Education for Students with Special Educational Needs (SEN) in ordinary schools in Hong Kong

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Segregation (special schools) → Integration (special / resource classes) → Inclusion (Whole School Approach)

- Since 1960s
- Since 1970s
- Since 1997

- About 60 special schools in the past decades
- In some schools only
- Now in all public-sector schools
“Inclusion”
calls for a reform of the school system through removing all attitudinal, environmental and pedagogical barriers to full participation, in order to accommodate the diverse learning needs of students.

Whole School Approach
Education Policy for Students with SEN

To enable children with SEN to fully develop their potential through education in ordinary schools as far as possible

- Children with severe, profound or multiple disabilities/SEN can opt for special schools which provide more individualized support services; and
- The government provides additional resources, teacher training and professional support to enhance the capacity of ordinary schools in catering for students with SEN.
## Development of Special Education in Ordinary Schools in Hong Kong

<table>
<thead>
<tr>
<th>Special Education Provisions</th>
<th>Observation/ Results</th>
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<tbody>
<tr>
<td>1. Special Classes in 1970’s and phased out gradually since 1997</td>
<td>Only schools with poor intake were willing to operate special classes</td>
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<td>2. ‘Resource Class’ for students with learning difficulties since 1983  ↓  ‘Intensive Remedial Teaching Programme’ since 2000</td>
<td>All SEN support relied on 1 or 2 remedial support teachers only</td>
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<td>Some under-performed teachers were deployed to teach special classes</td>
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<td>Low expectation on students with SEN</td>
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<td>Much criticism from concerned groups and parents of students with SEN</td>
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A Paradigm Shift of Values and Actions

Since 1997

Resource teacher
Segregation/partial integration
Curriculum-centred

Whole School Approach
Inclusion
Student-centered
The Whole School Approach: A Social Model

• **Accepting Individual Differences**
  - help all students/teachers/parents accept, respect individual differences, and celebrate differences.

• **Removing Barriers to Learning, e.g.**
  - discrimination against students with disabilities, giving up or having low expectations on these students;
  - the lack of school access facilities for movement around the campus or assistive technology to facilitate learning; and
  - insufficient opportunities for students to take part in various school activities.
The Whole School Approach
Inclusive Practices promoted in Schools since 1997

1. All staff share the responsibility to establish an accommodating environment to meet the needs of all students;
2. Curriculum is adapted and/or expanded when necessary, to meet SEN;
3. Instructional modification and assistive technology are provided in the regular education classroom;
4. Systematic peer support is organized;
5. Resource teachers and regular education teachers work together and support each other, e.g. through co-operative teaching;
6. When assistance from external “experts” is required, the classroom support system and curriculum are modified to help not only the individual student, but also other students who could benefit from similar support in the class; and
7. Assessment methods are adapted to meet the diverse learning styles of students.
Five Basic Principles to Catering for Student Differences

Whole School Approach

- Early Identification
- Early Intervention
- Home-school Cooperation
- Cross-sector Collaboration
a tool designed to assist schools to set targets and success criteria in the school self-evaluation and school development processes
Domains of School Development in Hong Kong

(I) Management & Organization

(II) Learning & Teaching

(III) Student Support & School Ethos

(IV) Student Performance
The 3-Tier Support Framework for SEN

Tier 1

Regular class quality teaching to prevent deterioration of mild learning difficulties
- Capacity Enhancement Grant
- Additional teachers for remedial teaching, language teaching and guidance work
- Additional teachers for schools with large intake of band 3 and bottom 10% students

Tier 2

Intensive remedial support for students with persistent SEN
- Intensive Remedial Teaching Programme
- Enhanced Speech Therapy Grant for primary schools
- Learning Support Grant

Tier 3

Individualized programme for students requiring intensive support due to severe disabilities
- IE Programme (with additional manpower)
- Learning Support Grant
- Temporary funds for Teaching Assistants

- Top-up fund for purchase of special equipment and minor conversion works
**Thematic course:** 40-hour to 60-hour on various types of SEN, e.g. ASD, SpLD

**Advanced Course:** 90-hour on Catering for Diverse Learning Needs with 6-month school-based project and 1-week optional school attachment

**Basic Course:** 30-hour on Catering for Diverse Learning Needs

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**5-year Training Targets**

1 for each SEN type;

