended training courses on special education. Nevertheless, when the school head announced to all teachers about the admission of this pupil, the teachers responded positively. Some teachers volunteered to be the class teacher. Later on, the school nominated two teachers to attend training courses on special education. Meanwhile, the school head also announced to other parents about the new admission of this pupil. The parents accepted the news well. School co-operated closely with the parents of this pupil by arranging the parent as helper in the classroom, and also a TA to provide in-class support. Moreover, classmates with good academic performance and good conduct were selected as peer tutors to help the pupil with his homework and studies. Two weeks after the new school term, the pupil showed improvement and readiness to follow the school rules. Since then his parents were no longer required to help in the classroom. As the pupil loved the school very much, the parents deliberately moved their home to the neighborhood. Having learned from this experience, the school had formulated clear policies for supporting pupils with SEN.]

[During the years when there were lots of red fire ants, a P4 pupil with ASD was especially interested in ants. With the support from his school and his parents, he was given the chance to explore the crux of the problem and help to eradicate the ants. Since then, a difficult pupil had become an "ants

expert”. The school even recommended him to study science subjects at a secondary school. The “ants expert” aspired to be a zoologist. He believed that each kind of animals had its unique features and that people could learn from some of their habits.]

[Some primary schools made use of the CEG and the LSG for recruiting TAs to cater for the needs of pupils with ASD, or deployed other resources to purchase after-class tutorial services.]

[A school at Yau Tsim Mong District has organized various support teams such as “Extensive Reading Scheme” Team, “Little Teachers Scheme” Team and “Big Brothers and Sisters Scheme” Team to cater for students with specific learning difficulties. Moreover, parent helpers were trained to assist in the operation of such support teams. This arrangement helped to arouse students’ interest in reading as well as enhance the home-school co-operation.]

EDUCATION BUREAU
EDUCATIONAL PSYCHOLOGY SERVICE SECTION
REFERRAL FORM

ED Ref No: (for cases known to ED/EDB)

Sch Ref No:

School Name:

I. Personal Particulars

Name: _____ (English) _____ (Chinese)

Age: _____ Date of Birth: _____ (d/m/y) Sex: Male Female

Address: _____ Tel: _____

Place of Birth: HK China Macau Other (pl. specify): _____ Year arrived in HK: _____

Class Level: (/) HKIC/BC No: _____ Student Reference No: (STRN): _____

II. Family Composition (please indicate the name of the person not living with client by "+"):

Name	Relationship with client	Age	Education Level	Occupation	Remarks
	Father				
	Mother				

Marital status of client's natural parents: Intact Separated Divorced Deserted Widowed Cohabiting Unknown Others (pls. specify): _____**III. Other Services Provided /Referred to the Client**

Organization	Services (assessment/counselling/seeking advice from psychiatrist)	Responsible Worker	Contact Phone Number

Referrer:

Post: _____

School: _____

Address: _____

Telephone: _____

Signature: _____

Date: _____

Countersigned by School Principal

Name (in Block Letter): _____

Telephone: _____

Date: _____

Remark: I confirm that parental consent has been obtained for the referral and transfer of student's personal information from the school to EDB.

IV. Developmental History

Diagnosed physical disability/illness:	<input type="checkbox"/> Yes: (pls. specify _____)
	<input type="checkbox"/> No
Developmental delay:	<input type="checkbox"/> Language <input type="checkbox"/> Motor Co-ordination

Important events in early development:
--

V. Case History

Client's Main Problem:	The problem has started since:
Client's Other Problem(s):	The problem has started since:

VI. Analysis of Behaviour Difficulties

Situations where the behaviour most frequently occur:	Situations where the behaviour rarely or do not exist:

VII. Has the client experienced significant life changes (e.g. loss of parents, deteriorating parental relationship, parental unemployment, illness etc.) during the time the behavior difficulties existed?

Yes: (please state details below) No:

VIII. Intervention Strategies and Outcomes

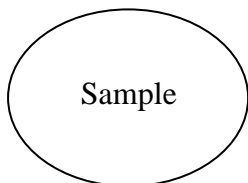
Methods	Support period	By (please ✓)			Outcomes
		Teachers	Student Guidance Personnel	Parents	

IX. Reasons for Referral and Services Requested

X. Additional Information Attached

- Parent Consent Form
 handbook school report The Hong Kong Behaviour Checklist of Specific Learning Difficulties in Reading & Writing for Primary School Students (Second Edition)
 dictation samples written assignment samples others (pls. specify _____)

XI. Remarks



Sample

_____ School

Learning Support Plan**“Early Identification and Intervention of Learning Difficulties Programme for Primary One Pupils”**

As agreed at the consultation meeting, parents and the school will provide (pupil’s name) _____ of _____ (class) _____ with the following learning support:

Language Subjects**To increase reading vocabulary**

(Tutoring Period from _____ to _____)

- _____ (Tutor’s name) to pair-read with the pupil (No.) _____ of (Chinese/English) words _____ times per week
- _____ (Tutor’s name) to pair-read with the pupil (No.) _____ of (Chinese/English) sentences _____ times per week
- _____ (Tutor’s name) to pair-read with the pupil (No.) _____ of (Chinese/English) passages _____ times per week
- _____ (Tutor’s name) uses the method of “look, say-trace, cover, write, check” to help the pupil dictate/spell (No.) _____ of (Chinese/English) words _____ times per week
- _____ (Tutor’s name) helps the pupil to use the “Daily Teaching & Assessment for Primary-Aged Children (Data-Pac)” to read, dictate and write (No.) _____ of (Chinese/English) words _____ times per week
- Help the pupil to keep a vocabulary book on words he has learnt
- To learn (No. of _____) Chinese radicals per week
- Others : _____

Reference materials: “Fun with Reading & Writing: A Resource Pack for Primary School Pupils” (2002)

「小老師伴讀計劃教材套」(2006)

「香港小學學習字詞表」(2007)

* 「輕鬆教、輕鬆學」聽說讀寫教學策略資源套 (2008)

Handwriting

- Correct the pupil's sitting posture and the way he holds a pen
- Teach the convention of order and structures of strokes in character-writing
- Revise the skills to segment a word into syllables/components
- Allow the pupil to write on exercise books with enlarged grids
- Teach a multi-sensory approach to improve handwriting
For Example: Enlarge a character and ask the pupil to trace it with his/her fingers
- Reduce the amount of copying: maximum no. of words to be copied is _____ for _____ times
- Others: _____

Reference materials: "Fun with Reading & Writing: A Resource Pack for Primary School Pupils" (2002)
*「輕鬆教、輕鬆學」聽說讀寫教學策略資源套 (2008)
"Path to Mastery of Chinese Characters: Chinese Character Courseware (2009)

Dictation Accommodation

- Inform parents of the contents of dictation well in advance
- Use the Creative Dictation Approach to add fun to dictation

Reference materials: *小學中國語文默書教學指南·默書新方向—創意·挑戰·愉快自學 (2006)

Reading Comprehension and Writing

- "Oral Cloze"
Use post-its to cover certain words in the sentence / paragraph, let the pupil read out the sentence / paragraph to the peer tutor and, with the illustrations in the book, guess at the words covered
- Use "6Ws" to construct and expand a sentence
- Use "6Ws" as a framework to understand the text
- Conduct group sessions to improve the pupil's listening ability and oral expressive skills (No.) of times per week by using the following package(s)
 - *「輕鬆講故事，靈活說句子」教材套 (2003)
 - *「社交技巧輕鬆學 與人溝通無隔膜」教材套(2004)
 - *「學好理解與表達 與人溝通好輕鬆」說話訓練教材套(2005)
 - *「輕鬆教、輕鬆學」聽說讀寫教學策略資源套(2008)

- Improve the pupil's skills in reading comprehension and writing with reference to the following packages:

Reference materials: "Fun with Reading & Writing: A Resource Pack for Primary School Pupils" (2002)

*「輕鬆教、輕鬆學」聽說讀寫教學策略資源套(2008)

“Tiered Intervention Curriculum Vol.III” (2010)

Mathematics

- Counting
 - Establish one to one correspondence in counting by drawing connection between numbers and concrete objects
 - Count forward from 1 to 10 / 11 to 20
 - Count backward from 10 to 1 / 20 to 11
 - Arrange 1 -10 in a forward or backward sequence
 - Differentiate numbers by size
 - Step-count in twos, fives and tens
 - Practise counting from “counting all” to “counting on”
- Writing numbers
 - Write / dictate numbers between 1 and 10 / 11 and 20
- Strengthen the pupil's understanding of number bond, e.g. 8 can be 6+2 as well as 5+3
- Enhance the pupil's understanding of word problem by the following means:
 - Use drawings and diagrams to clarify a problem
 - Use the “Thinking Aloud” approach in computation process
 - Use word cards to practise mathematical vocabulary
 - Highlight the key words and quantitative data in the word problem
 - Encourage the student to paraphrase the word problem
 - Crosscheck his own answers
- Allow the pupil to use finger counting and manipulatives, such as beads, Unifix Cubes and Ten-Frames, etc. to aid computation
- Using grid paper in computations to facilitate alignment of place value
- Learn the multiplication tables by using multi-sensory method, e.g. “Fast fingering” method.
- Train the pupil to make numeric estimates through everyday activities, such as shopping

- Others: _____

Reference Materials: *「數之樂：小學生數學輔助教材」(2010)

Concentration

- Arrange the pupil to sit near the teacher
- Break down a big task into several small tasks so that students can master one at a time more easily
- Give short and clear instructions
- Spell out for the pupil at the outset the main aims and learning points of a task
- Give immediate praise to the pupil for finishing a task within the specified time
- Others: _____

Reference Materials: *執行技巧訓練教材套 (2010)

Others

- Complete the “Teachers’ Observation Checklist for Identifying Primary School Students with Speech and Language Impairments” for further understanding of the pupil’s oral expressive abilities and articulation skills
- Train the pupil’s self-care ability, e.g. packing up stationery, packing the schoolbag and copying homework in the pupil handbook
- Encourage the pupil to utilize his strengths e.g. in drawing and sports
- Enhance the pupil’s self-confidence and motivation through extra-curricular activities
- Others: _____

Parents’ Involvement:

- Help the child to use the method of “Daily Teaching & Assessment for Primary-Aged Children (Data-Pac)” to read, dictate and write (No.) of _____ (Chinese/English) words _____ times per week
- Pair-read with the child
- Train the child’s self-care ability, e.g. packing up stationery, schoolbags, etc.
- Facilitate the use of the following CD-Roms for self learning by the child
 - English Phonics CD-Roms, Rebuilding Our Word-planet “(ROW)” (2005)
 - *「中文字詞認讀訓練」光碟 (第二版) - 字得其樂 (2008)

- Resource Pack (with title): _____
- Others: _____

*Only the Chinese version is available.

This plan is to be reviewed on: _____ (D) _____ (M) _____ (Y)

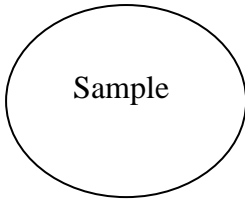
Teacher/Co-ordinator:

Name of Parent/ Guardian:

Signature of Parent/Guardian:

Date: _____

Date: _____



**Student Support Team
Case Meeting Minutes of XXX**

Date:

Time:

Place:

Participants:

(1) Issues of the Meeting:

1. Student's main learning difficulties and needs
2. Parents' report on the student's behaviour at home
3. Teachers' report on the student's behaviour at school

(2) Strengths of the student

(3) Follow-up plan :

1. Arrangements on teaching accommodation
 - policy on homework (quantity/quality)
 - assessment (methods/proportion/scope/frequency/special examination arrangements)
2. Remediation Focus (methods/activities/scope)
3. Additional Support
4. Peer Support
5. Development of Strengths
6. Participation of Parents

Professional Support Services

1. Pre-school Assessment Services

Service	Organisation
Integrated Child Health and Development Programme	Maternal & Child Health Centre Telephone : 2112 9900
Child Assessment	Central Kowloon Child Assessment Centre Address : 2/F,147L Argyle Street, Kowloon City, Kowloon Telephone : 2246 6633
	Ha Kwai Chung Child Assessment Centre Address : 2/F, Ha Kwai Chung Polyclinic & Special Education Services Centre, 77 Lai Cho Road, Kwai Chung, N.T. Telephone : 2370 1887
	Tuen Mun Child Assessment Centre Address : G/F, Tuen Mun Hospital, Tsing Chung Koon Road, Tuen Mun, N.T. Telephone : 2468 5261
	Pamela Youde Child Assessment Centre (Kwun Tong) Address : 3/F, 79 Cha Kwo Ling Road, Kwun Tong, Kowloon Telephone : 2727 8474 / 2727 8475
	Pamela Youde Child Assessment Centre (Shatin) Address : 2/F, 31-33 Chap Wai Kon Street, Shatin, N.T. Telephone : 2210 1600
	Fanling Child Assessment Centre Address : 4/F, Fanling Health Care Centre, 2

Service	Organisation
	<p>Pik Fung Road, Fanling, N.T. Telephone : 2639 1402</p> <p>The Duchess of Kent Children's Hospital- Child Assessment Centre Address : 12 Sandy Bay Road, Pokfulam, Hong Kong Telephone : 2974 0331</p>
<p>Rehabilitation Services, Social Welfare Department</p>	<p>Social Welfare Department Telephone : 2343 2255 Fax : 2763 5874</p>
<p>Comprehensive Services for Child Development</p>	<p>SAHK Child Development Centre (Lok Fu) Address : No. 9-17, G/F., Wang Chiu House, Wang Tau Hom Estate, Lok Fu, Kowloon Telephone : 2336 6491</p>
<p>Audiological Assessment and Speech Therapy</p>	<p>Division of Speech and Hearing Sciences, University of Hong Kong Address : Faculty of Education, University of Hong Kong 5th Floor, Prince Philip Dental Hospital, 34 Hospital Road, Hong Kong Telephone : 2859 0584</p> <p>CUHK Department of Otorhinolaryngology, Head and Neck Surgery Address : Rm303, Academic Building No. 2, The Chinese University of Hong Kong, Shatin, N.T., Hong Kong Telephone : 3943 9609</p>
<p>Assessment and Therapy Services for New-born to School-aged Children</p>	<p>Heep Hong Society Supportive Learning Project Address : Second Floor (Portion), Prince Center, 70 Tai Po Road, Sham Shui Po, Kowloon</p>

Service	Organisation
	Telephone : 2393 7555
Professional Support Services for Children with Developmental Delay and Difficulties	Hong Kong Christian Service Project Bridge for Children's Development Address : 2/F, Kwun Tong Community Centre, 17 Tsui Ping Raod, Kwun Tong, KLN. Telephone : 3758 2703
Comprehensive Intervention Programme for Autistic Children	Caritas Comprehensive Intervention Programme for Autistic Children Address : 2/F, 256A Prince Edward Road West, Kowloon Telephone : 2394 6122
Boys' & Girls' Clubs Association of Hong Kong Counselling Centre	Boys' & Girls' Clubs Association of Hong Kong Address : 4/F, 3 Lockhart Rd., Wanchai, Hong Kong Telephone : 2520 2950
Support Services of SAHK	SAHK Address : 17/F, The Hong Kong Federation of Youth Groups Building, 21 Pak Fuk Road, North Point, Hong Kong Telephone : 2527 8978

2. EDB Professional Support

Type	Service item	Section
1. School-based Support	1.1 School development officers provide comprehensive and integrated services ; 1.2 School-based curriculum on policy and measures on "Catering for Students' Diverse Learning Needs" ;	All Regional Education Services Centres School-based Curriculum Development (Primary) Section School-based Curriculum Development

Type	Service item	Section
	<p>1.3 Inspectors and Special Education Support Officers provide professional support and advisory visits to primary schools and secondary schools respectively;</p> <p>1.4 Hearing assessment, school-based support and advisory services for schools, parents and students with speech and language and/or HI ;</p> <p>1.5 Early Identification and Intervention of Learning Difficulties Programme for Primary One Pupils ;</p> <p>1.6 Psychological assessment services for students; professional and advisory support for schools and parents; and</p>	<p>(Secondary) Section</p> <p>Special Education Support 3 Section (Primary)</p> <p>Special Education Support 4 Section (Secondary)</p> <p>Speech & Hearing Services Section</p> <p>Educational Psychology Service (Hong Kong) Section</p> <p>Educational Psychology Service (Kowloon) Section</p> <p>Educational Psychology Service (New Territories East) Section</p> <p>Educational Psychology Service (New Territories West) Section</p> <p>Educational Psychology Service (Hong Kong) Section</p> <p>Educational Psychology Service (Kowloon) Section</p> <p>Educational Psychology Service (New Territories East) Section</p> <p>Educational Psychology Service (New Territories</p>

Type	Service item	Section
		West) Section
	1.7 “Resource Support Programme for Visually Impaired Students” – a special school with visually impaired students arranges resource teacher to visit ordinary schools advise on support for the visually impaired students, including transcription of learning materials and examination papers into Braille.	Special Education Support 2 Section
2. Resource Centre	<p>2.1 Provide short-term adjustment programme to students with behavioural and adjustment difficulties ;</p> <p>2.2 Special Schools Cum Resource Centres provide short-term attachment programme for students with ID who experience severe adjustment difficulties in ordinary schools;</p> <p>2.3 SERC equipped with multi-media facilities for the production of teaching materials. The centre also generates a data-base and a network on special education information;</p> <p>2.4 Provide speech therapy and follow-up services for students with SLI; and</p> <p>2.5 Arrange “Enhanced Support Service” for students with HI in ordinary schools.</p>	<p>Special Education Support 3 Section</p> <p>Special Education Support 1 Section</p> <p>Special Education Support 2 Section</p> <p>Speech & Hearing Services Section</p> <p>Speech & Hearing Services Section</p>

Type	Service item	Section
3. School Network	3.1 Resource Schools on Whole School Approach (including secondary and primary schools) share their experience with ordinary schools;	Special Education Support 3 Section (Primary) Special Education Support 4 Section (Secondary)
	3.2 Since the 2005/06 school year, schools with good practices in learning and teaching are designated as PDS to enhance the professional capacity of schools;	School-based Professional Support Section
	3.3 With effect from the 2012/13 s.y., a 5-year project on the implementation of tiered intervention model to support students with SpLD was launched.	Education Psychology Service (New Territories East) Section;
	3.4 Special schools cum resource centres help ordinary schools acquire competence in supporting students with SEN;	Special Education Support 1 Section
	3.5 Annual district-based experience-sharing/workshops on IE for the student support teams and the teachers; and	Special Education Support 3 Section (Primary) Special Education Support 4 Section (Secondary)
	3.6 Annual district-based forum for principals of ordinary primary schools to share on IE.	Special Education Support 3 Section
4. Parent Education	4.1 Provide a communication channel for parents organizations on matters relating to the development of IE through the “Task Force on Integrated Education in Mainstream School” ;	Special Education Support 3 Section (Primary) Special Education Support 4 Section

Type	Service item	Section
		(Secondary)
	<p>4.2 Publish the “Whole School Approach on Integrated Education – Parent Guide” to enhance home-school co-operation in the 2007/08 s.y.;</p> <p>4.3 Provide parents with current information of special education to select schools for their children through the websites of Schools Profiles, EDB and the Hong Kong Education City ;</p>	<p>Special Education Support 4 Section</p> <p>Special Education Support 3 Section</p>
	<p>4.4 Arrange seminars for parents of pre-P.1 pupils for introducing the IE and selecting schools for their children; and</p> <p>4.5 Organize training for parents on speech and communication skills to help the students with speech and language impairment and /or hearing impairment.</p>	<p>Special Education Support 3 Section</p> <p>Speech & Hearing Services Section</p>
5. Public Education	<p>5.1 Liaise with the professionals, parents groups and non-government organizations, etc.;</p> <p>5.2 Introduce the government policies and measures on the implementation of IE to public through various channels, such as TV episodes production, publishing web-based newsletter, organising Visual Art Contest and Learning & Teaching Expos, etc., so as to promote the policy and measures of IE to the public ; and</p>	<p>Special Education Support 3 Section (Primary)</p> <p>Special Education Support 4 Section (Secondary)</p> <p>Special Education Support 3 Section (Primary)</p> <p>Special Education Support 4 Section (Secondary)</p>

Type	Service item	Section
	5.3 Provide schools and public with the access to resources, including teaching kits, resource packages, documentation of seminars/workshops, etc.. through the websites of the SERC and the Hong Kong Education City	Various sections
6. Placement	6.1 Referral and placement of students with SEN.	Special Education Support 2 Section
7. Research And Development	<p>7.1 Develop a set of remedial teaching materials to support junior secondary school students with SpLD ;</p> <p>7.2 “READ AND WRITE – A Jockey Club Learning Support Network” for students with specific learning difficulties – a study to find out their difficulties and causes in managing syntax and sentence pattern;</p> <p>7.3 Develop the LAMK to measure the learning outcomes of students with SEN and academic low achievement;</p> <p>7.4 Develop the SEMIS to keep the database of students with SEN; and</p> <p>7.5 Develop an OCT to identify secondary school students with SLI.</p>	<p>Education Psychology Service (New Territories East) Section</p> <p>Education Psychology Service (New Territories East) Section</p> <p>Special Education Support 3 Section</p> <p>Special Education Support 3 Section</p> <p>Speech & Hearing Services Section</p>

Type	Service Item	Section
8. Cross-Sector Collabo- ration	8.1 Liaise with other government departments, such as Department of Health, Hospital Authority, to provide P.1 admission services for pre-school children with SEN ; and 8.2 Liaise with other non-government organizations to promote IE policy and related services for students with SEN.	Special Education Support 3 Section Special Education Support 3 Section (Primary) Special Education Support 4 Section (Secondary)

For any enquiries on students with SEN, please contact the following special education services centres. The staff will reply as soon as possible.

