

Parent Guide
on
the Whole School Approach
to
Integrated Education

Education Bureau

**The Government of the Hong Kong
Special Administrative Region**

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Introduction

All parents share a common hope that their children can grow up healthy and happy. Parents always wish to provide their children with the best environment and support in order to nurture them to achieve success in future. However, once they confirm that their children have special educational needs, some would feel anxious, helpless and heart-broken, or choose not to face up to the issue.

If we adopt a positive attitude and think from a different perspective, we may have a new realisation. Every child has his/her own potential and his/her development may also differ. We must not deny that they have the ability to learn despite their special educational needs. It is most essential for parents to take part in their learning and provide adequate support, as no one else can understand better the abilities, needs, interests, strengths and weaknesses of children than parents themselves. There are abundant examples demonstrating that children with special educational needs can adapt to school life and fulfil their utmost potential with “early identification” and “early intervention”.

The Hong Kong Government adopts a “dual track” mode in implementing special education. Under the prevailing policy, subject to the assessment and recommendation of the specialists and with parents’ consent, children with more severe or multiple disabilities are placed in special schools for intensive support. Other children with special educational needs may attend ordinary schools so that they can interact with ordinary children and benefit from mainstream education. Having taken into consideration their children’s abilities, aptitudes and interest, etc., parents may choose their favourite schools for their children through the existing placement mechanism. We encourage and support schools to implement a whole school approach to integrated education so as to effectively cater for students’ learning diversity and enhance teaching effectiveness.

Whether their children are enrolled in special schools or ordinary schools, parents should provide schools with information of their children’s special educational needs. Parents should also work with teachers in order to develop suitable learning programmes for their children as early as possible.

It is our hope that all parents, whether their children have special educational needs or not, would understand that integrated education not

only embodies the concept of equality and human rights but also helps all children learn to accept and respect others, and hence creates a harmonious community.

Chapter 1 Understanding special educational needs

Students with special educational needs usually have difficulties in learning, communication or social interaction, thus requiring support of different levels. The common types of special educational needs of students include:

Specific Learning Difficulties

Dyslexia is the most common type of specific learning difficulties. Children with dyslexia, despite having normal intelligence and formal teaching, are unable to read, spell and dictate words accurately and fluently. They have weaker memory and are slow in information processing. Also, they may be weaker in orthographic knowledge, phonological processing, phonological memory, phonemic awareness and visual-perceptual skills.



Tips for parents :

If your child exhibits the following behaviours, please contact the Student Support Team, teachers, student guidance personnel or social workers in school promptly for follow-up actions:

- Cannot read fluently, often mispronounces words or forgets the correct pronunciation;
- Often omits or adds unnecessary strokes in writing;
- Gets tired easily and needs extra effort to concentrate in order to complete reading and writing assignments;
- often mixes up characters/words which are similar in form, pronunciation or meaning;
- makes reversal mistakes in writing; and
- frequently fails in dictation, writes wrong characters/words and leaves the test papers blank.

Intellectual Disability

Intellectual disability is a life-long developmental disability and may be identified as early as at infancy or childhood. Intellectual disability cannot be cured with medicine; however, these children's ability to live independently can be enhanced by developing their potential through education.

Children with intellectual disability can be classified as follows:

- Mild intellectual disability
- Moderate intellectual disability
- Severe intellectual disability



Tips for parents :

If your child exhibits the following behaviours, please contact the Student Support Team, teachers, student guidance personnel or social workers in school promptly for follow-up actions:

- has difficulty in grasping abstract concepts;
- has difficulty in learning and adapting to new things;
- has short attention span and is distractible; and
- is weak in language expression, can only use simple sentence patterns, has limited vocabulary or misarticulation in everyday conversation.

Autism Spectrum Disorders

The symptoms of this developmental disorder usually appear before the age of three. These children may also have co-morbid associations with intellectual disability, epilepsy or attention deficit/hyperactivity problems. Nevertheless, some children with autism spectrum disorders may have average or above average intelligence.

These children are characterised by a triad of impairments in daily living :

- Social interaction impairment
- Language and communication impairment
- Behavioural impairment

Social interaction impairment refers to the lack of initiative, difficulty in comprehending social rules and the feelings of other people in inter-personal interactions and participation in activities. Language and communication impairment means atypical language development and weaknesses in using oral language or body language to express feelings, and difficulty in comprehending language. Behavioural impairment means having problems in adapting to changes in environment, obstinacy in behaviour and the resistance to changes to routines and habits.



Tips for parents :

If your child exhibits the following behaviours, please contact the Child Assessment Centres of the Department of Health/Hospital Authority or the Student Support Team, teachers, student guidance personnel or social workers in school promptly for follow-up actions:

- lacks eye contact when talking to others;
- is unable to initiate social interaction, share or participate in activities;
- has echolalia in conversation and poor verbal communication ability; and
- has repetitive and restricted behavioural patterns, such as obsessiveness with certain toys or objects.

Attention Deficit/Hyperactivity Disorder

Attention deficit/hyperactivity disorder refers to a disorder affecting children's attention, hyperactivity and impulse control, which make these children behave significantly different from those of their age. Such differences hinder their learning as well as their social and family life. These children exhibit behaviour that can be classified into three major categories :

- poor sustained attention
- excessive motor activity
- weak self-control

Generally speaking, these symptoms are more common among boys than girls. Those children diagnosed with attention deficit/hyperactivity disorder display the above symptoms that cause impairments in at least two settings in daily life (e.g. school, family or social occasions), which last for at least six months and occur before the age of seven.



Tips for parents :

If your child exhibits the following behaviours, please contact the Child Assessment Centres of the Department of Health/Hospital Authority or the Student Support Team, teachers, student guidance personnel or social workers in school promptly for follow-up actions:

- has difficulty sustaining attention and with short attention span:
- is easily distracted by extraneous stimuli:
- has difficulty organising tasks and activities:
- often makes careless mistakes:
- has difficulty staying seated in class:
- often fidgets with hands or feet:
- is impulsive and often acts without thinking about the consequences: and
- often blurts out answers to questions.

Physical Disability

Physical disability refers to the disability caused by diseases of central and peripheral neurological systems, traumas or other congenital diseases of the musculoskeletal systems, which lead to hindrance or limitations in one or more aspects in daily living.

Common categories of physical disability:

- cerebral palsy
- spina bifida
- muscular dystrophy



Tips for parents:

If your child exhibits the following behaviours, please consult the Child Assessment Centres of the Department of Health/Hospital Authority or the Student Support Team, teachers, student guidance personnel or social workers in school promptly for follow-up actions:

- has frequent spasm resulting in muscular rigidity or tremor;
- frequently drools;
- has difficulty in fine motor coordination resulting in slow actions in writing, buttoning up or tying shoelaces;
- suddenly becomes dull, non-responsive or has repetitive sub-conscious movements;
- has difficulty in gross motor co-ordination such as crawling, sitting or standing; and
- chokes easily on food and slow in eating.

Visual Impairment

Visual impairment refers to the vision of the better eye which, even with eye-glasses or corrective surgery, cannot be corrected to the normal level.

Visual impairment can be classified as total blindness (total loss of vision) or low vision. Low vision can be classified as :

- Mild low vision (visual acuity of 6/18 or worse and better than 6/60)
- Moderate low vision (visual acuity of 6/60 or worse and better than 6/120)
- Severe low vision (visual acuity of 6/120 or worse and/ or visual field of 20 degrees or less)



Tips for parents:

If your child exhibits the following behaviours, please consult the Child Assessment Centres of the Department of Health/Hospital Authority or the Student Support Team, teachers, student guidance personnel or social workers in school promptly for follow-up actions:

- often keeps a very close distance to books when reading or writing;
- often knocks down or bumps into objects unaccountably which may cause injuries;
- is unwilling to move around;
- does not engage in eye contact when speaking and listening;
- often tilts their heads when trying to see objects in detail; and
- skips lines frequently when reading.

Hearing impairment

A disorder in any part of the auditory system will affect the hearing ability, thus affecting the speech and communication abilities. A person with hearing thresholds higher than 25 dB can be regarded having hearing impairment. The cause of hearing impairment may be congenital or acquired through diseases, traumas or drugs.

The nature of hearing impairment can be divided into three categories, i.e. conductive, sensorineural or mixed. It can be classified into 5 degrees :

- Mild hearing impairment (hearing threshold ranging from 26 to 40 dB)
- Moderate hearing impairment (hearing threshold ranging from 41 to 55 dB)
- Moderately severe hearing impairment (hearing threshold ranging from 56 to 70 dB)
- Severe hearing impairment (hearing threshold ranging from 71 to 90 dB)
- Profound hearing impairment (hearing threshold of 91 dB or greater)



Tips for parents :

If your child exhibits the following behaviours, please contact the Child Assessment Centres of the Department of Health/Hospital Authority or the Student Support Team, teachers, student guidance personnel or social workers in school promptly for follow-up actions:

- likes to tilt the head to one side when listening;
- likes to lean the body towards the speaker or stares at the facial expression and lip movements of the speaker;
- is slow in responding to low-volume conversations;
- frequently asks the speaker to repeat;
- easily mixes up words with similar pronunciation;
- frequently turns up the volume of TV;
- unable to understand other people's conversations; and
- often misses the point of a question or misinterprets others' instructions.

Speech and Language Impairment

Students with speech and language impairments have apparent difficulties in understanding or speaking, and therefore are unable to communicate with others effectively. In severe cases, their academic performance, emotions and social development will also be affected.

There are four main types of speech and language impairment:

- **Articulation problem:** refers to the substitution or omission of sounds in pronouncing or other error patterns that cause unclear

speech. For example, “seem” is mispronounced as “deem” and “tall” as “call”, etc.;

- Language problem: refers to the inability to understand and/or use language at an age-appropriate level;
- Fluency problem (also known as stammering): refers to the condition in which the flow of speech is interrupted; and
- Voice problem: refers to hoarseness, loss of voice, excessively high/low pitch, difficulties in controlling the loudness of voice, hyper- or hypo-nasality, etc. due to overuse or misuse of voice.



Tips for parents :

If your child exhibits the following behaviours, please contact the Child Assessment Centres of the Health Department/Hospital Authority or the Student Support Team, teachers, student guidance personnel or social workers in school promptly for follow-up actions:

- has weak comprehension resulting in inappropriate responses to questions;
- is limited to simple sentence patterns with grammatical errors, thus affecting the message to be delivered;
- has limited vocabulary and frequently fails to express himself/herself;
- misarticulation;
- has hoarse voice; and
- lacks fluency.

**Some students with superior intelligence also have learning disabilities at the same time. They not only possess the characteristics of gifted students but also have one to several type(s) of special educational needs, such as Specific Learning Difficulties, Autism Spectrum Disorders, Attention Deficit/Hyperactivity Disorder, Visual Impairment, Hearing Impairment, Speech and Language Impairment and Physical Disability.



Tips for parents :

If your child exhibits the following behaviours, please contact the Child Assessment Centres of the Health Department/Hospital Authority or the Student Support Team, teachers, student guidance personnel or social workers in school promptly for follow-up actions:

Characteristics of the Gifted

Children

- has very strong logical reasoning abilities
- has very good memory
- is inquisitive

- is creative
- is good at problem-solving
- is good at managing abstract concepts
- is knowledgeable and resourceful
- is strong in articulation of ideas and rich in vocabulary
- has keen sense of humour
- has high self-expectation
- is highly sensitive to others' expectation or criticism
- is idealistic and concerned with fairness
- enjoys being a leader

Special Educational Needs

- Specific Learning Difficulties, such as Dyslexia
- Autism Spectrum Disorders
- Attention deficit / Hyperactivity Disorders
- Visual Impairment
- Hearing Impairment
- Speech and Language Impairment
- Physical Disability

Chapter 2 The current position of integrated education in Hong Kong

2.1 “Disability Discrimination Ordinance” and “Code of Practice on Education”

The Disability Discrimination Ordinance became operative in September 1996. It aims at eliminating and preventing discrimination against persons with disabilities. It also ensures equal opportunities in education for persons with disabilities.

In 2001, The Equal Opportunities Commission issued the “Code of Practice on Education” (hereinafter referred to as the “Code of Practice”) in accordance with the Disability Discrimination Ordinance. It aims at helping education personnel and the public to understand the responsibilities and rights of all stakeholders. It also provides practical guidance on how to comply with the legal requirements.

Section 25 of the Code of Practice sets out the roles and responsibilities of students and parents, such as:

Section 25.2 Students with disabilities and their parents have a duty to **disclose the students’ special needs to the educational establishments** if they expect the latter to develop, in a timely and an effective manner, a physical environment, curriculum and services and facilities which meet their needs

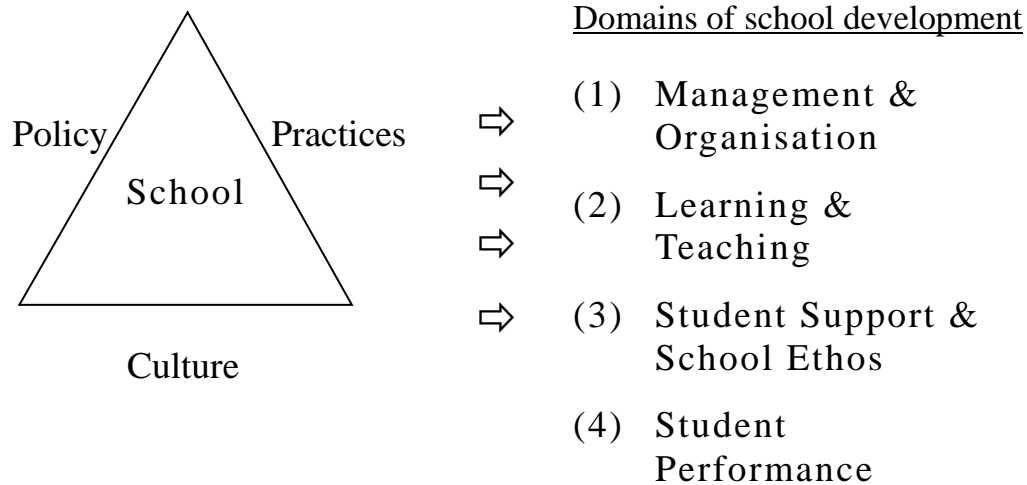
Section 25.4Parents are encouraged to promote positive attitude in their children regarding disability and to discourage behaviour such as teasing, ridicule or harassment. They should also understand that they can be helpful to each other and be supportive to those who need understanding and assurance.

Section 25.5 Participation of parents of students with disabilities in school organisations such as parent-school associations can greatly facilitate the promotion of equal opportunities. They are also encouraged to co-operate with educational establishments in the process of making any accommodations to their children's study and recreational programmes in the establishment.

The "Disability Discrimination Ordinance" and the "Code of Practice" have safeguarded the equal opportunities and rights of students with special educational needs to enroll in ordinary schools. Schools also have the responsibility to cater for their special needs, including making accommodations in the school environment, facilities, curriculum and student assessment. The Education Bureau has been emphasizing the importance of home-school co-operation. Schools and parents are expected to communicate and co-operate in the process of designing suitable education programmes for the children.

