

**Legislative Council
of the
Hong Kong Special Administrative Region**

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

Report

June 2008

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Chapter I - Introduction

Introduction

1.1 Students with special educational needs (SEN), generally speaking, refer to students who need special educational support because of learning difficulty in one way or the other. The major types of SEN include the following -

- (a) hearing impairment;
- (b) visual impairment;
- (c) physical disability;
- (d) intellectual disability;
- (e) attention deficit and hyperactivity disorder;
- (f) autistic spectrum disorder;
- (g) specific learning difficulties; and
- (h) speech and language impairment.

1.2 According to the information provided by the Education Bureau (EDB), as at 15 September 2007, 9 340, 3 620 and 7 448 students with SEN are studying in primary, secondary and special schools in Hong Kong respectively.

The Subcommittee

1.3 On 14 January 2005, the House Committee set up a subcommittee to study issues relating to the provision of boarding places, senior secondary education and employment opportunities for children with SEN. The Subcommittee comprises eight members with Dr Hon Fernando CHEUNG Chiu-hung elected as its Chairman. The membership of the Subcommittee is in **Appendix I**.

1.4 Over the past three years, the Subcommittee held 28 meetings. It had received the views of 73 organizations and 20 individuals on the issues under study. It had also commissioned the Legislative Council Secretariat to conduct a research on special education in California of the United States, Ontario of Canada, England of the United Kingdom and Taiwan. A list of the organizations and individuals which/who have given oral and/or written views to the Subcommittee is in **Appendix II**.

Chapter I - Introduction

Report

1.5 This Report comprises seven Chapters. Chapter I is an introduction. Chapter II provides an overview of education for children with SEN in Hong Kong and selected overseas places. Chapter III highlights the problems identified in the implementation of integrated education including education for students with specific learning difficulties (SpLD) and non-Chinese speaking (NCS) children with SEN. Chapter IV examines the issues relevant to education for students with SEN under the new academic structure to be implemented in the 2009-2010 school year. Chapter V analyzes the provision of boarding service for students with SEN. Chapter VI explores the employment opportunities for students with SEN. The final Chapter sets out the recommendations of the Subcommittee on each of the subject matters under study. The Subcommittee wishes to state that while the problems about education for students with SEN highlighted in this Report are not meant to be exhaustive and the recommendations made not a panacea, members hope that this Report would provide useful reference for the Administration in charting the way forward for education for students with SEN.

Hong Kong situation

2.1 The Administration issued in 1977 the "*White Paper on Rehabilitation - Integrating the Disabled into the Community: A United Effort*". The White Paper formulated a policy on rehabilitation and raised the concern of the community about the disabled. As far as education was concerned, the concept of integration initially took the form of special classes and special programmes in ordinary schools to cater for students with SEN.

2.2 In 1995, the United Nations Educational, Scientific and Cultural Organization World Conference on Special Education Needs called upon governments and communities to endorse integration in the schooling system and to support the development of special education as an integral part of all educational programmes.

2.3 In 1995, the Administration issued the "*White Paper on Rehabilitation - Equal Opportunities and Full Participation: A Better Tomorrow for All*", and reaffirmed the policy of integration.

2.4 In 1997, a two-year pilot project on integrated education was launched under which participating schools were required to adopt a whole school approach (WSA) to provide an accommodating learning environment for students with SEN. The objective was to enhance the effectiveness of support for students with SEN, through improvement in the culture, policy and practices of the whole school. After the two-year pilot project, the integrated education programme (IE programme) was extended to other mainstream schools from the 1999-2000 school year onwards.

2.5 In the 2007-2008 school year, about 500 public sector primary and 37 secondary schools have adopted WSA to implement integrated education. A breakdown of students according to the types of SEN in Government and aided primary and secondary schools is in **Appendix III**.

2.6 Students with severe, profound or multiple disabilities who cannot benefit from schooling in the mainstream sector are placed in special schools. As at 15 November 2007, 60 aided special schools have enrolled 7 570 students. Of these, one operates a primary section; three a secondary section; and 56 both primary and secondary sections. Except for schools for intellectually disabled (ID) children which offer non-mainstream curriculum, the other special schools offer mainstream curriculum. The category, approved capacity and enrolment of special schools as at 15 November 2007 are in **Appendix IV**.