1. Kowloon Tong Education Services Centre Special Education Services General Office
Address : Room 240, 2/F, West Wing, 19 Suffolk Road, Kowloon
Tong, Kowloon
Telephone : 3698 3957
2. Ha Kwai Chung Special Education Services Centre
Address : 4/F, 77 Lai Cho Road, Kwai Chung, New Territories
Telephone : 2307 6251

Sample

**Sample of Student Support Register (for school reference)
(Academic and Non-academic Performance & Follow-up)**

Appendix 6

(Please ✓ or describe)

No.	Name of Student	Sex	Class	SEN Type (Please indicate) (Note 1)	Mode of Support											Curriculum Tailoring Subject											Assessment Accommodation											Internal Examination Result (Note 2)				Others (including non-academic achievement)	Review / Follow-up	
					Remedial Programme	Study Skills Training	Social Skills Training	Speech Therapy	Counselling	Peer Tutoring	Parent Volunteer	Chinese	English	Mathematics	Other subject	Extended Time	Enlarged Exam Paper	Special Equipment	Paper with Braille	Special Setting	Read aloud instructions only	Read aloud test items	Use of computer	Answer orally	Exemption (Subject)	Others	1st Term		2nd Term		Continue Support	No further action												
																											Chin	Eng	Math	Chin			Eng	Math										
1	CHAN XX	F	1A	HI (severe)	Chi	✓	✓	✓	✓	Music	✓										Listening Test - Chi, Eng	Oral																						
2																																												
3																																												
4																																												
5																																												

Note 1 : Please indicate by using the numbers below (can indicate more than one):

1. SpLD 2. ID 3. ASD 4. AD/HD 5. PD 6. VI 7. HI 8. SLI

Note 2 : Please indicate by using the letters below

- A. Good Performance B. Significant Improvement C. Slight Improvement D. No Improvement

Compliance with Personal Data (Privacy)

Proper security measures for data protection are essential. For handling of personal data, schools and suppliers of services should :

- (a) ensure restricted documents being kept in secure place (e.g. cupboard with lock);
- (b) avoid restricted information being stored in portable electronic storage devices, such as Universal Serial Bus (USB) flash drives, Personal Data Assistants (PDAs), CF/ XD/ SD data cards, laptop and notebook computers, CDs, DVDs, etc.;
- (c) encrypt personal data in using portable electronic storage devices for security, delete such data from the device immediately when they are no longer needed;
- (d) keep portable electronic storage devices in a secure place and employ proper security measures to avoid data leakage, such as setting passwords in computers, facilitating locks on laptop and notebook computers, etc.;
- (e) ensure proper security measures in processing restricted and confidential information from being intruded by hackers, such as installing firewall systems, anti-virus and malicious code detection and repair softwares;
- (f) report to the organisations or schools concerned immediately when data loss is found.

The above-mentioned is some advice on IT. Schools and services providers are advised to refer to the following documents for more details:

1. Personal Data (Privacy) Ordinance, Cap.486_
[http://www.legislation.gov.hk/blis_pdf.nsf/6799165D2FEE3FA94825755E0033E532/B4DF8B4125C4214D4825755EF000EC5FF/\\$FILE/CAP_486_e_b5.pdf](http://www.legislation.gov.hk/blis_pdf.nsf/6799165D2FEE3FA94825755E0033E532/B4DF8B4125C4214D4825755EF000EC5FF/$FILE/CAP_486_e_b5.pdf)
2. IT Security in Schools (05/2007)
<http://www.edb.gov.hk/attachment/en/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/it%20security%20in%20schools.pdf>
3. IT Security Guidelines (Version 7.0, 09/2012)
http://www.ogcio.gov.hk/en/information_security/policy_and_guidelines/doc/g3_pub.pdf
4. Information Security Incident Handling Guidelines (Version 5.0, 9/2012)
http://www.ogcio.gov.hk/en/information_security/policy_and_guidelines/doc/g54_pub.pdf

Parental Consent Form --Transfer of Student Information on Special Educational Needs

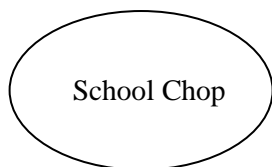
Dear _____ (name of parent),

Name of Student: _____ (STRN: _____)

We would like to seek your consent for

1. the primary or secondary school the above student is studying at to register and update the relevant information of the student in the Special Education Management Information System (SEMIS) of the Education Bureau (EDB) which will use the information for educational purposes;
2. the primary or secondary school the above student is studying at to transfer his/her relevant information on special educational needs (SEN) (such as medical reports, assessment reports, learning records and recommendations for learning and teaching and consent form completed below) to any recipient school(s), to which the student will be transferred or admitted, to facilitate the school in understanding the student's learning needs and arranging appropriate support for him/her;
3. EDB to transmit the SEN information of the above student in SEMIS to the new recipient school(s)/school to which the student is allocated through the Secondary School Places Allocation (SSPA) facilitate its understanding of the student's learning needs such that appropriate support would be arranged for him/her. In case the above student changes to another school after the SSPA exercise, the allocated school is required by EDB to promptly delete the SEN information obtained through SEMIS; and
4. the new recipient school(s) to use the relevant information of the above student in the ways and for the purposes as stated in paragraphs 1-3 above.

This arrangement of transfer of information will apply whenever the above named student is transferred to a new school / allocated / admitted to secondary school. Please complete the reply slip below and return it to us by _____ (date).



School Chop

Signature of *School Head / Teacher-in-charge: _____

Name of *School Head / Teacher-in-charge: _____

Name of School: _____

Date: _____

Reply Slip -- Transfer of Student Information on Special Educational Needs**Name of Student:** _____ (STRN: _____)

To: Principal of _____ School

I refer to your letter of _____ (date) on the caption. I ***hereby give my consent / do not give my consent** for:

1. the primary or secondary school my child is studying at to register and update the relevant information of my child in the Special Education Management Information System (SEMIS) of the Education Bureau (EDB) for educational purposes;
2. the primary or secondary school my child is studying at to transfer relevant information on special educational needs (SEN) (such as medical reports, assessment reports, learning records and accommodations for learning and teaching and this completed reply slip) to any recipient school(s), to which my child will be transferred or admitted, to facilitate the school in understanding my child's learning needs and arranging appropriate support for him/her;
3. EDB to transmit the SEN information of my child in SEMIS by EDB to the recipient school(s)/ school to which my child is allocated through the Secondary School Places Allocation (SSPA) to facilitate its understanding of my child's learning needs such that appropriate support would be arranged for him/her; and
4. the new recipient school(s) to use the relevant information of my child in the ways for the purposes as stated in paragraphs 1-3 above.

I understand and agree that this arrangement of transfer of information will apply whenever my child is transferred to a new school / allocated / admitted to secondary school. I understand that the allocated school is required by EDB to promptly delete the SEN information obtained through SEMIS in case my child changes to another school after the SSPA exercise.

Signature of *Parent/Guardian: _____

Name of *Parent/Guardian: _____

Date: _____

* Delete whichever is inappropriate.

(Please print this on the back of the parental consent form)

Personal Information Collection Statement

You have the right to request access to or to request the correction of personal data in relation to the student under the Personal Data (Privacy) Ordinance. If you wish to exercise these rights, please contact the school your child is studying at for making such request.

Personal Information Collection Statement

You have the right to request access to or to request the correction of personal data in relation to the student under the Personal Data (Privacy) Ordinance. If you wish to exercise these rights, please contact the school your child is studying at for making such request.

Sample letter

RESTRICTED

Date: _____

(Name of School)

Dear Principal,

Transfer of Information of Students with Special Educational Needs (SEN)

We have learnt that the following student(s) with SEN has/have registered with your school. With prior parental consent, we attach herewith relevant information of the student(s) for your reference. We hope that the information will help the Student Support Team of your school understand the needs of the student(s) and facilitate the arrangement of timely and appropriate support for him/her/them.

<u>STRN</u>	<u>Name of Student</u>	<u>Sex</u>	<u>Date of Birth</u>	<u>SEN Type(s)*</u>	<u>Information attached (please put a "✓" in the appropriate box(es))</u>		
					<u>Medical/ Specialist Assessment Report</u>	<u>Others (please enter the code(s)#)</u>	<u>Parental Consent Form</u>

***Abbreviation**

SpLD: Specific Learning Difficulties
AD/HD: Attention Deficit/Hyperactivity Disorder
HI: Hearing Impairment

ID: Intellectual Disability
PD: Physical Disability

SLI: Speech and Language Impairment

ASD: Autism Spectrum Disorders
VI: Visual Impairment

Others (Please specify)

#Code

A: Recommendations for learning and teaching
B: Learning / support records (e.g. support strategies, Individual Education Plan)
C: Others (Please specify)

If you have any questions, please contact _____ of our school at _____ .

Signature of School Head: _____

Name of School Head: _____

Name of School: _____

RESTRICTED

Transfer of Information of Student with Special Educational Needs and
Special Arrangements for the Student at Pre-S1 Hong Kong Attainment Test

(To be completed by Primary School)

Parents/Guardians should inform the secondary school of the special educational needs (SEN) of the student by presenting this form to the secondary school upon registration at the school, or else the school would not be able to make plans for special arrangement.

Primary School should (i) make reference to the special arrangements made for that student in internal school tests/examinations in P6 in completing Part B, and (ii) provide the Parents/Guardians with the completed form on or before the date of announcement of the results for Secondary School Places Allocation for onward transmission to the secondary school.

Secondary School should (i) make special arrangements for the student to take the Pre-S1 HKAT as recommended in Part B, and (ii) provide timely and appropriate support services for the student after his/her admission to the school.

To: Principal of Secondary School

Name of the Student: _____ (**STRN:** _____)

Part A Special Educational Needs of the Student

The above student is assessed by relevant professional(s) to have the following SEN (Please ✓ the appropriate box):

- | | | |
|---|---|--|
| <input type="checkbox"/> Specific Learning Difficulties | <input type="checkbox"/> Intellectual Disability | <input type="checkbox"/> Autism Spectrum Disorders |
| <input type="checkbox"/> Attention Deficit / Hyperactivity Disorder | <input type="checkbox"/> Physical Disability | <input type="checkbox"/> Visual Impairment |
| <input type="checkbox"/> Hearing Impairment | <input type="checkbox"/> Speech & Language Impairment | <input type="checkbox"/> Mental Illness |
| <input type="checkbox"/> Others (Please specify): _____ | | |

Part B Special Arrangements Suggested for Pre-S1 HKAT

We have provided the following special arrangements for the above student in school tests/examinations in P6. Please make corresponding arrangements for the student in the Pre-S1 HKAT.

(Please ✓ the appropriate box, * please circle the item(s) as required)

- Extension of test time (In general it should not be more than 25% of the prescribed time. Please make appropriate seating arrangements to ensure that the student is free from disturbances caused by other students during the extended time.)
- Chinese _____ % English _____ % Mathematics _____ %
- Exemption of * Chinese/English listening test Enlarged print for easy reading and writing
- Taking the test in a separate room Special seating arrangement (Please specify): _____
- Others (Please specify): _____
- The student does not require special arrangements to take the test

Part C Transfer of Information of Student with SEN

To facilitate your understanding of the student's SEN for providing timely and appropriate support to him/her, we will compile and send the SEN information of the student to your school as soon as possible. Please contact us for further information if required.

Contact Person: _____ **Telephone Number:** _____

School
Chop

Signature of School Head : _____

Name of School Head : _____

Name of the School : _____

Date : _____

**Action List for
Transfer of Information of students with SEN**

Time	Action	Primary School	Secondary School
To obtain consent from parents			
<p>For P6 students: should be completed at least 5 days before announcement of the SSPA results</p> <p>For existing and new students at other primary levels:</p> <ul style="list-style-type: none"> - update or obtain parental consent on a need basis - applicable throughout the school year <p>For students at secondary schools: on a need basis ^{note 1}</p>	<ul style="list-style-type: none"> ● If the schools have a need to update or obtain new student's parental consent, please use the parental consent form attached to Appendix 8(i) of the "Operation Guide on The Whole School Approach to Integrated Education" (IE Guide) to seek parental consent on transfer of information of students with SEN. The school should explain to them their rights to request access and correction of the data as provided under the Personal Data (Privacy) Ordinance and to withdraw their consent if they so wish. Schools input the parental consent information of the students with SEN at the SEMIS. 	✓	✓
Electronic transfer of SEN information			
<p>Within 7 days after announcement of SSPA results every year</p>	<ul style="list-style-type: none"> ● EDB sends to secondary schools through SEMIS a list of students with SEN allocated to them through SSPA ^{note 2} and whose parental consent has been obtained for transfer of their SEN information. Secondary Schools should confirm the students on the list registered at the school through SEMIS before 31 July and obtain the SEN information (i.e. SEN type and tier of support required) of the registered students from SEMIS automatically. 		✓
<p>By end of November every year</p>	<ul style="list-style-type: none"> ● For those students who do not register at the secondary schools they are allocated through SSPA and change to another school, EDB transmits through SEMIS their SEN information to the recipient secondary schools upon confirmation of their latest 		✓

	schooling status.		
Special Test Arrangements for Pre-S1 HKAT			
Before announcement of the SSPA results every year	<ul style="list-style-type: none"> ● Primary Schools provide the parents of the students with SEN with the duly completed proforma on special arrangements for students at Pre-S1 HKAT at Appendix 8(iii) 0 and remind them to submit the proforma to the recipient secondary schools at registration 	✓	
On the date of administration of the Pre-S1 HKAT	<ul style="list-style-type: none"> ● Schools provide special arrangements for students with SEN at Pre-S1 HKAT with reference to the information provided in the proforma completed by primary schools. 		✓
Transfer of relevant documents to recipient schools			
Before mid-August for outgoing P6 students every year Within one month for outgoing students at other levels	<ul style="list-style-type: none"> ● Schools send to the recipient schools relevant documents containing information of the students with SEN together with the revised parental consent form and a covering letter available at Appendix 8(i) and 8(ii) of the IE Guide: 	✓	✓

Note:

1. For the S1 students with SEN who are allocated to secondary schools through SSPA as from 2013, the recipient secondary schools would receive the duly signed revised parental consent forms together with relevant SEN information from the students' primary schools. For these students, the secondary schools can access the parental consent information at SEMIS. For other newly admitted students whose duly signed parental consent forms are not available from their previous schools and/or whose parental consent information is not available at SEMIS, the secondary schools should use the revised consent form (Appendix 8(i)) to obtain parental consent for transfer of SEN information. They should then input or update the relevant consent information for these students at SEMIS.
2. The students' STRN, rather than their names, will be used as the identifier.

Teaching Resources provided by the Education Bureau

I. Resources for teachers

(a) Identification tools

- **“The Hong Kong Behaviour Checklist of Specific Learning Difficulties in Reading and Writing for Primary School Students (Second Edition)”**

BCL-P(II) Adaptive Testing Version (2010) (Chinese version only)

This checklist covers the behaviour characteristics of primary school students with SpLD and provides a cut-off score normed on the Primary One to Primary Four students in Hong Kong. Teachers can make observation on the students’ behaviours and make use of this checklist to identify the students at risk for SpLD.

website : <http://www.psychology.hku.hk/hksld/checklist/bcl-p/>

(Path: Homepage of Hong Kong Specific Learning Difficulties Research Team > Online Assessment > “The Hong Kong Behaviour Checklist of Specific Learning Difficulties in Reading and Writing for Primary School Students (Second Edition) BCL-P(II) Adaptive Testing Version”)

- **“An Electronic Book on Early Identification and Intervention of Learning Difficulties Programme for Primary One Pupils”** (2004)

(The e-book contains the Observation Checklist for Teachers and a package of Teaching Suggestions) The checklist consists of a short form and standard form. It offers cut-off scores and normative data for teacher to identify pupils with learning difficulties.

e-book website : <http://www.edb.gov.hk/>

【Link : <http://eii.edb.hkedcity.net/index.html>】

(Path: Homepage of Hong Kong Specific Learning Difficulties Research Team > Online Assessment > “An Electronic Book on Early Identification and Intervention of Learning Difficulties Programme for Primary One Pupils”)

【Link : <http://www.hkedcity.net>】

(Path : HKedCity website > Teacher > Special Education Needs > Inclusion Pavilion > Designated Topic Resources > Specific Learning Difficulties / Reading and Writing Difficulties > Basic Information > the Observation Checklist for Teachers)

- **“The Chinese Reading and Writing Abilities Screening Test for Secondary School Students (For use by teachers)”(2008)** (Chinese version only)

This norm-referenced assessment battery, with norms for S1, S3 and S5 students, can be used for screening students with literacy difficulties. Most of the tests can be administered to students in small groups. The tests

cover basic literacy skills related to word recognition, word dictation, writing and reading comprehension and can be used, in conjunction with the resource package ‘Read and Write Made Easy ’ to design appropriate remedial programmes for students. This assessment battery can also be administered to students with SpLD of senior secondary level so as to obtain supplementary information for use in the application for special arrangements in the public examinations. Schools should keep the test content confidential.

website : <http://www.chinese-test.com>

- **“The Hong Kong Behaviour Checklist of Specific Learning Difficulties in Reading and Writing for Junior Secondary School Students” (BCL-JS) (2009)** (Chinese version only)

This checklist covers the behaviour characteristics of junior secondary school students with SpLD and provides a cut-off score normed on the Secondary One to Secondary Three students in Hong Kong. Teachers can make observation on the students’ behaviours and make use of this checklist to identify the students at risk for SpLD.

website : http://www.psychology.hku.hk/hksld/index_e.html

- **The “Observation Checklist for Teachers” (for primary school) and the “Observation Checklist for Teachers (Secondary School)” (for secondary school)** (Chinese version only)

These checklists are developed to help teachers systematically observe and early identify students suspected of having SLI.

website :

http://www.edb.gov.hk/attachment/tc/edu-system/special/support/wsa/primary/speech_OCT_ps.pdf (primary school) and
http://www.edb.gov.hk/attachment/tc/edu-system/special/support/wsa/secondary/speech_OCT_ss.pdf (secondary school)

- **“The Behaviour Checklist on Social-Communicative Skills for Pupils with Autism (2007)”** to assist teachers in providing individual support for autistic students. (for ordinary primary schools) (Chinese version only)

website :

http://www.edb.gov.hk/attachment/tc/edu-system/special/resources/serc/autism_checklist.pdf

(Path: Homepage of EDB > education system and policy > special education > Special Education Resource Centre > Autism > 自閉症學童課堂及社交適應評估 (主流小學適用)) (on Chinese webpage only)

(b) Remedial teaching and resource package for students with specific learning difficulties

- “**Helping Children with SpLD : Teaching Suggestions**” (2000) (Chinese version only) - a booklet on teaching suggestions accompanying The Hong Kong Specific Learning Difficulties Behaviour Checklist for teachers” (Chinese version only)

website :

<http://www.edb.gov.hk/attachment/tc/about-edb/publications-stat/publication/sld.pdf>

(Path: Homepage of EDB > education system and policy > special education > Special Education Resource Centre > Specific Learning Difficulties > 幫助有特殊學習困難的學童- 教學建議 (on Chinese webpage only)

- 「學得生動，教得輕鬆：如何幫助有讀寫困難的學童」(2001) (Chinese version only) - a multi-media CD-ROM with pdf files for use by student guidance personnel to conduct school-based training for teachers at school to promote awareness, early identification and teaching strategies of SpLD (2001).