2.2 Implementation of the Whole School Approach

We encourage schools to cater for learning diversity and enhance the overall teaching efficiency by adopting the Whole School Approach (WSA). The WSA means synchronising the inclusive culture, policy and practices of the school.



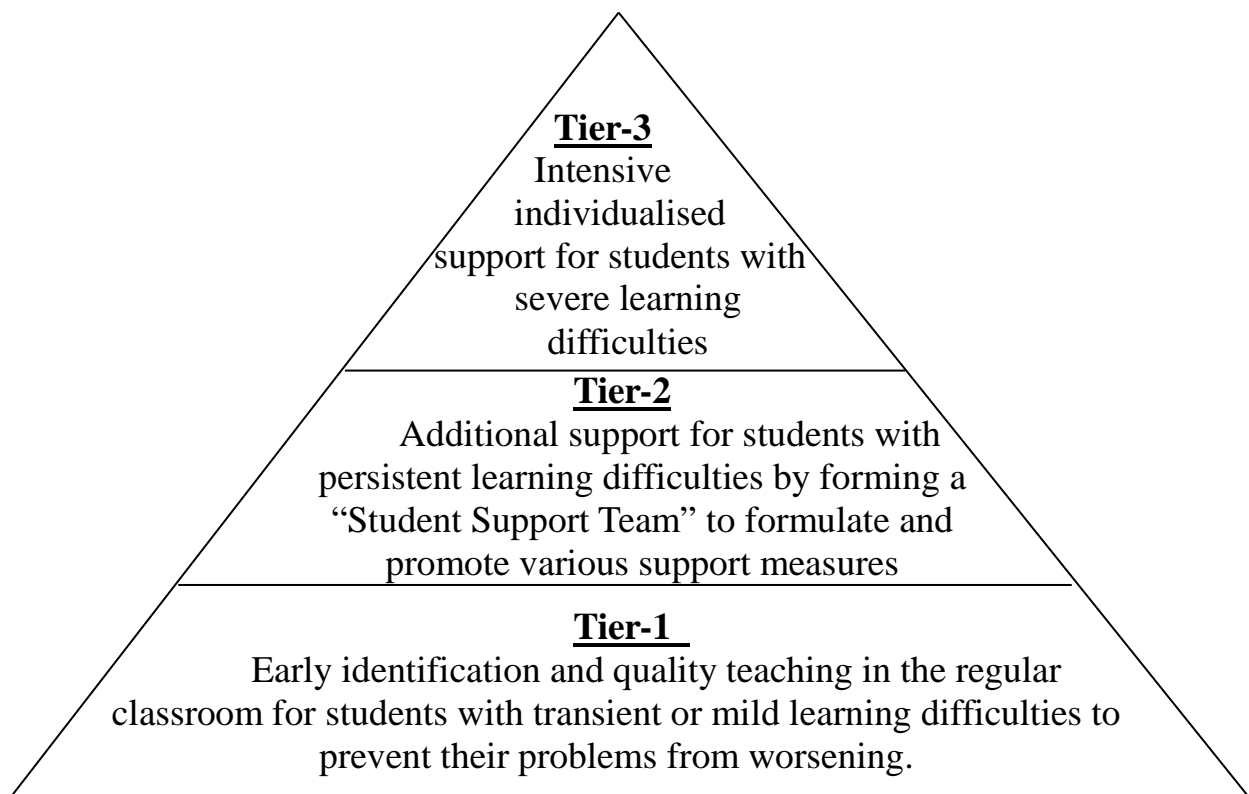
Inclusive policy: a policy on catering for student diversity in learning.

Inclusive culture: establishing an inclusive school culture in which teachers and students respect individual differences and help one another.

Inclusive practices: integrating all available resources and co-ordinating the three-tier intervention model.

We propose that schools should adopt measures for early identification of the difficulties of students and provide appropriate support to students with different levels of special educational needs based on the following three-tier intervention model.

3-tier Intervention Model



Chapter 3 Special educational needs – identification and support services

3.1 Pre-school stage

The Child Assessment Centres (CACs) of the Department of Health and Hospital Authority serve children under 12 years of age who have developmental disorders. The assessment teams of the CACs comprise pediatricians, clinical psychologists, medical social workers, public health nurses, audiologists, speech therapists, optometrists, physiotherapists and occupational therapists, which provide assessments and diagnoses for children who encounter problems when growing up. Moreover, the CACs provide support services for registered parents through seminars, workshops, training courses and treatment groups. These aim to enhance parents' understanding of child development, suggest ways to facilitate child growth, and enable parents to actively help their children in overcoming difficulties.

Many children with special educational needs have already been assessed and followed up with at the CACs. Some of them will receive support services at the Integrated Programme in Kindergarten cum Child Care Centres or Early Education and Training Centres under the Social Welfare Department. Information on the relevant organisations is at Appendix I. When the children are admitted to primary schools, the CACs and such pre-school training centres will forward the assessment information directly to the schools after obtaining consent from parents.

We encourage parents to seek advice from the relevant professionals and school staff on how to support children with special educational needs.

3.2 Schooling stage

Placement Arrangement for Primary One

For pre-school children who have been identified as having special educational needs or who have been receiving pre-school services as a result of this reason, their parents may refer to the recommendations of the professional assessment reports and choose schools suitable for their children when their children are applying for primary one admission. For children who have more severe/multiple disabilities, parents may consider

choosing special schools for their children (including special schools for students who have hearing impairment, visual impairment, intellectual disability and physical disability), so that they can learn in an environment with a better teacher to student ratio, more supporting staff, and curricula which match their learning abilities better.

Enrolling in Special Schools

Having considered the result and advice of the professional assessment reports, if parents wish to enroll their children in special schools, they may send the information on their children to Special Education Support Section of the Education Bureau (please see Table 2 in Appendix I for contact information).

As soon as the Education Bureau receives the referral information, it will recommend suitable special schools to parents based on the assessment reports and advice of the professionals, the catchment areas of special schools and the availability of these school places in the respective regions. The inspectors of the Education Bureau will contact the parents by telephone or interview and explain to them the curriculum features of special schools and placement procedures. With the written consent from the parents, the Education Bureau will refer the students to the respective special schools.

Enrolling in Ordinary Schools

If parents opt for ordinary schools for their children, they should apply for primary one admission for their children during the Discretionary Places Admission stage or the Central Allocation stage according to the Primary One Admission System. When making applications, parents should proactively provide schools with information on the special educational needs of their children to facilitate the receiving schools to organise the necessary support arrangements as soon as possible.

When choosing ordinary schools for their children, parents should note the following :

- Indicate the type of their children’s special educational needs in the “Application Form for Admission to Primary One” for follow up by the Education Bureau;

- Public-sector schools or schools under Direct Subsidy Scheme are provided with additional resources by the Government to take care of students with special educational needs;
- Consult the “Primary School Profiles” and school reports to understand the policies and initiatives adopted by schools in taking care of students with special educational needs; and
- If parents have difficulties in applying for placement for their children, they may contact the School Places Allocation Section or Regional Education Offices of the Education Bureau (please see Table 2 in Appendix I for details). Staff of the Bureau will look into the situation and help parents and schools to work out a solution.

Screening and Referral after Studying in a School

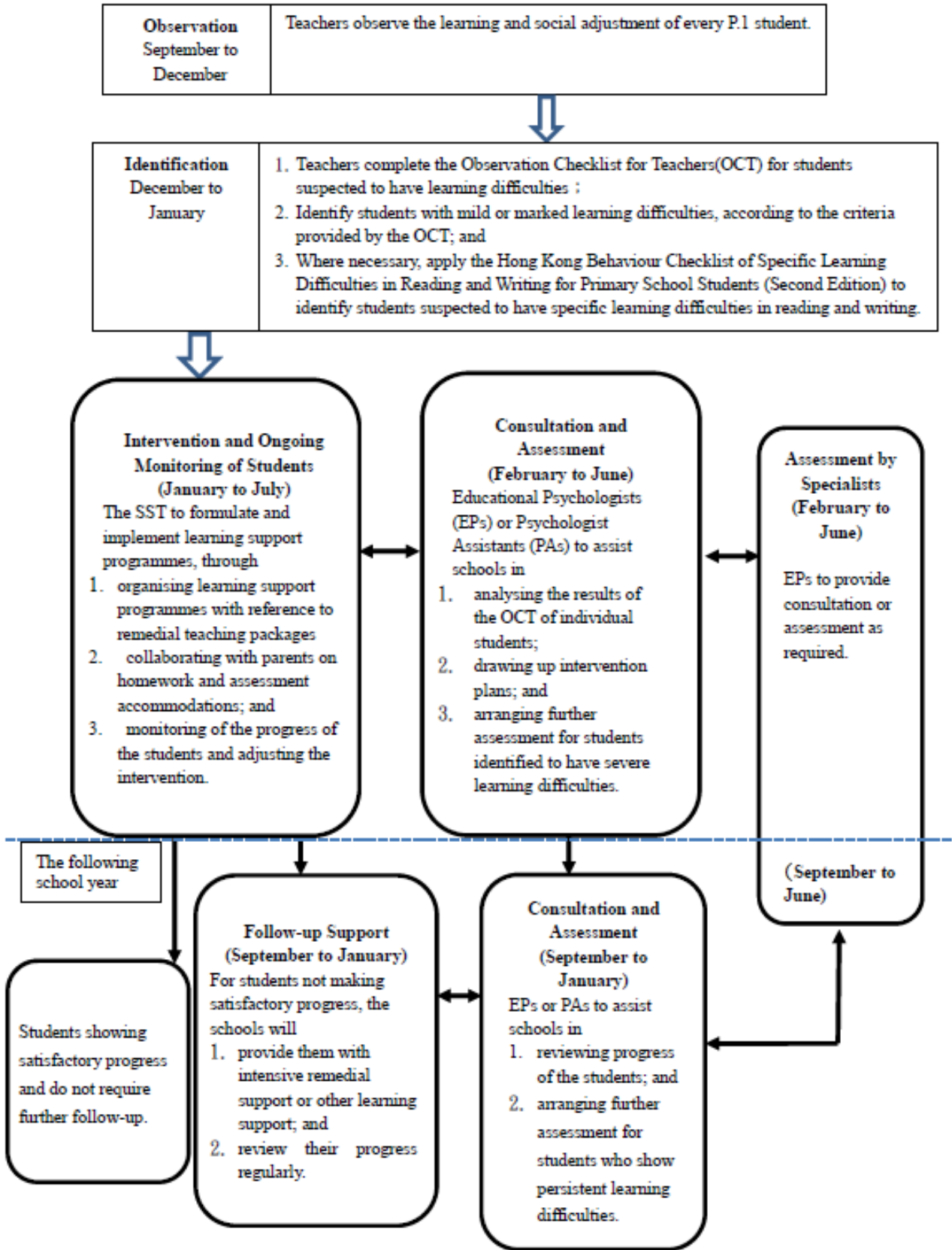
At present, all primary schools can identify students with learning difficulties and speech language impairment by using the Observation Checklist for Teachers (for Primary One Students), the Hong Kong Behaviour Checklist of Specific Learning Difficulties in Reading and Writing for Primary School Students (Second Edition) or the Teachers’ Observation for Identifying Speech and Language Impaired Students in Primary Schools provided by the Education Bureau or other observation checklists provided by the school-based speech therapists. Secondary schools may make use of tools such as the Hong Kong Test of Chinese Reading and Writing Abilities Assessment for Secondary School Students (for use by teachers), the Hong Kong Specific Learning Difficulties Behaviour Checklist (for Junior Secondary School Students) or the Teachers’ Observation Checklist for Identifying Speech and Language Impaired Students in Secondary Schools (for use by teachers) to identify and support students with learning difficulties and speech and language impairments. If there is a need, schools may refer students to experts for further assessment and intervention.

If parents suspect that their children have special educational needs after they have been admitted to an ordinary school, they may contact the Student Support Team, teachers, student guidance personnel or social worker of the school for follow-up actions.



At present, all public-sector schools in Hong Kong have launched the “Early Identification and Intervention of Learning Difficulties Programme

for Primary One Pupils” (Early Identification and Intervention Programme), the yearly workflow of the Programme is as follows :

The Early Identification & Intervention of Learning Difficulties Programme for Primary One Pupils Work Flow of the Programme



For details of the “Early Identification and Intervention of Learning Difficulties Programme for Primary One Pupils” and related information, please visit the web page of Hong Kong Education City at : http://www.hkedcity.net/sen/spld/basic/page_5292c930e34399b231000000 (Chinese version only) or visit the Education Bureau web page at http://www.edb.gov.hk/attachment/en/edu-system/special/support/wsa/ie%20guide_en.pdf, and refer to Chapter 4: Early Identification and Intervention of the “Operation Guidelines for the Whole School Approach to Integrated Education”. Parent participation at the different stages of this Programme may include the following aspects :

<p><u>Stage 1</u></p> <p>September of each year to January of the next year</p> <p>(identification)</p>	<ul style="list-style-type: none"> - attend parents’ meetings or briefings for primary one orientation - understand details of the Early Identification and Intervention of Learning Difficulties Programme for Primary One Pupils - observe their own children to see whether or not they have learning difficulties <ul style="list-style-type: none"> • take the initiative to contact teachers to discuss the behaviour of their children • provide the school with information of their children
	
<p><u>Stage 2</u></p> <p>January to May</p> <p>(intervention)</p>	<p>To collaborate with the school in the intervention programme</p> <ul style="list-style-type: none"> - attend meetings arranged by the school - familiarise with and participate in intervention programmes provided by the school, such as to engage in word recognition activities at home with children to consolidate their skills in word recognition - participate in workshops on paired-reading, Daily Teaching Assessment for Primary Aged Children (Data-Pac) approach, etc. arranged by the school to understand the skills in helping students with learning difficulties
	
<p><u>Stage 3</u></p> <p>June to August</p> <p>(evaluation of progress)</p>	<ul style="list-style-type: none"> - review jointly with the school the performance of their children after the intervention and put forward their views about their children’s progress

After identifying a child as having difficulties in learning, schools will generally provide the following learning support which parents should proactively render their support :

Support in classroom	Group counselling
<p>Example:</p> <p>Curriculum adaptation</p> <p>Adjustment in teaching strategies</p> <p>Homework accommodation</p> <p>Assessment accommodations</p>	<p>Example:</p> <p>Primary One Adjustment Group</p> <p>Training Group in Reading and Writing Skills</p> <p>Study Skills Training Group</p> <p>Social Adjustment Group</p> <p>Parent-volunteer Programme</p> <p>Peer Tutoring Programme</p>

Generally, subsidised schools and government schools may refer students suspected to have marked learning or adjustment difficulties to the relevant special sections of the Education Bureau (please see Table 2 in Appendix I for contact information) or refer them for educational psychology assessment, language assessment service or hearing function test through the school-based educational psychology service/school-based speech therapy services, etc.. Parents could ask for copies of the assessment reports from the corresponding sections by themselves or through the school in accordance with the Personal Data (Privacy) Ordinance (Please refer to Appendix II for the application form.) The application form can also be downloaded from the following webpage: <http://www.edb.gov.hk/en/public-admin/public-forms/about-public-forms/EDB56.html>

Transfer of Students' Information

As for admission to secondary schools of these children, the Education Bureau issues circulars to schools regularly to remind them that after obtaining the consent of parents (please refer to Appendix III for sample of

the parental consent form), the information on students' special educational needs should be transferred from primary schools to secondary schools within one month after the students concerned have registered with the secondary schools they are placed. This arrangement is also applicable to ordinary school transfer.