Overseas situation

2.7 A research on special education in selected places including California, Ontario, England and Taiwan was conducted by the Legislative Council Secretariat in 2005 covering the following aspects:

- (a) legislative framework;
- (b) responsible authority;
- (c) structure of education system;
- (d) assessment of SEN;
- (e) individual education plan;
- (f) staff qualification;
- (g) staff training;
- (h) performance assessment;
- (i) integration;
- (j) parental participation;
- (k) appeal;
- (l) funding; and
- (m) transition programmes.

A comparison of the situation in Hong Kong and the four selected places in the above aspects is in **Appendix V**.

Distribution of students with SEN in mainstream and special schools in Hong Kong and selected places

2.8 Of the various aspects, members of the Subcommittee have noted the significant difference between Hong Kong and the selected places in the placement of students with SEN in mainstream and special schools. In all the four selected places, the placement of students with SEN in mainstream schools is over 90%. The placement ratios in California and Ontario are over 98% and 99% respectively.

Chapter II - Overview of Hong Kong and overseas situations

However, in Hong Kong over 36% of students with SEN are placed in special schools. The distribution of students with SEN in special schools and mainstream schools in Hong Kong and the four selected places is as follows -

Places	Number of students with SEN in special education schools	Percentage of students with SEN in special education schools over total number of students with SEN	Number of students with SEN in non-special education schools	Percentage of students with SEN in non-special education schools over total number of students with SEN
California (as at 2005)	8 134	1.3%	613 639	98.7%
Ontario (as at 2004)	805	0.3%	275 626	99.7%
England (as at 2007)	84 170	5.4%	1 478 370	94.6%
Taiwan (as at 2007)	6 192	7.2%	79 755	92.8%
Hong Kong (as at 2007)	7 448	36.5%	12 960	63.5%

Chapter III - Integrated education

Introduction

3.1 As pointed out in the preceding Chapter, the concept of integrated education dated back to the 70s but it was not until 1997 when the Administration launched the IE Programme in public sector ordinary schools following the recommendations of the Rehabilitation Advisory Committee in 1996. Under the integrated education policy, public sector ordinary schools should try their best to provide adaptations and accommodations for students with SEN in support of their learning. Schools were encouraged to adopt WSA to cater for the needs of these students and to develop a SEN policy covering early identification and intervention of learning difficulties, monitoring of progress, assessment adaptation, curriculum differentiation, staff development and parental involvement. The IE Programme initially covered five disability types, namely, mild intellectual disability, autism, visual impairment, hearing impairment and physical disability. Over the years, this has been extended to cover attention deficit and hyperactivity disorder, speech and language impairment, and SpLD. As at 15 September 2007, 9 340 and 3 620 students with SEN are studying in Government and aided mainstream primary and secondary schools respectively.

3.2 Members of the Subcommittee in general support the concept of integrated education and its implementation in schools. However, they are concerned about the pace of implementation and the support rendered to schools, teachers and students to ensure its successful implementation. The issues of concern expressed by members about the implementation of integrated education in primary and secondary schools are elaborated below.

Identification and assessment

3.3 The Child Assessment Service of the Department of Health (DH) is responsible for assessing children with developmental problems and making functional evaluation and referral for educational service, including follow-up assessment of children at five and a half years in recommending school placement.

3.4 Under the present arrangements, three months after the start of a school year, primary school teachers use the norm-referenced Observation Checklists for Teachers (OCT) developed by EDB to identify Primary 1 (P1) pupils with learning difficulties. The Student Support Team (SST) of primary schools, supported by Psychological Assistant of EDB, analyzes the learning profiles and remedial needs of those P1 pupils identified to have learning difficulties.

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3.5 For students with mild learning difficulties, SST determines the appropriate support for them. This may include adaptation of teaching strategies and curriculum, remedial support and regular review of progress. If the students do not show the expected progress after early remedial intervention by the schools concerned, they will be referred to the educational psychologists for specialist assessment.

3.6 For students with marked learning difficulties, they will be referred to the specialists for consultation and individual assessment, if necessary. The psychological assistants of EDB support schools in the identification and intervention process through consultation visits and staff development.

