

Year Planner of Student Support Team

Month	Summary of Tasks	
September	<ul style="list-style-type: none"> • Submit “Budget Plan for Learning Support Grant (LSG)” to the Education Bureau (EDB) for the current school year • Introduce “Early Identification and Intervention Programme for P1 Students with Learning Difficulties” (EII Programme) to parents of primary one students (<i>applicable to primary schools</i>) • Apply for special examination arrangements for Hong Kong Diploma of Secondary Education Examination (HKDSE) (<i>applicable to secondary schools</i>) 	
October	<ul style="list-style-type: none"> • Submit “School-based Speech Therapy Service (SBSTS) Information” to Speech Therapy Service Section (<i>applicable to schools procuring SBSTS</i>) • Record the support measures for the respective P1 students in the “Summary of Transition Support for P1 Student” in Special Education Management Information System (SEMIS) upon parental consent and provide a copy of the “Summary of Transition Support for P1 Student” to parents so that they can understand the support arrangements by schools and make suitable complement to enhance the effectiveness of support (<i>applicable to primary schools</i>) 	
November	<ul style="list-style-type: none"> • All public sector schools implementing the Enhanced SBSTS should input data of students with Speech and Language Impairment (SLI) into SEMIS on or before 30 November • Submit the information of the students concerned through SEMIS, with copies of assessment reports and individual education plans (<i>if applicable</i>) to the EDB on or before 30 November to allow the EDB to calculate the LSG entitlement of respective schools 	
December	<ul style="list-style-type: none"> • Complete the Observation Checklists for Teachers (OCT) during the period from December to January (<i>applicable to primary schools</i>) • Hold meetings with teachers concerned and the school-based educational psychologist (EP) during the period from January to February for identifying the degree of learning difficulties of the students according to the results of the OCT and learning performance of the students (<i>applicable to primary schools</i>) 	Submit an annual plan on Enhanced SBSTS to Speech Therapy Service Section
January		
February	<ul style="list-style-type: none"> • Issue a notice to the parents concerned under the EII Programme to keep them informed of the identification results and follow-up services of the students and provide a copy of “Summary of Support for Student” for P1 students identified with marked learning difficulties (<i>applicable to primary schools</i>) during the period from January to February • Arrange Career and Life Planning support services for Secondary six students with special educational needs (SEN). Secondary schools should use a designated parental consent form to seek parents’ and students’* consent for transferring SEN information of relevant students to the recipient post-secondary institutions/related organisations (institution/organisations) and input the record into SEMIS before study leave, thus enhance the effectiveness of secondary school to transfer students’ SEN information to the recipient institution/organisation timely after secondary school receives the admission confirmation of institution/organisations from students. (<i>applicable to secondary schools</i>) <p><i>*If the students concerned are aged 18 or above with normal intelligence and are not mentally incapacitated, schools have to seek their consent</i></p>	Implement intervention plans for P1 students identified with mild/transient or marked learning difficulties and regularly review their progress (<i>applicable to primary schools</i>)
March	Input identification results of the EII Programme into SEMIS after consultation meeting of Student Support Team (<i>applicable to primary schools</i>)	
May	Devise an annual plan of support services for students with SEN and budget plan on the use	

	of LSG of next school year		
June	<ul style="list-style-type: none"> • Complete Year-end Evaluation Form for Individual Student • Review the progress and effectiveness of intervention of students under the EII Programme (<i>applicable to primary schools</i>) 	<ul style="list-style-type: none"> • Complete the Year-end Evaluation Form of the EII Programme in SEMIS (<i>applicable to primary schools</i>) • Issue “Transfer of Information of Students with SEN (<i>applicable to P6 students proceeding to S1 through the Secondary School Places Allocation</i>)” to parents concerned (<i>applicable to primary schools</i>) 	<ul style="list-style-type: none"> • Conduct annual review on the support measures for students with SEN and Academically Low Achievers (ALAs) (<i>applicable to primary schools</i>), with different stakeholders according to school’s self-evaluation mechanism and submit the “Year-end Evaluation Forms at School Level” through SEMIS before 31 August • Starting from late June, update and save the information of students with SEN and ALAs (<i>applicable to primary schools</i>) through SEMIS • Scrutinise the assessment information and/or progress reports of P1 students concerned and discuss with their parents about the daily performance of the students as well as make appropriate support arrangement according to their needs (<i>applicable to primary schools</i>)
July	<ul style="list-style-type: none"> • Confirm and retrieve the Comprehensive Development Progress Report for Pre-school Children of the students entering P1 via SEMIS; and plan the appropriate support services for the students concerned as early as possible (<i>applicable to primary schools</i>) • Transfer the SEN information of the students concerned to their recipient secondary schools upon parental consent so that secondary schools can understand their learning needs and arrange appropriate support (<i>applicable to primary schools</i>) • Complete the proforma “Transfer of Information of Student with SEN and Special Arrangements for the Student at Pre-S1 Hong Kong Attainment Test (HKTA)” for P6 students concerned so that secondary schools can make appropriate arrangement (<i>if necessary</i>) (<i>applicable to primary schools</i>) • Plan and provide appropriate support for the registered S1 students as early as possible with reference to the basic SEN information available from SEMIS and that passed by primary schools after the announcement of the results for Secondary School Places Allocation (<i>applicable to secondary schools</i>) • Reconfirm all the parental consent forms of secondary six school leavers have been well collected and input to SEMIS. Please encourage students to hand in admission confirmation of institutions/organisations where they would continue their studies. (<i>applicable to secondary schools</i>) 		

August	<ul style="list-style-type: none"> • Set out school policies, additional resources allocated, support services provided to the students, etc. for implementing integrated education (IE) in their School Reports • Submit Report of the use of LSG to the EDB • Submit “SBSTS Year-end Report” and “SBSTS Review Form” to the EDB • Introduce “Early Identification and Intervention Programme for P1 Students with Learning Difficulties” (EII Programme) to parents of P1 students (<i>applicable to primary schools</i>) • Follow-up with S1 students with reports transferred from primary schools (<i>applicable to secondary schools</i>) • Collecting secondary six students’ admission confirmation of local institution/organisation after the result of the Joint University Programmes Admissions System has been released, and transfer students’ SEN information to the recipient institution/organisation via SEMIS (<i>applicable to secondary schools</i>) 	
Whole-school year	<ul style="list-style-type: none"> • 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 of support measures as well as understand school’s IE policy and support measures • Identify students with SEN and/ or ALAs (<i>applicable to primary schools</i>) in new school year • After obtaining parental consent, schools input/ update the information of students with SEN and/ or ALAs (<i>applicable to primary schools</i>) and their tier of support required into SEMIS • Arrange appropriate support according to the diverse needs of students and update Student Support Register timely • Regularly review and update student support measures as well as communicate with parents. Provide parents with a copy of revised Summary of Student Support so as to let parents understand the schools’ support measures and make suitable complements • Devise Individual Education Plan for students who require tier-3 support • Update information regarding Whole School Approach to IE on School Profile • Arrange transition service for students concerned • Regularly review and adjust the utilisation of various additional resources (including the LSG, Grant for Supporting Non-Chinese Student with SEN (<i>if applicable</i>) etc.) • Strength collaboration among teachers from different departments and committees, such as giving advice on the school-based life planning education activities, elective subject selection and allocation mechanism (<i>applicable to secondary schools</i>) and class promotion/ repetition mechanism by taking into consideration the students’ SEN. • Review teachers’ professional training needs and position on special education and make strategic arrangements for teachers to receive the related training • Arrange a review of the learning ability assessment for students in S3 or above (<i>applicable to secondary schools</i>) 	