We encourage parents to :

- Consult student guidance personnel or teachers of primary schools on choosing secondary schools;
- Learn about the policies and support measures for students with special educational needs of individual schools from the secondary school profiles and school reports; and
- Take the initiative to contact the relevant secondary school after the allocation result is known and explain to the school the learning situation of their children, and to give the secondary school the form provided to their children by the primary school for transfer of information and special arrangement in the Pre-Secondary One Hong Kong Attainment Test, thereby facilitating the secondary school to make the appropriate arrangement in time.

Chapter 4 Roles of parents

4.1 Early identification of children's difficulties

- Parents may contact the Student Support Team, school teachers, student guidance personnel or social workers directly to understand the learning difficulties of the children and discuss with them the support strategies; and
- If the children are still unable to overcome difficulties after receiving the support, they may be referred to professionals such as psychologists or doctors for a more comprehensive assessment to find out the crux of the problem and to arrange for suitable follow-up services (please see Chapter 3 for details).

4.2 Collaboration with professionals

- Prepare your children psychologically in advance for the assessment arrangements, including the aims, location and time required.
- Prepare personal and family information of your children so as to systematically provide the assessor with information of the children's development, learning process and family history (Please see Appendix IV for details);
- Learn about the assessment results of your children from the professionals in order to understand your children's special educational needs and the impact on their learning, and to discuss with them on how to follow up. After assessments, educational psychologists will provide parents with a Summary of Assessment Findings. Educational psychologists will also prepare student assessment reports for schools which usually include assessment results and recommended follow-up actions. Parents/guardians may obtain a copy of the assessment report in accordance with the Personal Data (Privacy) Ordinance. The application form can be found in Appendix II or downloaded at <http://www.edb.gov.hk/en/public-admin/public-forms/about-public-forms/EDB56.html>.

- If you consider your children mature enough to understand their own needs, you may also discuss with them the most suitable educational arrangements to be made; and
- You may ask the professionals about the relevant special educational services or browse the web page of the Special Education Resources Centre of the Education Bureau at <http://www.edb.gov.hk/en/edu-system/special/resources/serc/index.html> for information on special education services (Please see Appendix V for information/resources/supporting organisations/associations assisting parents of children with special educational needs).

4.3 Helping children's growth in interpersonal relationship and emotion

All children have the same basic needs, i.e. sense of security and self-confidence. The following are some of the references provided by people with similar experience.

- Pay attention to the physical conditions and changes of your children often;
- Accept the shortcomings of your children and be understanding, but you should not be over-protective or lower your expectations of them. Parents should guide their children to solve problems as far as possible but should not complete the homework for them. Not only will this deprive the children of the opportunities to learn, but it will also encourage them to rely on others. If parents fear that their children may suffer from great frustrations because of repeated failures, they may first choose assignments which their children can complete, and give them guidance and praise at a suitable time. This will help enhance their self-confidence through successful experiences;
- Let all family members learn about the characteristics of your children's special educational needs and have practical expectations. You should encourage them to adopt consistent attitudes to get along with children with special educational needs;

- Let your children understand that everybody is different from others, and they should understand and accept their own strengths and weaknesses. They should be given help to maximise their strengths and improve their weaknesses. You may also deliberately arrange your children to communicate with others and encourage them to express their views and needs more often;
- Encourage your children so that they will do their best, and let them have a sense of achievement by appreciating their efforts. Identify and foster the talents of your children, and let them know that even if they are born with deficiencies, they still have potential;
- Let your children understand that the family, school and other professionals are giving them various kinds of support to facilitate their learning;
- Help your children learn basic social and communication skills, so that they are able to express their feelings, emotions and needs appropriately in general social occasions;
- Show your children the necessary manners and how to keep themselves clean and tidy so that people are willing to approach them;
- Arrange social activities for children with special educational needs and encourage them to take part in these activities more often both at and outside school to widen their social circle and foster their self-confidence. If older children wish to go out with friends, you should explain to their friends beforehand what should be paid attention to when contingency arises. You should discuss with children at suitable time on how to get along with friends;
- Teach your children the strategies to deal with their homework. For example, they can finish easier homework or those that do not need much copying first. Besides, a regular timetable for work and rest can let the children utilise their leisure time more efficiently;
- Foster your children's ability to identify problems in their daily life, show them different ways to solve problems, and pick out the most effective ways.

- Teach your children how to tell others clearly their special educational needs in a bid to strengthen their self-awareness and self-acceptance as well as winning other people's understanding. Parents may also let their children with special educational needs rehearse handling possible situations at school through role play; and
- If you discover or suspect that your children have been bullied or abused, you should seek help from the Student Support Team, teachers, guidance and counselling personnel or social workers.

The above points show that parents may help their children establish some regular patterns of living and social skills in daily life to support their learning at school.

4.4 Assisting children in their learning

Specific Learning Difficulties

- To help teachers and parents apply effective learning strategies in teaching students with specific learning difficulties, the Education Bureau has designed a CD ROM《如何提升學童讀寫能力-家長培訓課程導師手冊》 (“Enhancing the Reading and Writing Skills of Students – A Parent Training Manual”)(2005) (Chinese version only). It is designed for student guidance personnel and teachers to organise training seminars for parents. The CD ROM has a total of 19 topics and each is presented with a brief introduction, handouts and PowerPoint slides. Certain topics such as the application of “Datapac”, paired-reading and effective strategies to enhance dictation ability are accompanied by video demonstrations. 《讀寫易：高小中文讀寫輔助教材(家長版)》 (“Read and Write Made Easy: A Resource Pack for Supporting Upper Primary School Students in Chinese Reading and Writing (Parent Version)”) (Chinese version only) was published in 2013 and distributed to all primary schools. It includes teaching resources for enhancing the reading and writing ability as well as the related counselling strategies for teaching professionals to provide training to parents of senior primary school students.
- 《中文字詞認讀訓練（第二版）字得其樂》 (“Training in Chinese Word Reading Skills (Version 2)”)(2008) (Chinese version only) is a set of multimedia CD ROMs developed by the Hong Kong Special Learning Difficulties Research Team composing of the Hong Kong University, the Chinese University of Hong Kong, the Hong Kong Institute of Education and the Education Bureau. It aims at training the Chinese character reading skills of students with dyslexia through computer games. The first edition was distributed to primary schools in 2003. Moreover, when the Hong Kong Special Learning Difficulties Research Team introduced the localised version of dyslexia test, it released on its web page the names of educational psychologists. These educational psychologists have obtained the approval to use the test and agreed their information to go public. Parents may browse the relevant contents at <http://www.psychology.hku.hk/hksld/>

- Students with dyslexia need to consolidate learning through multi-sensory learning, small learning steps and repeated practices. Parents may consider applying the following strategies:
 - ✧ Apply effective word learning strategies such as teaching of the stroke sequence clearly, orthographic knowledge and the functions of the semantic and phonological components in learning new Chinese characters. New characters can also be made familiar by using nursery rhymes, riddles and games. The children can be asked to finger trace the characters on paper, sand or felt paper. Colour can also be used to draw their attention to notice the salient part of a Chinese character. Children can be encouraged to record learning contents in their own voice and have it repeatedly played back to reinforce learning;
 - ✧ New characters can be learnt by using the “Look-Say & Trace-Cover-Write-Check” method, i.e., look at the character written on the card, read aloud the strokes or component parts of the character, and simultaneously trace the character with a finger, and then cover it up, dictate it and check if the character has been written correctly;
 - ✧ Encourage your children to use effective word recognition and learning strategies to enhance learning efficacy;
 - ✧ Apply small steps and repeated practices to consolidate learning. For example, parents may choose five target words or phrases every week and spend fifteen minutes per day to help your children learn to read, write and dictate these words or phrases;
 - ✧ Support learning with graphic organisers such as mind-maps to enhance children’s understanding and memorisation, and help them write narrative essays by applying the “6Ws” method;
 - ✧ Make good use of information technology, such as using interactive educational software or browsing educational websites; and
 - ✧ Help children develop routines. Parents can engage children in designing the timetable for work and play, and train them up

to file class notes and assignments with organisers of different colours to foster their ability to work independently.

Intellectual Disability

- Adjust the demand and expectations on your children according to their abilities. Align family members' expectations towards the children as well;
- Given the cognitive deficits of these children, instructional priority should be given to contents related to daily living skills, especially those that can enhance their independent living abilities (for example, learning numbers and counting);
- Make use of opportunities in daily life to train your children's self-care skills;
- Make use of interesting and novel activities to motivate and engage them to learn;
- As these children usually find it difficult to understand abstract concepts, parents should teach them in real life settings. For example, when teaching these children about public transport tools in Hong Kong, parents may let them see the forms of public transport tools for themselves; when teaching them how to do shopping, the training may take place in a supermarket. Such arrangements not only can help achieve transfer of learning, but also enhance the learning motivation of these children;
- Diversified modes of activities can stimulate these children's interest and consolidate their learning;
- Deliberately creating experience of success can encourage these children to learn, reinforce good behaviours and enhance their learning motivation and self-confidence;
- It is important to teach children how to use appropriate strategies to learn. For example, we may coach them to use mind mapping to link up all the relevant information for effective memorisation or we can use

the multi-sensory learning approach to enhance their learning interest and motivation;

- Work out with them a timetable for work and rest as a structured routine to help them establish good living habits and enhance their self-care abilities;
- Before they go to school or go out every day, go over the schedule of the day so that they can be well-prepared; and
- Promptly and specifically praise your children for their proper behaviour to reinforce their good behaviour.

<i>Autism Spectrum Disorders</i>

- **Improve Social Skills**

- ✧ Help these children establish friendships with peers as early as possible. Children with autism usually do not like initiating contact with others, and therefore parents should make use of every opportunity for their children to interact with their siblings or children living next door. Parents may also use interesting activities or games to attract these children's attention and increase their interaction with others;
- ✧ Help children grasp simple social rules and as they grow older, gradually expose them to rules that are more complex;
- ✧ Make use of real life scenarios to teach them how to read the feelings of others;
- ✧ Teach them how to respond to others; and
- ✧ Parents can help their children learn perspective taking and practice social responses through role-playing.

- **Improve Language and Communication Skills**

- ✧ If your children have communication difficulties, they will tend to resort to crying or self-injury to show their frustrations.

Therefore, parents should help them express their dissatisfaction/sadness in appropriate ways;

- ✧ Encourage your children to use simple wordings to express their needs, with single words as a start;
- ✧ Supplement your verbal instructions with concrete objects and gestures based on the ability of your children;
- ✧ Give simple, clear and direct instructions;
- ✧ Explain learning procedures step by step so that it will be easier for your children to follow;
- ✧ Ensure that sufficient time is given for your children to understand the meaning of what they have been told; and
- ✧ Make use of visual presentations such as visual organisers to help your children understand abstract instructions, daily routines and contents of textbooks.

➤ **Improve Obsessive Behaviour**

- ✧ Children who suffer from autism are very sensitive to changes, and parents should prepare them for the changes beforehand to minimize their anxiety and help them adapt to changes step by step;
- ✧ Replace unconscious repetitive behaviour of your children with meaningful activities that can interest them. For example, coach them to rock their bodies in tune with the rhythm of music and in appropriate settings and occasions to replace their aimless rocking motion; and
- ✧ Help your children develop their potential. If they have good visual memory, they may be encouraged to develop an interest in drawing or painting.

➤ **Cultivate Appropriate Behaviour**

- ✧ When children are learning a new skill, let them start from those parts they already know to give them a sense of

achievement, and then break down the procedures and teach them step by step;

- ✧ When your children do homework, put away those things which may distract them;
- ✧ Establish effective behaviour modification programs with appropriate rewards and punishments to reinforce the proper behaviour of your children;
- ✧ Provide immediate reinforcement during training to sustain the motivation of your children;
- ✧ Try to understand your children's behaviour from their perspective;
- ✧ Parents should set examples and demonstrate proper daily behaviour and act as role models for children and
- ✧ Avoid corporal punishments as they cannot root out the problem. Punishments set a bad example for your children which will complicate the issue.

Attention Deficit/Hyperactivity Disorder

➤ **Communication:**

- ✧ To get your children's attention by calling out the name first and pat gently on the shoulder to ensure that there is eye contact; and
- ✧ To give clear and precise instructions, one at a time. Ask them to repeat the instructions or demonstrate the steps to make sure they can understand.

➤ **Behaviour Management**

- ✧ Use praise and encouragement more often to acknowledge their strengths;
- ✧ Rewards and punishments should be given immediately, reasonably and consistently;

- ✧ When children make mistakes, parents must provide immediate feedback, explain the reasons behind, and teach them the appropriate ways; and
- ✧ Use “Visual Cues” and post them up to remind children of things or rules that can be easily forgotten.

➤ **Handling Emotions**

- ✧ Avoid direct confrontation with your children when they are having a temper. Talk with them when they cool down; and
- ✧ Teach children the appropriate ways to handle emotions, such as deep breathing, relax, look at distant places or drink water.

➤ **Learning**

- ✧ Draw up a timetable for work and rest together with your children so as to let learning alternate with activities;
- ✧ Fix a place for your children to do homework and place their belongings. Keep the desktop tidy and simple as far as possible to minimise disturbance;
- ✧ Help your children break down their homework into small and separate sections to be finished part by part;
- ✧ Make use of multiple sensory stimulation such as sounds, colours, movements and pictures to enhance your children’s learning interest;

➤ **Medical Follow-Up**

- ✧ Take your children to clinic for follow-up consultations as scheduled and ensure they take medicine on time. Pay attention to their progress upon medication and their needs at different developmental stages.

➤ **Close Collaboration**

- ✧ Parents should strengthen their collaboration and communication with teachers and professionals (such as doctors, psychologists or

social workers) so as to understand the needs of their children and discuss the support strategies.

Physical Disability

- Encourage your children with physical disability to use auxiliary aids more often, and check or replace the auxiliary aids regularly;
- Accompany your children to receive rehabilitation therapy and continue training at home;
- Always pay attention to their postures and correct them if necessary. Provide them with suitable chairs or mattresses to avoid the occurrence of vertebral column abnormalities or other limbs deformations caused by constant hunched-postures;
- Make suitable adjustments in matters of daily life according to the needs and abilities of your children. Do not insist that they should achieve what normal children can do. For example, if they have difficulty in buttoning up, parents can use zippers instead. If they have difficulty in tying shoelaces, parents can use instant stickers instead. Although your children may have developmental coordination disorder, parents should encourage them to do what they can, especially in taking care of themselves in daily life so as to enhance their self-care abilities;
- Ensure there are opportunities for your children to go out. If necessary, parents may enquire public transport companies about the availability of special facilities for the physically disabled. Adapt to their pace and take extra care of them in crowded places; and
- Pay attention to the health condition of your children. If there are any changes, you should inform the school as soon as possible.