3.7 Many deputations received by the Subcommittee consider it necessary to advance the assessment at pre-school age to provide timely intervention. As EDB has assumed the responsibility for childhood education upon the harmonization of pre-primary services in 2005, these deputations have suggested that assessment of the learning ability of children should be carried out when they attend kindergartens. Early identification of students with SEN is important as timely intervention can be made and support provided before the learning difficulties become apparent or serious. Once children have been identified to have SEN, parents can then be helped to make an informed choice of primary schools appropriate for their children. Members support this suggestion.

Student placement

3.8 One of the thorny problems identified by the Subcommittee in the implementation of integrated education is student placement. Given the various types of SEN, grave concern has been expressed by mainstream schools about the difficulty in catering for the diverse needs of students with SEN. Members share the view that it is unrealistic to expect teachers to be equipped with different skills and knowledge in handling students with different types of SEN. Members consider it of utmost importance to allow a school to confine student intake to not more than two types of SEN. Such an arrangement will facilitate professional division of labour among schools and teachers to develop expertise in teaching students with a specific type of SEN.

3.9 According to the Administration, the standing policy on special education advocates "Equal Opportunity and Full Participation" for disabled students. Upon the enactment of the Disability Discrimination Ordinance (DDO) (Cap. 487), the Equal Opportunities Commission (EOC) released the Code of Practice in Education. On student placement, the Code of Practice states that educational establishments have an obligation to ensure that their admission procedures do not discriminate against persons with disabilities (PWDs). According to the legal advice sought by

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the Administration, any quota for schools in admitting students with SEN would likely constitute direct disability discrimination under DDO. Under this premise, confining the student intake of SEN types in a school to two will probably breach the fundamental principles of DDO.

3.10 The Administration has also explained that the proposal for each school to admit only two SEN types is impracticable and unenforceable. Based on the results of a questionnaire survey conducted by EDB on 1 500 school personnel, half of the respondents have indicated that they should only be allocated students with the types of SEN of their choice, and that EDB should not allocate to them those students with SEN whom most schools decline to admit. Since a few types of SEN such as speech and language impairment and SpLD are of high incidence and many schools do not wish to admit students with core autism or attention deficit and hyperactivity disorder, there will not be enough schools in individual districts to admit students with these types of SEN if the intake of SEN types in a school is confined to two. Moreover, SEN seldom exists in isolation. It may not be practical to classify students just by a single type of disability for admission purpose.

3.11 Members are of the view that many problems associated with integrated education as experienced by mainstream schools are attributed to the insurmountable difficulties experienced by teachers in taking care of various types of students with SEN. If schools are not allowed to confine admission to one to two types of SEN, the implementation of integrated education further in secondary schools will unlikely succeed. In the Subcommittee's view, the issue must be tackled expeditiously and jointly by the Administration with the school sector.

3.12 The Administration has agreed to consult the school sector on the feasibility of implementing some measures to address members' concerns, on the understanding that legislative amendments will not be involved. These include encouraging schools to indicate the type(s) of SEN they prefer in their student intake or for which they will develop their expertise, and proposing to the Committee on Home-School Co-operation to revise the layout and explanatory notes of the School Profiles to facilitate schools to introduce the kind of support they provide for students with SEN and their experience in catering for a certain type of SEN.

Funding support

3.13 At present, students with SEN are supported by a three-tier intervention model at schools. Tier-1 support means basic provision and is an entitlement for all students. It refers to quality teaching in the classroom. Tier-1 support includes the Capacity Enhancement Grant, the provision of curriculum leader, and

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increased manpower for student guidance and teachers for specialized teaching. With tier-1 support, schools are expected to be able to assist students whose learning problems are slight and short-term, and teachers with initial training can deliver some form of differentiated teaching in the classroom in handling early signs of learning difficulties.

3.14 For students with persistent learning difficulties including SEN, school-based resources, i.e. tier-2 support is provided for schools on top of the basic provision. Tier-2 support refers to add-on provision under the IE Programme, the Intensive Remedial Teaching Programme (IRTP) or a Learning Support Grant (LSG). Under the IE Programme, one resource teacher, with special education training, is provided for each school admitting every five students with SEN, and one teaching assistant for every eight students with SEN. Under IRTP, mainstream primary schools admitting 15 or more students with SEN are provided with additional resource teachers to strengthen teaching in one or more of the three basic subjects. LSG was introduced in the 2003-2004 school year under a New Funding Model (NFM) for primary schools implementing integrated education to bridge the service gap in those schools admitting students below the threshold to be eligible for additional resources under IRTP or the IE Programme. Schools are funded under NFM according to the number of students with SEN, at a rate of \$10,000 per student with SEN, and are required to adopt WSA to cater for student diversity. In the 2006-2007 school year, 292 and 357 primary schools have adopted NFM and IRTP respectively.

