

Shap Pat Heung Rural Committee Kung Yik She Secondary School 'Learning Support Grant' Report (Secondary School) (2017-2018)

Our school's Student Support Team, which is a working group under the Counseling Team, is responsible for planning, implementing and reviewing the support for integrated education and formulating a 'School-based Integrated Education Policy'. The Student Support Team consists of the Principal, the persons in-charge of Student Counselling and the Academic Development Board and the school social worker. Since our school has adopted the concept of 'whole school approach', class teachers, panel heads and subject teachers work together to devise support measures for students with special education needs (SEN). In 2017-2018, our team carried out the following measures to support students with SEN:

Firstly, our team looked into the learning difficulties of students with SEN and provided them with suitable support. In order to have a better picture of students' difficulties, with the consent of parents, our team collected information from Form 1 students with SEN. We then arranged appropriate support for them. In addition, our team referred students suspected of having special education needs to educational psychologists for follow-up and support.

Secondly, our team provided appropriate support to students with SEN using the Learning Support Grant. Once we received the educational psychologists' evaluation of students' learning difficulties, our team devised plans for students based on their learning needs. The support included offering training sessions taught by clinical psychologists, speech therapists or occupational therapists and providing group counseling sessions, social skills training and after-school tutoring, etc. Our team also employed counsellors and teaching assistants to assist in the implementation of the supports. In addition, in order to enhance the effectiveness of support measures, our team invited parents of students with SEN to attend training sessions conducted by professional therapists or our school social worker regarding simple training techniques that they could use to provide further support for their children at home.

Lastly, our team made arrangements for students with SEN during the school examination periods. The arrangements included extending the examination time, enlarging the examination papers, arranging separate examination rooms and providing screen reading software, speech-to-text software, etc. Besides that, our team assisted students with SEN who would be sitting for the HKDSE examinations in applying for special examination arrangements.

We hope that the above support measures can effectively assist students with SEN to adapt and integrate into campus life as soon as possible.