Point-to-note for Offering English Language Subject under the English Language Education Key Learning Area (Primary 1 – Secondary 3) in Schools for Children with Intellectual Developmental Disorder

Background

Under the principle of "One curriculum framework for all", schools for children with intellectual developmental disorder (IDD) may make school-based decisions to offer English Language as a formal subject under the English Language Education (ELE) Key Learning Area (KLA), tailored to their students' abilities and needs.

2. If a school for children with IDD opts to provide English learning (e.g., daily English, practical English, etc.) designed to address students' needs or interests, but does not provide it as a formal subject under the official ELE curriculum framework, this learning will be classified as a school-based learning programme under the Flexible Learning.

Requirements for Offering English Language Subject (Primary 1 – Secondary 3) under the English Language Education KLA

3. Curriculum alignment: The school-based English Language curriculum must align the curriculum framework of English Language Education. Therefore, the school has to develop **an appropriate school-based English Language curriculum** adapted from the English Language Education Key Learning Area Curriculum Guide (Primary 1 - Secondary 6) (2017) prepared by the Curriculum Development Council.

4. Teacher qualifications: All English teachers holding a regular post in a school for children with IDD offering a formal English Language subject should meet the language proficiency requirement (LPR) for teachers of English. A school for children with IDD offering a formal English Language subject must have **a minimum of two teachers** who have met the required language proficiency standards to collaboratively support the curriculum development and related subject matters of English Language.

5. Lesson time allocation: In schools for students with IDD that offer a formal English Language subject, English Language (Primary 1 to Secondary 3) must account for **no less than 7.5% of total lesson time**.

- Classes for children with mild IDD are required to allocate at least 7.5% of total lesson time to regular English lessons. In addition, schools shall use flexible lesson time effectively and conduct learning tasks and activities to help students consolidate the knowledge and skills acquired across KLAs.
- For students with moderate and severe IDD, classes can allocate at least 7.5% of total lesson time to both regular and flexible lessons, provided that flexible lesson time **does not exceed 18% of total English lesson time**.

Lesson time allocation example of English Language subject (Primary 1 – Secondary 3) in a school for children with mild IDD

30 minutes per lesson, 8 lessons per day

KLA / Subject	Percentage of Lesson Time Allocation (%)		
	Regular Lesson Time	**Flexible Lesson Time**	**Total Lesson time**
English Language Education	7.5% (3 lessons per week)	0.6% (1 lesson per month)	8.1%

Lesson time allocation example of English Language subject (Primary 1 – Secondary 3) for a class for children with moderate IDD

30 minutes per lesson, 8 lessons per day

KLA / Subject	Percentage of Lesson Time Allocation (%)		
	Regular Lesson Time	**Flexible Lesson Time**	**Total Lesson time**
English Language Education	6.25% (5 lessons per two weeks)	1.25% (1 lesson per two weeks)	7.5%

Support Schools for Children with Intellectual Developmental Disorder to Offer English Language Subject (Primary 1 to Secondary 3) under the English Language Education KLA

6. The Special Educational Needs (SEN) Section supports schools for children with IDD to plan and implement an appropriate school-based English Language curriculum as adapted from the English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6) (2017) prepared by the Curriculum Development Council. Related support measures are taken every year, as listed below.

	Measures	Month of the School Year
1.	Invite schools who plan to offer English Language as a formal subject in the next school year, to submit the newly developed school-based curriculum for review	November
2.	Review the submitted school-based curriculum and, in collaboration with the relevant Sections, including the English Language Education Section and the Native-speaking English Teacher Section, draft a review report	February – April
3.	Review the implementation of ongoing school-based English Language curricula and carry out follow-up for special case(s) (if any)	March – April
4.	Confirm the list of schools offering English Language as a formal subject in the next school year	May

7. For enquiries about the above requirements and support measures, please contact the Special Educational Needs Section of the Innovation Technology Education Division at 2892 5474.

Special Educational Needs Section,
Innovation Technology Education Division
November 2026