3.15 Tier-3 support targets at students who need intensive support and special accommodation due to severe disabilities. LSG with an enhanced amount of \$20,000 is provided for primary schools with enrolment of each such student. LSG is currently subject to a ceiling of \$550,000 per school per annum. Starting from the 2008-2009 school year, the ceiling will be raised to \$1 million per school.

3.16 For secondary schools, extra resources are provided for schools to support low academic achievers. Schools with high intake of students at the bottom 10% of junior secondary students are provided with additional teachers to help students build up study skills in mastering the basic subjects under the School-Based Remedial Support Programme (SBRSP). Under the School-Based Curriculum Tailoring Scheme (SBCTS), secondary schools with an intake of two classes or more of territory-wide bottom 20% students at Secondary 1 (S1) are provided with an additional teacher to develop their school-based curriculum that suits the needs of their students and strengthen guidance for students. Starting from the 2006-2007 school year, these two programmes are replaced in phases by a new initiative known as the "Band 3 Initiative". Under the Band 3 Initiative, an additional 0.7 Graduate Master/Mistress (GM) per one full class of territory Band 3 students enrolled and 0.3 additional GM per one full class of territory Band 3 students enrolled not within the bottom is provided. The provision of additional

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teachers started at S1 level in the 2006-2007 school year, and will be extended at one level per year up to S3 by the 2008-2009 school year. In the 2007-2008 school year, 573 additional teachers have been provided for 200 schools under the Initiative.

3.17 Members are disappointed that although NFM has been implemented for primary schools for about five years, as at the end of 2007, the Administration has not devised a funding model for secondary schools admitting students with SEN. Members have pointed out that SBRSP, SBCTS and the Band 3 Initiative are intended to support low academic achievers and not students with SEN. Students with SEN are not necessarily low academic achievers, and low academic achievers may not be students with SEN. The present fragmented approach in providing funding support for secondary schools discourages them from admitting students with SEN. This has also explained why as at the 2006-2007 school year, only 37 secondary schools have adopted WSA under the IE programme, resulting in a serious bottleneck in the provision of integrated education for students with SEN progressing from primary to secondary schooling.

3.18 The Administration has informed members of its plan to review the implementation of NFM in primary schools in the 2007-2008 school year and to explore the feasibility of extending the NFM approach to secondary schools in the light of the experience in primary schools. The Administration plans to provide secondary schools implementing integrated education with LSG starting from the 2008-2009 school year at a rate of \$10 000 for each student with SEN and \$20 000 for each student with severe impairment. The total amount of grant will be capped at the level of \$1 million per school per year. In the interim, the Administration has provided consultative and advisory visits to about 50 secondary schools with more hardcore or clustered cases of SEN, commencing in the second term of the 2006-2007 school year. Special education officers serving as the resource persons on integrated education are assigned for each of these 50 schools to work with other professionals, such as educational psychologists and school development officers, to help schools promote WSA to support students with SEN.

3.19 While appreciating the interim measures taken by the Administration, members consider that NFM should have been extended to secondary schools with effect from the 2007-2008 school year. Members note in particular the reluctance of some schools to admit autistic and hyperactive children, and has suggested the adoption of the principle of "funding following the student" for both primary and secondary schools so that for the enrolment of every such student, the school will receive tier-3 support for hiring resource teachers or teaching assistants to render individualized caring services. Members welcome the Administration's plan to provide LSG to secondary schools based on the number of students with SEN enrolled with effect from the next school year. The provision of LSG will largely follow the principle of "funding following the student" as suggested by members.

