

**立法會**  
**Legislative Council**

LC Paper No. CB(2)2015/05-06  
(These minutes have been  
seen by the Administration)

Ref : CB2/HS/2/04

**Subcommittee to Study Issues Relating to the Provision of  
Boarding Places, Senior Secondary Education and Employment  
Opportunities for Children with Special Educational Needs**

**Minutes of meeting  
held on Friday, 21 April 2006 at 10:45 am  
in the Chamber of the Legislative Council Building**

- Members present** : Dr Hon Fernando CHEUNG Chiu-hung (Chairman)  
Hon LEE Cheuk-yan  
Hon CHEUNG Man-kwong  
Hon CHAN Yuen-han, JP  
Hon LEUNG Yiu-chung  
Hon Jasper TSANG Yok-sing, GBS, JP  
Hon Audrey EU Yuet-mee, SC, JP
- Member absent** : Hon Mrs Selina CHOW LIANG Shuk-ye, GBS, JP
- Public Officers attending** : Mrs Betty IP  
Principal Assistant Secretary (School Administration  
and Support), Education and Manpower Bureau
- Mrs Ruth LAU  
Principal Education Officer (Kowloon), Education and  
Manpower Bureau
- Ms Eugenie WOO Yu-chun  
Senior Specialist (Educational Psychology /Special  
Education), Education and Manpower Bureau

Mrs Mary MA LO To-wan  
Commissioner for Rehabilitation, Health, Welfare and  
Food Bureau

Mrs Agnes LI CHAN Chui-ngan  
Chief Social Work Officer (Rehabilitation and Medical  
Social Services)1, Social Welfare Department

**Attendance by  
invitation** : Item II

Education Convergence

Ms Bessie PANG  
Board Member

明愛達言學校家教會關注小組

Mrs LEUNG WONG Lai-ming  
Chairperson

Ms AU Wai-sim  
Member

The Parents' Association of Pre-school Handicapped Children

Ms LEUNG Chuen-king  
Convener of Main Stream Education Group

Mrs CHUNG NG Siu-fong  
Group Member of Main Stream Education Group

Heep Hong Society Parents Association – Concern  
Group for Inclusive Education

Ms NG Lai-ho  
Convenor

Miss Ada CHEUNG pui-ling  
Centre-in-charge, Heep Hong Society Hoi Fu Centre

Hong Kong Association for Specific Learning  
Disabilities

Mrs LAU LI Man-ying  
Vice-Chairperson

Ms TO Sze-wah  
Council Member

Support Group on Integrated Education

Mr LAM Seung-wan  
Executive Member

The Hong Kong Primary Education Research Association

Mr LEE Siu-hok  
Chairman

Dr TSUI Kwok-tung  
Member, Executive Committee

The Special Education Society of Hong Kong

Mr Andrew TSE  
Chairperson

Dr Kenneth SIN  
Executive Committee Member

The Parents Association of Autistic Children in  
Mainstream Education

Ms LAM Yuet-mei  
Group Convenor

Ms LEUNG Yuk-sum  
Committee

**Clerk in  
attendance** : Miss Odelia LEUNG  
Chief Council Secretary (2)6

**Staff in  
attendance** : Mr Stanley MA  
Senior Council Secretary (2)6

Miss Carmen HO  
Legislative Assistant (2)1

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**I. Confirmation of minutes**

[LC Paper No. CB(2)1740/05-06]

The minutes of the meeting held on 17 March 2006 were confirmed.

**II. Review on the implementation of integrated education**

Briefing by the Administration

2. Principal Assistant Secretary (School Administration and Support) (PAS(SAS)) briefed members on the progress report on the review on the implementation of integrated education in ordinary schools (the Review) [LC Paper No. CB(2)1739/05-06(01)].