- “**Fun With Reading and Writing: A Resource Pack for Primary School Pupils**” (2002) (Chinese version only) - a resource package containing one multi-media CD-ROM, one CD and one set of four booklets on teaching materials, including teaching demonstrations, suggested activities and worksheets which can be used by teachers in understanding and teaching students with dyslexia.

website : <http://www.edb.gov.hk/>

(Path: Homepage of EDB > education system and policy > special education > Special Education Resource Centre > Specific Learning Difficulties > 幫助有特殊學習困難的學童- 教學建議 (on Chinese webpage only)

or HKedCity website:

http://resources.hkedcity.net/resource_detail.php?rid=149429959

- 「中文字詞認讀訓練 (第二版) 字得其樂」(2008) (Chinese version only) A set of three multi-media CD ROMs with games - “Training in Chinese Word Reading Skills” , jointly developed by HKU, CUHK, HKIED and EDB, to train Chinese word-reading skills of students with SpLD. The first edition was distributed to primary school in 2003.

website :

http://www.psychology.hku.hk/hksld/download_c.html

(Path: Homepage of Hong Kong Specific Learning Difficulties Research Team > Publications > Intervention Resources)

- “**Rebuilding our Word-planet**” (R.O.W.) (2005) - a set of multi-media

CD ROMs with games, developed for parents and teachers to train the phonics skills of students with SpLD, so as to improve the learning of English reading and spelling (2005). A web-base version was developed (for use by Primary and Secondary School) and tried out by schools in 2007.

website :

<http://www.edb.gov.hk/en/edu-system/special/resources/row/index.html>

- **“Overcoming the Barrier: a Guide for Teachers on Helping Secondary School Students with Specific Learning Difficulties” (2009)** (Chinese version only) - This CD ROM provides tips for teachers on effective teaching and management strategies under the WSA to supporting students with SpLD. The contents of this CD ROM include teaching and management suggestions, videos of interviews with school personnel, parents and students with SpLD as well as samples of peer tutoring programmes.

website :

<http://www.edb.gov.hk/tc/edu-system/special/resources/serc/spld.html>

(Path: Homepage of EDB>education system and policy >special education>Spical Education Resource Centre>Specific Learning Difficulties>跨越障礙：如何輔導有讀寫困難的中學生 (on Chinese webpage only) or

Hong Kong EdCity website:

http://resources.hkedcity.net/resource_detail.php?rid=330963303

- **“Fun with Maths: a Resource Pack for Supporting Primary School Students in Mathematics” (2010)** (Chinese version only) - a resource package containing a set of four booklets and an e-book on teaching materials, including powerpoints, teaching activities and worksheets which can be used by teachers in helping primary school students with difficulties in learning mathematics.

website:

<http://www.edb.gov.hk/tc/edu-system/special/resources/serc/spld.html>

(Path: Home page of EDB > Education System and Policy > Special Education > Special Education Resource Centre > Specific Learning Difficulties > “Fun with Maths: a Resource Pack for Supporting Primary School Students in Mathematics” (on Chinese webpage only)

or

Hong Kong Education City website:

http://www.hkedcity.net/iclub_files/a/1/6/webpage/sen_maths/ebook_web/idex.html

(c) Teaching resources and information leaflets on integrated education

- **An Operation Guide on the Whole School Approach to Integrated Education (2014 3rd Edition)** - to explain the characteristics of different types of SEN. It aims at enhancing the teachers' understandings on the students with SEN and the concerns on the principles of Early Identification, Early Intervention, WSA, Home-school Co-operation and Cross-sector Collaboration for the support of students with special educational needs.

website :

<http://www.edb.gov.hk/en/edu-system/special/support/wsa/index.html>

(Path: Homepage of EDB > Education System and Policy > Special Education > Support and Subsidy > Ordinary Schools > Integrated Education Operation Guide)

- **Understanding and Help Students with Special Educational Needs – A Guide to Teaching (2001)** (Chinese version only)

website:

http://www.edb.gov.hk/attachment/tc/about-edb/publications-stat/publication/sen_guide.pdf

(Path: Homepage of EDB > Education System and Policy > Special Education > Support and Subsidy > Ordinary School > Support for Students Diversity in Primary Schools > Understanding and Helping Students with Special Educational Needs – A Guide to Teaching)

- 「融合教育活動教材套」(1999) (Chinese version only) - This package contains six recommended activities for teachers to develop the inclusive culture in schools.

- **Elimination of Disability Discrimination - Home-School Cooperation and Mediation Mechanism (2007)** EDB published this pamphlet to enhance understanding of the CoP on Education under the DDO and ensure that students with disabilities have equal opportunities for education.

website:

http://www.edb.gov.hk/attachment/en/edu-system/special/resources/serc/hs_e.pdf

(Path: Homepage of EDB > Education System and Policy > Special Education > Support and Subsidy > Ordinary School > Parents and Public Education > Elimination of Disability Discrimination Home-School Cooperation and Mediation Mechanism)

- **Leaflet on the “Whole School Approach” to Cater for Students’ Diverse Learning Needs” (2003)** (Chinese version only)

website:

http://www.edb.gov.hk/attachment/tc/edu-system/special/resources/serc/school_participation.pdf

(Path : Homepage of EDB > education system and policy > Special Education > Special Education Resource Centre > Useful Links > Whole School Approach to Cater for Students' Diverse Learning Needs)

- **Leaflet on “Teaching Strategies” (2003)**

website :

http://www.edb.gov.hk/attachment/tc/edu-system/special/resources/serc/teaching_strategy.pdf

(Path: Homepage of EDB > Special Education > Special Education Resource Centre > Useful Links > Whole School Approach in Cater for Students' Diverse Learning Needs)

- **Leaflet on “Whole School Approach: Principles and Strategies for Setting Homework” (2004)** - On homework for students with special educational needs. Schools may consider the general principles and strategies when developing school-based homework policy.

website :

http://www.edb.gov.hk/attachment/en/edu-system/special/resources/serc/home_e1.pdf

(Path: Homepage of EDB > Curriculum Development > Major Levels of Educations > Special Educational Needs > Resources of Supporting Students with SEN > Homework Setting)

- **Leaflet on “Whole School Approach: Principles and Strategies for Assessment” (2004)** – Schools may refer to the general principles and strategies for development of school-based assessment policy.

website: _

<http://www.edb.gov.hk/attachment/en/edu-system/special/resources/serc/assessment.pdf>

(Path: Homepage of EDB > Curriculum Development > Major Levels of Educations > Special Educational Needs > Resources of Supporting Students with SEN > Assessment)

- **Catering for Student Differences ~ Indicators for Inclusion (3rd Edition, 2008)**

website:

http://www.edb.gov.hk/attachment/en/edu-system/special/policy-and-initiative/s/indicators-082008_e.pdf

(Path: Home page of EDB > Education System and Policy > Special Education > Support and Subsidy > Ordinary School > Catering for Student Differences ~ Indicators for Inclusion)

- **“Equal Opportunities Begin at School” E-learning Programme (2004)** - a series of 5 booklets including fundamental learning theories and strategies for supporting students with diverse needs.

website: <http://equaled.hkedcity.net/>

- 「個別差異發展及研究報告系列（初期及中期報告）」(Chinese version only)

website: <http://cd1.edb.hkedcity.net/cd/id/tc/report.html>

- **Pamphlet - Support Services for Students with Special Educational Needs in Ordinary Schools (Parent Guide) (2015)**

website:

http://www.edb.gov.hk/attachment/en/edu-system/special/support/wsa/public-edu/ie_e.pdf

(Path: Home page of EDB > Education System and Policy > Special Education > Support and Subsidy > Ordinary School > Parents and Public Education > Support Services for Students with Special Educational Needs in Ordinary Schools (Parent Guide))

(d) CD series

The following CD series include one information CD and one VCD. The CD series introduces the students with ASD, HI, PD, ID, VI and twice exceptionality studying in ordinary schools.

- 「融合教育之自閉症篇」光碟 (2001) (Chinese version only) - The CD introduces how to teach students with ASD in ordinary schools. Stories of three students with ASD in schools are introduced for our reflection on education.
- 「融合教育之聽覺受損篇」光碟 (2002) (Chinese version only) - The CD facilitates teachers' understanding of students with hearing impairments and related teaching strategies for these students.
- 「融合教育之肢體傷殘篇」光碟 (2004) (Chinese version only) - The VCD introduces three students with PD in ordinary schools. The information CD provides teachers with strategies to support the students with PD.
- 「融合教育之智障篇」光碟 (2005) (Chinese version only) - The VCD introduces three students with ID in ordinary schools. It shows strategies to support the students with ID.

- 「融合教育之視障篇」光碟 (2006) (Chinese version only) - The CD series aim to enhance teachers and parents understanding of the learning characteristics of students with VI through case analysis and experience sharing by teaching staff.
- 「共融校園 - 一切由心開始」 - 「短片創作」 and 「愛心小主播」 (Chinese version only) - The video CD are the episodes of the competitions for publicity on IE.

website:

<http://www.edb.gov.hk/tc/edu-system/special/support/wsa/primary/video-co-ntest.html>

(Path: Home page of EDB > Education System and Policy > Special Education > Support and Subsidy > Ordinary School > Support for Student Diversity in Primary Schools > 「共融校園 - 一切由心開始」 - 融合教育推廣活動)

- 「潛能盡展資優兒」光碟 (2008) (Chinese version only) - The VCD and CD introduce different teaching strategies, i.e. compacting, flexible skills grouping, higher-order questions, tiered assignments, individual projects, interest group and mentorship.

website:

<http://www.edb.gov.hk/tc/edu-system/special/resources/gift-edu/cd-intro.html>

(Path: Home page of EDB > Education System and Policy > Special Education > Special Education Resource Centre > Useful Links > 潛能未展的資優兒)

(e) Teaching Resources for speech and language training

- 「學童聲線護理」光碟 (2002) (Chinese version only) - The video CD introduces voice problems of students and management methods to school heads, teachers and parents.
- 「輕輕鬆鬆學語音(□)」光碟 (2003) (Chinese version only) - The video CD introduces to teachers and parents about articulation problems of school-aged children and basic skills to correct the articulation errors.
- 「輕輕鬆鬆學語音(□)」光碟 (2003) (Chinese version only) - The software includes an illustration of the oral structure and a simple introduction to the Chinese-Cantonese Syllables and tones derived by S.L. Wong. This facilitates teachers to learn phonetic transcription.

- 「輕鬆講故事，靈活說句子」教材套 (2003) (Chinese version only) — This package aims to enhance speech and language skills of junior primary school pupils especially those with speech and language impairments and fair language skills. With familiar scenarios and interesting interactive learning, the package assists pupils to structure and use complete utterances to express themselves and to enhance their narration skills.
- 「社交技巧輕鬆學 與人溝通無隔膜」教材套 (2004) (Chinese version only) — The package aims to introduce general and common social communication skills through ten stories. Through these interactive games, social communication skills of students would be enhanced. This package is especially suitable for students with weak social communication skills.
- 「學好理解與表達 與人溝通好輕鬆」說話訓練教材套 (2005) (Chinese version only) — The resource package, comprising ten daily life scenarios, aims at enhancing the receptive and expressive language abilities of junior primary pupils. It is especially suitable for supporting pupils with SLI or weak language skills.
- 「輕鬆教、輕鬆學 — 聽說讀寫教學策略」資源套 (2008) (Chinese version only) — The resource package was produced with a view to embedding speech therapy techniques into daily teaching. The resource package comprises seven books and an interactive CD-ROM, which contain teaching strategies, lesson plan samples, teaching resources and interactive exercises. It aims to introduce teaching strategies in vocabulary, syntax, discourse and pragmatics so that teachers and parents could apply those strategies to improve pupils' language and learning abilities.
- 「咬字正確快·易·通 趕走懶音好輕鬆」資源套 (2010) (Chinese version only) — The package aims to enhance students' awareness of common Cantonese mispronunciations and their skills in proper Cantonese pronunciation. The resource package consists of an introduction booklet, posters, cue cards, card games, board games and a DVD-ROM which contains interactive games and teaching resources. Teachers, parents, speech therapists and other related professionals may use the resource package to improve students' Cantonese pronunciation.
- 「詞彙策略輕鬆學 閱讀寫作添歡樂」資源套 (2012) (Chinese version only) — The package aims at introducing some vocabulary enhancement strategies for facilitating students' vocabulary acquisition. The resource package includes video clips and interactive games introducing various strategies to the students for self-learning purposes. Teachers may apply the strategies flexibly in their teaching and integrate them in their school curriculum so as to enhance students' language proficiency

The above teaching resources can be downloaded from the HKedCity website.
(Path : HKedCity Homepage > Search > Enter "Resource title" in the Search field and click the "Search button")

(f) **Teaching resources and pamphlets for students with hearing impairment**

- 「音樂治療在聽障學童音樂教育的應用」資源套(2003) (Chinese version only) It helps mainstream teachers understand how hearing impaired students can make use of their residual hearing in learning music. The package introduces various music teaching activities suitable for the hearing impaired students. The package contains a CD Rom and teaching plans.
- 「策略輕鬆學 共享溝通樂」(2009) (Chinese version only) - It aims at enhancing the awareness of teachers, parents and students the communication difficulties of hearing impaired students and introducing to them some communication strategies so as to enhance their communication with these students. The package is also suitable for enhancing the communication skills of hearing impaired students so that they could interact effectively with other people, develop social skills, enhance learning and enjoy school life. The resource package consists of: Video DVD, Games & Resources CD-ROM, Board Games, Posters & Cue Cards and Introduction Booklet.

• **Pamphlets ***

- ◆ The pamphlet entitled "**Early Identification of Hearing Problem of Children**" helps teachers and parents understand and identify whether a student is having HI, so as to facilitate early intervention.
- ◆ The pamphlet entitled "**Hearing Impairment and Communication**" enables teachers and parents to understand the impacts of different degrees of HI on communication.
- ◆ The pamphlet entitled "**Types of Hearing Impairment**" helps teachers and parents understand the effects of different types of HI on students' hearing ability.
- ◆ The pamphlet entitled "**Unilateral Hearing-Impairment**" introduces the difficulties of students with unilateral HI and ways of helping them.
- ◆ The pamphlet entitled "**How to Help Hearing-Impaired Students?**" helps teachers understand how to support hearing-impaired students in classes.
- ◆ The pamphlet entitled "**How to Face the Problems of My Hearing Impairment?**" enables teachers and parents to help hearing-impaired students accept their HI.

- ◆ The pamphlet entitled “**Where Can Hearing-Impaired Students Get Support After Leaving School**” provides information on the organizations that provide different types of support to hearing impaired persons.
- ◆ The pamphlet entitled “**Hearing Devices**” introduces different types of hearing devices and how to assist hearing-impaired students to use their hearing aids effectively.
- ◆ The pamphlet entitled “**Bone Anchored Hearing Aids**”- introduces Bone Anchored Hearing Aids and assists hearing-impaired students to use this type of hearing aid effectively.
- ◆ The pamphlet entitled “**Earmoulds**” helps hearing-impaired students use earmoulds properly.
- ◆ The pamphlet entitled “**Cochlear Implants**” helps teachers and parents understand Cochlear Implants Devices and the proper wearing of the devices.
- ◆ The pamphlet entitled “**FM System**” helps teachers and parents understand functions and operations of an FM system.

* The above pamphlets are uploaded on the EDB SERC website at:

website:

<http://www.edb.gov.hk/en/edu-system/special/resources/serc/hi.html>

(Path: Home page of EDB > Education System and Policy > Special Education > Special Education Resource Centre > Hearing Impairment)

(g) Teaching resources for Students with Attention Deficit / Hyperactivity Disorders

- **Development of Executive Skills (DOES): a Resource Package for Supporting Primary School Students with Attention Deficit / Hyperactivity Disorder (AD/HD) (2010)** (Chinese version only)

website:

<http://www.edb.gov.hk/en/edu-system/special/resources/serc/index.html>

(Path: Home page of EDB > Education System and Policy > Special Education > Special Education Resource Centre > Attention Deficit/Hyperactivity Disorder > Development of Executive Skills (DOES): a Resource Package for Supporting Primary School Students with Attention Deficit / Hyperactivity Disorder (AD/HD) (2010) (Chinese version only))

or

HKedCity

website:

http://resources.hkedcity.net/resource_detail.php?rid=1579051203

(h) Teaching resources for Non-Chinese Speaking Students

- **Adapted School Learning Materials on Chinese Language for Non-Chinese Speaking Students** (Chinese version only)

website :

<http://www.edb.gov.hk/en/student-parents/ncs-students/support-to-school/index.html>

(Path : Home page of EDB > Students and Parents Related > School Information > About School Information > Education for Non-Chinese Speaking (NCS) Children > For Schools > Support for Schools > Adapted School Learning Materials on Chinese Language for Non-Chinese Speaking Students)

- **Chinese Language Assessment Tool for Non-Chinese Speaking Students**
(Chinese version only)

website :

<http://www.edb.gov.hk/en/student-parents/ncs-students/support-to-school/chinese-language-assessment-tool-for-ncs.html>

(Path : Home page of EDB > Students and Parents Related > School Information > About School Information > Education for Non-Chinese Speaking Children > For Schools > Chinese Language Assessment Tool for Non-Chinese Speaking Students)

- **“Supplementary Guide to the Chinese Language Curriculum for Non-Chinese Speaking Students” (2008)**

website :

<http://www.edb.gov.hk/en/student-parents/ncs-students/support-to-school/index.html>

(Path : Home page of EDB > Students and Parents Related > School Information > About School Information > Education for Non-Chinese Speaking Children > For Schools > Supplementary Guide to the Chinese Language Curriculum for Non-Chinese Speaking Students)

(i) Resources for parents

- Parent Guide on the Whole School Approach to Integrated Education 2nd Edition (2008) — The guide aims at increasing parents’ understanding and concerns about their children with SEN. It introduces the identification and support services provided by EDB and suggests schools to adopt the principles of early identification, early intervention, WSA, home-school cooperation and cross sector collaboration for enhanced effectiveness.

website:

<http://www.edb.gov.hk/attachment/en/edu-system/special/support/wsa/public-edu/ieparentguidec.pdf>

(Path : Home page of EDB > Education System and Policy > Special Education > Support and Subsidy > Ordinary School > Parents and

Public Education > Parent Guide on the Whole School Approach to Integrated Education)

- **Elimination of Disability Discrimination Home-School Cooperation and Mediation Mechanism (2007)*** — The leaflet aims to enhance understanding of the CoP on Education under the DDO and ensure that students with disabilities have equal opportunities for education.

website:

http://www.edb.gov.hk/attachment/en/edu-system/special/support/wsa/public-edu/hsc_e.pdf

(Path : Home page of EDB > Education System and Policy > Special Education > Support and Subsidy > Ordinary School > Parents and Public Education > Elimination of Disability Discrimination Home-School Cooperation and Mediation Mechanism)

- 潛能未展的資優兒 《家長篇》 (2002) (Chinese version only) — The booklet covers: characteristics of the gifted, causes of underachievement, case analysis, six principles for reversing underachievement, tips for parents, a questionnaire for parents and useful websites.

website:

<http://www.edb.gov.hk/tc/edu-system/special/resources/gift-edu/index.html>

(Path : Home page of EDB > Education System and Policy > Special Education > Special Education Resource Centre > Useful Links > 「潛能未展的資優兒」資源套 > 「潛能未展的資優兒」家長篇)

(j) Pamphlets to help parents identify children's learning difficulties

- **How to Support Children with Specific Learning Difficulties in Reading and Writing*** — The pamphlet introduces the characteristics of children with SpLD, roles of parents, support services provided by EDB and schools, and how parents can support the learning of their children through effective remedial strategies.
- **How to Support Children with Intellectual Disability*** — The pamphlet introduces the characteristics of children with ID, roles of parents, support services provided by EDB and schools, and how parents can support the learning of their children through effective remedial strategies.
- **How to Support Children with Autism Spectrum disorders*** — This pamphlet introduces the roles of parents and support services provided by EDB and schools. Children with autism have apparent impairments in social interaction, verbal communication and behaviour. The leaflet suggests some practical methods to parents for supporting these students.

