

立法會
Legislative Council

LC Paper No. CB(2)2991/05-06
(These minutes have been
seen by the Administration)

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**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 July 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
- Members absent** : Hon Mrs Selina CHOW LIANG Shuk-ye, GBS, JP
Hon Jasper TSANG Yok-sing, GBS, JP
Hon Audrey EU Yuet-mee, SC, JP
- Public Officers attending** : Mrs Betty IP
Deputy Secretary for Education and Manpower (4)
- Mrs Fanny LAM FAN Kit-fong
Principal Assistant Secretary (School Administration
and Support), Education and Manpower Bureau
- Mrs Mary MA LO To-wan
Commissioner for Rehabilitation, Health Welfare and
Food Bureau
- Mr SIT Tung
Assistant Director (Rehabilitation and Medical Social
Services), Social Welfare Department

Ms Eugenie WOO Yu-chun
Senior Specialist (Educational Psychology/Special
Education)

**Attendance by
invitation** : Item II

Suen Mei Speech and Hearing Centre

Mrs Bessie PANG
Director

Education Convergence

Dr PANG I-wah
Co-ordinator of Integrated Education

The Parents' Association of Pre-School Handicapped
Children

Ms NG Shui-fong
Group Member

Ms CHAN Kei-mei
Group Member

The Parents' Association of Autistic Children in
Mainstream Education

Ms LAM Yuet-mei
Group Convener

Ms CHAN Kwai-ling
Group Member

視障家長關注教育改革組

Ms Eva CHAN
Parent

Ms Teresa POON
Parent

Heep Hong Society Parents Association Concern Group
for Inclusive Education

Ms NG Lai-ho
Convenor

Hong Kong Association for Specific Learning
Disabilities

Mrs LAU LI Man-ying
Vice-Chairperson

Miss CHIU Wai-kei
Development Executive

明愛達言學校家教會關注小組

Ms TANG Lai-har
Member

The Parents' Association of Pre-School Handicapped
Children (Group of Skill Training School)

Ms LEUNG Chuen-king
Group Convener

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

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

Ms Katherine YEUNG
Legislative Assistant (2)6

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I. Confirmation of minutes
[LC Paper No. CB(2)2797/05-06]

The minutes of the meeting held on 16 June 2006 were confirmed.

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II. Review on the implementation of integrated education

Briefing by the Administration

2. Deputy Secretary for Education and Manpower (4) (DS(EM)4) made a PowerPoint presentation on the progress of the review on the implementation of integrated education as detailed in the Administration's paper [LC Paper No. CB(2)2773/05-06(01)]. DS(EM)4 highlighted a series of measures to improve implementation of integrated education for students with special educational needs (SEN) in paragraph 4 of the paper.

(Post-meeting note: The PowerPoint presentation materials were subsequently issued to members vide LC Paper No. CB(2)2826/05-06(01) on 22 July 2005.)

Oral presentation by deputations

Suen Mei Speech and Hearing Centre
[LC Paper No. CB(2)2826/05-06(03)]

3. Mrs Bessie PANG presented the views of the Suen Mei Speech and Hearing Centre as detailed in its submission. She highlighted that to facilitate implementation of integrated education, the Administration should provide appropriate and sufficient support for schools and teachers; allow schools to enrol students with similar SEN; promote the cultivation of an inclusive culture in schools; review the new funding mode for schools in enrolment of students with SEN as soon as possible; arrange regular assessments for students with SEN for school placement purpose; and implement small class teaching to enhance teaching and learning effectiveness in schools with enrolment of students with SEN.

Education Convergence
[LC Paper No. CB(2)2826/05-06(04)]

4. Dr PANG I-wah presented the views of the Education Convergence as detailed in its submission. He highlighted that the Administration should formulate policies and strategies for cost-effective utilization of resources in the provision of professional development for teachers; select schools which were more ready for implementation of integrated education and provide them with the necessary additional resources; coordinate the efforts of relevant departments, non-governmental organizations (NGOs) and professionals for the establishment of an assessment and advisory mechanism to enhance parental choice in school placement for students with SEN; and review the Disability Discrimination Ordinance (DDO) and the role of the Government to protect the right of students with SEN to receive appropriate education and enable schools to enrol students with similar SEN to enhance teaching and learning effectiveness.