Visual Impairment

- Pay attention to your children's visual condition and arrange for regular vision assessment for them as suggested by the ophthalmologists or related professionals;

- Teach your children to face the person whom they are talking or listening to;
- Have more outdoor activities with your children and guide them, apart from vision, to use other senses to explore the surroundings so as to strengthen their connection with the world;
- Children who are totally blind rely on their tactile and hearing senses for carrying out their daily activities. Parents may train their daily living skills through activities. For example:
 - ✧ Give your children a safe home environment. Ensure that the floor is not wet or slippery and avoid placing objects disorderly;
 - ✧ Tell your children the sequence of events to be encountered in advance to increase their understanding of the surroundings so that they can have suitable responses;
 - ✧ Strengthen their training in locating sounds so that they can identify the source and direction of sound in different environments;
 - ✧ Give clear instructions to your children on directions from time to time to increase their sense of direction and distance;
 - ✧ When having your children seated, guide their hands onto the chair back or tabletop so that they know the correct position of the seat;
 - ✧ When they are walking, let them hold your arm above the elbow so that they know whether they are walking on an even ground, going upstairs or downstairs, or changing direction by following the movements of their parents;
 - ✧ The Education Bureau has commissioned the Hong Kong Society for the Blind to provide the braille transcription service for children with visual impairment, including the transcription of textbooks and reference books of primary and secondary schools into braille books. Parents may encourage or help their children read the braille books and make use of assistive aids, such as braille typewriter, computer with text-to-speech software and braille display to facilitate their learning.

- The visual condition of children with visual impairment varies in scope and degree of severity, parents should note the following:
 - ✧ Encourage children to make good use of suitable assistive aids according to the condition of their residual vision, including braille books, compact discs, telescopes, magnifiers, CCTV magnifying system and computer, etc.;
 - ✧ If your children need to wear glasses, prepare an extra pair for use in case of damage. Besides, make sure the screws on the frame of the glasses are secured to prevent the lenses from falling off;
 - ✧ As your children's ability in distinguishing brightness, distance, size and colour is weaker, appropriate lighting in suitable direction and intensity should be provided during reading and/or writing;
 - ✧ Owing to visual impairment, your children may lack the concept about their own outlook and postures. Hence, parents should remind and help them often to build up good outlook and postures; and
 - ✧ In pair-reading, choose books with pictures of clear outlines, sharp colour contrast, and large font size. Point to the pictures or words that they need to focus on so as to enhance their concentration.

<p><i>Hearing Impairment</i></p>

- Accept the hearing problems of your children. Try to understand their needs and give them encouragement and support. Work in partnership with teachers or other professionals to help your children improve the speech and communication abilities;
- Encourage your children to use the hearing aids on a regular basis, and practise with them the hearing and speech training techniques taught by rehabilitation organisations to help them develop their language and communication skills;

- When talking to your hearing impaired children, speak in front of them as far as possible to let your children see your lip movements, facial expressions and gestures. Speak clearly and naturally. Avoid raising your voice, reducing the speed rate and exaggerating oral movements. If necessary, get your children's attention with a tap on the shoulder or a wave of the hand or other signals;
- Some hearing impaired children may have difficulties in understanding abstract terms and complicated sentence structures. If necessary, rephrase or explain what you say if they are unable to understand the content of the conversation. Make gestures or write down key words to help explain yourself;
- Some hearing impaired children may be reluctant to speak or ask questions because of their weaknesses in articulation or expressive skills. You are advised to encourage them to participate in extra-curricular activities so as to improve their self-esteem and social skills; and
- Hearing impairment limits a child's listening experience and his/her exposure to speech. Therefore, you are advised to encourage your children to form good reading and writing habits so as to help them develop effective learning skills and strategies so that their speech and language abilities can be strengthened gradually.

<i>Speech & Language Impairments</i>
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- Do not tease your children about their speech and language impairments;
- When your children's pronunciation is incorrect, you can demonstrate the correct pronunciation and encourage them to imitate;
- Make use of story grammar(e.g. time, characters, place, initiating event, internal response, attempt, consequence, reaction) or guiding questions to help them think about and organise the contents so as to enhance their ability to express;
- For fluency problem, allow sufficient time for your children to express themselves; and

- On voice problems, remind your children to avoid vocal abusive behaviours in order to protect their voice and prevent the problems from worsening.

The Education Bureau has provided a series of parent pamphlets on helping children with special educational needs (please see Appendix VI).

Besides, support for twice exceptional students should include the following:

- Focus on strengths rather than weaknesses
 - ✧ Identify, understand and acknowledge your children's talents, strengths and interests. Encourage them to face their specific disabilities bravely and realise and wisely use their talents. Help them establish senses of competence, accomplishment and confidence.
 - ✧ Utilise community resources effectively to open up room and opportunities for your children to develop their talents, such as encouraging them to join challenging activities according to their interests and learn from interactions with peers of similar level of abilities or strengths in a bid to spark their potentials and make them strive for breakthroughs.
- Help your children overcome learning difficulties through individualised compensation strategies
 - ✧ The logical thinking ability, memory, creativity and problem solving ability, etc. of twice exceptional students are remarkably strong. Parents can give them proper guidance so that they can grasp their own condition and have reflections so as to explore or even create compensation strategies that suit themselves. For compensation strategies related to learning difficulties, please refer to the part on assisting children in their learning.
- Special care for the social and emotional needs of children
 - ✧ Gifted students often show a symptom of “incoordination” because their cognitive, physical and social-emotional aspects are not developed at the same pace. Although their thinking ability is better than that of their peers of the same age group, their

ability in expressing emotions cannot keep pace with their thinking ability or may be even worse than that of other children of the same age. Twice exceptional students are more likely to experience “incoordination”, which makes them feel anxious and defeated. Parents need to understand and accept their emotional needs and provide them guidance as early as possible. Parents may refer to the web page of the Education Bureau at <http://www.edb.gov.hk/tc/edu-system/special/resources/gift-edu/cd-intro.html> on “Gifted students whose potential is not fully achieved — Parents Section” (Chinese version only).

4.5 Helping children at various learning stages

In transition from school life to adulthood, children are facing a lot of changes, including admission into schools, promotion to higher forms, as well as change of teachers and schools, etc. All of which they have to adapt afresh. In order to minimise the adaptation difficulty, a detailed transition plan should be made beforehand.

How to help children adapt to new environments

- Parents must state clearly to the teaching staff of the new school the needs and characteristics of their children and work in coordination according to the recommendations of teachers and social workers; and
- For children of older age, their views may be sought and they should be helped to express their demand and needs.

Below are some recommendations for each stage:

Pre-school stage from newly born to six years old

- Matters concerning kindergarten should be talked about more often so that children would feel that going to kindergarten means growing up, is something to be proud of and deserves an earnest expectation;

- Parents may simulate the teaching environment at home. Parents and children may take turns to play the roles of teacher and pupil to let the children have a general idea of what going to school is like before school really starts. This will enable them to adapt to the environment and life in kindergarten as soon as possible without strong resistance;
- Parents may take their children to the vicinity of the kindergarten to show them the surroundings. Let your children take a look at the teachers and other children who attend school when school starts or ends. Such on-site visit is more effective than explaining to them verbally;
- Help your children know other children in the kindergarten by getting along with peers thus they are able to learn basic social manners;
- Improve your children's self-care abilities, especially personal hygiene. Parents may tell the school the special educational needs of their children and the effective handling strategies at home. Parents may also teach their children how to express their needs;
- Develop a regular daily routine early; and
- Parents should attend relevant meetings at school, especially those on the discussion of their children's learning.

Primary school stage

- Let your children know about the life of primary school and practice the skills needed in the new environment;
- Liaise closely with the school to ensure that the learning programmes of your children have included training for the gradual move to independent living;
- Let your children participate in the cultural and recreational activities in the community;
- Let your children familiarise themselves with various auxiliary aids as early as possible so as to enhance their learning effectiveness; and

- Listen patiently to your children's experience at the new school so as to liaise with teachers concerned for the provision of timely assistance.

Junior secondary school stage

- Encourage your children to actively participate in the activities at school to widen their life experience;
- Ensure that your children's learning programmes have included the skills required for adapting to different situations;
- Teach your children how to use the public transport to and from school;
- Explore suitable information technology and encourage them to make use of electronic media;
- Explore your children's aspirations of their future career and life;
- Encourage your children to identify their strengths in learning;
- Encourage your children to actively participate in drawing up objectives for learning and living;
- Help your children establish an effective way to work and correct bad habits;
- Help your children learn how to learn and do self-monitoring, and encourage them to share their progress with the professional team supporting them;
- Help your children recognise the achievements of their learning and make it the foundation for their further development; and
- Under the New Academic Structure (NAS), all students have the opportunity to proceed to the 3-year senior secondary education. The senior secondary curriculum includes core subjects, elective subjects, other learning experiences and applied learning, etc. Parents should first understand their children's academic aspirations and discuss with them and the schools their children's choices. As for options other than pursuing further studies, they may refer to the of the Education

Bureau web page at <http://www.edb.gov.hk> on “Study Paths for S3-S5 School Leavers under the New Academic Structure (NAS)”.

【Path: *Education Bureau website >Students and Parents Related >Careers Guidance > Life Planning > Life Planning website>Further Studies*】

(The information includes adult evening schools, the Construction Industry Council, the Labour Department, the Vocational Training Council and the Clothing Industry Training Authority, etc.)

Senior secondary school stage

- Be the good friends and teachers of your children and listen to their hopes and dreams;
- Discuss more with them about matters related to learning, further studies and career development;
- Encourage them to set feasible short-term and long-term goals;
- Help them explore the consequence of every decision and explain to them that belief, attitude and values may affect decisions related to their life and career;
- Encourage them to participate in Other Learning Experiences within their abilities;
- Explore adjustments that can enable your children to develop their potential, such as using rehabilitation equipment; and
- Assist them in completing a student life planning file to record and acknowledge their achievements in various aspects.

At different learning stages, parents may discuss with schools or the relevant staff about the arrangement of assessment accommodations based on the special educational needs of their children. Details of the assessment principles and strategies have been uploaded onto the Education Bureau web page at:

<http://www.edb.gov.hk/en/edu-system/special/resources/serc/link.html>

In respect of public examinations, schools will pay attention to the special arrangements in public examinations for students with special educational needs provided by the Hong Kong Examination and Assessment Authority and inform parents about the procedures for early collection of information required. Information on “Services to Special Needs Candidates” and “Providing Services to Candidates with Specific Learning Disabilities” can be found at the Hong Kong Examinations and Assessment Authority website: <http://www.hkeaa.edu.hk>

【 Path: *Hong Kong Examinations and Assessment Authority website>Services to Special Needs Candidates>Hong Kong Diploma of Secondary Education Examination (HKDSE)*】

For frequently asked questions about special examination arrangements, please see Appendix VII (FAQ 1-17).

In short, the everyday assessment at school is for personal progress review, and therefore more assessment accommodations can be provided. However, public examinations emphasise standard comparison, and therefore shall be conducted in a fair and just manner. In view of this, the provision of accommodations will be more stringent. Recommendations on different kinds of internal assessment accommodations have been uploaded to the Education Bureau web page at http://www.edb.gov.hk/attachment/en/edu-system/special/support/wsa/ie%20guide_en.pdf (Chapter 7 of “Operation Guide on the Whole School Approach to Integrated Education”).

Stage of completion of study

- Parents should liaise with the teaching staff of their children’s school, such as counselling teachers or social workers, to discuss the arrangements of education, occupational training, career, living/caring or other services after their children leave school;
- Collect information on post-secondary study, training or career to explore different pathways after graduation;
- Encourage your children to express their intentions and needs on further studies, and discuss with counselling teachers or social workers; and

- Keep the documents required for the services after your children leave school.

Chapter 5 Home-school Co-operation

- Under the three-tier support model mentioned in Chapter 2, if students need tier-2 support, schools will explain to parents the support measures to facilitate their collaboration. If students need tier-3 support, schools will hold the “Individual Education Plan Meeting” and invite parents to attend the meeting in order to draw up the support programme together;
- The school or the relevant staff will design and adapt homework according to the special learning needs of students and discuss with parents. Details of the principles and strategies for setting homework have been uploaded onto the Education Bureau web page at:
<http://www.edb.gov.hk/en/edu-system/special/resources/serc/link.html>
- Parents may initiate contact with the school about their children’s learning. Generally, parents may contact the Student Support Team, student guidance personnel and the class teacher;
- Co-operation between parents and the school’s Student Support Team should be strengthened through various channels, for example, the school will brief new students and their parents on the work of the Student Support Team on the annual orientation day to enable parents to have a better understanding of the school life of their children;
- We also recommend that parents should participate in school activities more often, such as joining parents association and activities with children. It is even more important to understand the latest situation of the school through school notices and take proactive actions accordingly.

Only when there is mutual trust and mutual appreciation between the school and the families can the effectiveness of education be enhanced. Such a true and invaluable relationship is not something to be reckoned or created by the provision of resources. If parents can inform the school

clearly the characteristics of their children, it will increase the effectiveness of school support.

Chapter 6 Support provided by the Education Bureau

6.1 Additional resources

At present, the Education Bureau provides various funding and services for primary and secondary schools having students with special educational needs. Schools should review the resources from a wider perspective and provide students with suitable services according to the three-tier support model based on the principle of “Calculation on Individual Basis and Deployment Holistically” in conjunction with the basic and supplementary resources as set out below:

Support	Additional Resources
Tier-1	Schools can make use of the Capacity Enhancement Grant, resource teachers for teaching and language subjects, curriculum development officers, student guidance personnel/social workers and teacher training to optimise the quality of classroom teaching and conduct early intervention to avoid deterioration of students’ learning problems.
Tier-2	<p>Schools may make use of certain supplementary resources to provide support services for students who have ongoing difficulties in learning.</p> <p>Such supplementary resources include the Intensive Remedial Teaching Programmes in Primary School (IRTP), Learning Support Grant for Primary Schools and Enhanced Speech Therapy Grant; in secondary schools, starting from the 2006/07 school year, additional teachers have been provided to schools with a large intake of Territory Band Three and bottom 10% students, and the Learning Support Grant has been provided from the 2008/09 school year.</p>
Tier-3	Support measures for both primary schools and secondary schools include the “Integrated Education Programme” and

6.2 Professional support

The Education Bureau provides various support to primary and secondary schools and teachers. Examples are:

- The special education support officers, inspectors and specialists of the Education Bureau visit primary and secondary schools under their charge to help schools promote the Whole School Approach to Integrated Education;
- Progressively provide the “School-based Educational Psychology Services” for all public sector schools in Hong Kong through outsourced services and the additional posts of educational psychologists;
- Launch a teacher professional development framework on integrated education. Please browse the web page at <http://www.edb.gov.hk/en/edu-system/special/sen-training/index.html>;
- Organise on-the-job training activities and various professional development courses/talks/workshops on special education for teachers; and
- Provide themed seminars on special education for education institutions and other professional organisations.