- **How to Support Children with Visual Impairment*** — This pamphlet introduces the categorization of VI, support services provided by EDB and schools, and parents' role in helping children with VI to develop their independent living skills.
- **How to Support Children with Hearing Impairment*** — The pamphlet introduces different levels of HI, roles of parents, support services provided by EDB and schools and suggests some remedial strategies to parents and teachers for supporting these children.
- **How to Support Children with Attention Deficit / Hyperactivity Disorder *** — The pamphlet helps parents understand the characteristics of hyperactivity disorder so that positive and effective methods can be used to guide their children to master the skills that are essential to daily living, enhance their self-esteem and develop their potential.
- **How to Support Children with Physical Disability*** — The pamphlet explains what PD is, the role of parents in daily support. It also introduces support services provided by EDB and schools.
- **How to Support Children with Speech and Language Impairment *** — The pamphlet introduces briefly the types of SLI, parents' roles and the ways parents can assist in developing children's proper speaking habit. It also introduces the support services provided by EDB and schools.
- **Support Services for Students with Special Educational Needs in Ordinary Schools (Parent Guide)*** — The pamphlet introduces briefly the services for identification, referral and assessment provided by the government for children suspected to have SEN. Other cross bureaux / sector support services are also highlighted in the leaflet.
- **Early Identification and Intervention of Learning Difficulties Programme for Primary One Pupils (2011)*** — The leaflet introduces briefly the annual exercise (EII) conducted by schools on early identification of P.1 pupils at risk of learning difficulties, and to provide appropriate early support. Leaflets are translated into seven ethnic minorities languages, in addition to the original Chinese and English versions, for distribution to NCS parents.
- **Government Assessment Services for School-aged Children Suspected to have Developmental Disorders (2009)*** — This leaflet provides an overview of the assessment services offered by government departments for school-aged children and outlines the relevant referral procedures with a view to helping parents select appropriate services to meet their needs.

* The above pamphlets are uploaded on the EDB SERC website at:

<http://www.edb.gov.hk/en/edu-system/special/resources/serc/index.html>

(Path : Home page of EDB > Education System and Policy > Special Education > Special Education Resource Centre)

II. Related Websites

(a) Special educational needs

1. Curriculum Development Institute Special Educational Needs (SEN) Section
<http://www.edb.gov.hk/cd/sen>
2. Special Education Resource Centre
<http://www.edb.gov.hk/serc>
3. The Special Education Society of Hong Kong Ltd.
<http://www.seshk.org.hk>
4. The British Columbia Ministry of Education
http://www.bced.gov.bc.ca/specialed/sped_res_docs.htm
5. Topics for Students with Disabilities
<http://cehd.umn.edu/NCEO/TopicAreas/>
6. Do2Learn - a resource for individuals with special needs
<http://www.do2learn.com/>
7. *Special Education*
<http://ednews.org>
8. Centre for Special Educational Needs and Inclusive Education
<http://www.ied.edu.hk/csnsie>
9. Special Needs Opportunity Windows (SNOW)
<http://snow.idrc.ocad.ca/>

(b) Hearing impairment

1. The Hong Kong Society for the Deaf
<http://www.deaf.org.hk/news.php>
2. Hong Kong Association of the Deaf
<http://www.hongkongdeaf.org.hk/>
3. Children's Hearing Foundation
http://www.chfn.org.tw/en/index_e.htm
4. National Taichung School for The Deaf
<http://www.thdf.tc.edu.tw/T.D.english/index.htm>
5. The British Association of Teachers of the Deaf
<http://www.batod.org.uk/>

6. Oral Deaf Education

<http://www.oraldeafed.org>

7. American Speech-Language-Hearing Association (ASHA)

<http://www.asha.org/>

8. Hearing Loss Association of America

<http://www.shhh.org/>

(c) Visual impairment

1. Ebenezer School

<http://www.ebenezer-es.edu.hk/EbenezerWeb/eng/index.aspx>

2. Hong Kong Society for the Blind

<http://www.hksb.org.hk/en/>

3. Hong Kong Blind Union

http://www.hkbu.org.hk/en_index.php

4. Retina Hong Kong

<http://www.edr.hk/patient-group/retina-hong-kong>

5. School of Optometry- The Hong Kong Polytechnic University

<http://www.polyu.edu.hk/so/patients.php?pageid=286&dispmode=1&lang=en>

6. Texas School for the Blind & Visually Impaired

<http://www.tsbvi.edu/>

7. National Taichung Special Education School for the Visually Impaired

<http://www.cmsb.tc.edu.tw/>

8. Optometrists Network

<http://www.children-special-needs.org/>

9. The New York Institute for Special Education - Blindness Resource Center

<http://www.nyise.org/blind.htm>

10. The University of Michigan Kellogg Eye Center

<http://www.kellogg.umich.edu/patientcare/conditions/lowvision.html>

11. Low Vision Online

http://www.lowvisiononline.unimelb.edu.au/LowVision/LowVision_intro.htm

12. The Center for the Partially Sighted

<http://www.low-vision.org/?dispage=10>

13. National Center on Deaf-Blindness

<http://www.nationaldb.org/index.php>

(d) Physical Disability

1. SAHK-Conductive Education

http://sahk1963.org.hk/en_content.php?id=39

2. Association for Engineering and Medical Volunteer Services

<http://www.emv.org.hk>

3. Hong Kong PHAB Association

http://www.hkphab.org.hk/EN/index_en.html

4. Rehabaid Society

<http://rehabaid.org/>

5. Hong Kong Federation of Handicapped Youth

<http://www.hkfhy.org.hk/index.php?lang=en>

6. Awareness of Chronic Health Conditions: What the Teacher Should Know

<http://www.bced.gov.bc.ca/specialed/awareness/7.htm>

(e) Intellectual Disability

1. Heep Hong Society

<http://www.heephong.org/eng>

2. Hong Chi Association

<http://www.hongchi.org.hk/>

3. Caritas Rehabilitation Services

<http://swsd.citac.edu.hk>

4. Wai Ji Christian Service

<http://www.wjcs.org.hk>

5. Hong Kong Christian Service – Infant Stimulation and Parent Effectiveness
Training Service

<http://www.hkcs.org/cdcb/isp/isp-e.html>

6. Fu Hong Society
http://www.fuhong.org/lang_eng/main.asp
7. The Hong Kong Joint Council of Parents of the Mentally Handicapped
<http://www.hkjcpmh.org.hk>
8. The Hong Kong Down Syndrome Association
http://www.hk-dsa.org.hk/eng/about_us_01.php
9. Hong Kong Education City
<http://www.hkedcity.net>
10. Parents' Association for Persons with Intellectual Disability, Taiwan
http://www.papmh.org.tw/ugC_English.asp
11. National Special Education Information Network
<http://www.aide.gov.tw/releaseRedirect.do?unitID=1&pageID=95>
12. 阿寶的天空- 台灣教育廳特殊教育網
<http://www.aide.gov.tw/>
13. The National Down Syndrome Society
<http://www.ndss.org/>

(f) Attention Deficit / Hyperactivity Disorder

1. Heep Hong Society (Supportive Learning Project)
<http://slp.heephong.org/eng/introduction>
2. Hong Kong Association for AD/HD
<http://www.adhd.org.hk/>
3. Attention Deficit Hyperactivity Disorder
<http://www.ha.org.hk/kch/adhd/study.html>
4. About ADHD (Chinese version only)
<http://www.fhjh.tp.edu.tw/pri04/adhd/index.htm>
5. Attention Deficit Hyperactivity Disorder - On-line Community
<http://www.adhd.com>
6. School Support for LD and ADD Learners
<http://www.iser.com/RLACarticle2.html>
7. Children and Adults with Attention-Deficit/Hyperactivity Disorder
<http://www.chadd.org>

(g) Autism Spectrum Disorders

1. SAHK
http://www.sahk1963.org.hk/en_index.php
2. Caritas Rehabilitation Services
<http://swsd.citac.edu.hk>
3. Heep Hong Society
<http://www.heephong.org/eng>
4. 救世軍自閉症人士家庭支援服務 (Chinese version only)
http://www.salvation.org.hk/ssd_web/fsspa/
5. Yuk Chi Resource Centre (Chinese version only)
<http://www.yukchi.org.hk/>
6. Society for The Welfare of The Autistic Persons (Chinese version only)
<http://www.swap.org.hk>
7. The Parents' Association of Pre-School Handicapped Children (Chinese version only)
<http://www.parentsasn.org.hk>
8. The Intellectually Disabled Education and Advocacy League
<http://www.ideal.org.hk/>
9. The Hong Kong Joint Council of Parents of the Mentally Handicapped (Chinese version only)
<http://www.hkjcpmh.org.hk>
10. Special Education Resource Centre
<http://www.edb.gov.hk/serc>
11. Hong Kong Education City (Inclusion Pavilion)
<http://www.hkedcity.net/sen/>
12. Hong Kong Education City - 家長童學 (Chinese version only)
<http://www.hkedcity.net/parent/>
13. Autism Hong Kong
<http://www.autism-hongkong.com>
14. Autism Education Project
<http://www.ied.edu.hk/autism/>
15. 扶康會牽蝶中心

<http://www.fuhong.org/>

16. Autism Society Taiwan, R.O.C (Chinese version only)

<http://www.autism.org.tw>

17. 財團法人中華民國自閉症基金會 (Chinese version only)

<http://www.fact.org.tw>

18. GOV.UK Department for Education (UK) Children with special educational needs (SEN)

<http://www.education.gov.uk/popularquestions/childrenandfamilies/specialeducationalneeds>

19. The National Autistic Society

<http://www.nas.org.uk>

20. Indiana Resource Centre for Autism

<http://www.iidc.indiana.edu/irca>

21. Autism Society of America

<http://www.autism-society.org>

22. The University of North Carolina (TEACCH Autism Programme)

<http://www.teacch.com>

(h) Speech and Language Impairments

1. The Hong Kong Association of Speech Therapists

<http://www.speechtherapy.org.hk>

2. Royal College of Speech and Language Therapists

<http://www.rcslt.org>

3. American Speech-Language-Hearing Association

<http://www.asha.org>

4. Speech and Language Disorders

<http://www.mnsu.edu/comdis/kuster2/splang.html>

5. Examples of Materials That Can Be Adapted for Therapy

<http://www.mnsu.edu/comdis/kuster2/sptherapy.html>

(i) Specific Learning Difficulties

1. Hong Kong Specific Learning Difficulties Research Team

http://www.psychology.hku.hk/hksld/index_e.html

2. Manulife Centre for Children with Specific Learning Disabilities (The Hong Kong Polytechnic University)
<http://www.mccsld.org>
3. Hong Kong Association for Specific Learning Disabilities (Chinese version only)
<http://www.asld.org.hk>
4. F.O.C.U.S.
<http://www.focus.org.hk/>
5. Society of Boys' Centres - Dyslexia Development Centre (Chinese version only)
<http://www.sbc.org.hk/en/service-plan/sbclds>
6. Heep Hong Society – Supportive Learning Project
<http://slp.heephong.org/eng/introduction>
7. The Boys' & Girls' Clubs Association of Hong Kong
<http://www.bgca.org.hk/?locale=en-US>
8. Hong Kong Christian Service – Project Bridge for Children's Development
<http://www.hkcs.org/cdcb/bridge/bridge-e.html>
9. Hong Kong Caritas Youth and Community Service (Chinese version only)
<http://ycs.caritas.org.hk/>
10. The Pathways Foundation Limited
<http://www.pathways.org.hk>
11. Hong Kong Education City (Inclusion Pavilion (Chinese version only)
<http://www.hkedcity.net/sen/>
12. University of Hong Kong - Developmental Dyslexia Clinic (Chinese version only)
<http://www.speech.hku.hk/dyslexia/contact.php>
13. 有愛無礙（學習障礙、情緒行為障礙、自閉症、過動症、教材分享、網路IEP站）（Chinese version only）
<http://general.daleweb.org/>
14. The British Dyslexia Association
<http://www.bdadyslexia.org.uk>
15. The International Dyslexia Association
<http://www.interdys.org/>
16. LD OnLine: The Educators' Guide to Learning Disabilities and ADHD

<http://ldonline.org>

17. National Center for Learning Disabilities

<http://www.nclld.org/>

18. Learning Disabilities Association of America

<http://www.ldanatl.org/>

19. Dyslexia Action

<http://www.dyslexiaaction.org.uk/>

20. Bright Solutions for Dyslexia, Inc.

<http://www.dys-add.com/index.html>

(j) Twice Exceptionality

1. Special Education Resource Centre

<http://www.edb.gov.hk/index.aspx?nodeID=2524&langno=2>

2. Gifted Education Section, Curriculum Development Institute, Education Bureau

<http://www.edb.gov.hk/index.aspx?nodeID=2377&langno=2>

3. The Hong Kong Academy for Gifted Education

<http://hkage.org.hk/en/index.html>

4. 香港中文大學教育學院資優計劃

<http://www.fed.cuhk.edu.hk/pgt/index.php?id=home&cat=&sub=&lang=chi>

5. Center for Child Development, Hong Kong Baptist University

<http://www.hkbu.edu.hk/~ccd/>

6. Hong Kong Association for Parents of Gifted Children (Chinese version only)

<http://www.gifted.org.hk>

7. HKU Academy for the Talented

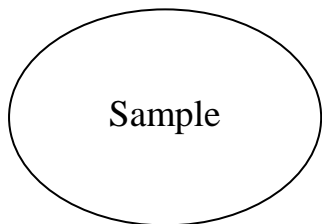
<http://www.als.hku.hk/talented/index2.php>

(k) Agencies Providing Ethnic Minorities Service The Hong Kong
Council of Social Service

<http://www.hkcss.org.hk/e/>

(l) Others

1. Arts with the Disabled Association Hong Kong
<http://www.adahk.org.hk/en/main/index.html>
2. Equal Opportunity Commission
<http://www.eoc.org.hk/eoc/GraphicsFolder/default.aspx>
3. 廖東梅創作歷程 - 畫出美麗人生 (Chinese version only)
http://www.hkedcity.net/article/cultural_feature/liutungmui/
4. Hong Kong Sports Association for Persons with Intellectual Disability
(Formerly HKSAM) (Chinese version only)
<http://www.hksapid.org.hk/>
5. Hong Kong Paralympic Committee & Sports Association for the Physically Disabled
<http://www.hkparalympic.org/>
6. An information web site for Intellectually Disabled — 戰勝自我 (Chinese version only)
http://www.hkmh2005.org/hk2005_index.htm
7. Lessons in Life — Radio Hong Kong
http://www.netstar21.com/program_detail.cfm?ID=74
8. The Hong Kong Polytechnic University - Jockey Club Rehabilitation Engineering Clinic
<https://www.polyu.edu.hk/bme/JCREC/JCREC.html>
9. TREATS
<http://www.treats.org.hk/en/main/home.asp>
10. The Mouth & Foot Painting Artists
<http://mfpa.com.hk/>
11. Enabling Education Network
<http://www.eenet.org.uk/>



**Individual Education Plan
(20 / school year)**

Name of Student :	
Age :	
Class :	
Type of SEN :	
Date of Discussion :	
Date of Implementation :	
Background Information :	
Strengths and Hobbies :	
Weaknesses :	

After discussing among the school personnel, specialist, parents and the student, the plan is formulated as follows:

Domain	Long –term Targets	Short-term Objectives	Implementation		Responsible Person	Assessment Criteria	Effectiveness / short-term objective outcomes
			School	Parents			
Learning							
Social adjustment							
Language and communicative skills							

Participants :

Student Support Team Co-ordinator : _____

Teachers : _____

Educational Psychologist : _____

Student Guidance Teacher : _____

Parent/ Student : _____

Date of review:

Participants and posts:

<u>Student's Progress</u> : (refer to the pre-set objectives and criteria for success)	
<u>Parents' comment</u> :	<u>Student's feedback</u> :
<u>Specialist's comment</u> :	<u>Teachers' comment</u> :
<u>Other information</u> :	
<u>Conclusion and recommendation</u> :	

Not achieved			Partly achieved				Fully achieved		
1	2	3	4	5	6	7	8	9	10

Individual Education Plan : Case 1 (Identified as student with Attention Deficit / Hyperactivity Disorder)

Name of Student :	Lee Bun Bun (pseudonym)
Age :	11
Class :	Primary 5A
SEN :	Attention Deficit/ Hyperactivity Disorder
Date of Discussion :	20xx/10/5
Date of Implementation :	20xx/10/12 – 20xx/4/11 (6 Months)
Background information :	
Strengths & hobbies :	<ul style="list-style-type: none"> • Has good memory • Performs well in music; is capable of composing melody and learning to play the trumpet • Is able to recognize words and speak in English better than in Chinese • Is curious, is self-initiated in asking about things he does not know • Enjoys participation in extra-curricular activities
Weaknesses :	<ul style="list-style-type: none"> • Has short attention span in class, only able to concentrate for only 4 to 5 minutes, and always disturbs his classmates • Is unable to complete his homework at home, hence fails to hand in homework • Is weak in social skills, has poor relationship with classmates, refuses to be acquainted with classmates, is self-centred, is inconsiderate and is unable to respond appropriately to others' faults

After discussion among the school personnel, specialist, parents and the student, the plan is formulated as follows :

Domain	Long-term Targets	Short-term objectives	Implementation		Responsible person	Assessment Criteria	Effectiveness / short-term objectives outcomes
			School	Parents			
Learning	<p>1. To be attentive in class</p> <p>2. To improve the student's sense of responsibility in learning</p>	<p>1.To sit properly in class</p> <p>2. To bring in all necessary books and stationery</p> <p>3. To submit all homework</p>	<ul style="list-style-type: none"> - The class teacher sets up a "Well behave in class Scheme(whole class) to reinforce two behaviours: <ul style="list-style-type: none"> · Sitting properly in class · Bringing in all necessary books and stationery - The TA provides small-group after-school learning support for the student from 3:30pm to 5:00 pm on school days. The duration of the session will be shortened gradually upon improvement in homework completion. - The TA rewards the student with a stamp for every item of homework completed every day, and encourages him to complete the rest of it at 	<ul style="list-style-type: none"> - Remind the student to pack the school bag according to the timetable; and to bring the necessary books and stationery - Check whether the homework is completed every evening 	<p>Ms Cheung, all subject teachers</p> <p>Ms Cheung, TA, class monitor</p>	<ul style="list-style-type: none"> - Leaves his seat without permission for less than 2 times a day. - Brings along all books and stationery needed (review every week) - Fails to submit homework for less than 4 times a month (review monthly) 	

			<p>home.</p> <ul style="list-style-type: none"> - The class monitor reminds him to hand in his homework. 				
Social adjustment	To enhance student's communication skills and improve his social life	To learn to make friends, establish circle of friends	<ul style="list-style-type: none"> - To arranges the student to participate in social skills training group organized by the Student Guidance Personnel to help him learn how to make friends with others through role play, modelling, games, etc. The training group focuses on : <ul style="list-style-type: none"> • Greeting familiar people appropriately • Use of words of manners • Using appropriate tone when speaking to others • Inviting others to join in activities • Joining in others' activities - The class teacher selects 2 classmates to act as his 	Arrange weekend music class outside school for the student, so that he can practise the social skills and learn to make more friends	Ms Wan,	<ul style="list-style-type: none"> - Takes the initiative to greet familiar persons - Appropriately uses words of manners like "Please", "Sorry" and " Thank you" - Uses appropriate tone of voice when speaking to classmates - Has playmate(s) during break-time (TA makes observation and reviews with the student weekly) 	

			<p>“angels” to accompany him and remind him of appropriate social behaviours so as to help him establish a circle of friends</p> <ul style="list-style-type: none"> - To act as Peer Tutor of the English Corner in order to establish a positive image among his classmates 				
--	--	--	---	--	--	--	--

Participants :