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The Parents' Association of Autistic Children in Mainstream Education
[LC Paper No. CB(2)2826/05-06(05)]

5. Ms LAM Yuet-mei and Ms CHAN Kwan-ling presented the views of the Parents' Association of Autistic Children in Mainstream Education as detailed in its joint submission with the Parents' Association of Pre-School Handicapped Children. They highlighted that the Administration should conduct an assessment of SEN for Primary Six (P6) graduates and briefings for their parents on selection of secondary schools and related arrangements; include skills opportunity schools in the school nets territory-wide; and formulate comprehensive policies, professional development programmes, curriculum and assessment framework to tie in with the new academic structure; and increase resources to secondary schools for the implementation of integrated education.

視障家長關注教育改革組
[LC Paper No. CB(2)2826/05-06(06)]

6. Ms Eva CHAN and Ms Teresa POON presented the views of the “視障家長關注教育改革組” as detailed in its submission. They described the difficulties encountered by students with visual impairment (VI students) in receiving education in ordinary schools. They highlighted that the Administration should reinforce professional development for teachers on teaching students with SEN; allocate additional resources to support implementation of integrated education; allow schools to enrol students with the same SEN to enhance cost-effective use of resources; and provide a diversified senior secondary curriculum in special schools including the provision of career-oriented studies for VI students.

Heep Hong Society Parents Association Concern Group for Inclusive Education
[LC Paper No. CB(2)2826/05-06(07)]

7. 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 reinforce support and allocate additional resources to secondary schools having students with SEN ; provide more information to parents, including information on the professional training attended by teachers and principals and school experience in teaching students with different types of SEN, to facilitate their choice of schools; provide appropriate accommodation and arrangements for assessment of students with SEN in open examinations; and monitor the use of funds by schools intended for provision of integrated education to students with SEN.

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*Hong Kong Association for Specific Learning Disabilities
[LC Paper No. CB(2)2826/05-06(08)]*

8. Mrs LAU LI Man-ying presented the views of the Hong Kong Association for Specific Learning Disabilities as detailed in its submission. She highlighted that the Administration should provide a special grant for secondary schools in enrolment of students with specific learning disabilities (SpLD students); review the expected learning outcomes for the 40-60 hour thematic courses on SEN; arrange all serving teachers to attend the 30-hour basic courses on SEN through different modes of studies and 30% serving teachers to complete the advanced course on SpLD; and monitor the implementation of the whole-school approach to integrated education with a view to establishing an inclusive culture in participating schools.

*明愛達言學校家教會關注小組
[LC Paper No. CB(2)2826/05-06(09)]*

9. Ms TANG Lai-har presented the views of "明愛達言學校家教會關注小組" as detailed in its submission. She highlighted that the Administration should consider the impact of the closure of "Caritas Magdalene School" on provision of education for students with hearing impairment (HI students) and their integration into the community; explain how students with SEN with different abilities would be supported in learning; clarify the interpretation of the sentence "a student with hearing impairment usually has problems in communication" in paragraph 29 of the Administration's paper; speed up the progress on the provision of training courses on SEN; and provide information on the capacity and enrolment of students with SEN in individual schools.

The Parents' Association of Pre-School Handicapped Children (Group of Skill Training School)

10. Ms LEUNG Chuen-king said that the Administration should clarify and publicize the continued operation of the two skills opportunity schools to facilitate parental choice in selection of secondary schools for their children with SEN, and review the demand and supply of places in these schools on an on-going basis. By way of the school profiles on EMB's website on the Internet, the Administration should highlight the availability of skills opportunity schools for allocation of Secondary One (S1) places under the Secondary School Places Allocation (SSPA) system on a territory-wide basis.