Oral presentation by deputations

*Heep Hong Society Parents Association – Concern Group for Inclusive Education*

[LC Paper No. CB(2)1792/05-06(01)]

3. Ms NG Lai-ho presented the views of the Heep Hong Society Parents Association – Concern Group for Inclusive Education as detailed in its submission. She highlighted that the Administration should require schools to consult parents on the use of the additional \$10,000 for enrolment of every student with special educational needs (SEN) under the new funding mode, and provide additional resources for schools to conduct small class teaching or arrange professional and specialist services for students with SEN. The Concern Group suggested that the Administration should arrange necessary professional training for teachers so that they could handle students with different types of SEN, and allow schools to enrol students with similar types of SEN. The Concern Group also suggested that the Administration should encourage schools to make use of computer software and multi-media equipment in teaching and assessing students with SEN.

*Hong Kong Association for Specific Learning Disabilities*

[LC Paper No. CB(2)1806/05-06(02)]

4. Mrs LAU LI Man-ying presented the views of the Hong Kong Association for Specific Learning Disabilities (SpLD) as detailed in its submission. She highlighted that the Association supported the policy framework for enhancing the capacity of schools in implementing integrated education, but considered that the Administration should play a proactive role in promoting and monitoring the implementation of integrated education. Specifically, the Administration should provide schools with comprehensive teaching guides to assist teachers in teaching students with SEN; set up an appeal

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mechanism for parents; improve communications with parents through regular meetings; and establish pedagogy research and resources development centres to enhance learning and teaching for students with SpLD. Besides, the Association considered that the Administration should elaborate on the new funding mode for secondary schools with enrolment of students with SEN, and provide continuing education opportunities for students with SEN.

*The Parents' Association of Pre-school Handicapped Children*

5. Mrs LEUNG Chuen-king said that the Parents Association of Pre-school Handicapped Children accepted the policy framework for enhancing the capacity of schools in implementing integrated education in paragraphs 23 to 41 of the Administration's paper, but considered that the Administration should expand the scope of the Review to cover all issues arising from the implementation of integrated education. The Association suggested that the Administration should slow down the pace of implementing the whole-school approach to integrated education in schools; allow schools to limit their enrolment of students with SEN to one to two types of SEN; and review the mechanism for placement of students with SEN to ordinary or special schools.

*The Parents Association of Autistic Children in Mainstream Education*

6. Ms LAN Yuet-mei said that the Parents Association of Autistic Children in Mainstream Education considered that the Education and Manpower Bureau (EMB) should collaborate with parents to reduce and follow up incidents relating to bullying of students with SEN in schools. Ms LEUNG Yuk-sum said that the Administration should enhance the support measures for secondary schools with enrolment of students with SEN, including providing educational psychologists, and improving the mechanism for school placement for children with SEN and transfer of students with SEN from ordinary schools to special schools or skills opportunity schools. The Administration should also allow the continued operation of skills opportunity schools.

*明愛達言學校家教會關注小組*  
*[LC Paper No. CB(2)1775/05-06(01)]*

7. Mrs LEUNG WONG Lai-ming and Ms AU Wai-sim presented the views of “明愛達言學校家教會關注小組” as detailed in its submission. They highlighted that students with hearing impairment (HI students) were not adequately supported in learning in ordinary schools. They urged the Administration to review the policies, professional development for teachers and level of additional resources for implementation of integrated education for HI students. They stressed that the Administration should maintain the operation of existing special schools for students with SEN such as “明愛達言學校”.

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*Education Convergence*

[LC Paper No. CB(2)1806/05-06(01)]

8. Ms Bessie PANG presented the views of the Education Convergence as detailed in its submission. She highlighted that the Administration should comprehensively plan the implementation of integrated education; allow schools to limit enrolment of students with SEN to one to two types of SEN; provide appropriate professional development for teachers and support for students with SEN in learning; review the level of additional resources for schools under the new funding mode; conduct regular assessment for students with SEN; provide professional advice to parents in school placement; reinforce publicity on the benefits of integrated education; adopt small class teaching for students with SEN; and set up a steering committee to oversee the implementation of integrated education.