6.3 Student support

The Education Bureau has special education service centres in Kowloon and Kwai Chung in the New Territories to provide the following services for students with special educational needs:

(1) Placement service

- Arrange children with more severe or multiple disabilities to enroll in special schools according to the needs of individual children and the assessment recommendations from specialists. For details of the service, please browse the Education Bureau web page

at: <http://www.edb.gov.hk/tc/edu-system/special/support-subsidy/special-school/placement.html>; and

- Refer children with special educational needs to ordinary schools to receive suitable special education.

(2) Special education resources centre

The Education Bureau has set up a Special Education Resources Centre to provide the following services for teachers, parents and the public:

- Provision of the latest publications, magazines, books, resource packs and educational software for viewing;
- Provision of multi-media equipment for teachers to produce teaching software;
- Provision of platforms for exchanging views and sharing of teaching experience by special education professionals;
- Establishment of electronic platforms for teachers, parents and the public to share the online teaching resources;
- Establishment of a library system to facilitate teachers and parents to browse the catalogue through the internet and to provide book reservation and loan services to members; and
- Arrange talks, workshops, briefings and seminars for parents of students with special educational needs.

The detailed information on the Special Education Resources Centre is as follows:

Address	Special Education Services Centre Room 229, 2/F West Block, Education Bureau, Kowloon Tong Education Services Centre, 19 Suffolk Road, Kowloon Tong (Kowloon Tong Station of the Mass Transit Railway)
Website	http://www.edb.gov.hk/serc
Telephone	3698 3900

(3) Audiological services

- Arrange regular audiological review for children with hearing impairment and provide hearing aid, earmould and related audiological services to students as required;
- Provide school-based support and consultation services for schools having children with hearing impairment;
- Provide professional advice, counselling and training for school staff and parents; and
- Conduct research and planning on the services and education for children with hearing impairment.

(4) Speech therapy services

- Provide assessment, diagnosis and follow-up services for school-aged children with speech impairment;
- Provide school-based support programmes for school-aged children with speech impairment as well as training and counselling for teachers and parents;
- Provide professional consultation and support services for schools and monitor the school-based support programmes;
- Provide professional support services for speech therapy personnel in special schools; and
- Organise training, networking activities and develop assessment tools and resource packages.

(5) Educational psychology services

- Provide psycho-educational assessment and intervention for students with learning, behavioural or emotional problems;
- Provide support and consultation for school personnel and parents on the follow-up services for students with special educational needs;

- Support schools to adopt the whole school approach to cater for the diverse learning needs of students;
- Conduct research and development of relevant screening and assessment tools as well as development of resource packages for students with diverse needs;
- Deliver training workshops and networking activities to school personnel and stakeholders for them to acquire the knowledge and skills to cater for the diverse needs of students; and
- Support schools in crisis management and emergency incidents.

For frequently asked questions about education psychology services, please see Appendix VII (FAQ 18-21).

(6) Adjustment unit service

- Provide short-term adjustment unit services for students with significant emotional and adjustment difficulties who do not show improvement despite school-based remedial support;
- Provide guidance services either on a part-time or full-time basis to students with special needs to help them learn emotion and behavior management as well as communication skills with a view to facilitating their return to schools to continue their studies;
- At present, group guidance services are mainly provided at Ha Kwai Chung Special Education Centre; and
- Education psychologists will only refer appropriate cases upon obtaining parental consent.

(7) Other services

(a) Training of Professional Staff

- Provide clinical supervision to students taking educational psychology, speech therapy and audiology courses.

(b) Consultation Service

- Provide professional advice to nursery centres, special schools, ordinary schools, non-government organisations and government departments for children with special educational needs.

For schools, parents or professionals who wish to apply for the aforesaid services (except educational psychology service¹, speech therapy service² and audiological service³), please write to or call the following special education centres:

Kowloon

General Office of Special Education Services

Room 240, 2/F, West Block, 19 Suffolk Road, (Tel: 3698 3957)

Kowloon Tong, Kowloon (Fax: 2711 9644)

New Territories

Ha Kwai Chung Special Education Centre

4/F, 77 Lai Cho Road (Tel: 2307 6251)

Kwai Chung, New Territories (Fax: 2744 5315)

¹ At present, primary schools have student guidance personnel and secondary schools have social workers and student guidance teachers. Parents may contact these school-based professional staff for support. These professional staff will refer students to the relevant Educational Psychology Service Sections of the EDB when required or provide professional assessments or follow-ups through the school-based educational psychology service.

² If children are suspected of having speech and language impairments, parents may initially approach their children's schools for assistance. When necessary, students can be referred by the schools to the school based speech therapists or the Speech and Hearing Services Section for further assessment and follow-up services.

³ Parents who have doubt about their children's hearing are advised to seek medical consultation as soon as possible. When necessary, students with persistent hearing impairment will be referred by the schools or medical practitioners to the Speech and Hearing Services Section of EDB for further assessment and follow-up services.

6.4 School network support

(1) Resource schools on whole school approach

Schools experienced in adopting the “Whole School Approach” will share with other schools their experience and strategies. The purpose of this practice is to support more ordinary schools in the four school development areas: management and organisation, learning and teaching, school ethos and student support as well as student performance by adding measures for special educational needs. Please browse our web page at: <http://www.edb.gov.hk> for the list of resource schools and support items.

【Path : Education Bureau website > Education System and Policy > Special Education > Special Education Resource Centre > Useful Links > School Partnership Scheme > Education Bureau circular memorandum 146/2015】

(2) Special schools cum resource centres

Certain special schools act as regional special education resource centres and provide school-based support for ordinary schools of the same region. Please browse our web page at: <http://www.edb.gov.hk> for the list of special schools cum resource centres and support items.

【Path : Education Bureau website > Education System and Policy > Special Education > Special Education Resource Centre > Useful Links > School Partnership Scheme > Education Bureau circular memorandum 146/2015】

(3) Professional development schools scheme

Since the 2005/06 school year, the Education Bureau has been inviting schools with quality teaching experience, including special schools to enhance the professional capacity of one another through group lesson observation and evaluation, etc. among schools. Please browse our web page at: <http://www.edb.gov.hk> for details of the programme.

【Path : Education Bureau website > Education System and Policy > Primary School and Secondary School Education > Applicable to Primary

and Secondary School > School-based Support Services > School-based Professional Support Programmes > Professional Development Schools (PDS) Scheme】

6.5 The mediation mechanism

Different parties play different roles to ensure that students with special educational needs have equal opportunities for education:

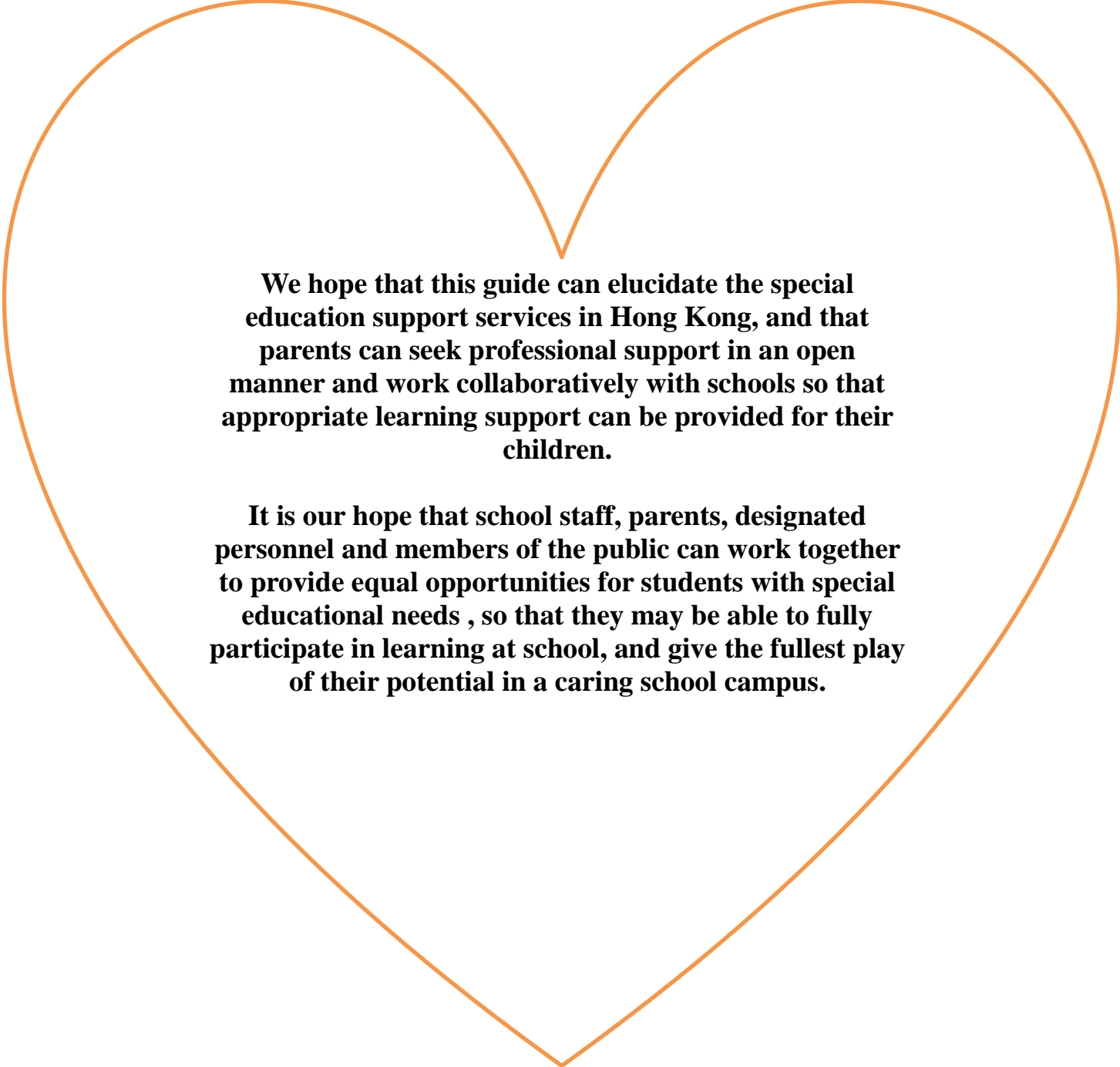
- (1) Schools
 - Formulate school policies of equal opportunity in education; and
 - Formulate school-based procedures to handle complaints regarding disability discrimination from parents and students.
- (2) Education Bureau
 - If no consensus can be reached by the school and parents due to diverted views, assistance may be sought from the Education Bureau Regional Education Offices (REO);
 - The REO will study each case carefully and arrange for mediation;
 - If no reconciliation can be reached, the Education Bureau will seek the opinion of professionals and other relevant personnel outside the bureau in the form of case study groups;
 - The Education Bureau will conduct mediation for parents and the school by taking into account the recommendation of the case study group and ancillary resources; and
 - The Education Bureau has printed pamphlets on “Elimination of Disability Discrimination Home-School Cooperation and Mediation Mechanism”. Please browse our web page at: <http://www.edb.gov.hk>.

【 Path: *Education Bureau website > Students and Parents Related > Special Education > Parent and Public Education > Elimination of Disability Discrimination Home-School Cooperation and Mediation Mechanism】*

(3) Equal Opportunities Commission

- Under the Disability Discrimination Ordinance, any person who feels discriminated on the ground of his/her disability can lodge a written complaint with the Equal Opportunities Commission; and
- The Equal Opportunities Commission will make an inquiry into the case and try to resolve the dispute between the complainant and the respondent through conciliation.

Summary



We hope that this guide can elucidate the special education support services in Hong Kong, and that parents can seek professional support in an open manner and work collaboratively with schools so that appropriate learning support can be provided for their children.

It is our hope that school staff, parents, designated personnel and members of the public can work together to provide equal opportunities for students with special educational needs , so that they may be able to fully participate in learning at school, and give the fullest play of their potential in a caring school campus.

Organisations providing identification and support services

1. Pre-School identification and services

Nature of Services	Organisations
An integrated child health and development programme	Maternal and Child Health Centre of the Department of Health Telephone: 2112 9900
Child assessment services	Central Kowloon Child Assessment Centre Address: 2/ F, 147L Argyle Street, Mong Kok, Kowloon Telephone: 2246 6633
	Ha Kwai Chung Child Assessment Centre Address: 2/F, Ha Kwai Chung Polyclinic and Special Education Centre, 77 Lai Cho Road, Kwai Chung, New Territories Telephone: 2370 1887
	Tuen Mun Child Assessment Centre Address: G/F, Tuen Mun Hospital, Tsing Chung Koon Road, Tuen Mun, New Territories Telephone: 2468 5261
	Pamela Youde Child Assessment Centre (Kwun Tong) Address: 3/F, 79 Cha Kwo Ling Road, Kwun Tong, Kowloon Telephone: 2727 8474
	Pamela Youde Child Assessment Centre (Shatin) Address : 2/F, 31-33 Chap Wai Kon Street, Shatin, New Territories Telephone: 2210 1600
	Fanling Child Assessment Centre Address: 4/F, Fanling Health Care Centre, 2 Pik Fung Road, Fanling, New Territories Telephone: 2639 1402
	The Duchess of Kent Children's Hospital at Sandy Bay, Child Assessment Centre Address: 12 Sandy Bay Road, Pokfulam, Hong Kong Telephone: 2974 0331

Rehabilitation Services of Social Welfare Department	Social Welfare Department Telephone: 2343 2255 Fax: 2838 0114
Comprehensive services for child development, professional assessment and therapy services, including speech therapy, occupational therapy, physiotherapy and psychological services	SAHK Child Development Centre Hong Kong Address: 6/F, AT Tower, 180 Electric Road, North Point, Hong Kong Telephone: 2866 3236 Kowloon Address: 9-17, G/F, Wang Chiu House, Wang Tau Hom Estate, Kowloon Telephone: 2336 6491
Assessment and therapy services for new born to school-aged children and their parents	Heep Hong Society Supportive Learning Project Office Address: 2/F, Prince Center, 70 Tai Po Road, Sham Shui Po, Kowloon Telephone: 2788 1289
Professional support services for children with developmental delay and difficulties	Project Bridge for Children's Development of the Hong Kong Christian Service Address: No. 102-107, G/F, Fu Tsui House, Wan Tsui Estate, Chai Wan, Hong Kong Telephone: 3758 2703
Comprehensive intervention programme for children with autism spectrum disorders	Caritas Comprehensive Intervention Programme for Autistic Children Address: Room 1608-09, China United Centre, 28 Marble Road, North Point, Hong Kong Telephone: 2866 4694
Support services for children with autism spectrum disorders and their parents	Caritas Comprehensive Intervention Programme for Autistic Children Address: Room 1608-09, China United Centre, 28 Marble Road, North Point, Hong Kong Telephone: 2866 4694