1 Chinese and 1 English teacher on SpLD

At least 3 teachers

At least 10% teachers
Professional Support for Schools

1. An Operation Guide for Schools on WSA to catering for SEN

2. Student Assessment
   - Assessment by specialists
   - Recommendations on assessment accommodations in internal and public examinations

3. Student Placement
   - Placement of students with SEN in special schools

4. School-based Support
   - Specialists and inspectors provide school-based professional support and advice to teachers on curriculum, teaching/learning and behavioural guidance
5. Centre-based Support

- Short-term Adjustment Programme for children with behaviour and adjustment problems
- Special Schools Cum Resource Centres providing short-term attachment programmes for students
- The Special Education Resource Centre for teachers and parents

6. Networking

- 18 Special Schools cum Resource Centres
- 10 Resource Schools on Whole School Approach
- District-based School Development & Networking projects on SEN support
7. Parent/Public Education & Support

- Liaison with concerned groups
- A Guide for Parents on SEN Support
- Annual briefing for parents / student guidance officers on school placement
- Leaflets on different SEN types and Newsletters
- EDB Website
- Responding to public enquiries
- Production of resource packages
- Production of TV episodes on SEN
- A mediation mechanism to handle disputes between schools and parents
8. Research & Development

• Checklists for teachers to identify the SEN of students;
• Resource packages for teaching and behaviour support of students with special educational needs;
• Assessment tools for psychologists to assess primary and secondary students with Specific Learning Difficulties;
• A 5-year “READ AND WRITE – A Jockey Club Learning Support Network” for students with specific learning difficulties. It includes:
  – research projects;
  – development of screening tools and teaching packages;
  – teacher training; and
  – district-based student and parent support service.
School Self-Evaluation & External Review

(1) School Development & Accountability Framework

(2) Annual Evaluation on Student Progress & the Whole School Approach
   i) ‘Year-end Evaluation on Individual Student Progress’; and
   ii) the ‘Year-end Evaluation at School Level’ to review the implementation of inclusion policies, practices and school culture

(3) Focused inspection on SEN support
## School Development & Accountability Framework

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<tr>
<th>Stakeholders of the school</th>
<th>Planning</th>
<th>Implementation &amp; Monitoring</th>
<th>Evaluation</th>
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| School Management Committee | • 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 | • plans for continuing professional development of teachers  
• School self-evaluation | Overall planning for school improvement based on the evaluation results |
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| Head of school & Student Support Team | Enhancing the collaboration of the Student Support Team members, e.g.  
• regular meetings chaired by the school head or deputy 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  
• differentiating teaching approaches  
• organizing peer support systems  
• arranging for teacher’s continuing professional development | • reviewing the effectiveness of various support measures  
• modifying the support measures according to the evaluation results |
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| Teachers, other staff (e.g. student Counsellors) and parents | • defining individualized success criteria  
• administering curriculum accommodation  
• differentiating teaching approaches  
• training study habit and skills | • measuring students’ progress against the success criteria  
• Making adaptations as necessary |
1. **Whole School Approach to Catering for SEN**

   - Cultivating an inclusive school culture
   - Establishing an inclusion school policy and incorporating inclusive practices in the School Development Plan
   - Setting up a Student Support Team to implement, co-ordinate and review inclusive practices
   - Keeping an SEN Register
   - Pooling and re-deploying different grants and resources flexibly
   - Promoting continuing professional development of all school staff
   - Enhancing home-school co-operation / parent participation
   - Reviewing student progress regularly
   - Evaluating the Whole School Approach annually
2. Additional resources to schools and allowing flexibility in resource deployment

3. Enhancing teacher training and professional support to schools

4. Parent and Public Education

5. Monitoring and Quality Assurance
Whole School Approach to Integrated Education

- Integrated Education Operation Guide
- The 3-tier Intervention Model
- Catering for Student Differences - Indicators for Inclusion
- The 5-year Teacher Professional Development Framework on Integrated Education
- Professional Support from EDB
- Parent and Public Education
- Support for Student Diversity in Primary Schools
- Support for Student Diversity in Secondary Schools
- Other Resources
- Comprehensive Student Guidance
天下父母心

逢星期日
晚上 7:30

亚洲电视本港台

不会放低
让我发挥

一共十集有关
父母照顾
有发展障碍儿童
及青少年
的家庭个案

www.rthk.org.hk/special/parenting2009
Thank You!