*Support Group on Integrated Education*

[LC Paper Nos. CB(2)1775/05-06(02) and CB(2)1806/05-06(03)]

9. Mr LAM Seung-wan presented the views of the Support Group on Integrated Education as detailed in its submissions. He highlighted that the Support Group supported the implementation of integrated education in ordinary schools. The Support Group suggested that the Administration should review the implementation of the whole-school approach to integrated education in the light of the needs of teachers, parents and students with SEN with a view to formulating policies, directions and objectives for the development of integrated education in the long term. The Support Group also suggested that the Administration should expand the scope of integrated education to cover students with different types of SEN; set up student support teams in schools; provide appropriate professional development for teachers; and allocate additional resources to support schools in implementing integrated education. The Support Group urged the Administration to collaborate with the Equal Opportunities Commission (EOC) to work out the appropriate arrangements for schools to enrol students with similar types of SEN to facilitate implementation of integrated education.

*The Hong Kong Primary Education Research Association*

[LC Paper No. CB(2)1806/05-06(04)]

10. Dr TSUI Kwok-tung presented the views of the Hong Kong Primary Education Research Association as detailed in its joint submission with the Special Education Society of Hong Kong. He explained the findings of a questionnaire survey on implementation of integrated education conducted by the Association and the Society in mid-2005. The survey, covering principals, parents, and teachers in 232 primary schools with a total of 1688 respondents, revealed that teachers and parents in general accepted the concept of integrated education. However, principals, teachers and parents also indicated that the

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presence of students with SEN would affect the learning of other students in classes. The Association suggested that the Administration should provide appropriate professional development for teachers, and sufficient resources and support for schools to implement integrated education.

*The Special Education Society of Hong Kong  
[LC Paper No. CB(2)1806/05-06(04)]*

11. Dr Kenneth SIN presented the views of the Special Education Society of Hong Kong as detailed in its joint submission with the Hong Kong Primary Education Research Association. He highlighted that the Administration should promote the concept of the whole-school approach to implement integrated education; review the pace of implementing integrated education; provide a coordinator for SEN policy in schools; design professional development for teachers to cater for student diversity and enhance interactions between students with SEN and other students in classes; and improve home-school collaborations, school placement mechanism and assessment for students with SEN. The Administration should also formulate long-term policies for the development of an inclusive culture and the reduction of bullying against students with SEN in schools.

The Administration's response

12. In response to the views and suggestions of deputations, PAS(SAS) explained the following –

- (a) Parents were briefed on their children's SEN after assessment and given advice and choice on school placement for their children. EMB collaborated with the Department of Health to ensure that only children with SEN who could benefit from ordinary school setting would be recommended for ordinary schooling. Otherwise, children with SEN would be placed in special schools;
- (b) Ordinary schools had all along been admitting students with SEN before the implementation of the Integrated Education Programme in 1997, the main feature of which was to encourage schools to adopt a whole-school approach to support students with SEN in learning. While there were practical problems with the implementation of integrated education in ordinary schools, many serving teachers had expressed support for integrated education and put in substantial efforts in supporting students with SEN in learning;
- (c) Teachers' professional development was crucial to successful implementation of integrated education. The Administration would discuss with teacher education providers and schools to set

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out realistic objectives and schedule for the provision of a 30-hour basic course on SEN for teachers, and a 90-hour advanced course on catering for student diversity for teachers engaged in teaching and coordinating learning activities for students with SEN;

- (d) The Administration would compile a comprehensive document comprising a policy manual and an operation guide on support for students with SEN, and upload the document onto EMB's website for easy access by key stakeholders, including schools, teachers, parents, social workers, non-governmental organisations, etc;
- (e) The Administration would formulate policies and measures to promote the development of an inclusive culture in schools to help reduce incidents of bullying against students with SEN in the long term;
- (f) The Administration would arrange training and workshops for principals and related staff in schools to upgrade their skills and knowledge about catering for students with SEN as well as resources management for the former;
- (g) Under the provisions of the Disability Discrimination Ordinance (DDO), schools could not refuse admission of a student due to his/her disability. The suggestion that schools should only enrol students with similar types of SEN might contravene the provisions of DDO. The suggestion would also have practical difficulties in implementation as there were more students having multiple disabilities. EMB would explore with schools to provide more information on their characteristics, features and student profile for parents to make informed school choice. Also, it would collaborate with the Department of Health to assist parents in selection of schools for their children with SEN;
- (h) Enrolment in schools for HI students dropped from 40 students in 2000 to eight students in the last school year. The Administration considered it appropriate to adjust the number of HI schools in the light of the substantial decline in HI student population. EMB would ensure the provision of continuous education for HI students. The existing outreaching service would continue for HI students in HI schools or ordinary schools;
- (i) The Administration did not intend to change the mode of operation of the existing skills opportunity schools, and would work with schools and student guidance personnel to assist parents in school placement for their children who would benefit from learning in skills opportunity schools;