2. Identification and services for school-aged children

Services	Organisations
Assessment, referral, counselling and placement for students with special educational needs	Kowloon Tong Education Services Centre, Education Bureau Address: 19 Suffolk Road, Kowloon Tong
	General enquiries 3698 3957
	Education psychology services
	Hong Kong 3695 0486
	Kowloon 3698 4321
	New Territories (East) 2639 4831
	New Territories (West) 2437 7270
	Speech and Hearing Services Section
	Audiological Service 3698 3909
	Speech Therapy Service 3698 3790
Special Education Support Team 2 (provision of special school placement services)	3698 3727
	Special Education Resource Centre 3698 3900
	Ha Kwai Chung Special Education Services Centre Address: 4/F, 77 Lai Cho Road, Kwai Chung, New Territories. Telephone: 2307 6251
Enquiry services for education	Education Bureau Regional Education Offices
	Hong Kong Regional Education Office 2863 4646
	Kowloon Regional Education Office 3698 4108
	New Territories East Regional Education Office 2639 4876
	New Territories West Regional Education Office 2437 7272
School Places Allocation	Primary One Admission 2832 7700
	Secondary School Places Allocation 2832 7740
Rehabilitation Services of Social Welfare Department	Social Welfare Department Telephone: 2343 2255

3. Resource centres for parents/relatives of the disabled

Hong Kong Island	
Name of institution:	Caritas Parents Resource Centre
Address:	Room 101, Caritas House, 2-8 Caine Road, Hong Kong
Website:	http://www.caritas.org.hk
Tel:	2843 4627
Fax:	2114 0785
Name of institution:	Heep Hong Society Jockey Club Parents Resource Centre
Address:	No. 1, G/F, Oi Sin House, Oi Tung Estate, Shau Kei Wan, Hong Kong
Website:	http://www.heephong.org
Tel:	2827 2830
Fax:	2827 2732
Outlying Islands	
Name of institution:	Heep Hong Society Tung Chung Parents Resource Centre
Address:	G/F, Yat Tung Shopping Centre (Phase 2), Yat Tung Estate, Tung Chung, Lantau Island
Website:	http://www.heephong.org
Tel:	2109 2262
Fax:	2109 3522
Kowloon East	
Name of institution:	The Hong Kong Down Syndrome Association The Bradbury Parents Resource Centre
Address:	G/F, Wing A, Chun Tung House, Tung Tau Estate, Kowloon
Website:	www.hk-dsa.org.hk
Tel:	2718 7778
Fax:	2718 0811
Name of institution:	Hong Kong Blind Union – Trailwalker Vocational & Educational Resource Centre
Address:	Unit 13-20, G/F, Tsui Ying House, Tsui Ping North Estate, Kwun Tong, Kowloon
Website:	http://www.hkbu.org.hk/b5_services2.php
Tel:	2337 2736
Fax:	2338 7850

Kowloon West	
Name of institution:	Heep Hong Society Hoi Fu Parents Resource Centre
Address:	G/F & 1/F, Hoi Yan House, Hoi Fu Court, Hoi Wang Road, Mong Kok, Kowloon
Website:	www.heephong.org
Tel:	2777 5588
Fax:	2784 1194
Name of institution:	Hong Kong Society for the Blind Hong Kong Jockey Club Community Project Grant: Parents Resource Centre for Visually Impaired Children
Address:	Room M1, M/F, Main Town Plaza, 223-227 Nam Cheong Street, Shamshuipo, Kowloon
Website:	http://www.hksb-prc.org.hk/
Tel:	2994 9655
Fax:	2994 9648
New Territories East	
Name of institution:	Heep Hong Society Ma On Shan Parents Resource Centre
Address:	G4-5, G/F, Heng On Estate Community Centre, Ma On Shan, Shatin, New Territories
Website:	http://www.heephong.org
Tel:	2640 6611
Fax:	2640 7711
Name of institution:	Heep Hong Society Fanling Parents Resource Centre
Address:	G/F, Wing B, Cheung Chi House, Cheung Wah Estate, Fanling, New Territories
Website:	http://www.heephong.org
Tel:	2656 6211
Fax:	2682 6613
New Territories West	
Name of institution:	Tuen Mun Yuk Chi Resource Centre
Address:	Flat 124-125, Oi Ming House, Yau Oi Estate, Tuen Mun, New Territories
Website:	www.yukchi.org.hk/
Tel:	2440 2413
Fax:	2451 5266

**PERSONAL DATA (PRIVACY) ORDINANCE
DATA ACCESS REQUEST FORM**

Important Notice to Requestor

1. Please read this Form and the footnotes carefully before completing this Form. Where this Form contains a summary of the relevant requirements under the Personal Data (Privacy) Ordinance (“the PDPO”), the summary is provided for reference purpose only. For a complete and definitive statement of the law, please refer to the PDPO itself.
2. This Form is specified by the Privacy Commissioner for Personal Data (“the Commissioner”) under section 67(1) of the PDPO with effect from 1 October 2012. The data user may refuse to comply with your data access request (“your request”) if it is not made in this Form (see section 20(3)(e) of the PDPO).
3. Please complete this Form in Chinese or English. The data user may refuse to comply with your request if your request is not made in either language (see section 20(3)(a) of the PDPO).
4. To make a data access request, you must either be the data subject or a “relevant person” as defined in section 2 or 17A of the PDPO (please refer to Part III of this Form).
5. You are not entitled to access data which is not personal data or personal data not belonging to you (see section 18(1) of the PDPO). The data user is only required to provide you with a copy of your personal data rather than a copy of the document containing your personal data. In most situations, the data user may elect to provide a copy of the document concerned. If the personal data you request is recorded in an audio form, the data user may provide a transcript of that part of the audio record which contains your personal data.
6. It is important that you specify in this Form clearly and in detail the personal data that you request. The data user may refuse to comply with your request if you have not supplied him with such information as he may reasonably require to locate the requested data (see section 20(3)(b) of the PDPO). If you supply any false or misleading information in this Form for the purpose of having the data user comply with your request, you may commit an offence (see section 18(5) of the PDPO).
7. Do not send this Form to the Commissioner. The completed Form should be sent directly to the data user to whom you make your request.
8. The data user may require you to provide identity proof such as your Hong Kong Identity Card and may charge a fee for complying with your request (see sections 20(1)(a) and 28(2) of the PDPO).
9. The data user may refuse to comply with your request in the circumstances specified in section 20 of the PDPO.

Important Notice to Data User

1. You are required by section 19(1) of the PDPO to comply with a data access request **within 40 days** after receiving the same. To comply with a data access request means: (a) if you hold the requested data, to inform the requestor **in writing** that you hold the data and supply a copy of the data; or (b) if you do not hold the requested data, to inform the requestor **in writing** that you do not hold the data (except that the Hong Kong Police may inform the requestor **orally** if the request is whether it holds any record of criminal conviction of an individual). A mere notification given to the requestor to collect the requested data or a note sent to the requestor for payment of a fee is insufficient. In complying with the request, you should omit or otherwise not disclose the names or other identifying particulars of individuals other than the data subject.
2. If you are unable to comply with the data access request within the 40-day period, you must inform the requestor by notice **in writing** that you are so unable and the reasons, and comply with the request to the extent, if any, that you are able to **within the same 40-day period**, and thereafter comply or fully comply, as the case may be, with the request as soon as practicable (see section 19(2) of the PDPO).
3. If you have a lawful reason for refusing to comply with the request pursuant to section 20 of the PDPO, you must give the requestor **written notification** of your refusal and your supporting reasons **within the same 40-day period** (see section 21(1) of the PDPO).
4. It is an offence not to comply with a data access request in accordance with the requirements under the PDPO. Any data user convicted of such an offence is liable to a fine at level 3 (currently set at HK\$10,000) (see section 64A(1) of the PDPO).
5. You may charge a fee for complying with a data access request, but section 28(3) of the PDPO provides that “no fee imposed for complying with a data access request shall be excessive”. The PDPO does not define the meaning of “excessive” with regard to imposing a data access request fee. According to the principle laid down in the decision of Administrative Appeal No. 37/2009, a data user is only allowed to charge the requestor for the costs which are “directly related to and necessary for” complying with a data access request.
6. You shall refuse to comply with a data access request –
 - (a) if you are not supplied with such information as you may reasonably require –
 - (i) in order to satisfy you as to the identity of the requestor;
 - (ii) where the requestor purports to be a relevant person, in order to satisfy you –
 - (A) as to the identity of the individual in relation to whom the requestor purports to be such a person; and
 - (B) that the requestor is such a person in relation to that individual;
 - (b) subject to section 20(2) of the PDPO, if you cannot comply with the request without disclosing personal data of which any other individual is the data subject unless you are satisfied that the other individual has consented to the disclosure of the data to the requestor; or

- (c) in any other case, if compliance with the request is for the time being prohibited under the PDPO or any other Ordinance.

(see section 20(1) of the PDPO)

Section 20(2) of the PDPO provides that section 20(1)(b) (i.e. paragraph 6(b) above) shall not operate -

- (a) *so that the reference in that subsection to personal data of which any other individual is the data subject includes a reference to information identifying that individual as the source of the personal data to which the data access request concerned relates unless that information names or otherwise explicitly identifies that individual;*
- (b) *so as to excuse you from complying with the data access request concerned to the extent that the request may be complied with without disclosing the identity of the other individual, whether by the omission of names, or other identifying particulars, or otherwise.*

7. You may refuse to comply with a data access request if –

- (a) the request is not in writing in the Chinese or English language;
- (b) you are not supplied with such information as you may reasonably require to locate the personal data to which the request relates;
- (c) the request follows 2 or more similar requests made by-
 - (i) the individual who is the data subject in respect of the personal data to which the request relates;
 - (ii) one or more relevant persons on behalf of that individual; or
 - (iii) any combination of that individual and those relevant persons,and it is unreasonable in all the circumstances for you to comply with the request;
- (d) subject to section 20(4), any other data user controls the use of the data in such a way as to prohibit you from complying (whether in whole or in part) with the request;
- (e) the request is not made by use of this Form (but you are strongly advised to respond to the request if it substantially contains the scope and details of the requested data because reliance of this ground of refusal is merely technical and the requestor may simply lodge another request using this Form);
- (ea) you are entitled under the PDPO or any other Ordinance not to comply with the request; or
- (f) in any other case, compliance with the request may for the time being be refused under the PDPO, whether by virtue of an exemption under Part VIII or otherwise.

(see section 20(3) of the PDPO)

Section 20(4) of the PDPO provides that section 20(3)(d) (i.e. paragraph 7(d) above) shall not operate so as to excuse you from complying with the data access request concerned –

- (a) *in so far as the request relates to section 18(1)(a), to any extent;*
- (b) *in so far as the request relates to section 18(1)(b), to any extent that you can comply with the request without contravening the prohibition concerned.*

Part I: Data User

Particulars of the Data User to whom this data access request is made

Name¹ (full name in block letters): _____

(for the attention of² _____)

Address: _____

Part II: Data Subject

Particulars of the Data Subject making this data access request

Name in English (full name in block letters, surname first): _____

Name in Chinese (if any): _____

Personal identifier, e.g. Hong Kong Identity Card number³ / passport number or other identification number previously assigned by the Data User (if any, such as student number, staff number, patient number, account number, membership number or other reference

number): _____

Correspondence address: _____

Day time contact phone number: _____

Email address (if any): _____

[This part must be completed if this request is made by a Requestor other than the Data Subject]

Part III: The Requestor

Particulars and capacity of the Requestor⁴

Name in English (full name in block letters, surname first): _____

Name in Chinese (if any): _____

Correspondence address: _____

Day time contact phone number: _____

Email address (if any): _____

¹ Please fill in the full name of the Data User to whom the data access request is addressed.

² If you have previously been informed by the Data User of the name and/or job title of the person to whom such a data access request may be made, please fill in here the name and/or job title of such person.

³ For Data Subject who is Hong Kong Identity Card holder. Please note that the information may assist the Data User to retrieve or locate the Requested Data. The identity card number needs not be provided in this Form if you have reasonable grounds to believe that this will not be necessary for the unique identification of the Data Subject by the Data User in the circumstances.

⁴ The Data User may require reasonably sufficient personal information from you to satisfy itself as to your identity before it can comply with this data access request.

This data access request is made in my capacity as a “relevant person” on behalf of the Data Subject as follows:

- the Data Subject is a minor and I have parental responsibility over the Data Subject;
- the Data Subject is incapable of managing his/her own affairs and I have been appointed by a court to manage those affairs;
- the Data Subject is mentally incapacitated within the meaning of section 2 of the Mental Health Ordinance (Cap. 136), and :-
 - (i) I have been appointed under section 44A, 59O or 59Q of that Ordinance to be his/her guardian; or
 - (ii) I have been vested the guardianship of the Data Subject or I have to perform the functions of the appointed guardian under section 44B(2A) or (2B) or 59T(1) or (2) of that Ordinance; or
- I am authorized in writing by the Data Subject to make this data access request on his/her behalf.

(Please give a tick in the appropriate box)

In proof of my above capacity, I hereby enclose the following:-

- copy of birth certificate
- copy of court order
- written authorization
- others, please specify : _____

(Please tick and complete where appropriate)

Part IV: The Requested Data

This data access request is made under section 18(1) of the PDPO for the following personal data of the Data Subject, except those specifically excluded under Part V of this Form:-

Description of the Requested Data⁵:

Date around which or period within which the Requested Data was collected (if known):

The name of the branch or staff member of the Data User who collected the Requested Data (if known):

⁵ Please specify clearly and in detail the personal data requested (e.g. personal data contained in appraisal reports, medical records, credit reports) including further information, if any, such as the particular incident or transaction in association with it, the circumstances under which the personal data was collected or held, etc. to facilitate the location of the Requested Data. Too general a description of the Requested Data, such as “all of my personal data”, may render the request being refused by the Data User pursuant to section 20(3)(b) of the PDPO where the Data User is not supplied with such information as it may reasonably require to locate the personal data to which the request relates.

Part V: Exclusions

I do not require any personal data⁶ which is:

- contained in documents which had previously been provided to the Data User by the Data Subject (e.g. letters to the Data User and/or the Requestor from the Data Subject)
- contained in documents which had previously been provided to the Data Subject by the Data User (e.g. letters to the Data Subject and/or the Requestor from the Data User or documents the Data User had provided to the Data Subject and/or the Requestor pursuant to a previous request)
- in the public domain (e.g. newspaper clippings or entries in public registers concerning the Data Subject)
- set out below (please describe as fully as possible):

(Please tick and complete where appropriate)

Part VI: The Request

I hereby request you:-

- (a) to inform me whether you hold the Requested Data⁷
- (b) to supply to me a copy of the Requested Data that you hold⁸, subject to the exclusions in Part V above
- both (a) and (b)

(Please give a tick in the appropriate box)

Part VII: Preferred Manner of Compliance

I would prefer that you⁹:

- send by registered mail a copy of the Requested Data to me at my correspondence address given in this Form
- send by ordinary mail a copy of the Requested Data to me at my correspondence address given in this Form
- supply to me a copy of the Requested Data in the *English/Chinese/in the language in which the data is held¹⁰ (*Please delete where appropriate).
- supply to me a copy of the Requested Data in the form of _____
(e.g. computer disk, microfilm, etc.)¹¹

(Please tick and complete where appropriate)

⁶ Please tick to exclude, as far as possible, any personal data that you do not wish to include in the scope of the Requested Data. This may help to avoid any unnecessary delay or charge in complying with the data access request.