*The Parents' Association of Pre-School Handicapped Children
[LC Paper No. CB(2)2826/05-06(05)]*

11. Ms CHAN Kei-mei described the experience of her son with autism in a primary school to explain the need for EMB to monitor the use of additional resources allocated for the implementation of integrated education in schools.

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Ms NG Shui-fong also described the experience of her son to illustrate that given sufficient resources and support in learning, students with SEN could learn and progress as well as their peers in ordinary secondary schools. They urged the Administration to allocate sufficient resources to primary and secondary schools to support students with SEN in learning, and establish effective mechanisms to monitor the use of the resources by schools for students with SEN in learning, such as a mechanism requiring parental support and certification for using the resources to organize extra-curricular activities for students with SEN.

Other submissions received

[LC Paper Nos. CB(2)2806/05-06(01) and CB(2)2826/05-06(10)]

12. Members noted the submissions from the Hong Kong Association for Parents of Persons with Physical Disabilities and the Hong Kong Blind Union.

Discussion

Student placement and assessment

13. Mr CHEUNG Man-kwong agreed to the findings of the questionnaire survey mentioned in paragraph 28 of the Administration's paper that about 80% of respondents from around 1 500 school personnel attending the workshops on SEN supported the proposal for individual schools to admit only one to two types of students with SEN to enhance effective implementation of integrated education. However, he was not convinced of the Administration's explanations that the proposal was impracticable or unenforceable because there would not be enough schools in individual districts to admit students with core autism or attention deficit and hyperactivity disorder. He considered that these students could be allocated to schools at the central allocation stage. Mr CHEUNG held the view that schools with enrolment of students with core autism or hyperactivity disorder should be provided with tier-3 support, including the provision of resource teachers and teaching assistants.

14. Mr LEUNG Yiu-chung considered that EMB should review and amend the DDO to cater for the education needs of students with SEN. Miss CHAN Yuen-han agreed with the view that the Administration should amend the provisions of DDO in the light of changing circumstances and with a view to providing the necessary support to students with SEN in education.

15. DS(EM)4 responded that EMB had consulted the key stakeholders, the Department of Justice and EOC on the feasibility and legality of allowing schools to admit only one to two types of students with SEN for the implementation of integrated education. According to the legal advice obtained, confining the intake of SEN types in a school to two would probably go against the fundamental principle of the DDO that there should be no discrimination against disability in all aspects of life including education. The high incident

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rates of certain types of SEN, the increased complexity in multiple handicaps and the preference of schools on the intake of SEN type also rendered the proposal impracticable. Instead of amending the DDO and thus changing its fundamental principle, the Administration considered it more appropriate to provide parents with more information about schools in catering for students with SEN to facilitate parental choice of schools. In addition, EMB would produce a guide on integrated education; and provide resources and support to schools with a view to enhancing the schools' capacity and teachers' knowledge and skills in catering for students with specific types of SEN.

16. The Chairman pointed out that some deputations had expressed concern about inadequate support to parents in respect of placement of students with SEN in secondary schools. DS(EM)4 responded that the class teachers and the student guidance teachers in primary schools should provide advice and support to parents on choice of secondary schools for their children with SEN at P6. Special arrangements were in place for VI students to proceed to secondary education. EMB would welcome parents to approach Regional Education Offices for assistance on school placement matters. The Chairman remarked that parents considered it necessary to conduct assessment of students' SEN at P6 to facilitate placement to suitable secondary schools. DS(EM)4 responded that an identification tool for students with SpLD would be introduced in secondary schools in the 2006-07 school year.

Implementation of integrated education in secondary schools

17. Mr CHEUNG Man-kwong said that integrated education should be implemented in a prudent and incremental manner, having regard to the readiness of schools and teachers in accommodating the specific needs of students with SEN. He pointed out that at present, around 300 primary schools and 37 secondary schools had adopted the whole-school approach to implement integrated education. If the situation continued, there would be a substantial shortage of places in secondary schools adopting the whole-school approach for enrolment of students with SEN who would complete primary schooling in the years ahead. Mr CHEUNG considered that the Administration should speed up the arrangements for secondary school teachers to attend the basic, advanced and thematic courses on SEN, having regard to the SEN of students admitted in individual secondary schools. He also considered that secondary schools should set aside one whole day of the three Staff Development Days annually to study topics relating to SEN.