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- (j) The Administration had set up a committee to study the workload of teachers in schools and make recommendations; and
- (k) Schools under the new funding mode were required to set up a Student Support Team to coordinate the provision of support to students with SEN in learning. The Team was usually supervised by the Deputy Head or a senior teacher who in a way served as the coordinator. Overseas experience showed that there were merits and demerits in the provision of a designated coordinator for SEN in schools.

13. Principal Education Officer (Kowloon) (PEO(K)) said that parents were encouraged to report any bullying cases involving their children with SEN in schools to Regional Education Offices for follow-up. She pointed out that primary and secondary schools were required to report to EMB the number of cases on specific areas of concerns, including bullying in schools at the end of each school year. The number of bullying cases in schools had been stable over the past years. EMB would continue to collaborate with teachers and parents to prevent bullying against students with SEN and follow up individual cases in schools. In the long term, EMB would target at the development of an inclusive culture to reduce the number of bullying cases in schools.

14. The Chairman requested EMB to provide statistics on incidents of bullying in schools implementing integrated education in the past few years, and information on the framework on professional development programmes on catering for students with SEN and the schedule for serving teachers to attend the programmes. The Administration agreed to provide the information by the end of the current school year when the data were available.

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Discussion

*Additional resources for implementation of integrated education*

15. Mr CHEUNG Man-kwong expressed support for the implementation of integrated education in ordinary schools, but was disappointed at the progress report on the Review. Referring to paragraph 11 of the Administration's paper which stated that according to a questionnaire survey on primary schools in February 2006, schools in general supported the concept of whole-school approach in catering for students with SEN, he considered that the Administration should also make reference to the findings of the questionnaire survey conducted by the Hong Kong Primary Education Research Association and the Hong Kong Society of Special Education. The findings showed that principals and teachers in general considered that it was premature and hasty to implement the whole-school approach to integrated education in some 300 schools.

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16. Mr CHEUNG Man-kwong also pointed out that successful implementation of integrated education depended largely on the allocation of additional resources for the purpose, which should not be mixed with the additional allocation for relieving teachers' workload. He considered that the establishment of an inclusive culture would take time. The Administration should provide sufficient resources for schools to implement the whole-school approach to integrated education and foster the development of an inclusive culture. He asked about the level of additional resources for implementing integrated education as a result of the Review.

17. PAS(SAS) responded that the Administration would continue to collect views of participating schools on the review of the new funding mode and work out support strategies including funding to support the implementation of the whole-school approach to integrated education. She pointed out that the questionnaire survey on primary schools about catering for student diversity was conducted by EMB in collaboration with school councils. Respondents to surveys conducted by EMB and the Hong Kong Primary Education Research Association might be different groups of principals and teachers and might hold different views on the implementation of integrated education. The Administration would organise some 50 workshops in the coming four months for all primary schools to collect feedback and find out the support that schools needed most. At the end of these workshops, EMB would conduct a questionnaire survey to identify the support required. Based on the feedback collected, EMB would map out the support strategies to enhance the capacity of schools in catering for students with SEN. PAS(SAS) added that schools were provided with basic provision such as the Capacity Enhancement Grant, specialised teaching posts, primary school curriculum leaders and the ordinary remedial teachers to address student diversity, which also covered students with SEN. Therefore the provision under the new funding mode should not be considered as the only provision for students with SEN but as a top-up provision for those requiring more intensive support in ordinary primary schools. Schools should effectively deploy their resources as a whole to provide support to students with SEN.

18. Mr LEUNG Yiu-chung considered that as the Administration held the view that schools should review and improve effectiveness in resources management for the implementation of integrated education, it should set out some guidelines and models on effective utilisation of resources for schools to follow.