Student Support Team Co-ordinator : Ms POON

Teachers : Ms Cheung (Form Teacher), Ms AU (English teacher),
Teaching assistant

Educational Psychologist : Ms LAM

Student Guidance Teacher : Ms WAN

Parents/Student : Mr. & Mrs. Lee, Lee Bun Bun

Individual Education Plan : Case 2 (Identified as student with Autism Spectrum Disorders)

Name of Student :	Lee Siu Ming (pseudonym)
Age :	15
Class :	Form 3
SEN :	Asperger's Syndrome
Date of Discussion :	x/x/20xx
Date of Implementation :	x/x/20xx - x/x/20xx (about 3 months)
Background information:	
Strengths & hobbies :	<ul style="list-style-type: none"> ◆ Is healthy and good at motor functioning ◆ Has fairly good academic results, good memory, performs well in mathematics, sciences and computer studies ◆ Is interested in reading, has ample knowledge in astronomy and sciences, able to be persistent in showing attention to experiments he is interested in ◆ Tidy handwriting, is excellent in drawing
Weaknesses :	<ul style="list-style-type: none"> ◆ unable to understand others' responses, has difficulties in accepting setback ◆ Is weak in communication skills ◆ Is unwilling to participate in group activities, stickle, being impatient to listening to others, is unable to accept other's opinion ◆ Rely on his grandmother to take care of his daily life, need to develop independent living skills

After discussion among the school personnel, specialist, parents and the student, the plan is formulated as follows :

Domain	Long-term Targets	Short-term Objectives	Implementation		Responsible person	Assessment Criteria	Effectiveness / short-term objectives outcomes
			School	Parents			
Communication and social skills	To enhance communication skills	To be able to talk with others politely on topics related to his interests	<p>- To arrange him to participate in social skills training group organized by the School Social Worker to learn:</p> <ul style="list-style-type: none"> • social language • initiating a conversation • responding appropriately to others' friendly approach <p>-To enter into the contest of "Astronomy 1-minute"; and practise with two classmates after school 2 times a week</p>	<ol style="list-style-type: none"> 1. To encourage the student to open a dialogue with "Please,...I would like to..." 2. To talk to the child for at least 5 minutes every night to practise social language 3. To prepare with him a topic for a one-minute speech every week 	Ms Y, Teacher A, Support Assistant	<p>The student talks with his classmates at least once everyday for at least 3 minutes each time (weekly review)</p> <p>Complete the "Astronomy 1-minute" contest, is able to finish the speech prepared beforehand (Post-contest evaluation)</p>	

Domain	Long-term Targets	Short-term Objectives	Implementation		Responsible person	Assessment Criteria	Effectiveness / short-term objectives outcomes
			School	Parents			
	To improve the ability in co-operating with classmates in group work	<p>1. To listen to others' opinions patiently in group discussions</p> <p>2. To accept others' opinions in the group discussion</p>	<p>- To arrange the student to participate in the social skills training group organized by the School Social Worker, learning to co-operate with others through games, role plays, and social scenarios</p> <p>- To arrange co-learning group in the subjects of mathematics, science and class teacher periods to improve his cooperation with others.</p> <p>- TA will support the student in the group discussions in class. Cue cards will be used to remind him of ways to join in the discussion</p>	To arrange social activity at least once a month for the student, e.g. lunch gathering, and observe the student's interaction and give positive feedback to his appropriate social behaviours	<p>Ms Y,</p> <p>Teacher A, Mathematics Teacher, Science Teacher</p> <p>TA</p>	Participates in group discussion in class, giving remarks at least 2 times during group discussion. (Monthly review)	

Domain	Long-term Targets	Short-term Objectives	Implementation		Responsible person	Assessment Criteria	Effectiveness / short-term objectives outcomes
			School	Parents			
			- To arrange the student to join his favourite clubs, such as Computer Club, Astronomy Club, Science Club, etc.		Related teachers of clubs & associations	80% of attendance (Review monthly)	

Participants :

Student Support Team Co-ordinator : Teacher T Teachers : Teacher A (Form Teacher), Teacher B (Assistant Form Teacher), Mathematics & Sciences Teachers, Teaching Assistant, Support Assistant, Clubs & Associations Teacher

Educational Psychologist: Ms W Social Worker: Ms Y Parents/Student : Mr. & Mrs. Lee, Lee Siu Ming

Individual Education Plan : Case 3 (Identified as student with Intellectual Disability)

Name of Student :	Chan Yat Shek (pseudonym)
Age :	12
Class :	Primary 6B
SEN :	Mild Intellectual Disability
Date of Discussion :	10/9/20xx
Period of Implementation :	14/9/20xx – 13/12/20xx (3 months)
<u>Basic Information</u> :	
Strength & Hobbies :	<ul style="list-style-type: none"> • possessing a gentle character, emotions being under control, willing to listen to teachers' advice • Is interested in photography, talented in drawing • His mother is a housewife and is willing to cooperate with school to support her son • Has a repertoire of general knowledge because of wide exposure, is interested in General Studies in particular
Weaknesses :	<ul style="list-style-type: none"> • Is easily distracted in class, often draws on books or exercise books in class • Lacks confidence due to his limited ability • Dislikes copying jobs due to weak hand muscle • Has articulation defects and limited vocabulary, and weak language skills. As the student is aware of his weak communication skills, he seldom takes the initiative to talk with his classmates, hence, his social life is affected. • Academic results: <ul style="list-style-type: none"> Chinese —has fair reading ability, is able to understand the basic facts of the passages, but lacks organization and shows flimsy content in writing English—has limited vocabulary, but is able to understand simple instructions with hints Mathematics— is unable to deal with long questions

After discussion among the school personnel, specialist, parents and the student, the plan is formulated as follows :

Domain	Long-term Targets	Short-term objectives	Implementation		Responsible person	Assessment Criteria	Effectiveness / short-term objectives outcomes
			School	Parents			
Learning	Chinese – To raise the writing ability	1. To be able to use three vocabularies from each chapters to make sentences 2. To be able to use the “6WQuestions” in narrative writing	- The Chinese teacher selects three vocabularies from each chapter for focus teaching and helps the student to use them in sentence making - To arrange a Chinese remedial lesson each week for the student; TA illustrates the “6W Questions” with mind maps and teaches the student to apply the skills in narrative writing; - In composition lessons, the teacher teaches the whole class to use the “6WQuestions” for writing narratives; - The TA provides in-class	-Help the student to revise the selected vocabularies at home every day, and demonstrate the use of these vocabularies in daily life; -Guide the student to compile a vocabulary book	Miss Chan TA Miss Chan TA	Able to use the selected vocabularies correctly in sentence construction. (Review once after completing two chapters) Uses mind map of “6Ws Questions” to write a narrative essay in 150-200 words	

Domain	Long-term Targets	Short-term objectives	Implementation		Responsible person	Assessment Criteria	Effectiveness / short-term objectives outcomes
			School	Parents			
			support in writing lessons.			(Review after completion)	
	English – To raise the reading ability	1. Can read and dictate four high frequency vocabularies of each chapter 2. Can read story books at P.3 level with	- Peer tutoring programme: One student trained as peer tutor plays cards with the student in the second break of Mondays, Wednesdays and Fridays to help him master the four high frequency words chosen by the teacher through card games. Dictation is held on Fridays and his results are recorded by this peer tutor. The peer tutor also helps him compile a personal vocabulary book in which pictures can be used to help him learn vocabulary. - Teacher selects a suitable book for the student to read every month through paired	The book is borrowed by the student and taken home. Parents guide the student to read the book and complete the worksheets every week.	Ms Cheung is responsible for the training and follow-up work of the peer tutor. Ms Cheung	Pronounce and dictates correctly the four selected high frequency vocabularies each week (Review bi-weekly) Reads aloud a story book at P.3 level on his own to the	

Domain	Long-term Targets	Short-term objectives	Implementation		Responsible person	Assessment Criteria	Effectiveness / short-term objectives outcomes
			School	Parents			
		“Big Brothers”	reading with a “Big Brother” and some simple sentence structures from the book for the student to learn and to be practised by doing worksheets designed by the teacher. Separate worksheets at the same difficulty level are also designed to be taken home.			teacher every month (Review monthly)	
	Mathematics – To raise the ability to tackle long questions	<p>1. Distinguish various mathematical terms, e.g. difference, X is more than Y...etc.</p> <p>2. Apply task analysis to work out the long questions</p>	<p>- To arrange two mathematics remedial lessons each week for the student and teach him:</p> <ul style="list-style-type: none"> • to identify and understand the mathematical glossary • to comprehend commonly used key words in long questions; provide the students with the key words for each topic • to apply task analysis to work out the long questions as follows: <p>1. Recite the question</p>	Assist the student to apply the task analysis to work out the long questions and complete the homework.	Miss Ng, TA	Able to finish at least half of the class assignments and homework independently (Review bi-weekly)	

Domain	Long-term Targets	Short-term objectives	Implementation		Responsible person	Assessment Criteria	Effectiveness / short-term objectives outcomes
			School	Parents			
			2. Find out the key words 3. Use diagrams to illustrate the problems 4. List out the equations 5. Make a guess 6. Calculate and check - The teacher adapts the difficulty level of assignments by choosing the more straight-forward long questions for the student to complete in class and at home (Make reference to the strategies introduced in “Fun with Maths” (2010))				

Domain	Long-term Targets	Short-term objectives	Implementation		Responsible person	Assessment Criteria	Effectiveness / short-term objectives outcomes
			School	Parents			
Language and communication skills	To enhance the communication skills	<p>1. To speak clearly</p> <p>2. To widen vocabulary repertoire</p> <p>3. To tell a story using the “6W questions” (“6Ws”)</p>	<p>- To provide the student with speech therapy training once a week, including:</p> <p>a. Articulation training (/s/phoneme)</p> <p>b. To raise the semantic knowledge and widen his vocabulary repertoire through playing games and discussions semantically or phonologically related words. Teach the student to make story by using the “6WQuestions”</p> <p>- The Chinese Language teacher and the ST keep close contact to understand and follow the progress of the student:</p> <p>a. Request the ST to highlight all /s/ words in which the student shows difficulty in texts so that the teacher can pay special attention</p>	<p>- To spend 20 minutes every day with the student to review what he has learnt in the speech therapy sessions in the week; ask the student to write down all vocabularies in the vocabulary book</p> <p>-Encourage the student to take photographs during the</p>	<p>Ms Choy, the ST</p> <p>Miss Chan, The Chinese Language teacher</p>	<p>Able to tell a story in 3 minutes in front of the class each month;</p> <p>-</p> <p>-expresses clearly the gist of the story</p> <p>- able to pronounce 80% of the /s/ words correctly (Review monthly</p>	

Domain	Long-term Targets	Short-term objectives	Implementation		Responsible person	Assessment Criteria	Effectiveness / short-term objectives outcomes
			School	Parents			
			<p>to the student when pronouncing these words.</p> <p>b. The Chinese Language teacher teaches the whole class the “6Ws” in oral and writing lessons to reinforce these skills.</p> <p>c. The Chinese Language teacher provides chances for the student to use the vocabularies and the learned narrative skills in the lessons</p>	<p>weekend outings discuss with him on the activity and his feelings on the day or the day after; assist the student to write a simple travel logbook with photographs and text; ask the student to bring this logbook to school and share with Ms Choy during the speech therapy training.</p>			

Domain	Long-term Targets	Short-term objectives	Implementation		Responsible person	Assessment Criteria	Effectiveness / short-term objectives outcomes
			School	Parents			
Social skills	To enhance the ability of interacting with classmates	<p>1. To acquire the appropriate manners to interact with classmates</p> <p>2. Able to participate in the extra-curricular activities with</p>	<p>- To participate in social skills training group from October to November (a total of 4 sessions), organized by the school social workers to learn how to interact with others politely through games, role plays and social scenarios.</p> <p>- The school social worker shares with the subject teachers the skills taught in the group so that the subject teachers may make use of opportunities to reinforce students' learned skills in and outside the lessons.</p> <p>- To join the Photography Club.</p>	To help the student to apply the skills learnt in the group in daily life	<p>Miss Pak, the social worker</p> <p>All subject teachers</p> <p>Teacher in charge of the Photography Club</p>	<p>-Able to stay harmoniously with his classmates; and fewer complaints on about his impoliteness by classmates.</p> <p>- able to attend the Photography Club gathering every week (Review</p>	

Domain	Long-term Targets	Short-term objectives	Implementation		Responsible person	Assessment Criteria	Effectiveness / short-term objectives outcomes
			School	Parents			
		classmates				bi-weekly)	

Participants :

Student Support Team Co-ordinator : Ms Tam

Teachers : Ms Chan (Chinese Teacher & Form Teacher), Ms Lee (English Teacher), Ms Ng (Mathematics Teacher),TA

Educational Psychologist : Ms Wong

Student Guidance Teacher : Miss Pak

Speech Therapist : Ms Choy

Parent/ Student : Mrs. Chan, Chan Yat Shek

Individual Education Plan: Case 4 (Identified as student with Hearing Impairment)

Name of student :	Chan Siu-ming (pseudonym)
Age :	14
Class :	S2C
SEN :	Moderately-severe grade of Hearing Impairment
Date of meeting :	14/9/20xx
Date of Implementation :	20/9/20xx to 17/12/20xx (about 3 months)
Background information	
Strengths & Hobbies :	Good at observation & imitation Loves running and enjoys racing, has won lots of award in the past
Weaknesses :	Does not accept his HI and declines to use hearing aids Low language ability, poor academic performance in Chinese Language and English Language, unable to comprehend subject contents in class nor complete homework at home, and thus the overall academic level is seriously backward Dislikes reading Lack of self confidence, seldom talks with classmates as he is frightened to be teased of his HI and defective articulation

After discussion among the school personnel, specialist, parents and the student, the plan is formulated as follows :

Domain	Long term targets	Short-term objective	Implementation		Responsible person	Assessment Criteria	Effectiveness/ progress
			School	Parents			
Use of residual hearing	To wear hearing aids consciously every day	<ul style="list-style-type: none"> - To help Siu-ming understand the difficulties and influence arising from his hearing impairment; - To raise the motivation of Siu-ming on using hearing aids; - To encourage Siu-ming to use hearing aids by creating an inclusive and accepting environment 	<ol style="list-style-type: none"> 1. To provide individual counseling to assist Siu-ming to understand the difficulties and influence arising from HI; to help him have a better understanding on the use of hearing aids, such as the difficulties and misconceptions; and to help him accept his hearing impairment. At the same time, he can understand that everybody is unique and has his/her own difficulties and needs, we should accept each other and respect diversity. 2. To invite Siu-ming and his friends to participate in simple communication games to let him understand his listening and communication difficulties during the process so as to motivate him to use the hearing aids. Meanwhile, his friends will encourage Siu-ming to use hearing aids during the games and later on, they will suggest him to use the hearing aids in the classroom. 3. To follow up the conditions and effectiveness of Siu-ming's use of hearing aids in class and render positive reinforcement and recognition whenever appropriate. 4. To develop a reward scheme to motivate Siu-ming to wear hearing aids in class. To let Siu-ming wear the hearing aids in the language lessons first so as to let him understand and reassure him that the hearing aids can help him learn better. Positive reinforcement will be provided for continual use of hearing aids in Chinese and English lessons for 3 days or more (for at least 3 hours a day). 	To remind Siu-ming to check and bring along the hearing aids to school every day	Class Teacher and School Social Worker	Able to wear hearing aids in Chinese and English lessons for at least 3 days a week (for at least 3 hours a day)	

Domain	Long term targets	Short-term objective	Implementation		Responsible person	Assessment Criteria	Effectiveness/ progress
			School	Parents			
			<p>5. To conduct a “Deaf Awareness Program” in class upon Siu-ming’s consent. The Learning Package – “Parenting - The Silent Shower” is used to facilitate the classmates to understand HI, so as to accept and support Siu-ming.</p> <p>6. To mobilize Siu-ming’s peers to encourage him to wear hearing aids in lessons regularly.</p>				
Learning	To comprehend the lesson content in the subjects of English and Chinese	To complete pre-learning task and homework	<p>1. To arrange Siu-ming with small class teaching in Chinese and English Languages as well as providing curriculum and homework accommodations.</p> <p>2. To provide pre-learning materials and assist Siu-ming in completing them before lessons.</p> <p>3. To find out the content/concepts that Siu-ming cannot grasp in class and provide individual guidance.</p> <p>4. To follow up on Siu-ming’s learning problems by the TA and to encourage Siu-ming to seek help whenever he encounters difficulties in learning.</p> <p>5. To maintain frequent communication between teacher of the Enhanced Support Service for Students with Hearing Impairment in Ordinary Schools (ESS) and the English and Chinese Language teachers to share effective learning strategies and help Siu-ming grasp these strategies.</p> <p>6. To praise Siu-ming orally or in written format and to recognise his academic progress in connection to the use of hearing aids so that he will continue to implement the IEP measures.</p>	<p>To set a schedule on pre-learning tasks and homework with Siu-ming</p> <p>To encourage Siu-ming to attend ESS</p>	Chinese, and English Language teachers, teacher of ESS	To complete at least 60% of the pre-learning tasks and home work and attend ESS punctually	

Domain	Long term targets	Short-term objective	Implementation		Responsible person	Assessment Criteria	Effectiveness/ progress
			School	Parents			
	To cultivate reading habits	To write up 2 book reports every school term	<p>1. To establish a reading award program to develop Siu-ming's interest in reading. The TA helps him choose one Chinese and one English books from a recommended book list. He reads the books at home for 15 minutes a day and his reading record will be kept by his parents. A gift will be given as reward for accomplishing the 15-minute reading for 5 days and a bigger reward will be granted when he can accumulate the 5-day reading for three times</p> <p>2. To follow up Siu-ming's reading progress, find out his difficulties in reading and then help him complete the book reports.</p>	To observe and record	Chinese, and English Language Teachers, TA	To continue reading for at least 30 days and to complete one book report	
Social and Communication	To build up self-confidence	To attend track and field training and take up some duties so as to build up his self-confidence	To receive track and field sport training and take up some duties in the school's sport team so as to stretch his potentials and build up his self-confidence.	To encourage Siu-ming to attend the training and take up assigned duties	PE Teacher	To attend training and accomplish over 70% of assigned duties	

Domain	Long term targets	Short-term objective	Implementation		Responsible person	Assessment Criteria	Effectiveness/ progress
			School	Parents			
	To enhance social skills and build up friendship with classmates	To build up peer relationship by attending group activities or exchange camps arranged by the School Social Worker	<ol style="list-style-type: none"> To provide social skills training to improve Siu-ming's interpersonal skills. To encourage Siu-ming to attend group activities or exchange camps together with friends he invites himself for practising his learned social skills and building up better peer relationship. To use the Resource Package on "Communication Enhancement Strategies for Students with Hearing Impairment" to raise schoolmates' awareness on the difficulties encountered by hearing impaired students and to teach them necessary communication skills. 	To encourage Siu-ming to attend all activities arranged by the School Social Worker	School Social Worker	Able to invite friends to attend activities together at least once a month	
		To receive school-based speech therapy	<ol style="list-style-type: none"> To arrange school-based speech therapy for correcting Siu-ming's mis-articulation and improving his receptive and expressive language abilities so as to improve his overall communication skills. Based on the reading award program, the teaching assistant uses the story grammar to help Siu-ming organize the speech content for enhancing his expressive skills and articulation. 	To encourage Siu-ming to attend training and practise	Student Support Team Co-ordinator	To attend over 90% of training activities punctually	
Assessment accommodation : Siu-ming is required to attend all tests and examinations in school, including the listening parts of the subjects of Chinese, English and Putonghua. However, his marks gained in the listening parts will be exempted and will not affect the assessed result of the above subjects.							