18. Mr CHEUNG Man-kwong further said that apart from the new initiative for territory Band-3 and bottom 10% junior secondary students which would be implemented from 2006/07 in secondary schools, secondary schools with enrolment of students with SEN should be provided with additional resources for implementation of integrated education, at levels similar to the provisions under the Intensive Remedial Teaching Programme, the New Funding Mode, or the

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Integrated Education Programme in primary schools.

19. Miss CHAN Yuen-han invited Ms NG Shui-fong to elaborate on the measures taken by her son's secondary school to support his learning. In response, Ms NG Shui-fong said that after completing primary schooling, her son with autism had enrolled in Shatin Tsung Tsin Secondary School, which was one of the 37 secondary schools adopting the whole-school approach to implement integrated education. With his autistic character, her son initially had problems in getting along with peers, and had performed unsatisfactorily at S1. Fortunately, in the spirit of home-school cooperation, the teachers in the School had taken the initiative to explain to Ms NG and class peers on the causes for her son's behaviour, how Ms NG could help her son to improve his behaviour and how class peers could get along with her son in class. In addition, the School had arranged after-school remedial teaching for her son. With the concerted efforts of Ms NG, the teachers and the peers, Ms NG's son had improved progressively and managed to become the top performer in his class at S5. Ms NG added that the improvement of her son in academic performance was mainly a result of the sincerity of and efforts made by the Shatin Tsung Tsin Secondary School to establish an inclusive culture for students with SEN.

20. Miss CHAN Yuen-han said that the learning experience of Ms NG Shui-fong's son had illustrated that given the necessary support and resources, students with SEN or SpLD such as autism could learn and perform as well as other students in ordinary schools. She considered that apart from the 37 secondary schools adopting the whole-school approach to implement integrated education, the Administration should provide additional resources for other secondary schools to provide sufficient and appropriate support to students with SEN in learning. She suggested that the Administration should work out a budget for provision of the necessary and sufficient support for secondary schools to implement integrated education in the long run.

21. DS(EM)4 responded that with the dedication and commitment of teachers and the concerted efforts of the stakeholders, the developments and achievements in the implementation of integrated education for students with SEN in the past decade had been satisfactory with reference to international practices and experiences. She pointed out that apart from the new initiative for territory Band-3 and bottom 10% junior secondary students, the proposed tier-3 support was also applicable to secondary schools with hardcore cases of SEN or a cluster of students with SEN with effect from the 2006-07 school year. In particular, secondary schools were encouraged to approach EMB for the provision of professional support from its special education section. Subject to the needs of individual schools, EMB's education psychologist would work out an intervention strategy with the school to help their students with SEN in learning. If necessary, EMB would second a resource teacher to or provide additional resources for the secondary school to hire a teaching assistant to provide support to the teacher or remedial teaching to the students with SEN

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within or outside school hours.

22. DS(EM)4 further said that EMB would review the provision and support measures for implementation of integrated education in secondary schools in the long term, having regard to the implementation experience of the new funding mode and the various support measures for primary schools. She cited the experience in the United Kingdom on teaching SpLD students to explain that the development of appropriate pedagogies was crucial in enhancing teaching and learning for students with SEN. In this regard, EMB would increase the number and services of resource schools through the establishment of school networks on a regional basis, and would establish a SpLD network in the coming school year to promote cross-sector collaboration on research and resource development to support schools with enrolment of students with SEN. For secondary schools with an urgent need, the Administration would arrange the provision of a 10-hour school-based basic training on SEN for its teachers and staff as soon as practicable.