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Professional development

3.20 Members consider that the success or otherwise of integrated education depends to a large extent on the capability of teachers to cater for the unique needs of students with SEN. Equipping teachers with the knowledge and skills in effectively teaching and handling students with SEN is of paramount importance. Members take note of the Administration's five-year teacher training framework, starting from the 2007-2008 school year, to enhance teachers' capacity in supporting students with SEN in ordinary schools. The training framework includes -

- (a) a 30-hour basic course on principles and theories of curriculum, assessment and teaching strategies to cater for students with SEN;
- (b) a 90-hour advanced course consisting of core and elective modules for senior teachers, members of SST and other staff engaged in teaching or coordinating learning activities for students with SEN;
- (c) thematic courses (around 40 to 60 hours) on certain types of SEN such as autism and SpLD;
- (d) a 2-day workshop for school heads to enhance their leadership on promoting WSA to integrated education in schools;
- (e) a 2-day course on understanding SEN and basic handling skills organized for teaching assistants who support teachers in special education; and
- (f) a 10-hour school-based training on special education for schools with a large cluster of students with SEN.

3.21 According to the Administration, the targets of the training framework are that in the five-year period starting from the 2007-2008 school year, at least 10% of the teachers in a school will have completed the basic training; at least three teachers per school will have completed the advanced training; and at least one teacher per school will have completed the thematic training on each of the SEN types of their students. Teachers who have completed the basic course will be able to provide tier-1 and to some extent tier-2 support. Those who have completed the advanced course will be able to provide tier-2 support and collaborate with other professionals in providing the tier-3 support for the more severe cases.

3.22 Members appreciate the Administration's plan to strengthen the professional training of teachers in catering for the diversity of students with SEN. However, members consider that even with the attainment of the targets of the five-year training framework, the percentage of teachers who are well-equipped and competent to handle students with SEN is still very limited. Moreover, if the situation remains that a school has to admit students with various types of SEN, it is highly unlikely for teachers to be able to develop expertise in handling each type of SEN.

Accommodation in public examinations

3.23 To ensure that students with SEN taking the Hong Kong Certificate of Education Examination and the Hong Kong Advanced Level Examination are on equal footing with other candidates, members support the need to make special arrangements for these students. Members consider that while adjustment can be made to the technical aspects of attending public examinations, taking account of the needs of students with SEN and the prevailing international trend and practices, the contents and standard of the examinations must remain intact. At present, special examination arrangements provided by the Hong Kong Examinations and Assessment Authority (HKEAA) include extra examination time, enlarged question and answer sheets and other physical accommodations. With effect from the 2005-2006 school year, early applications for special examination arrangements in public examinations have been accepted at the beginning of the S4 and S6 academic year with the outcome available in February of the same academic year, to address the concern about late notification of the outcome. HKEAA has set up a Committee on Special Needs Candidates to deal with matters related to special examination arrangements for students in public examinations.

3.24 Some deputations are concerned that as HKEAA is self-financing, the special arrangements provided are limited. HKEAA is not ready to provide accommodation which will require substantial resources, for example, the conversion of examination papers into audio format in computer and the provision of multi-media aids in written examinations. The deputations request the allocation of resources to HKEAA to facilitate the provision of more special examination arrangements and accommodation for students with SEN.

Mainstreamed skills opportunity schools

3.25 At present, there are three mainstreamed skills opportunity schools (SOSs) which admit mainly students with severe learning difficulties. Members support the arrangements of reserving a larger quota for discretionary places for SOSs, up to 80% of the total S1 places available, to facilitate the admission of target students, and of including SOSs in all Secondary School Place Allocation nets. Members

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also support the call of many deputations for an increase of SOSs to provide secondary education for students with SEN. However, members are gravely concerned about the present class size of SOSs which stands at 30 students. Members consider it practically impossible for teachers to manage a class of 30 students having severe learning difficulties. Reducing the class size of SOSs to 20 students to enhance the effectiveness of student learning is urgently needed.

Specific learning difficulties

3.26 Of the various types of SEN, the Subcommittee has examined in particular SpLD. SpLD covers severe and persistent learning difficulties in the area of reading and spelling (i.e. dyslexia), developmental coordination problem (i.e. dyspraxia) or mathematics (dyscalculia). Dyslexia accounts for the largest category of SpLD. Students with SpLD typically show a number of cognitive deficits, including slow speed in word retrieval and weakness in orthographic awareness, phonological awareness or memory, and visual-perceptual skills. According to the information provided by the Administration, as at the 2006-2007 school year, about 8 869 students are assessed to have SpLD.

