

**Support for students with special educational needs
in ordinary schools**

To support ordinary schools to cater for learner diversity, the government advocates adoption of a Whole School Approach (WSA) to inclusion, emphasizing an alignment of inclusive school policy, culture and practices in each school. At the operational level, schools should capitalize on the following five principles, namely, early identification, early intervention, whole school approach, home-school cooperation and cross-sector collaboration, to guide the day-to-day activities to coordinate efforts to support students with special educational needs (SEN).

Schools are advised to adopt a three-tier intervention model as differentiated by the needs of students to support students with disabilities. The model consists of:

- Tier-1 support - quality teaching in the regular classroom for supporting students with transient or mild learning difficulties;
- Tier-2 support - “add-on” intervention for students assessed to have persistent learning difficulties;
- Tier-3 support - intensive individualized support for students with severe learning difficulties and students with SEN.

Ordinary schools are provided with additional resources to support students with disabilities. Additional resources include a per capita Learning Support Grant, Integrated Education Programme, Enhanced Speech Therapy Grant, Intensive Remedial Teaching Programme, additional teachers to cater for low academic achievers, top-up fund for procurement of special furniture, equipment or carrying out minor conversion work for students with disabilities in ordinary schools, etc.

Apart from the above resources, students are provided with the following support:

- (a) **School-based Educational Psychology Service:** Starting from the 1993-94 school year, school-based educational psychology service (SBEPS) has been introduced, under which schools are provided with a comprehensive educational psychology service delivered through regular visits to support schools at the system, teacher and student levels. SBEPS has been extended to around 300 needy schools with effect from the 2008-09 school year. It is anticipated that an additional number of about 100 primary and secondary schools will be benefitted in the 2010/11 school year;
- (b) **Speech Therapy and Audiology Service:** speech and language as well as hearing assessment and school-based support service, which include consultation visits, school-based speech and language programmes and teacher training, are provided for ordinary schools to help teachers support students with speech impairment;
- (c) **Centre-based Support:** Adjustment Programme provides remedial support and guidance to public-sector primary and secondary school students with behavioural and adjustment problems in small groups by resource teachers with special education training; and
- (d) **Resource Teachers for Students with Visual Impairment (VI) and Hearing Impairment (HI):** students with VI and HI in public-sector primary and secondary schools are supported by the Resource Support Programmes (RSP) and the Enhanced Support Service (ESS) respectively. The RSP consists of on-site learning support and production of Braille materials for students with VI while ESS focuses on remedial teaching and language development programmes for students with HI.