⁷ By ticking this box, the Requestor indicates that he is requesting only for a confirmation of “Yes” or “No” as to whether the Data User holds the Requested Data and is not requesting the Data User to provide a copy of the Requested Data.

⁸ By ticking this box, the Requestor indicates that he is requesting only for a copy of the Requested Data. If the Data User does not hold the Requested Data, the Data User will need to notify the Requestor in writing that it does not hold the data. Please refer to paragraph 1 of “Important Notice to Data User” for exception to written notification.

⁹ However, compliance with the data access request may not be in the preferred manner where it is not reasonably practicable to do so.

¹⁰ If the language specified is not the language in which the data is held, subject to section 20(2)(b), it will be sufficient for the Data User to provide a true copy of the document which contains the data.

¹¹ If the Data User is unable to supply the form as specified because it is not practicable for the Data User to do so, it will be sufficient to supply the data in the form which it is practicable for the Data User to supply and accompanied by a written notice to inform the Requestor of the same.

Part VIII: Further Information and Payment

I understand that before complying with this request, you may require me to provide¹²:

- (a) proof of my identity;
- (b) proof of the Data Subject's identity if I am making this request as a relevant person and further proof of my status as a relevant person;
- (c) such further information as may be reasonably required for you to locate the Requested Data;
- (d) payment of a fee charged under section 28 of the PDPO¹³.

Part IX: Use of Personal Data

Except with the prescribed consent of the individual concerned, the personal data provided in this Form will be used for the purpose of processing this data access request and other directly related purposes only.

Date

Signature of the Requestor

¹² Failure to provide the information as required by the Data User under this Part may result in the data access request being refused, or not being complied with to the desired extent.

¹³ Sections 28(2) and (3) of the PDPO provide that a fee may be charged for complying with a data access request made under section 18(1)(a) or (b), which fee shall not be excessive. According to section 28(5) of the PDPO, compliance with a data access request may be refused unless and until any such fee has been paid.

Appendix III

Parental Consent Form --Transfer of Student Information on Special Educational Needs

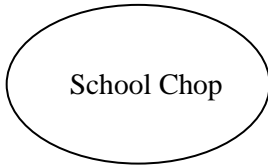
Dear _____ (name of parent),

Name of Student: _____ (STRN: _____)

We would like to seek your consent for

1. the primary or secondary school which the above student is studying at to register and update the relevant information of the student in the Special Education Management Information System (SEMIS) of the Education Bureau (EDB) which will use the information for educational purposes;
2. the primary or secondary school which the above student is studying at to transfer his/her relevant information on special educational needs (SEN) (such as medical reports, assessment reports, learning records and recommendations for learning and teaching and consent form completed below) to any recipient school(s), to which the student will be transferred or admitted, to facilitate the school to understand the student's learning needs and arrange appropriate support for him/her;
3. the EDB to transmit the SEN information of the above student in the SEMIS to the new recipient school(s)/school to which the student is allocated through the Secondary School Places Allocation (SSPA) to facilitate it to understand the student's learning needs so that appropriate support could be arranged for him/her. In case the above student changes to another school after the SSPA exercise, the school he/she originally allocated to is required by the EDB to promptly delete the SEN information obtained through the SEMIS; and
4. the new recipient school(s) to use the relevant information of the above student in the ways and for the purposes as stated in paragraphs 1-3 above.

This arrangement of transfer of information will apply whenever the above named student is transferred to a new school/allocated/admitted to a secondary school. Please complete the reply slip below and return it to us by _____ (date).



Signature of *School Head / Teacher-in-charge: _____

Name of *School Head / Teacher-in-charge: _____

Name of School: _____

Date: _____

Reply Slip -- Transfer of Student Information on Special Educational Needs

Name of Student: _____ (STRN: _____)

To: Principal of _____ School

I refer to your letter of _____ (date). I ***hereby give my consent/do not give my consent** for:

1. the primary or secondary school which my child is studying at to register and update the relevant information of my child in the Special Education Management Information System (SEMIS) of the Education Bureau (EDB) for educational purposes;
2. the primary or secondary school which my child is studying at to transfer the relevant information on special educational needs (SEN) (such as medical reports, assessment reports, learning records and accommodations for learning and teaching and this completed reply slip) to any recipient school(s), to which my child will be transferred or admitted, to facilitate the school to understand my child's learning needs and arrange appropriate support for him/her;
3. the EDB to transmit the SEN information of my child in the SEMIS by the EDB to the new recipient school(s)/school to which my child is allocated to through the Secondary School Places Allocation (SSPA) to facilitate it to understand my child's learning needs so that appropriate support could be arranged for him/her; and
4. the new recipient school(s) to use the relevant information of my child in the ways and for the purposes as stated in paragraphs 1-3 above.

I understand and agree that this arrangement of transfer of information will apply whenever my child is transferred to a new school/allocated/admitted to a secondary school. I understand that the school he/she originally allocated to is required by the EDB to promptly delete the SEN information obtained through the SEMIS in case my child changes to another school after the SSPA exercise.

Signature of *Parent/Guardian: _____

Name of *Parent/Guardian: _____

Date: _____

* Delete whichever is inappropriate. _____

(Please print this on the back of the parental consent form)

Personal Information Collection Statement

You have the right to request access to or to request the correction of personal data in relation to the student under the Personal Data (Privacy) Ordinance. If you wish to exercise these rights, please contact the school your child is studying at for making such request.

Personal and family information of children

In order to enable children to receive suitable support effectively, parents need to maintain the following information and records properly.

1. Birth records (including copies of the birth certificate, information on pregnancy and process of childbirth)
2. Vaccination records
3. Medical records (including records of clinics/hospitals, diagnosis and treatment)
4. Records of other remedial services (such as psychological assessment, assessment reports on speech and language, physiotherapy/occupational therapy)
5. Progress reports of various services or learning programmes
6. Records of academic performance, including report cards, student handbook and homework of children
7. Minutes of meeting with the relevant personnel/institutions/organizations held in respect of the learning problems of children

The above information is very important for the school to understand the learning difficulties or special educational needs of your children. Therefore, we suggest you keep the information in a systematic manner and update it regularly for future reference and follow-ups.

Support networks provided by other organizations

1. Community rehabilitation network

Hong Kong Island	
Name of institution:	The Hong Kong Society for Rehabilitation, Kornhill Centre
Address :	G/F, Block 6, Kornhill, King's Road 1120, Quarry Bay, Hong Kong
Tel:	2549 7744
Fax:	2549 5727
Kowloon Central	
Name of institution:	The Hong Kong Society for Rehabilitation, Wang Tau Hom Centre
Address:	G/F, Wang Lai House, Wang Tau Hom Estate, Kowloon
Tel:	2794 3010
Fax:	2338 4820
Kowloon West	
Name of institution:	The Hong Kong Society for Rehabilitation, Li Cheng Uk Centre
Address :	G/F, Hau Lim House, Lee Cheng Uk Estate, Sham Shui Po, Kowloon
Tel:	2361 2838
Fax:	2748 0892
New Territories West	
Name of institution:	The Hong Kong Society for Rehabilitation, Tai Hing Centre
Address:	No. 26-33, G/F, Hing Cheung House, Tai Hing Estate, New Territories
Tel:	2775 4414
Fax:	2775 3979

New Territories East	
Name of institution:	The Hong Kong Society for Rehabilitation, Prince of Wales Centre
Address:	Room B, 10/F, Flat B Staff Quarter, Prince of Wales Hospital, Sha Tin, New Territories
Tel:	2636 0666
Fax:	2144 6660
New Territories North	
Name of institution:	The Hong Kong Society for Rehabilitation, Tai Ping Centre
Address:	G/F. Ping Chi House, Tai Ping Estate, Sheung Shui, New Territories
Tel:	2639 9969

2. Self-help organisations of parents

Targets of services	Name of Institution	Tel
Children with various special educational needs	The Parents' Association of Pre-school Handicapped Children	2324 6099
Children with various special educational needs	Heep Hong Parents' Association	2776 3111
Dyslexia	Hong Kong Association for Specific Learning Disabilities	8200 5882
Mentally handicapped	The Hong Kong Joint Council of Parents of the Mentally Handicapped	2778 8131
	Parents' Association of the Mentally Handicapped Limited	2714 8905
	The Intellectually Disabled Education & Advocacy League	2728 8377
Down syndrome	The Hong Kong Down Syndrome Association- The Bradbury Parents Resource Centre	2718 7778
Attention deficit / hyperactivity disorder	Hong Kong Association for AD/HD	6356 4053
Physical disabilities	Hong Kong Association for Parents of Persons with Physical Disabilities	9064 9783
Spina bifida	The Childhood Spina Bifida Support Group of Hong Kong	3568 0616
Vision impairment	Hong Kong Blind Union (parents group for visually impaired young children)	2760 0100

Squint and double vision	Hong Kong Association of Squint and Double Vision Suffers	2794 3010
Autism	Society for the Welfare of the Autistic Persons	2788 3326
	The Parents Association of Autistic Children in Mainstream Education	5160 5516
Gifted children	Hong Kong Association for Parents of Gifted Children	3005 7711

3. Other self-help organisations

Targets of services	Name of Institution	Tel
Various physical disabilities	Rehabilitation Alliance Hong Kong (Association of Women with Disabilities Hong Kong)	2337 0826
Physical disabilities	Direction Association for the Handicapped	2330 6308
	Paraplegic & Quadraplegic Association	2794 7033
Visual impairment	Retina Hong Kong	2708 9363
	Hong Kong Cornea Concern Association	8107 7922
	Hong Kong Glaucoma Patients' Association	2573 7788
Damages to appearance	Hong Kong Association for Cleft Lip & Palate	2794 1915
	Hong Kong Stoma Association	2834 6096
Asthma	The Hong Kong Asthma Society	2895 6502
Lupus erythematosus	Hong Kong Lupus Association	8103 7018
Thalassaemia	The Thalassaemia Association of Hong Kong	2889 8399
Visual impairment	Hong Kong Blind Union	2339 0666

Pamphlets on helping parents identify children's learning difficulties

- How to Support Children with Specific Learning Difficulties in Reading and Writing* — The pamphlet introduces the characteristics of children with Specific Learning Difficulties and how parents can support the learning of their children through effective remedial strategies.
- How to Support Children with Intellectual Disability* — The pamphlet introduces the characteristics of children with intellectual disability, parents' roles and how they can support the learning of their children through effective remedial strategies.
- How to Support Children with Autism Spectrum Disorders * — The pamphlet helps parents understand that children with autism spectrum disorders have apparent impairments in social interaction, verbal communication and behaviour. It suggests some practical methods to parents for supporting these students.
- How to Support Children with Visual Impairment * — The pamphlet introduces the categorisation of visual impairment, parents' roles and how they can help children with visual impairment to develop their independent living skills.
- How to Support Children with Hearing Impairment* — The pamphlet introduces different levels of hearing impairment, parents' roles and suggests some remedial strategies to parents and teachers for supporting these children.
- How to Support Children with Attention Deficit/Hyperactivity Disorder* — The pamphlet helps parents to understand the characteristics of attention deficit/hyperactivity disorder, so that positive and effective methods can be used to guide the children to master the essential daily living skills, enhance their self-esteem and develop their potential.
- How to Support Children with Physical Disability* — The pamphlet explains what physical disability is, parents' roles and points to note in daily life.
- How to Support Children with Speech and Language Impairment* — The pamphlet introduces briefly the types of speech

and language impairment, parents' roles and how parents can assist their children to develop proper speaking habit.

- Support Services for Students with Special Educational Needs in Ordinary Schools (Parent Guide)* — The pamphlet introduces briefly the services for identification, referral and assessment provided by the government for children suspected to have special educational needs. Other cross-bureau/ sector support services are also introduced.
- Government Assessment Services for School-aged Children Suspected to have Developmental Disorders* — The pamphlet introduces the assessment services offered by government departments for primary and secondary students and the relevant referral procedures with a view to helping parents seek appropriate services to meet their needs
- Early Identification and Intervention of Learning Difficulties Programme for Primary One Pupils* — The pamphlet introduces briefly the annual exercise conducted by schools on early identification of P.1 pupils at risk of learning difficulties, so as to provide appropriate early support. Apart from the Chinese and English versions, the pamphlet is also available in seven ethnic minority languages/dialects for reference of non-Chinese speaking parents.

* The above pamphlets are uploaded to the Education Bureau Special Education Resource Centre. Parents may use the resources uploaded onto the resource centre to support their children.

Website: <http://www.edb.gov.hk/>

【Path : *Education Bureau website > Education System and Policy > Special Education > Special Education Resource Centre*】

Frequently asked questions

Special examination arrangements for students with specific learning difficulties and Educational Psychology Service

Secondary schools

1. Q: If a student was diagnosed with specific learning difficulties in reading and writing by an educational/clinical psychologist in the primary or lower secondary level, does he/she need to seek a re-assessment by an educational psychologist in the upper secondary level in order to apply for special examination arrangements in the Hong Kong Diploma of Secondary Education Examination?

A: Although a re-assessment is not required, a review may be necessary. The Hong Kong Examinations and Assessment Authority requires all candidates to submit an assessment report issued by a psychologist within four years before the examination when they apply for special examination arrangements in public examinations. The report must sum up whether a candidate has dyslexia, whether special examination arrangements are necessary and recommendations on appropriate special arrangements. If a candidate can present an assessment report issued by a psychologist within four years before the public examination and the information therein is still valid, he/she does not need to undergo a review to apply for special examination arrangements.

2. Q: Why do students diagnosed with specific learning difficulties in reading and writing still need to undergo a review by an educational psychologist when they apply for special arrangements in public examinations?

A: The review does not aim at re-defining the areas of difficulty of the students, but at assessing their progress and the support needs, including learning and assessment accommodations. If these accommodations are considered to be appropriate in public examinations, educational psychologists will make relevant recommendations to facilitate timely applications by schools to the Hong Kong Examinations and Assessment Authority. It should be noted that students with dyslexia may have different support needs owing to their specific situations. Therefore, students with specific learning difficulties in reading and writing may not need the same learning and assessment accommodations and their needs will change according to their own development.

3. Q: For students who need to apply to the Hong Kong Examinations and Assessment Authority for special examination arrangements, what is the appropriate time for their conditions to be reviewed by educational psychologists?

A: As schools are required to apply for special examination arrangements for their students sitting for the Hong Kong Diploma of Secondary Education Examination at the beginning of the school year for Secondary 5 students, they are advised to discuss, as soon as possible, with educational psychologists about the appropriate time for the review to be conducted so that parents, teachers and educational psychologists will have ample time to gather sufficient information for discussing the progress of the students. Generally speaking, if a primary school student is found to have specific learning difficulties in reading and writing after an assessment, it is advisable for his/her conditions to be reviewed in the period between the second term of Secondary 2 and Secondary 3.

4. Q: How can parents obtain information on schools applying to the Hong Kong Examinations and Assessment Authority

for special examination arrangements for their students?