Participants :

Student Support Team Co-ordinator : Ms Ho Teachers : Miss Au (Form Teacher), Mr Cheung (English Teacher), TA, Mr Lee (PE Teacher)

Educational Psychologist : Ms Lam Social Worker : Ms Wun Teacher of Enhanced Support Service for Students with Hearing Impairment in Ordinary Schools (ESS): Ms Wong

School-based speech therapist : Ms Leung Parents/Student : Mr. & Mrs. Chan, Chan Siu-ming

Individual Education Plan: Case 5 (Identified as Twice Exceptional Student with Asperger's Syndrome and Very Superior Intellectual Functioning)

Name of Student:	Yeung Chi Kit (pseudonym)
Age:	13
Class:	Secondary 2
SEN:	Asperger's Syndrome and Very Superior Intellectual Functioning
Date of Discussion:	28/9/20xx
Date of Implement:	3/10/20xx – 15/1/20xx (4 months)
Background Information:	
Strengths & Hobbies:	<ul style="list-style-type: none"> • Very strong logical reasoning abilities • Excellent memory • Excels in visual organization and multi-media skills, highly inquisitive, with special interest in science exploration, advanced knowledge in science
Weaknesses:	<ul style="list-style-type: none"> • Weak in social communication skills • Weak in understanding other's perspective and feelings • Often insists on his own views • Highly sensitive to others' opinion or comments and get agitated easily

After discussion among the teaching personnel, specialist, parents and the student, the plan is formulated as follows:

Domain	Long-term Targets	Short-term objectives	Implementation		Responsible person	Assessment Criteria	Effectiveness / short-term objectives outcomes
			School	Parents			
Learning	Has clear goals and can systematically construct new knowledge in the areas of his interest	Can systematically conduct in-depth exploration and research on his favourite science topics	<ul style="list-style-type: none"> - In general, adopt a “differentiated teaching approach”, e.g. provide “tiered assignment”, pose higher-order questions with no single standard answers, give assignments with appropriate challenge and complexity; 	<ul style="list-style-type: none"> - Encourage the student to do library, science museum or internet search on relevant science information; 	Ms Lam	<ul style="list-style-type: none"> - Can give analytical responses (in terms of depth and width of the contents) that are above the average standard of other students when completing assignments and answering questions; 	
			<ul style="list-style-type: none"> - If the student can demonstrate his advanced mastery on certain topics of the science subject, allow in-depth exploration in an area of his own choice as his “independent study”; 	<ul style="list-style-type: none"> - Encourage the student to participate in related science interest club in or outside school to 	Ms Lam Mr. Au	<ul style="list-style-type: none"> - Can produce at least one learning portfolio each term, with research objectives, 	

Domain	Long-term Targets	Short-term objectives	Implementation		Responsible person	Assessment Criteria	Effectiveness / short-term objectives outcomes
			School	Parents			
				<p>exchange views with those talented in science.</p> <ul style="list-style-type: none"> - To arrange the student to join a “mentorship scheme”, whereby he can benefit from the guidance and role modelling of a highly committed and knowledgeable mentor (not restricted to teachers from within the school). 	Mr. Au	<p>methodology, procedure, data collection and analysis, and self-reflection;</p> <ul style="list-style-type: none"> - Can discuss his “independent study” with the science teacher / mentor for at least two sessions a week. 	
Social and emotional adjustment	Can communicate effectively with people with opinions or background different from him	<ul style="list-style-type: none"> - Can respond appropriately to different opinions and comments from others - Can express his thoughts 	<ul style="list-style-type: none"> - To arrange the student to share his research products with peers through different channels, such as the school website, class period or school assembly; - To directly coach verbal presentation skills; - To rehearse appropriate 	<ul style="list-style-type: none"> - Encourage the student to talk about his social life at school; - Remind the student of the appropriate methods in responding to different 	<p>Ms Chow</p> <p>Ms Chow</p> <p>Ms Lee</p>	<ul style="list-style-type: none"> - Can give appropriate responses , e.g. “thank you for your opinion” to different opinions or comments in the classroom setting; 	

Domain	Long-term Targets	Short-term objectives	Implementation		Responsible person	Assessment Criteria	Effectiveness / short-term objectives outcomes
			School	Parents			
		clearly and politely	<p>responses to possible enquiries and comments from peers, and teach him how to manage his negative emotions;</p> <p>– To provide individual counselling to help him understand others' perspectives and thoughts, and share his feelings.</p>	opinions.	Ms Chan	– Lose temper when facing different opinions for less than three times a week	

Participants:

Student Support Team Co-ordinator: Ms Cheung
 Educational Psychologist: Ms Lee

Teachers: Ms Chow (Form Teacher), Ms Lam (Science Teacher) and Mr. Au (Science Subject Panel)
 School Social Worker: Ms Chan Parent/Student: Mr. & Mrs. Yeung, Yeung Chi Kit

Equal Opportunities in Education - the Mediation Mechanism

EDB has established a three-tier mediation mechanism which involves schools, EDB and the EOC for safeguarding equal opportunities of students with disabilities in education. (Please refer to the pamphlet “Elimination of Disability Discrimination: Home-school Cooperation and Mediation Mechanism”)

Role of Schools

- Formulate policy to provide equal opportunities for all students;
- Encourage parents to take an interest in school affairs. Invite them to express views on how to address the SEN of students to school direct in a bid to work out solutions;
- Keep open to parents’ opinions for continuous school improvement; and
- Establish school-based procedures to handle complaints from parents and students, including those against disability discrimination.

Role of the EDB

- If the school and the parent involved in a dispute fail to reach a settlement, the REOs of EDB will render assistance;
- Officers of REOs will collect information from the school and the parent, study the case in detail, and arrange mediation meetings to solve the problem;
- If the mediation meeting fails to reach a settlement over the case, EDB will form a case study group to consult the views of the outside professionals and persons concerned to work out a solution; and
- Having considered the proposal of the case study group, its practicability, resources available and other related factors, EDB will decide on the terms of mediation, conduct mediation between the parent and the school, and implement the agreed support measures.

Role of the Equal Opportunities Commission

- Under the DDO, any person who feels discriminated on the ground of his/her disability can lodge a written complaints with the EOC;
- The EOC will make an inquiry into the case and try to resolve the dispute between the complainant and the respondent through conciliation; and
- The EOC usually takes three to nine months to handle a complaint case.

Contact Numbers for Enquiry

Hong Kong Regional Education Office	2863 4646
Kowloon Regional Education Office	3698 4108
New Territories East Regional Education Office	2639 4876
New Territories West Regional Education Office	2437 7272
The Equal Opportunities Commission	2511 8211

Relevant Circular Memorandum from the Education Bureau

Subject	Circular Memorandum No	Date
Commencement of The Code of Practice on Education	EDBC 014/2001	17/7/2001
The Principle of Equal Opportunities	EDBC 033/2003	08/12/2003

For the pamphlet “Elimination of Disability Discrimination: Home-School Co-operation and Mediation Mechanism” and relevant information, please refer to the homepage of the EDB.

(Path: Homepage of EDB > Education System and Policy > Special Education > Support and Subsidy > Ordinary School > Parents and Public Education > Elimination of Disability Discrimination Home-School Cooperation and Mediation Mechanism)

Policies, Resources and Measures adopted in supporting Students with SEN or Academically Low Achievers to be set out in the School Annual Report.

School

Policies, Resources and Support Measures of Implementing Whole School Approach to Integrated Education (20 / 20 school year)

I. Policy	<ul style="list-style-type: none"> • Our school is committed to developing an inclusive culture through the WSA to support students with SEN. Resources are deployed to provide appropriate and diversified support to these students so as to enhance their learning and adjustment to the school life. • We treasure home-school cooperation by establishing regular communication channels to facilitate parents' participation in the formulation of support strategies for students with SEN.
II. Resources	<p>To facilitate our school's support to students with SEN and ALAs, the following additional resources are provided by the Education Bureau:</p> <ul style="list-style-type: none"> • Capacity Enhancement Grant; • Learning Support Grant; • Intensive Remedial Teaching Programme; • Whole School Approach to Integrated Education Programme; • Top-up Fund; and • Enhanced Speech Therapy Grant.
III. Support measures and allocation of resources	<p>Students with SEN and ALAs are provided with the following support measures:</p> <ul style="list-style-type: none"> • An SST headed by the vice principal is established. The team members include the curriculum development leader/senior teacher in-charge of Academic Affairs, the student guidance teacher, class teachers, the school social worker, the EP, the examination co-ordinator and subject teachers. • One additional teacher and two teaching assistants are employed in the implementation of the WSA to catering for student diversity. • ALAs are provided with pull-out/after school remedial lessons, which include P2 Chinese, P3/4 English and P2-5 Mathematics. • In order to help students with SEN to better cope with their learning, we have utilized the top-up fund in accordance with their needs to procure FM Systems for students with HI, procure height adjustable desks and chairs and install ramps

	<p>for students with PD, and install screen readers for students with SpLD.</p> <ul style="list-style-type: none">• School-based speech therapy service is hired to offer individual/group training/therapy sessions to students with SLI once a week.• Deploying teachers or TAs to co-teach to support students with SEN in the classrooms.• With teachers' coordination, TAs provide after-school tutorials for those students in need.• Adapted learning materials, homework strategies and/or assessment accommodation are provided to students in need; their learning achievements are recorded via class observation and reported to the parents concerned when appropriate.• Students of the junior classes are supported by those from the senior classes through peer tutoring.• Reading skills of students with SpLD are enhanced through paired reading;• Parent education, including seminars, training groups and workshops, is organized to equip parents with better understanding of children with SEN, and render their support in alignment with the school measures.• EDB, HKIEd and NGOs are invited to conduct staff development programmes. These include: Implementing the WSA to support students with SEN, teaching strategies for students with ASD and theories on Invitational Education.
--	--

The Whole School Approach to Catering for Students with SEN
Year-end Evaluation Form for Individual Student
(for Primary Schools)

_____ / _____ School Year

Student Name: _____ Level: P. Evaluation Date: _____

School Name: _____

SEN: SpLD ID ASD AD/HD PD VI HI SLI

SpLD - Specific Learning Difficulties	PD – Physical Disability
ID – Intellectual Disability	VI – Visual Impairment
ASD – Autism Spectrum Disorders	HI – Hearing Impairment
AD/HD – Attention Deficit / Hyperactivity Disorder	SLI – Speech & Language Impairment

People involved in the evaluation : (please fill in the no.)

i) School representatives:

Teachers _____ Educational Psychologist _____ Teaching Assistant _____

Student Guidance Personnel _____

ii) EDB representatives (Section): _____ iii) Parents (Relationship with student): _____

iv) Student involved: Y/N v) Others (please specify): _____

Part A: Performance in this school year

1. Compare the performance of the students at the beginning and the end of this school year. (Please put a '✓' in the box)

	Showing significant improvement	Showing some improvement	No improvement	Others (Please specify)
1.1 Students' Social adjustment :				
1.1.1 Compliance with the school regulations				
1.1.2 Good relationship with peers				
1.1.3 Good relationship with teachers				
1.1.4 Participation in classroom/school activities				
1.1.5 Self-esteem				

	Showing significant improvement	Showing some improvement	No improvement	Others (Please specify)
1.2 Students' Learning performance:				
1.2.1 Reading skills				
1.2.2 Numeracy skills				
1.2.3 Writing skills				
1.2.4 Academic performance				
1.2.5 Development of multiple intelligence: (e.g. Sports, Arts, Music etc., please specify: _____)				
1.3 Students' Learning attitude/motivation :				
1.3.1 Completing the task within time limits				
1.3.2 Working independently				
1.3.3 Adjusting smoothly to the changes in the daily school routines				

2. Support provided: (Please put a '✓' in the box, may choose more than 1 item)

	Chinese	English	Mathematics	Other subjects
2.1 Co-teaching				
2.2 Co-operative learning				
2.3 Withdrawal/after school remediation				
2.4 Small group teaching / activities				
2.5 Peer tutoring				
2.6 Paired reading				
2.7 Other support(i), pls. specify _____				
2.8 Other support (ii) , pls. specify _____				

3. Adaptation and Accommodation

3.1 Teaching & Learning (Please put a '✓' in the box, may choose more than 1 item)

	Adaptation and Accommodation provided				No Adaptation and Accommodation
	Chinese	English	Maths	Others	
3.1.1 Curriculum					
3.1.2 Quantity of Homework					
3.1.3 Seating Arrangement					
3.1.4 Special Equipment needed					
3.1.5 Others★					

★Pls. specify: _____

3.2 Test & Examination (Please put a '✓' in the box, may choose more than 1 item)

Enlarged question papers	Extended time	Ancillary aids (e.g. magnifiers / assistive listening device)	Use brailers	Special room / Special assistant
Read the topics of the question paper	Read the whole question paper (Pls specify the subject)	Special arrangement (e.g. computer, answer orally, etc.)	Exemption*	Others*

*Pls. specify: _____

Students do not need examination accommodation.

No examination accommodation provided for students.

Reasons: _____

4. Home-school Cooperation

4.1 Parent involvement in the following activities: (Please put a '✓' in the box, may choose more than 1 item)

Individual Education Plan	Parent Day	Seminar / Sharing	Parent Group	Volunteer	Contact school periodically	Others*	No participation

*pls. specify: _____

4.2 Parents find the support measures provided by school:

Highly satisfactory Satisfactory Acceptable Need improvement

Parents' suggestion or views on the support plan for next school year:

Part B: Education Plan for next school year

In the next school year, will the school change or adjust the education plan for the students in regard to the following?

	No	Reason:	Yes	Reason:
1. Support				
2. Teaching Adaptation				
3. Examination Accommodation				
4. Home school cooperation				

Teacher's Name: _____ Post: _____ Date: _____

The Whole School Approach to Catering for Students with SEN
Year-end Evaluation Form for Individual Student
(for Secondary Schools)
 _____ / _____ Academic Year

Student Name : _____ School : _____

- | | |
|---|---|
| <input type="checkbox"/> Specific Learning Difficulties | <input type="checkbox"/> Physical Disability |
| <input type="checkbox"/> Intellectual Disability | <input type="checkbox"/> Visual Impairment |
| <input type="checkbox"/> Autism Spectrum Disorders | <input type="checkbox"/> Hearing Impairment |
| <input type="checkbox"/> Attention Deficit/Hyperactivity Disorder | <input type="checkbox"/> Speech and Language Impairment |

Level : _____ Date of review : _____

Participants : Representatives from School: _____ teachers _____ teaching assistants
 _____ social workers (pls. indicate the No.)

Representative from EDB (Section) : _____

Parent : _____ Student (if he/she participates): _____

Others (please specify) : _____

Part A : Performance in this year

Students' overall performance at the end of this school year as compared with that at the beginning of the school term- :

1.1 Student requires curriculum adaptation in the following subjects :

- Chinese English Mathematics
 Other subjects (please specify : _____)

1.2 Student's Social adjustment :	Showing significant improvement	Showing some improvement	Showing no improvement	Others (pls. specify)
1.2.1 Compliance with the school regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
1.2.2 Good relationship with peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
1.2.3 Good relationship with teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
1.2.4 Participation in classroom/school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
1.2.5 Self-esteem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

1.3 Student's Learning performance :	Showing significant improvement	Showing some improvement	Showing no improvement	Others (pls. specify)
1.3.1 Reading skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
1.3.2 Numeracy skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
1.3.3 Writing skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
1.3.4 Academic performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
1.3.5 Development of multiple intelligence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

(please specify: _____)

1.4 Student's Learning attitude/motivation :	Showing significant improvement	Showing some improvement	Showing no improvement	Others (pls. specify)
1.4.1 Completing tasks within time limits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
1.4.2 Working independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
1.4.3 Adjusting smoothly to the changes in the daily school routines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

2. Parents are satisfied with the support measures provided by school :

Highly satisfactory Satisfactory Acceptable Need improvement

Part B : Education Plan for the Coming School Year

3. In the coming school year, the following adjustment or support measure will be implemented to enhance the effectiveness of learning and teaching : (may select more than 1 item)

3.1 Teaching

- co-teaching : the subject is _____ (pls. specify)
- collaborative learning : the subject is _____ (pls. specify)
- small-group teaching : the subject is _____ (pls. specify)
- after-school remedial class : the subject or learning area is _____ (pls. specify)
- peer-tutoring : _____ (pls. specify)
- others : _____ (pls. specify)
- no adjustment or support measure is required in this aspect

3.2 Curriculum

- adjustment will be made in the following subjects : _____
- no adjustment or support measure is required in this aspect

3.3 Assessment

- alternative mode of question papers, such as :
 - braille
 - enlarged prints
 - reading aloud instructions by the invigilator
 - reading aloud all questions by the invigilator
 - others : _____ (pls. specify)
 - no adjustment or support measure is required in this aspect
- alternative mode of answering the papers, including :
 - braille
 - word processors
 - computer software such as Penpower Chinese handwriting recognition

system, TengSeWong Voicewriter, etc.

- providing oral answers
- special examination centres or arrangement of additional invigilators
- extended examination time
- ancillary aids, such as calculator _____(pls. specify)
- others : _____(pls. specify)
- no adjustment or support measure is required in this aspect

4. Suggestions on home-school co-operation to enhance the effectiveness of learning and teaching are as follows : (may select more than 1 item)

- the present support measures, such as parents' involvement in IEP meetings will be continued
- strengthen parental support, including
 - assisting student in his/her homework
 - engaging in parent-child paired-reading
 - assisting student in revising the learning contents
 - participating in behavioral management programme
 - widening Key Learning Areas for the student, such as participating in extra-curricular activities
 - taking up specific training course, such as _____(pls. specify)
 - enhancing student's self-confidence
 - keeping close contact with school
 - assisting student in his/her classroom learning at school
 - attending parent training courses
 - others : _____(pls. specify)

5. Suggested summer activities : (may select more than 1 item)

- remedial class on academic subjects
- enrichment course on academic subjects
- summer job experience or volunteer work
- social functions
- life skills training activities
- fitness training
- others : _____(pls. indicate)

6. Parents' comments and suggestion on the above plan :

Name of teacher : _____

Post : Class Teacher Curriculum Development Leader/Senior Teacher
in-charge of Academic Affairs Others : (pls specify : _____)

Date : _____

Exemplar on Support Measures and Strategies (1)

Type of SEN : Speech and Language Impairment

Learning Difficulties of students:

- Misunderstanding due to the inability to comprehend the whole message, hence unable to follow classroom instructions and respond appropriately to questions;
- Weak expressive language skills, limited vocabulary repertoire and often fail to express the meaning;
- Language expression affected by oversimplified sentence structures and word order problems, leading to difficulties in group discussion;
- Unclear speech due to misarticulation;
- Dysfluency (Stuttering) such as repetition of syllables, single word, compound word, and even with facial grimacing and body movements, etc. affecting communication and social interactions; and
- Hoarse voice affecting communication

1. Formulation of Support Programmes

Objectives :

1. To establish a mechanism for early identification, referral and support for SLI students;
2. To provide appropriate school-based speech therapy services such as:
 - enhancing students’ use of vocabularies;
 - enhancing students’ ability in using different sentence structures;
 - enhancing the narrative skills of students;
 - enhancing students’ comprehension of text genres ;
 - improving students’ speech intelligibility;
 - improving students’ speech fluency;
 - increasing all students’ awareness of vocal hygiene;
 - establishing a language-facilitating environment, etc.

Implementation Methods:

1. School-based measures :

- *Group training:* Age-matched students with similar speech and language problems would be arranged to receive group therapy, such as groups on “Narrative Skills Enhancement”, “Vocabulary Expansion”, “Sentence Structure Building” and “Vocal Hygiene”, etc. Group therapy would be conducted after school. Teachers and parents would also be invited to participate in the group therapy so that they can understand the skills and strategies in enhancing students’ speech and language abilities.
- *Individual training:* For cases having more severe speech and language problems or poor stimulability of training targets, individual therapy would need to be provided. Teachers and parents would also be invited to attend the individual therapy sessions, so that they would understand the skills and strategies in enhancing students’ speech and language abilities. In accordance with the needs of individual students, the school-based ST would observe their communication and learning in the classroom.
- *Peer tutoring:* A “Speech and Language Ambassador Scheme” would be implemented to support students with mild defective articulation: The school-based speech therapist would provide basic training to the Speech and Language Ambassadors, so that they would master the skills in helping students with defective articulation. After training, the Speech and Language Ambassadors would accompany the SLI students to carry out articulation training and help the SLI students correct their articulation errors before lessons, after school or during lunch time. The school-based ST would also follow up on the progress of these students regularly.
- *Collaborative teaching:* The Chinese Language subject teacher of the 2D class and the school-based speech therapist would conduct collaborative teaching and work together to set the learning objectives for the SLI students. (For examples, in the lesson of “An unforgettable day” in Unit 2, the structure of story grammar would be introduced

to help students narrate events and the skill of scaffolding would be demonstrated to help them understand the text.)

■ *Curriculum accommodation:* Chinese Language and General Studies: To use more visual strategies in teaching to help students understand and organize the learning contents; to provide opportunity for practices and to enrich the language context.