19. PAS(SAS) responded that EMB would consolidate the feedback collected from schools during the workshops and upload the good practices on resources management in EMB's website for easy access by stakeholders. She, however, pointed out that since schools had their unique tradition and circumstances, there were no golden rules or practices which could be applicable to all schools.

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20. Miss CHAN Yuen-han expressed concern about the provision of additional resources for schools under the Direct Subsidy Scheme (DSS) to implement integrated education. PAS(SA) responded that like aided schools, DSS schools admitting students with SEN would be provided with similar support and training. Resources had also been provided through the normal mechanism of unit rates for DSS schools

*Support for teachers*

21. Mr CHEUNG Man-kwong said that teachers had their own priorities in pursuit of professional development. He asked whether the Administration would provide supply teachers to schools to encourage serving teachers to attend the structured training on SEN.

22. PAS(SAS) said that the Administration was liaising with course providers on the variety of structured training programmes and the number of places available for serving teachers. There would be full-time, part-time and evening programmes to suit the different needs of teachers. The Administration would provide supply teachers to those attending the full-time programmes. EMB would collaborate with the providers to work out a schedule of development programmes for serving teachers before the end of the current school year.

23. Mr LEE Cheuk-yan considered it unfair that given their heavy workload, teachers were required to attend different professional development programmes in order to be well-equipped to support students with SEN in learning. He considered that implementation of small class teaching would help relieve teachers' workload as well as to facilitate smooth implementation of integrated education.

24. PAS(SAS) explained that the 30-hour basic course on SEN was designed for serving teachers and staff who had to support students with SEN in learning as well as pre-service teachers in the long term. The 90-hour advanced course on catering for student diversity would focus on curriculum design, teaching strategies and pedagogies for senior teachers, members of the Student Support Team and other staff engaged in teaching or coordinating learning activities for students with SEN. The thematic trainings were intended for one to two teachers in each school with enrolment of students with specific types of SEN. Responding to the Chairman, PAS(SAS) added that teaching assistants in ordinary schools and non-teaching staff in special schools would also be invited to attend the above training programmes as appropriate.

25. Mr LEUNG Yiu-chung said that he supported the provision of integrated education for students with SEN in ordinary schools. He, however, pointed out that given the large class sizes, it would not be realistic to expect teachers who

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had attended some training programmes to teach and take care of students with different types of SEN in classes. He considered that teaching for students with SEN should be conducted in small classes.

26. PAS(SAS) responded that schools could make use of the additional resource teachers under the Intensive Remedial Teaching Programme or the \$10,000 to \$20,000 for enrolment of each student with SEN under the new funding mode to conduct small group teaching for students with SEN. She added that teachers should apply the concepts and knowledge they learnt from professional development programmes to cater for the needs of students with different types of SEN.

27. Ms Audrey EU invited deputations to elaborate on the establishment of pedagogy research and resources development centres to support teaching and learning for students with SEN, and the appropriate class sizes for implementing integrated education in ordinary schools.

28. Mrs LAU LI Man-ying responded that given the wide diversity of specific learning difficulties (SpLD), the establishment and operation of pedagogy research and resources development centres would facilitate the dissemination of teaching pedagogies as well as development of teaching aids and learning software for students with different types of SpLD. She added that with the aid of multi-media equipment and tailor-made computer programmes, students with SpLD could learn as well as other students and be assessed on a fair basis.

29. Ms Bessie PANG said that students with SEN should be taught in small classes of 30 students or less, which should be conducted by teachers with an enthusiasm to help students with SEN in learning. She considered that EMB should consider the expertise and contributions of a special school before discontinuing the allocation of P1 classes on grounds of under-enrolment.

30. Senior Specialist (Educational Psychology /Special Education) said that EMB was soliciting funding for a project on research and development of learning packages. The project aimed at enhancing the capacity of schools to support students with SpLD.

*Establishment of a steering committee*

31. Mr CHEUNG Man-kwong asked whether the Administration would resume the operation of the former steering committee to oversee the implementation of integrated education in ordinary schools or continue the operation of the Task Force set up since December 2005 to advise the Administration on matters relating to the implementation, promotion and improvement of integrated education in schools.