23 The Chairman pointed out that members in general considered it necessary to provide additional resources for secondary schools to implement integrated education. The provision of tier-3 support and additional resources to secondary schools with a cluster of students with SEN was inadequate to facilitate smooth implementation of integrated education in the sector. He pointed out that according to a recent survey, around 12.6% of students in ordinary schools had certain types of SpLD. Mr CHEUNG Man-kwong added that as an interim measure for the 2006-07 school year, the Administration should provide additional resources to support secondary schools to implement integrated education by making reference to the new funding mode for primary schools or other schemes as appropriate.

Transfer of school and bullying against students with SEN

24. Mr CHEUNG Man-kwong considered it necessary to put in place an effective mechanism to handle requests from students with SEN who found it difficult to learn or were repeatedly bullied by peers in ordinary schools for transfer to special schools to continue their studies. He also suggested that the Administration should consider using the mediation mechanism, which was required under the Code of Practice issued by EOC after the enactment of the DDO, to handle complaints and grievances lodged by students with SEN on matters relating to transfer of school and bullying in schools.

Support for schools and teachers

25. Mr CHEUNG Man-kwong pointed out that serving teachers were now required to attend various professional development programmes in preparation for the implementation of the new academic structure and other education initiatives such as the implementation of integrated education in ordinary

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schools. He considered that subject to the provision of sufficient supply teachers, schools could at most release 10% to 20% teachers to attend training during a school year. The Administration should aim to arrange 10% to 20% of teachers in each school to attend the basic and advanced courses on SEN, having regard to the course duration and contents, and the diverse needs of individual schools and their teachers.

26. Mr LEUNG Yiu-chung considered that collaboration among key stakeholders including school sponsoring bodies and teachers was essential for successful implementation of integrated education. He quoted his personal experience to describe the practical difficulties in the implementation of integrated education in ordinary schools, including the large class size, the heavy workload of teachers, the lack of specialist support and appropriate curriculum for students with SEN, the need for additional resources, etc. He pointed out that teachers would need time to identify students with SEN which were less visible, and that most students with SEN had difficulty to follow the mainstream curriculum. He also said that the professional development programmes on SEN mainly focused on theoretical and conceptual aspects of special education, and should be enriched with more practical knowledge and skills for implementing integrated education in schools.

Feedback mechanism

27. Mr CHEUNG Man-kwong urged the Administration to establish a task group with representatives from parent groups and school councils to collect feedback on the implementation of integrated education on an on-going basis. He also suggested that the Subcommittee should hold meetings to receive views of deputations as and when appropriate.

Additional manpower for EMB

28. Mr CHEUNG Man-kwong said that he would support the provision of additional manpower to EMB for the implementation of integrated education in the long term. He suggested that EMB should examine and propose the additional manpower requirement for smooth and successful implementation of integrated education in the light of the long-term educational needs of students with SEN. Miss CHAN Yuen-han expressed a similar view.

Allocation of places in skills opportunity schools

29. The Chairman asked how the Administration would promote the availability of places in skills opportunity schools under the SSPA system. DS(EM)4 responded that EMB would highlight the inclusion of these schools under the SSPA system on its website to facilitate parental choice of schools. She pointed out that at present, the three mainstreamed skills opportunity schools were located in Hong Kong Island, Kowloon and New Territories respectively.

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Under the existing SSPA system, 80% and 20% of the places in these schools were allocated during the discretionary stage and central allocation stages respectively.

Follow-up

30. The Chairman and Mr CHEUNG Man-kwong requested the Administration to provide a written response to the views and suggestions of members and deputations expressed at the meeting for follow-up discussion in the new session. Whilst agreeing to provide a written response, DS(EM)4 stressed that she did not agree with the view that EMB had not enhanced the provision for students with SEN. In fact, the various initiatives and support measures introduced recently, though not in the name of SEN, were in fact largely meant for catering for student diversity including students' SEN. In comparison with other places, the development of integrated education in Hong Kong should not be under-rated as it would be unfair to teachers for their hard work.

III. Any other business

31. There being no other business, the meeting ended at 1:04 pm.

Council Business Division 2
Legislative Council Secretariat
6 September 2006