- A: They may browse the relevant parts of the Hong Kong Examinations and Assessment Authority homepage, e.g. Applications from Special Needs Candidates for Special Examination Arrangements – Application Guide (http://www.hkeaa.edu.hk/en/Candidates/Special_Needs_Candidates/) and Application for Special Examination Arrangements in the HKDSE Examination – Frequently Asked Questions (Chinese version only) (http://www.hkeaa.edu.hk/DocLibrary/Candidates/Special_Needs_Candidates/FAQ_SEN.pdf).

Primary schools

5. Q: Would it be necessary for students diagnosed by psychologists to have special education needs in their junior primary years to be reviewed by educational psychologists in their senior primary years, so that assessment accommodations for the internal assessment (i.e. three end-of-term assessments at the end of Primary 5 (P.5), and both in mid-year and at the end of Primary 6 (P.6) for Secondary School Places Allocation purpose) can be made?

A: Generally speaking, a student's special educational needs will not change within a short period of time. It is therefore unnecessary for schools to arrange another assessment for students in their senior primary years to confirm or update the categories of special educational needs to which they belong. However, as students' actual support needs may change over time according to their progress and examination requirements, schools must, at least once a year, review students' support needs, including assessment accommodations. In view of the fact that the assessments at junior primary level only involve internal arrangements, schools may allow for greater flexibility in their assessment accommodation arrangements according to individual circumstances of students. Since the scores obtained in the internal assessment for Secondary School Places Allocation purpose in P.5 and P.6 will affect students' school place allocation results, schools must arrange for assessment accommodations under the principles of fairness, impartiality, appropriateness and reasonableness. Schools should convene the Student Support Team meetings in which relevant professionals, teachers teaching the students and the parents concerned could formulate special examination arrangements according to the needs of the students and conduct regular reviews. The decisions and recommendations made should be kept for inspection by the relevant authorities.

6. Q: For students having specific learning difficulties in reading and writing (also known as dyslexia), what special examination arrangements are applicable for the internal assessment for Secondary School Places Allocation purpose?

A: Assessment accommodations aim at giving students an equal opportunity to demonstrate their learning outcomes. Provided that the accommodation measures are put in place without changing the assessment objectives and criteria, the assessment content and the difficulty level, or creating an unfair advantage over other students while meeting the practical needs of students, schools can make the appropriate arrangements for those upper primary students with specific learning difficulties in reading and writing in the internal assessment for Secondary School Places Allocation purpose, after reaching a consensus with their parents. General arrangements such as those involving examination venue, special seating, short breaks, extended examination time, use of large font, providing answer sheets with wider line spacing/larger squares, will not affect the assessment objectives and criteria, and hence are acceptable for the internal assessment for Secondary School Places Allocation purpose. For students taking non-language papers, arrangements such as reading out the papers to students or allowing them to use screen readers may be required, depending on their performance and levels of learning difficulties in reading and dictation. Schools may consult educational psychologists and discuss with the parents concerned before making a decision on the arrangements.

7. Q: For students with specific learning difficulties in reading and writing, can schools reduce the amount of materials or alter the difficulty level for dictation in the internal assessment for Secondary School Places Allocation purpose?

A: Yes, but it should be handled by not counting their dictation scores. Many teachers will reduce the amount of materials for dictation for students with specific learning difficulties in reading and writing, or require them to dictate only some of the words or the less difficult ones, or use the bonus-mark scheme to calculate the dictation scores of certain students, all of which can help sustain students' motivation in learning and enhance their learning of words. However, as these arrangements have alternated the assessment criteria or objectives, the assessment content and the difficulty level, it is difficult to make a meaningful comparison of the scores of such students with those of other students. Thus, it needs to be handled by not counting the dictation scores of such students.

8. Q: If schools adopt the method of not counting dictation scores, how should the scores get by the students in the subject be calculated?

A: Not counting the dictation scores does not mean that the students concerned are not required to take dictation or may not take part in dictation. We encourage teachers to let these students have the same learning experiences as those of other students. Not counting the dictation scores means that the total score that a student gets in the language subject is calculated according to the scores that he/she gets in various papers (except the dictation paper) of the language subject on a pro-rata basis. The calculation method is detailed in Chapter 5 of Special Arrangements for Students with Special Educational Needs in Internal Examinations.

[http://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/special-educational-needs/supporting-resources/SpecialExamArrangement_\(eng\)_29012013.pdf](http://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/special-educational-needs/supporting-resources/SpecialExamArrangement_(eng)_29012013.pdf)

Applicable to both secondary and primary schools

9. Q: Is it necessary to indicate on the Record of Achievement that special examination arrangements have been made by schools?

A: Special examination arrangements include assessment accommodations and exemption. Appropriate assessment accommodations, such as extra time allowance and enlarged question papers which will help remove the barriers for students with special needs in the examination process but will not change the nature or content of the assessment, do not need to be indicated on the Records of Achievement. However, if a student is exempted from taking a certain paper, the exemption should be shown on the Record of Achievement in order to give parents and other interested parties a clear picture of the student's assessment result in each subject/paper.

10. Q: If individual students are given assessment accommodations or dictation accommodations by not counting their dictation scores, should the rank order appear on the Record of Achievement?

A: General assessment accommodations (e.g. extra time allowance and enlarged question papers) do not involve changing the criteria, objectives, content or difficulty level of the assessment. Schools may rank these students as usual. [Note: Excluding arrangements like preparing easier examination papers, reducing the number of examination questions and adding prompts to enhance students' understanding of questions. They are not assessment accommodations since the criteria, objectives or content of the assessment have been changed]. Moreover, in general, dictation only accounts for a small portion of the scores of language subjects. When not counting the dictation scores, students' scores in the subjects would be adjusted on a pro rata

basis and compared with those of other students.

11. Q: Students with specific learning difficulties in reading and writing have difficulties in answering “long questions” in language papers and cannot fully express their ideas in writing. In the internal assessment for the Secondary School Places Allocation purpose, is it acceptable for students to answer the questions orally or by using the computer input method?

A: The abilities tested in oral examinations (especially in language papers) are not exactly the same as those in paper and pen examinations, and the criteria and objectives of assessment may have been altered. In general, this practice is not appropriate in the internal assessment for the Secondary School Places Allocation purpose. At present, in public examinations in Hong Kong, the computer input method arrangement only applies to students with severe problems in writing or illegible handwriting. If students need such special arrangements, it is advisable to refer them to relevant professionals (e.g. occupational therapists or physiotherapists) for assessment as soon as possible so as to identify their severity of difficulties. On the other hand, schools should maintain a better balance in the overall marking criteria, proportion of questions of different types and difficulty levels so as to test students' abilities in different aspects with various modes of assessment. This can prevent depriving students of the chance to demonstrate their learning outcomes due to their difficulties in handling specific types of questions.

12. Q: Can schools provide alternate examination papers for students with specific learning difficulties in reading and writing and intellectual disability?

A: The Student Support Team may prepare simpler examination papers for students according to their learning difficulties and development. This arrangement may facilitate giving a more

accurate measurement of students' progress, however, it may also involve altering the assessment criteria and objectives. Schools should indicate the provision of alternate examination papers for the students on the Record of Achievement. As it is not appropriate to compare the scores of these students with those of other students, their scores should not be included in the compilation of the class/form rankings. When providing alternate examination papers for individual students, schools must first explain to parents the above reasons and arrangements in details as well as obtain their consent; and the record concerned should be kept by the Student Support Team. Should schools consider it is appropriate to deal with the issue of alternate question papers through exempting certain examinations scores, please refer to the relevant parts in Part V and VI of "Special Arrangements for Internal Examinations for Students with Special Educational Needs".

[http://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/special-educational-needs/supporting-resources/SpecialExamArrangement_\(eng\)_29012013.pdf](http://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/special-educational-needs/supporting-resources/SpecialExamArrangement_(eng)_29012013.pdf)).

13. Q: Regarding assessment accommodations for the Territory-wide System Assessment, is it alright by just following the measures implemented in the internal examinations?

A: As long as the accommodations in internal examinations are reasonable and justified, they are, in principle, applicable to the Territory-wide System Assessment. The arrangements made in the TSA should be the same as those in the internal examinations as far as possible; otherwise schools should obtain prior consent from parents. If the usual accommodation measures cannot apply to the Territory-wide System Assessment, schools can adopt other desirable measures. Please note that schools should keep the relevant documents for inspections by the Education Bureau as and when necessary. Moreover, they should explain the arrangements to parents in detail and reach a consensus with them in advance, and help students understand the

arrangements concerned as far as possible. For other information concerning reporting/application for special examination arrangements in the Territory-wide System Assessment, please refer to the web page of the Hong Kong Examinations and Assessment Authority at http://www.hkeaa.edu.hk/en/Candidates/special_needs_candidates/tsa.html.

14. Q: In developing school-based policies on examination, can schools, owing to their unique conditions, refuse to provide any special examination arrangements for students?

A: Paragraph 17.1 of the “Disability Discrimination Ordinance - Code of Practice on Education” states that, “Educational establishments should ensure that their assessment mechanisms do not discriminate against students with disabilities. Teachers are advised to use a number of assessment methods in order to allow students, including those with disabilities, to display their competencies”. The Education Bureau has provided resources for schools to cater for the needs of students with special educational needs and schools have the obligation to provide students with appropriate support, including the special examination arrangements required by students. In general, except there is an unjustifiable hardship, schools cannot refuse to provide special arrangements for students due to school policies or academic attainment of students. For enquiries, schools may refer to the “Disability Discrimination Ordinance - Code of Practice on Education” issued by the Equal Opportunities Commission (Website: http://www.eoc.org.hk/eoc/otherproject/eng/color/youthcorner/education/cop_edu/cop_edu_b.htm). Regarding the special examination arrangements for individual students, schools may contact relevant professionals such as educational psychologists, speech therapists, etc. or consult the Special Education Support Officers (Primary) and Special Education Support Section Inspectors (Secondary) of the Education Bureau.

15. Q: If parents disagree with the assessment accommodations arranged by schools for their children or schools disagree with the special arrangements requested by parents (e.g. to prepare easier examination papers for their children), how should schools handle the situations?

A: Assessment accommodations are formulated with the benefit of students as the primary concern and therefore should be made on the basis of the consensus between homes and schools. In deciding on the special examination arrangements required by individual students, schools should finalise various arrangements with reference to the views from all sides, including professional advice/reports/medical certificates; observations and recommendations of the class teacher or subject teachers; and opinions of the parents and students. If parents disagree with the assessment accommodations arranged by schools, schools are advised to find out the underlying reasons from parents so as to alleviate any unnecessary worries. Schools should also explain to parents the intention of the arrangements and work out mutually acceptable measures of assessment accommodations. If parents still insist on not accepting the assessment accommodations provided for the students or consider such arrangements unnecessary for the time being, schools should show respect to parents' wishes. However, they should file the discussion results and parents' views for future reference for reviewing the progress of students. If the special examination arrangements requested by parents would affect the content or criteria of assessment, schools should explain to parents the reasons for not being able to make such arrangements. Since support for individual students should be adjusted according to their grade levels and progress, schools should discuss the arrangements concerned in the review conducted at least once a year.

16. Q: If a student is diagnosed to have specific learning difficulties in reading and writing in the lower primary level, and is subsequently found to be able to catch up with his/her peers on average in reading and dictation after a re-assessment, should the school still include his/her name in the list of students with special educational needs?

A: It depends. The above case serves to indicate that the student concerned can benefit from the support of the school (including assessment accommodations). A student with specific learning difficulties in reading and writing may have improvements in word recognition and dictation, however, this does not mean that he/she does not have reading and writing difficulties anymore in other aspects of language learning, such as in reading comprehension and writing. Therefore, unless it is unanimously agreed by the various stakeholders in the Student Support Team meeting that the student is no longer in need of any support, the school and parents should discuss the future support for the student so as to assist him/her overcome other problems in language learning.

17. Q: At present, psychologists in Hong Kong only conduct reading and writing tests for students in Chinese. If a student has poor performance in the English Language but his/her performance in the Chinese Language is fairly good, can arrangements be made for the student to undergo the said Test in English, and hence providing support for the English subject?

A: It is generally accepted in the academic sector that specific learning difficulties in reading and writing are the difficulties in learning the first language. As such, the Test for specific learning difficulties in reading and writing (the Test) should use the first language as the medium of assessment. In the context of Hong Kong, since most of the students are speaking Cantonese as their mother tongue, the Test is therefore conducted in Chinese, with Cantonese as its medium. If a

student performs fairly well in the Chinese subject but is apparently weak in the English subject, this may indicate that the student has learning difficulties in studying foreign languages. But this is not a case of specific learning difficulties in reading and writing. The school may provide support to the student in respect of the English subject to help him/her improve the performance in that particular subject. If schools have questions on students learning abilities, they may contact the educational psychologists for more detailed discussions and formulate appropriate support measures and review methods in collaboration.

Educational Psychology Service

18. Q: What are the roles and responsibilities of educational psychologists in schools?

A: Educational psychologists conduct regular visits to schools and provide support at the school system, teacher support, and student support levels to cater for students with diverse educational needs. Specifically, educational psychologists provide assessment and intervention services for students, training for parents, and consultation and professional development services for teachers. They also give professional advice on school policies and measures.

19. Q: If parents suspect that their children may have learning, emotional or behavioural difficulties, in what ways could they seek support from educational psychologists?

A: If parents have concerns over the learning, emotional or behavioural performance of their children, they may first discuss with teachers or guidance personnel to seek for their initial advice and support. Teachers or guidance personnel may gain an understanding of the students concerned by observations, interviews and collecting relevant information such as the students' performance in class, learning and behavioural performance, scores in tests, assignments and dictation, etc. Students will be provided with appropriate and timely support according to their needs. Where necessary, schools will refer students to educational psychologists with the prior consent of parents for further assessment and follow-up service.

20. Q: What follow-up services will be provided by educational psychologists after assessments?

A: After assessments, educational psychologists will provide

parents with a Summary of Assessment Findings. Educational psychologists will also prepare student assessment reports for schools and the contents usually include assessment results and recommended follow-up actions. Through case conferences, Educational psychologists will explain to teachers and parents about students' special educational needs and help them draw up support plans. Educational psychologists may refer the students to other organisations for services if necessary.

21. Q: How can parents/guardians obtain assessment reports of educational psychologists? Do parents/guardians need to pay for it?

A: Under the Personal Data (Privacy) Ordinance, the parents/guardians concerned have the rights of access to or request for the assessment report of educational psychologists held by service providers, the Education Bureau or school sponsoring bodies in respect of their children. At present, the educational psychology service in public sector primary and secondary schools is not only provided by the Education Bureau, but also by school sponsoring bodies or service providers. If the student is assessed by an educational psychologist of the Education Bureau, the parents/guardians should complete the Personal Data (Privacy) Ordinance Data Access Request Form available at the Education Bureau website and return it to the respective Educational Psychology Service Section. If the student is receiving the Educational Psychology Service from the school sponsoring body or service providers, the parents/guardians concerned should contact the school sponsoring body or service providers via the school to request for the assessment report. Under the Personal Data (Privacy) Ordinance, the data user (i.e. the Education Bureau or school sponsoring bodies) may charge a reasonable fee from the requesting party.