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32. PAS(SAS) responded that the Task Force comprised representatives from school councils, resource schools, parents' groups, the Social Welfare Department, NGOs and tertiary institutions and met on a monthly basis. The Task Force would continue to meet and make recommendations on improvement measures to implement the whole-school approach to integrated education for students with SEN.

*Provision of places in secondary schools for students with SEN*

33. Mr CHEUNG Man-kwong asked how the Administration would increase the number of secondary schools which adopted the whole-school approach to implement integrated education, in order to facilitate smooth transition of students with SEN from primary to secondary education.

34. PAS(SAS) explained that secondary schools started adopting the whole-school approach to implement integrated education later than primary schools. The Administration was aware of the need for more secondary schools to adopt the whole-school approach as many students with SEN in primary schools would proceed to secondary schools in the next few years. The Administration was working on a new funding mode to encourage secondary schools to implement the whole-school approach to integrated education. In the meantime, EMB would encourage secondary schools with a higher enrolment of students with SEN to conduct a 10-hour school-based staff training and nominate teachers to attend the 30-hour basic course on SEN.

*Cross-sector transfer mechanism for students with SEN*

35. Mr CHEUNG Man-kwong asked how the Administration would refine the mechanism for students with SEN who had difficulties to learn or were bullied by peers in ordinary schools to apply for transfer to special schools to continue their studies.

36. PAS(SAS) responded that a cross-sector school transfer mechanism was in place to handle parents' requests for transfer of their children with SEN from ordinary schools to special schools at different levels and vice versa. The Administration recognised that parents might not be aware of the operation of the mechanism and would therefore compile a comprehensive document for uploading onto EMB's website for easy access by teachers and parents. EMB would make reference to the Code of Practice in the United Kingdom and would incorporate in the document the policies and support measures for integrated education, including the procedures and contacts for application of a transfer from ordinary schools to special schools.

37. Mr LEE Cheuk-yan asked whether the closing of special schools as a result of under-enrolment would affect the operation of the cross-sector transfer mechanism and reduce the places available for transfer of students with SEN from ordinary schools to special schools.

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38. PAS(SAS) responded that the number of special schools for students with different types of SEN had been stable in the past decade, except the number of HI schools which had decreased because of a substantial decline in demand for places. The Administration had no intention to phase out special schools because of the implementation of integrated education. However, the number of special schools might change due to changes in student population.

*Bullying against students with SEN*

39. Mr CHEUNG Man-kwong considered that the number of reported cases of bullying in schools might not reflect the actual situation since students with SEN who were bullied might not report their cases to teachers or parents. He suggested that the Administration should seriously examine the actual situation of bullying against students with SEN in schools.

40. PEO(K) responded that EMB noted the concern of Mr CHEUNG Man-kwong that the actual number of bullying cases in schools might exceed the reported cases. In this connection, EMB had all along encouraged parents to report any suspected cases to the Regional Education Office for follow-up investigation. For schools with a history of bullying cases, EMB would encourage the school to collaborate with parents to reinforce precautionary measures against recurrence of similar incidents, in particular during recess time.

*Enrolment of students with similar types of SEN in selected schools*

41. Mr LEE Cheuk-yan noted with concern that limiting the enrolment of students with similar types of SEN in selected schools might constitute discrimination under DDO. He suggested that EMB should collaborate with EOC to explore feasible arrangements for schools to enrol students with similar types of SEN.

42. Ms Audrey EU considered it reasonable and beneficial for students with similar types of SEN to learn in selected schools. She questioned the logic of the Administration's saying that any attempts to place students with similar types of SEN in selected schools might constitute discrimination against the students concerned.

43. PEO(K) responded that EMB had explored with EOC the feasibility of placing students with similar types of SEN in selected schools to facilitate teaching and learning. However, according to EOC, such placement would contravene the provisions of DDO. EMB had conducted a simulated allocation exercise of school places for students with SEN with preset criteria and found that placement results of students with SEN were dispersed and allocated to different schools. To support schools with enrolment of more students with SEN, EMB had adopted a policy to provide additional resource teachers to schools

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under the Intensive Remedial Teaching Programme. PAS(SAS) supplemented that under DDO, enrolment of students with SEN in ordinary schools should be made on the basis of parental preference. In other words, schools were not allowed to reject applications from students with SEN for enrolment on grounds of their disabilities.