■ *Homework accommodation:*

- Assignment of Chinese Language (sentence reconstruction) : To reduce the level of difficulties in sentence reconstruction exercises, e.g. only requesting students to add prepositional phrases or reconstruct complex sentences with not more than two levels of structures ;

- Integrated Science, History, etc.: To allow students using written words, charts or list of points to support their expression ;

- English : With reference to the suggestions by the school-based speech therapist, the practice focuses on word formation (For example, to change the meaning of words by adding a prefix to the root) ;

- To adopt diverse learning experience (e.g. books, webpages and visits) to replace textbook assignments.

■ *Assessment accommodation :*

- To pay attention to the content and the main ideas of students' expression when scoring, and should not deduct marks solely because of articulation, voice or stuttering problems ;

- To give extra time allowance to enable students to have sufficient time to complete what they want to express.

■ *Others :*

To set up personal case files for students receiving speech therapy services to keep their information (assessment reports, clinical notes, progress reports and other background information, etc.)

2. Hire services

Services Content:

(i)Target students:

All SLI students of the school (including those with multiple disabilities, e.g. SLI students with ASD and ID)

(ii) Expected Outcomes:

- a. To improve articulation / fluency / voice of the students in order to enhance their communication and social skills;
- b. To improve the comprehension and expression skills of the students in order to enhance their learning efficacy in the classroom;
- c. To increase the ability of teachers / parents in identifying and supporting SLI students.

(iii) Implementation Details:

Mode : To hire speech therapy services provided by qualified speech therapists in the form of a package. The content of the services includes:

- To provide assessment and diagnostic services for all students suspected of having SLI;
- To provide speech therapy services for all SLI students of the school based on their speech and language problems and learning needs, e.g. individual therapy, group therapy, in-class support, etc.;
- To organize seminars / workshops for teachers / parents;
- To inform school / teachers / parents of students' progress, speech and language abilities, learning needs and problems etc. on a regular basis, such as by issuing detailed speech and language reports and progress reports, meeting with teachers and parents etc.;
- To invite parents and teachers to attend therapy sessions so that they can have better understanding of students' speech and language abilities, characteristics of impairment, treatment and training methods;
- To assist the school to establish and evaluate the mechanism of referring students suspected of having SLI;
- To provide professional consultation to teachers to assist them to decide on the appropriate teaching strategies to enhance students' "listening, speaking, reading and writing" abilities.

Frequency : 30 school visits in the school year (e.g. three to four

half-day visits per month).

Evaluation : The coordinator of the Student Support Team and the ST meet regularly to review the performance and progress of students, revise the therapy service plan and to discuss pertinent issues. In addition, the speech therapist is required to submit an annual service report to school by the end of the school year.

3. Use of Community Resources :

- (i) Participating organization: Special School cum Resource Centre (SSRC)
- (ii) Target students: SLI students with multiple disabilities (such as student with ID and ASD)
- (iii) Service: To enhance the teachers' competency in caring for and supporting these students through the school-based support services provided by the SSRC. Besides, the TAs would follow the recommendations given by the ST to use the speech training resource package 「學好理解與表達 與人溝通好輕鬆」 (2005) (Chinese version only) developed by EDB to enhance the inferencing skills of the SLI students.

2. Parental Cooperation

a. Parent education / training :

- Seminars / workshops for parents
For example :
 - A workshop on “Enhancing learning efficacy of SLI students”.
The content includes enhancing the students’ abilities in asking questions and learning vocabularies;
- Parents’ observation of therapy sessions / Speech therapy consultation services
 - To arrange parents to participate in the speech therapy sessions and/or to talk with the speech therapist in order to understand the progress of students, speech training objectives and skills.

b. Collaboration with parents :

- To provide different opportunities for parents to be involved in support processes, e.g. involve parents in drawing up IEPs, provide parents with information and advice on the “Home Training Program”, encourage parents to carry out the home practices with the students;
- To train parents as parent volunteers by acquainting them with various problems of speech impairments and support strategies, and to have parents assist SLI students in practicing articulation skills or expressive language.
- To collect parents’ opinions about the support measures and speech therapy services from parents.

3. Evaluation of Effectiveness

a. Parents provide related information of students :

- To collect the record of speech therapy home practices;
- To meet parents regularly in therapy sessions or on parents’ day so as to collect their opinions and information about the progress of the speech and language abilities of their children.

b. Evaluation of students’ progress:

- To gather the assessment information of SLI students’ performance from the ST and teachers, e.g. speech and language reports, speech therapy progress reports, minutes of case conferences, teacher’s comments, etc. in order to evaluate the learning outcomes of the students, and set support goals and plan for the next school year.

Exemplar on Support Measures and Strategies (2)

Type of SEN : Attention Deficit/Hyperactivity Disorder

Common learning, emotional and behavioural difficulties faced by these students:

- Inattention: Lack of concentration with short attention span. They are often distracted by irrelevant signs and sounds. They also fail to work in a systematic way or pay attention to details. Moreover, they often make careless mistakes;
- Hyperactivity : They cannot remain seated in class and usually keep fidgeting or fiddling with objects around them; and
- Impulsivity: They lack patience, are impulsive and often act without considering the consequences. They blurt out answers before the questions are completed. Moreover, they often interrupt others, cannot remain in line with the queue, and are unable to follow through the instructions for completion of tasks.

I. Formulation of Support Programme

Objectives :

1. Focus on the student' deficiencies to eliminate his/her barriers in learning and participation, such as enhance the below executive skills:
 - response inhibition;
 - working memory;
 - self-regulation of affect;
 - sustained attention;
 - task initiation
 - planning/prioritization
 - organization
 - time management
 - goal-directed persistence
 - flexibility
 - metacognition
- 2 Maximize the student's strength, such as creating opportunities for the student who is good at athletics to use his strength in sports and could thus acquire success experiences, build up confidence and self-esteem in the process.
3. Enhance teachers' support in the classroom, such as

- Learning and teaching - give clear instructions, break down complicated task into small steps and adopt diversified teaching strategies to meet the student's need;
- Classroom management - appropriate seating arrangement and timely reminders could help the student to stay focused on task. Avoid direct confrontation with the student. Train the student to use self-initiated time-out whenever he/she is about to throw tantrums;
- Test and examination - provide assessment accommodation so that the student's deficiencies would not restrict the full display of his/her competencies.

4. Enhance home-school collaboration

Make use of multiple channels to maintain close contact with parents in order to reach consensus on management strategies and the importance of recognizing the student's efforts as well as to providing him/her with continuous support.

5. Create a school with inclusive culture and practices.

Intervention

1. School-based Support

(i) Group training

Target: Can include students who display features of or are confirmed to have AD/HD. Group size should not exceed 8 students with similar age.

Objective: Enhance the students' executive skills

Mode: Direct teaching, exercise, discussion and practicum.

To be conducted after school for about 7 to 8 sessions and each session lasts for 1.5 hours.

Follow-up: During the training period, the tutors should report the progress of the students to parents and teachers so that they can facilitate the students to apply what they have learnt in different settings. After the training, the tutors should work with the parents and teachers together to formulate plan for consolidation of skills acquired.

(Please refer to the Development of Executive Skills (DOES)

Resource Package (2010) for the related training.)

(ii) Individual training

- Design an IEP for students with serious and persistent emotional problems (such as self-harming behaviours and serious interruptive behaviour in class).
- The objectives and content of the IEP and the frequency of regular review should be based on the student's individual needs and progress.

Please refer to Section 6.3 - Tier-3 : Intensive Individualized Support of this operation guide.

(iii) Peer tutor

- Train up students who are more mature and accepting to be “Guardian Angel” of these target students. By pairing them up, such Angels can help target students to manage their own learning, emotion and behaviour by reminding, assisting and encouraging them.

(iv) Co-teaching

- Arrange teaching assistant to help those students who are excessively active and weak in self-control inside the classroom. Use direct verbal instructions or cue cards to remind the students to be attentive, remain seated, wait for their turn to speak as well as to follow teachers’ instructions to complete classroom tasks and participate in activities.

(v) Curriculum accommodation

- Use diversified teaching strategies in the classroom, such as differentiated instructions, multi-sensory teaching, tiered assignments, project learning, etc. to help students develop their strengths. Teachers could also provide opportunities for students to move around so as to utilize their excess energy.

(vi) Homework accommodation

- Highlight key words in the instructions or questions of assignments or worksheets, such as underline the words or provide large prints to reduce careless mistakes. Allow the student to do the mathematics sums in tabulated exercise book (格仔簿). Its marked columns can help minimize digit alignment errors.

(vii) Assessment accommodation

- Arrange seats which are free from environmental interference for the student. For student with particularly weak attention control, arrange a separate room for him/her to do the assessment individually. Lightly pat the student’s shoulder or tap on his desk to draw his/her attention when he/she becomes distracted during an assessment. Remind the student to read the questions and check the answers with due care and encourage him/her to persist completing the assessment. For oral examination, repeat the questions or instructions. Allow the student to have a short break during test and examination.

(viii) Home-School Collaboration

- Provide different platforms to enhance communication with and participation of the parents, such as regular IEP meetings, case conference, Parents’ Day, etc.

- Enhance parents' knowledge and skills in handling the emotional and behavioral problems of their children with AD/HD, such as organize workshops or seminars on handling children with AD/HD, teach parents to set up positive and reasonable goals, use "I messages" and acquire parent-child communication skills.
- Organize parent volunteers to help needy students on handling assignments and participating in peer activities during recess or after school. Such parent volunteers can provide mutual support among themselves through networking.

(ix) Others

- Inform parents of any special observation on the student's response to medication so that parents can relate to the psychiatrist at the regular follow-up session.
- If the student is also grossly lagging behind in attainment, appropriate academic remedial support should be arranged accordingly.

2. Hire of service

While planning school-based support measures, the school should consider the following factors to decide if hire of service is required:

- The number of target students, their distribution and needs
- The expertise and capacity of teachers and student guidance personnel; and
- The background and relevant experience of potential service provider.

Goal of Hire of Service :

Apart from directly benefiting the target students, hire of service can bring in the most updated and comprehensive support strategies which the school personnel can acquire and use in their daily teaching and guidance work. The school's capacity and effectiveness in meeting the SEN of its students using a WSA is thus enhanced.

Service Mode and Content :

- Students and parents groups
- Training of executive skills (choose from the 11 items of the above examples)
- Training/workshop for parents, teachers, student guidance personnel

and TAs on topics such as:

- Understanding the characteristics of students with AD/HD
- Strategies to help students/children with AD/HD

Expected outcomes :

- The executive skills, confidence and sense of achievement of students with AD/HD are enhanced;
- Teachers, student guidance personnel and teaching assistants' understanding of students with AD/HD are enhanced;
- Teachers, student guidance personnel and TAs' skills in supporting students with AD/HD are enhanced (in particular on learning and teaching and classroom management);
- The parents' knowledge and skills in handling the emotional and behavioral problems of their children with AD/HD are enhanced;
- Teaching materials and remedial resources on helping students with AD/HD are given to the school for future use

3. Use of community resources

- (i) Organisations: such as Adjustment Unit operated by the EDB, Short-term Adjustment Programme operated by Schools for Social Development, Special Schools cum Resource Centers and Hong Kong Red Cross Hospital Schools.
- (ii) Targets: Students with persistent severe emotional and behavioural problems (such as self-harming or endangering other students) who fail to respond to school-based support measures.
- (iii) Service scope: Teachers and student guidance personnel of the student's school as well as those from these organizations shall meet with the parents to discuss the support measure and agree on the duration of stay in the organization, jointly work out an IEP for the student and schedule review meetings to follow up on the student's progress and needs. Upon return to his/her own school, the organization will provide consultation and follow-up to the school so as to enhance the school's capacity in supporting the student when he/she comes back to the host school.

II Evaluation

To ensure the effectiveness of its support to its needy students, schools should conduct regular review on its school-based support measures

adopted or external support hired/arranged. It is advisable for schools to obtain relevant baseline from teachers and parents before the implementation of supportive measures, such as the time for the students to remain seated in class, teachers' knowledge on AD/HD, home-school communication, etc. Schools should also collect relevant data for making comparison with the baseline.

Evaluation tools can be in the form of a questionnaire, records from stakeholders (including the student(s) himself/themselves, peers, parents and service providers), comments and evaluation reports, logs of behavior at home and medication reports, etc.

Exemplar on Support Measures and Strategies (3)

Type of SEN : Specific Learning Difficulties

Students' typical learning difficulties:

- cannot read with fluency; frequently mispronounce words or forget the pronunciation;
- omit or add strokes to the Chinese characters when writing;
- mix up words of similar orthographic, phonological or semantic features;
- reverse letters or word parts;
- tire easily and need to make greater effort in completing reading and writing assignments;
- fail frequently in dictation; write wrong words and leave the test paper blank;
- copy slowly;
- weak in memory - difficult in reciting texts/multiplication table;
- weak in sequencing and have poor sense of direction;
- weak in attention;
- weak in organization, frequently lose personal belongings, forget to do or bring homework to school;
- cannot write correct sentences, show poor organization of ideas; unable to use punctuation correctly and fail to write composition of required length; and
- fluctuating learning performance; easily forget what have been learnt before.

I. Formulation of Support Programmes

Aims :

1. Establish a mechanism for early identification and providing support for students with SpLD;
2. Assess students' strengths and weaknesses in Chinese reading and writing in order to formulate appropriate intervention strategies;
3. Adopt multi-sensory approach and direct teaching to increase students' word recognition, reading and writing abilities;
4. Provide training to students on study and social skills in order to enhance their self-esteem.

Intervention

1. School-based measures

(i) Group training :

- Chinese Language reading and writing group

Expected outcomes :

Improve reading and writing skills of students with SpLD.

Mode of service:

As students with SpLD need intensive supplemental group intervention, schools are recommended to provide them with two training sessions of about 30 minutes each per week.

Duration:

As continuous training is necessary, the group intervention is recommended to last for 28 weeks in each school year.

Training Content :

Apart from providing training in word reading and writing as well as dictation in each session, the intervention programme should also include the following:

For lower primary :

Build up oral vocabulary and work on orthographic knowledge, word reading fluency, basic syntax, etc. For details, please refer to the teaching resources on tiered intervention published by the “Read & Write: A Jockey Club Learning Support Network”.

For upper primary :

Provide training of basic reading comprehension at the word, sentence and text level; basic writing skills and reading fluency.

For junior secondary :

Provide advanced training on reading comprehension and writing skills at the word, sentence and text level; use mind maps and diagrams to organize concepts. For details, please refer to EDB teaching resource “Read and Write Made Easy : A Resource Pack for Supporting Junior Secondary School Students in Chinese Reading and Writing” and the resources

published by the “Read & Write: A Jockey Club Learning Support Network” on helping secondary school students with reading and writing.

- **Group intervention in English reading and writing**
Improve students’ reading and spelling of high frequency English words; encourage students to read simple English stories daily in order to improve reading fluency, etc. Relevant educational softwares and websites can be utilized to consolidate learning and enhance students’ interest.
- **Training group on study skills**
Arrange group training on study skills for students, which includes training on identifying main points, using mind maps and diagrams to organize concepts; how to make notes, do revision effectively and improve memory, etc. For details, please refer to Chapter 5 of “Overcoming the Barrier: a Guide for Teachers on Helping Secondary School Students with Specific Learning Difficulties”, a teaching resource published by EDB.
- **Training group on the use of IT**
Language-learning websites on the internet are important sources of learning support for students with SpLD. Teachers can guide students to make good use of these resources and train them to use screen reader software and input methods of Chinese and English characters.
- **Training group on enhancing self-esteem**
Teach students to set individual achievable objectives; help them to understand their strengths. For details, please refer to Chapter 6 of “Overcoming the Barrier: a Guide for Teachers on Helping Secondary School Students with Specific Learning Difficulties”.

Evaluation of effectiveness :

- Before and after the implementation of the training programme, schools can make use of interviews, questionnaires or pre and post training assessment in order to assess the baseline and learning progress of the students. These data can help teachers review the effectiveness of the intervention plan and keep parents and teachers informed of

students' learning progress.

(ii) Individual training :

For students with severe SpLD, schools should consider providing them with intensive weekly after-school learning support, i.e. tier-3 intervention with Individual Education Plan (IEP).

Aims:

IEP aims at setting specific learning targets for students with SpLD and facilitating communication and collaboration among students, schools and family.

Date of regular meeting and review:

Schools may decide upon the frequency of IEP meetings according to the needs of the students. Generally speaking, there should be at least two such meetings in each school year.

(For details of how to set learning targets, devise the individual teaching plan and review progress, please refer to Chapter 6 and Appendix 10 of this operation guide.)

(iii) Peer tutoring :

Expected outcomes: Help students with SpLD consolidate their learning and promote peer support and co-operation.

Mode of service:

- Paired-reading: Peer tutors are to pair up with students and read passages from textbooks or story books for 10-15 minutes each time daily, or 2-3 times per week.
- “Daily Teaching & Assessment for Primary-Aged Children (Data-Pac)”: Arrange peer tutors to use the Data-Pac method to help students read, dictate and write about 5 to 10 words each week.
- Reading comprehension strategies: Through group teaching, teachers first teach student tutors and tutees on basic reading comprehension strategies and then peer tutors are asked to help tutees practise and consolidate their skills.
- Paired-writing: Peer tutors assist students in putting their ideas into writing and revising the draft together.

Duration:

- Peer training programmes are recommended to be conducted for at least 3 months, 2-3 times per week with each session lasting for 15- 20 minutes.

(iv) Instructional Arrangement and assessment accommodation :

- **Co-teaching :**

Arrange support from teaching assistants in reading/writing lessons to help students with SpLD follow teachers' instructions, complete assignments and participate in group discussions.

- **Curriculum adaptation :**

Provide a diversified curriculum that aims at promoting students' abilities in critical thinking, practical skills and creativity, and not just focusing on reading and writing abilities. This will help students with SpLD gain more experience of success at school.

- **Homework accommodation :**

Schools may simplify the format of the homework journal or upload the homework of the day onto the school website. To reduce the chance of students making writing errors in their homework, schools may make use of lined papers, larger font size and highlighting key words of the questions in assignments / worksheets. In addition, students may be allowed to use grid paper in Mathematics homework in order to avoid misalignment of place value. For details, please refer to the leaflet on "Whole School Approach: Principles and Strategies for Setting Homework

http://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/special-educational-needs/supporting-resources/home_e1.pdf

- **Assessment accommodation :**

As students with SpLD are slower in word recognition, dictation and reading speed, etc., they may need to be given extra time during tests and examinations or require test / examination papers with larger font size. For students with severe reading difficulties, a screen reader software may be used in order to facilitate students' reading of the examination

paper contents. Screen reader is permitted only for examinations or parts of an examination which do not include word reading ability, phonic skills and reading comprehension as their assessment objectives. Schools should provide special examination arrangement according to the students' needs so that they can have equal opportunity to demonstrate their knowledge. For details, please refer to the guide for special examination arrangement (Special Arrangement for Internal Examinations for Student with Special Educational Needs) at the EDB website :

[http://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/special-educational-needs/supporting-resources/SpecialExamArrangement_\(eng\)_29012013.pdf](http://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/special-educational-needs/supporting-resources/SpecialExamArrangement_(eng)_29012013.pdf)

2. Purchase of services

When schools formulate school-based support measures, they need to consider numerous factors, such as the number and class distribution of students, individual needs of students with SEN, expertise of teachers and student guidance personnel, etc. in order to decide whether to provide school-based support programmes or purchase services.

Content :

(i) Target Students : students assessed to have SpLD

(ii) Expected outcomes :

- Make available data of pre and post-training assessment to keep teachers and parents informed of the progress of the students. Conduct continuous assessment to monitor the ongoing progress of students.
- Enhance the skills of teachers, student guidance personnel and TAs' in rendering learning and teaching support to students and classroom management; and provide teaching materials and learning resources for schools.
- Enhance parents' knowledge and skills in handling the behaviour and emotional problems of their children with SpLD.

(iii) Implementation :

Mode of service :

- Conduct group training for students : See the training objectives, contents and frequency given in Paragraph 1 (i) & (ii); or
- Provide training for parents, teachers, student guidance personnel and TAs; or
- Conduct parent groups to train parents in using effective support strategies.