44. Miss CHAN Yuen-han considered that EMB should consult EOC on feasible arrangements for schools to enrol students with similar types of SEN for the purpose of enhancing teaching and learning. She pointed out that some provisions of DDO might become obsolete in the light of changing circumstances. She suggested that EMB should consult the Department of Justice and collaborate with EOC to propose amendments to DDO to the effect that schools would be allowed to enrol students with similar types of SEN to enhance teaching and learning.

45. Ms Audrey EU asked whether the Administration considered the existing assessment and school placement mechanism effective and sufficient for parents to select the appropriate schools for their children with SEN. She also asked whether and how the Administration would assess the performance of schools and provide information on the general and special features of individual schools to facilitate parental choice on school placement for children with SEN.

46. PEO(K) responded that school placement for students with SEN was made in accordance with the existing identification, assessment and placement procedures. The performance of schools was assessed by way of quality assurance visits and external school review conducted by EMB. Details of these visits and reviews were available at EMB's website. Furthermore, information on schools adopting whole-school approach to support integrated education was included in school profiles which were available at EMB's Regional Education Offices and website.

47. The Chairman suggested that EMB should allow parents to indicate the SEN of their children to enhance allocation of places for students with similar types of SEN in schools with the relevant teaching experience under the Primary One Admission (POA) system and Secondary School Places Allocation (SSPA) System.

48. PAS(SAS) responded that it would not be feasible to group students with similar types of SEN at the central allocation stage of existing POA system and SSPA system. She pointed out that under the current school placement system, EMB would assist parents to make informed choices for placement to either ordinary or special schools that would benefit their children most. In this connection, EMB organised individual or group briefings for parents to make an informed choice on schooling for their children with SEN. In view of members' concern, EMB would explore the provision of school information, including their major educational features and student profile, for parents to select the

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appropriate schools for their children with SEN at the discretionary stage of POA system and SSPA system.

*Review on implementation of integrated education*

49. Mr CHEUNG Man-kwong said that the Administration should slow down the pace of implementing integrated education in the light of the needs of students with SEN and their parents. He considered that the Administration should adopt a practical and quality approach to implement integrated education in ordinary schools.

50. Mr LEUNG Yiu-chung considered that the Administration had responded to the concerns of deputations from a policy perspective, but failed to provide solutions to the practical problems associated with the implementation of integrated education. He suggested that the Administration should examine the causes of the problems and revert to the Subcommittee with proposals to resolve the problems at a future meeting.

51. PAS(SAS) responded that the Administration had all along endeavoured to improve the implementation of integrated education in ordinary schools. In the new school year, EMB would make arrangements so that staff would visit schools more frequently; spend more time to observe the operation of integrated education in classes; and provide professional support and advice to schools as appropriate. Should there be a need, EMB would assign staff to station in the school to provide support for an appropriate period of time.

52. Miss CHAN Yuen-han said that the Administration should understand the operational problems with the implementation of integrated education at the school level. She pointed out that teachers were already fatigued with their existing workload arising from education reform, and could hardly have spare capacity to look after the learning needs of students with SEN in classes. She considered that the Administration should revert to the Subcommittee with its proposals on the provision of additional resources for implementation of integrated education in two months.

53. PAS(SAS) responded that the Administration was reviewing the new funding mode and would formulate the funding strategies for schools to implement integrated education after completion of the Review.

Follow-up

54. The Chairman considered that the Administration should complete the Review and formulate policies to support schools in the implementation of integrated education before the commencement of the new school year. He requested the Administration to revert to the Subcommittee in July 2006 with its



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improvement proposals on the new funding mode, professional development for teachers, and placement for students with similar types of SEN in schools. The Administration noted his request.

**III. Any other business**

55. There being no other business, the meeting ended at 1:05 pm.

Council Business Division 2  
Legislative Council Secretariat  
18 May 2006