Evaluation of Effectiveness :

- Before or after the implementation of the training programme, schools can make use of interviews, questionnaires and pre and post-training assessment in order to assess the baseline and learning progress of the students. These data can help teachers review the intervention plan and keep parents and teachers informed of the students' learning progress.
- The evaluation should include the following:
 - Did the student demonstrate progress?
 - Was the student able to apply the learned skills in the classroom setting?
 - Did teachers and parents demonstrate better support skills?

3. Use of community resources :

Schools should provide information on community services to students and parents, including reading and writing training, development of multiple intelligences, parent support, etc.

II. Home-School Co-operation

Close collaboration between teachers and parents is the key to promoting students' learning, emotional and social competencies. Schools should encourage parents to participate actively in the formulation of the support programmes for their children and monitor their progress in learning.

a. Provide training for parents:

To arrange school-based seminars for parents of students with SpLD in order to increase their understanding of learning problems related to SpLD and acceptance of individual differences in learning.

b. Collaborate with parents to implement the support measures:

- Invite parents to participate in the case meetings regularly in order to review students' progress, enhance home-school collaboration, and further strengthen various support measures for the students concerned.
- Empower parents in acquiring basic strategies in helping their children, e.g. Data-Pac and paired-reading skills.
- Advise parents to make use of online resources to do reading with their child in order to strengthen their children's word-reading and reading comprehension abilities.
- Support parents to make use of computer softwares for consolidating their children's learning at home.
- Provide parents with information about relevant services and resources, e.g. courses and activities for students with SpLD and their parents offered by non-government organizations (NGOs), information uploaded on the Parents' site on the HKEdCity's website, etc.
- Collect parents' opinions on support programme in order to enhance the effectiveness of the service.

III. Evaluation

Schools should regularly evaluate the effectiveness of school-based or outside-school support measures. To this end, schools should gather data from parents and teachers, including students' learning baseline,

their relative strengths, teachers' knowledge of SpLD, aspects of the communication between parents and schools, etc. After intervention, schools should compare the baseline data with the post-intervention data. Students' learning progress should be included.

a. Information from parents:

Gather parents' views and observations about students' learning progress.

b. Review students' progress:

Tools utilized for evaluation may include questionnaires, records, comments and evaluation reports received from different stakeholders (such as students, fellow classmates, parents and NGOs), student-completed questionnaires, etc.

For details, please refer to Appendix 13 or Appendix 14 "The Whole School Approach to Catering for Students with SEN Year-end Evaluation Form for Individual Student" of this operation guide.

The Whole School Approach to Catering for Students with SEN
Year-end Evaluation Form at School Level
(for school self-evaluation and submission to EDB for reference)

_____ / _____ School Year

1. The progress of our school on catering for students with SEN is as follows :

Please put a '✓' in the box.

I	Inclusive Culture	Highly satisfactory	Satisfactory	Acceptable	Need improvement
a)	Staff accept students with SEN and are committed to supporting them				
b)	Staff share the concept of the Whole School Approach and support each other in the implementation process				
c)	Students accept each other's uniqueness and individual differences				
d)	Learning activities are arranged in accordance with students' abilities				
e)	Staff generally agree that everyone is equal and has the right to participate in all school activities				
f)	There is good home-school collaboration and frequent communication between parents and teachers about the student progress				
II	Inclusive Policies				
a)	The school management establishes policies to cater for students with SEN, and review the objectives and effectiveness regularly				
b)	Continuing professional development on special education for staff is strategically planned				
c)	With reference to the 'Catering for Student Differences ~ Indicators for Inclusion', a school development plan and contents of school self-evaluation are laid down according to the developmental needs of the school				
d)	School resources are pooled and deployed flexibly to provide appropriate support to students				
III	Inclusive Practices				
a)	Teachers can early identify students' SEN through teachers' classroom teaching and the use of assessment tools provided by EDB				
b)	A Student Support Team or its equivalent has been established to follow up and co-ordinate support measures for students with SEN				
c)	An SEN Register has been established and the effectiveness of support measures is periodically reviewed				
d)	The school has improved the accessibility of its premises and assistive technology to cater for students with different needs				
e)	Teaching skills are improved through professional exchange				
f)	Diverse teaching strategies (such as collaborative teaching and co-operative learning) are used to facilitate students' learning				
g)	Various classroom activities are conducted in accordance with students' abilities to facilitate the development of their potentials				
h)	Various assessment accommodation strategies are implemented to cater for				

	students' needs				
i)	IEPs are used to cater for those students in need of individual intensive support				
j)	School-based programmes provide learning support and facilitate the cultivation of an inclusive culture (Please specify: _____)				

2. According to _____ 'Year-end Evaluation Form for Individual Student' gathered, please summarize the number of students with regard to the following:

I Subjects and no. of students required curriculum adaptation:

	No. of students
Chinese Language	
English Language	
Mathematics	
Other subjects (Please specify: _____)	

	Showing significant improvement	Showing some improvement	No improvement	Others (Please specify)
II Students' Social Adjustment :				
a) Compliance with the school regulations				
b) Good relationship with peers				
c) Good relationship with teachers				
d) Participation in classroom/school activities				
e) Self-esteem				
III Students' Learning Performance:				
a) Reading skills				
b) Numeracy skills				
c) Writing skills				
d) Academic performance				
e) Development of multiple intelligence				
IV Students' Learning Attitude/Motivation :				
a) Completing the task within time limits				
b) Working independently				
c) Adjusting smoothly to the changes in the daily school routines				

3. Most parents of the students with SEN find the support measures provided by school :

(Please put a '✓' on the suitable)

Highly Satisfactory Satisfactory Acceptable Need Improvement

Reasons: (Please put a '✓' on the suitable , more than one option is applicable)

- cater for the needs of students
- review the progress and effectiveness regularly
- diversified support measure
- parental involvement in the implementation and planning
- others (please specify): _____

Overall Suggestions: _____

4. Areas for improvement in respect of the implementation of Integrated Education: (Please refer to the 'Catering for Student Differences ~ Indicators for Inclusion' if necessary)

(a) Inclusive culture

(b) Inclusive policy

(c) Inclusive practices

5. Professional support services provided by EDB are : (Please put a '✓' on the suitable)

Highly satisfactory Satisfactory Acceptable Need improvement

(Reasons: _____)

Suggestions: _____

6. Means of the collecting opinion from parents: (Please put a '✓' on the suitable ,

more than one option is applicable)

questionnaire notice handbook interview

case conference telephone contact

others please specify: (_____)

Signature of Principal: _____

School Name: _____

Date: _____

*** Before 31 August of every school year, schools are required to evaluate the effectiveness of the use of LSG and the support measures with different stakeholders, including parents, and plan for the arrangement for the next school year according to the evaluation result. Schools are also required to submit the “Year-end Evaluation Forms at School Level on the WSA to catering for students with SEN” through SEMIS before 31 August. For any enquiry, please contact the correspondent Special Education Support Officer (for primary schools) or Inspector.

Non-government Organisations providing Vocational Training/ Programmes for People with Disabilities

1.	<p><u>Shine Skills Centres</u></p> <p>(website: http://www.vtc.edu.hk/html/en/institutions/skills_centre.html)</p> <ul style="list-style-type: none"> ✚ Target: People aged 15 or above, with SEN(including those with ID; autism; PD;VI;HI;SLI; mental illness; learning disability and AD/HD) are provided with vocational training and assistance services. ✚ The three Shine Skills Centres are located in Kwun Tong, Tuen Mun, and Pokfulam. Each centre is well-equipped with training workshops, multi-media language laboratory, audio-visual aids room and recreation areas. The centre provides a comprehensive range of 9 months to 2 two years training courses, including day and evening courses for trainees. The course contents are divided into modules. The trainees may proceed according to their own pace and abilities. ✚ The programmes offered include Office Practices, Commercial and Retailing Service, Basic Catering Service, Business and Computer Appliance Practice, Design and Desktop Publishing, Computer and Network Practice, Massage Service, Printing, Packaging Service and Logistics Service, etc. ✚ The centres design and make appropriate auxiliary equipment to address the special needs of the trainees and provide transportation service for those trainees who have mobility difficulty. ✚ The Shine Skills Centre (Tuen Mun) also provides residential places for their trainees.
2.	<p><u>Hin Dip Centre of Fu Hong Society – Support Centre for Persons with Autism</u></p> <p>(website: http://www.fuhong.org/Default.aspx)</p> <ul style="list-style-type: none"> ✚ Target : People aged 15 or above with autism requiring training programme for employment. ✚ Pre-vocational & Life Skills Training Programme – to develop the

trainees' social skills and relationship with others and build up their knowledge and attitude towards employment, work and the opposite sex through small group training; and to improve the trainees' working habits and skills through practicum, so that they can apply what is learnt to their work.

✚ Programme details :

- Course programmes are formulated, designed and conducted by the occupational therapist.
- Suitable for persons aged 15 or above.
- The programme consists of 30 periods and each period is 3 hours.

✚ No. of participants : depending on the demands of courses in each term, each small group accommodates 4 to 6 persons.

3. **Caritas Community & Higher Education Service**

(website: <http://www.cches.edu.hk/webpage/en/index.html>)

✚ Target : People with ASD or AD/HD

✚ Post-secondary education course / vocational training programme

✚ Supplement with accomplished programmes, with the following contents :

- Interpersonal communication skills – provide trainees with training on communication skills in various working conditions and daily life so that the trainees can manage their interpersonal relationship in the real situations. This will reduce work pressure and stress so as to enhance the effectiveness and satisfaction both in life and at work.
- Interpersonal Relationship—let trainees understand the delicacy in social relationship and master the interpersonal relationship through self-understanding and communication skills.
- Personal Growth and Development—let trainees investigate their personal growth process from different perspectives and depths; and let them understand their own personal growth and development through the understanding of social relationship, emotion management, character development and cognition of pain.

<p>4.</p>	<p><u>Sunnyway – On the Job Training Programme for Young People with Disabilities</u></p> <p>(website: http://www.swd.gov.hk/en/index/site_pubsvc/page_rehab/sub_listofserv/id_onthejobsw/)</p> <ul style="list-style-type: none"> ✚ Target: Youth who are aged between 15 to 25 with disabilities (HI, VI, ID, PD), AD/HD, ex-mentally ill persons or youth with early symptoms of mental illness. ✚ To enhance competency of the youth with disabilities on employment through proactive training which includes: <ul style="list-style-type: none"> ■ Job-related Counselling ■ Employment Training / Job Attachment ■ Job Trial / Post-Placement Service ✚ No. of participants : 15 services organisations provide each participant 180 hours of employment training ✚ Services Organizations : Baptist Oi Kwan Social Service, Christian Family Service Centre, Haven of Hope Christian Service, Hong Chi Association, Hong Kong Down Syndrome Association, Hong Kong Lutheran Social Service, Hong Kong PHAB Association, Hong Kong Sheng Kung Hui Welfare Council, Richmond Fellowship of Hong Kong, Stewards Limited, Hong Kong Society for Rehabilitation, The Hong Kong Society for The Deaf, The Mental Health Association of Hong Kong, The Salvation Army, The Society of Rehabilitation and Crime Prevention, Hong Kong.
<p>5.</p>	<p><u>Integrated Vocational Rehabilitation Services Centre</u></p> <p>(website: http://www.swd.gov.hk/en/index/site_pubsvc/page_rehab/sub_listofserv/id_intivrsc/)</p> <ul style="list-style-type: none"> ✚ Target : Persons with disability who are aged 15 or above (PD, HI, VI and chronic illness) in need of vocational training or support for open employment. ✚ To provide persons with disabilities with one-stop integrated and seamless vocational rehabilitation services specially designed to accommodate the limitations arising from their disabilities, in which they can be provided with work training, develop their social and

economic potential, achieve upward mobility in vocational rehabilitation, and be prepared for potential advancement to open employment.

✚ Content :

- Vocational skills training (arrangement is based on individual needs)
- Job finding and matching, coaching and follow-through support
- Job attachment, job trial and post-placement services

✚ No. of vacancies : around 2,200

✚ Services organizations : Richmond Fellowship of Hong Kong, Tung Wah Group of Hospitals, New Life Psychiatric Rehabilitation Association, Haven of Hope Christian Service, SAHK, Yang Memorial Methodist Social Service, Christian Family Service Centre, Po Leung Kuk, Fu Hong Society, Caritas Hong Kong, Association for Engineering and Medical Volunteer Service, The Neighbourhood Advice-Action Council, Hong Kong Sheng Kung Hui Welfare Council, Wai Ji Christian Service, Hong Kong Down Syndrome Association, The Salvation Army and Stewards Ltd.

6. **On the Job Training Programme for People with Disabilities**

(website: http://www.swd.gov.hk/en/index/site_pubsvc/page_rehab/sub_listofserv/id_onthejobtr/)

✚ Target : Persons with disabilities aged 15 or above who are in need of employment training, support and assistance to secure a job in open market (mainly for PD, ID, HI, chronic illness and ex-mentally ill persons, etc.).

✚ To enhance the employment of persons with disabilities through proactive training, with the following contents:

- Job-related training and guidance
- Job attachment
- Job trial (for a maximum period of 3 months)
- Post-placement Service (for a period not less than 6 months)

✚ Services organizations : Association for the Rights of Industrial Accident Victims, Baptist Oi Kwan Social Service, Hong Kong Down

<p>Syndrome Association, Fu Hong Society, Hong Chi Association, Hong Kong Rehabilitation Power, The Hong Kong Society for the Deaf, The Mental Health Association of Hong Kong, The Neighbourhood Advice-Action Council, New Life Psychiatric Rehabilitation Association, Hong Kong PHAB Association, The Salvation Army, St. James Settlement and The Society of Rehabilitation and Crime Prevention, Hong Kong.</p>

Budget Plan for Learning Support Grant
(To facilitate schools' planning of support services)

_____ **School**
20 - _____ **Financial Year**

Income

Item	Amount(\$)	Remarks
Surplus allowed to be retained at the end of last financial year (i.e. as at 31 March)	(a)	
The 2 nd allotment in the 20 / _ school year	(b)	The 2nd allotment is calculated according to the information submitted by schools on or before 30 November. EDB will notify and disburse the amount to schools in February and April of the following year respectively.
The 1 st allotment in the 20 / _ school year	(c)	The 1st allotment is 70% of school's entitled amount of LSG in the last school year which will be disbursed in August of every school year.
Total income (d) = (a) + (b) + (c)		

Expenditure

Item	Amount(\$)		Remarks
	April to August	September to March	
1. Employ additional full-time and/or part-time teachers			The LSG should be used for supporting students with SEN and *ALAs. For details, please refer to Appendix 1 of EDB Circulars No. 12/2012 and No. 13/2012 for primary schools and secondary schools respectively.
2. Employ additional TAs			
3. Hire of professional services			
4. Purchase teaching resources and aids			
5. Organise programmes on learning or inclusive culture, conduct school-based teacher training programmes and organize home-school co-operation activities			
Subtotal			
Total Expenditure (e)			

Balance

Item	Amount(\$)	Remarks
Estimated accumulated surplus by the end of this financial year (f) = (d) – (e)		The LSG is a recurrent cash grant calculated according to the number of students with SEN enrolled at a school and their level of support required in the respective school year. As such, schools have the responsibility to fully utilize the LSG received each year to cater for the needs of the respective cohort of students (i.e. schools should avoid having surplus in item (f) when planning the budget of LSG as far as possible). Schools should make reference to Chapter 9 – Use of Resources of the “Operation Guide on The Whole School Approach to Integrated Education” in planning for the effective use of LSG. For details, please refer to EDB Circulars No. 12/2012 and No. 13/2012 for primary schools and secondary schools respectively.
Percentage of surplus to this financial years’ provision (%) (g) = (f) / [(b) +(c)]x100%		

*Applicable to primary schools only

Appendix 18(ii)

(Applicable to Aided and Caput Schools)

**Budget Plan for Learning Support Grant
(To facilitate schools' planning of support services)**

_____ **School**

20 / _____ **School Year**

Income

Item	Amount(\$)	Remarks
Surplus allowed to be retained at the end of last school year (i.e. as at 31 st August)	(a)	
The 1 st allotment in the 20 / _____ school year	(b)	The 1 st allotment is 70% of school's entitled amount of LSG in the last school year which will be disbursed in August of every school year.
Estimated amount of the 2 nd allotment in the 20 / _____ school year	(c)	The funding amount is calculated according to the information submitted by schools on or before 30 th November. EDB will notify and disburse the amount to schools in February and March of the following year respectively. In formulating the budget, schools can refer to last year's approved amount and the number of students with SEN in the current year to work out a preliminary estimation.
Total income (d) = (a) + (b) + (c)		

Expenditure

Item	Amount(\$)	Remarks
1. Employ additional full-time and/or part-time teachers		The LSG should be used for supporting students with SEN and *ALAs. For details, please refer to Appendix 1 of EDB Circulars No. 12/2012 and No. 13/2012 for primary schools and secondary schools respectively.
2. Employ additional TAs		
3. Hire of professional services		
4. Purchase teaching resources and aids		
5. Organise programmes on learning or inclusive culture, conduct school-based teacher training programmes and organize home-school co-operation activities		
Total Expenditure (e)		

Balance

Item	Amount(\$)	Remarks
Estimated accumulated surplus by the end of this school year $(f) = (d) - (e)$		The LSG is a recurrent cash grant calculated according to the number of students with SEN enrolled at a school and their level of support required in the respective school year. As such, schools have the responsibility to fully utilize the LSG received each year to cater for the needs of the respective cohort of students (i.e. schools should avoid having surplus in item (f) when planning the budget of LSG as far as possible). Schools should make reference to Chapter 9 – Use of Resources of the “Operation Guide on The Whole School Approach to Integrated Education” in planning for the effective use of LSG. For details, please refer to EDB Circulars No. 12/2012 and No. 13/2012 for primary schools and secondary schools respectively.
Percentage of surplus to this school years’ provision (%) $(g) = (f) / [(b) + (c)] \times 100\%$		The LSG is a recurrent cash grant calculated according to the number of students with SEN enrolled at a school and their level of support required in the respective school year. As such, schools have the responsibility to fully utilize the LSG received each year to cater for the needs of the respective cohort of students (i.e. schools should avoid having surplus in item (f) when planning the budget of LSG as far as possible). Schools should make reference to Chapter 9 – Use of Resources of the “Operation Guide on The Whole School Approach to Integrated Education” in planning for the effective use of LSG. For details, please refer to EDB Circulars No. 12/2012 and No. 13/2012 for primary schools and secondary schools respectively.

*Applicable to primary schools only

Acronyms and Abbreviations

ALA	Academically Low Achievers
AD/HD	Attention Deficit/Hyperactivity Disorder
ASD	Autism Spectrum Disorders
BAT	Basic, Advanced and Thematic
CAC	Child Assessment Centre
CAS	Child Assessment Service
CEG	Capacity Enhancement Grant
CM	Circular Memorandum
CoP	Code of Practice
dB	Decibel
DDO	Disability Discrimination Ordinance
DH	Department of Health
EDB	Education Bureau
EOC	Equal Opportunities Commission
EP	Educational Psychologist
ESTG	Enhanced Speech Therapy Grant
FM	Frequency Modulation
HA	Hospital Authority
HI	Hearing Impairment
HKDSE	Hong Kong Diploma of Secondary Education Examination
HKEAA	Hong Kong Examination and Assessment Authority
ID	Intellectual Disability
IE	Integrated Education
IEP	Individual Education Plan
IT	Information Technology
IVE	Hong Kong Institute of Vocational Education
JUPAS	Joint University Programme Admissions System
LAMK	Learning Achievement Measuring Kit
LD	Labour Department
LSG	Learning Support Grant
NAS	New Academic Structure
NCS	Non-Chinese Speaking
OCT	Observation Checklist for Teachers
PA	Psychologist Assistant

PD	Physical Disability
Pre-S1 HKAT	Pre-secondary One Hong Kong Attainment Test
PDS	Professional Development Schools
REO	Regional Education Office
SEMIS	Special Education Management Information System
SEN	Special Educational Needs
SERC	Special Education Resource Centre
SLI	Speech and Language Impairment
SpLD	Specific Learning Difficulties
SSPA	Secondary School Places Allocation
SST	Student Support Team
ST	Speech Therapist
STRN	Student Registration Number
TA	Teaching Assistant
UGC	University Grants Committee
VI	Visual Impairment
VTC	Vocational Training Council
WSA	Whole School Approach