Prevalence of SpLD

3.27 Members note with concern the claim of some organizations that about 12% of local students have SpLD. These organizations have pointed out that the prevalent rate of only 0.99% of P1 students assessed by EDB to have SpLD is far from the truth.

3.28 According to the Administration, the definition and prevalent rate of SpLD in different countries vary. Depending on the criteria adopted, the estimated prevalent rate for school-aged children in different countries varies from 1% to 11%. In Hong Kong, the number of students with SpLD assessed and followed up by EDB from the 2000-2001 to 2006-2007 school years is 8 869. A breakdown of these cases by years is in **Appendix VI**.

3.29 Members call on the Administration to review the existing assessment criteria to see whether they are too stringent and whether they are in line with the recognized international standards. Members consider that the assessment should include intellectual aspects, performance of competence and recommendations on learning made by psychologists. Members are pleased to note that EDB and DH have jointly set up a working group, comprising local and overseas experts, as well as psychologists and relevant professionals, to review the assessment criteria on SpLD and related matters. The review is expected to be completed by late 2008.

Waiting time for assessment

3.30 Members note that at present, for students suspected to have SpLD after the administration of OCT by teachers, the psychologist assistant may advise teachers to further use the Hong Kong SpLD Behaviour Checklist for identification purpose. If the results of these tests indicate that the students are likely to have SpLD, they will be referred to the educational psychologists for detailed assessment. The Child Assessment Service of DH provides assessment service for students identified to have SpLD.

3.31 Concern has been raised about the long waiting time for assessment of students suspected to have SpLD by educational psychologists. Members are given to understand that some students have to wait for over a year for assessment. The Administration has clarified that the identification of SpLD is not an esoteric exercise carried out solely by psychologists. It should be carried out at many levels. In principle, frontline language teachers should constantly be engaged in noticing and identifying students' general learning difficulties and in trying out various teaching strategies to facilitate students' learning. If a student's response to the adjusted teaching is not satisfactory, the teachers may initiate a more detailed examination of the student's difficulties through analyzing his/her response to the instruction within the classroom. This is "assessment through teaching". If the difficulties continue despite the extra help from the teachers, the students should be referred to the educational psychologist for a psycho-educational assessment. The whole process should not be seen as "waiting time". The Administration has assured members that EDB, upon receiving referral, will arrange the students suspected to have SpLD to have an assessment by educational psychologists in about a month.

3.32 Members consider it necessary to increase the number of educational psychologists through training and overseas recruitment to cope with the needs of students. Members are of the view that assessment should be conducted and completed by DH before a child is admitted to P1, and by EDB before the child is admitted to S1. The assessment report should be made available to the parents of the child and, with the parents' consent, to the school concerned.

3.33 The Administration agrees with members' view on the need to increase the supply of educational psychologists. In the Administration's view, the more effective way is to increase the training places of local tertiary institutions. Recruitment of educational psychologists from overseas has not been successful as few overseas educational psychologists can speak Cantonese and know the local context well.

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3.34 The Administration has assured members that EDB has made it a practice to provide a copy of the assessment summary to the parents. Upon request, parents will also be provided with an additional copy of the assessment report for the school. The Child Assessment Service of DH will continue with the practice of providing assessment reports to both parents and schools, and is working to make the current Chinese report more comprehensive. In response to members' view, EDB has agreed with DH that it will take up the assessment of all suspected SpLD cases in both public sector primary and secondary schools. DH will continue to accept referral for suspected SpLD with co-morbid developmental problems in pre-school children and perform assessment on these children.

Parent and school cooperation

3.35 Members are of the view that once a student has been assessed to have SpLD and the assessment report has been provided to the school, the school must follow the psychologist's recommendations in teaching the student. The progress of implementation of the recommendations should be reported regularly to the parents such as on the annual Parents' Day.

3.36 According to the Administration, once a student is assessed to have SpLD, SST of the school concerned will arrange a case conference which is attended usually by the relevant school personnel, the parents, educational psychologist and other EDB officers as appropriate. Based on the psychologist's recommendations, support measures for implementation at school and at home will be agreed by all parties concerned. The student's progress will be reviewed regularly. Noting members' views, the Administration has undertaken to request schools to report the student's progress in a standardized manner on Parents' Day or on other suitable occasions.

Teacher training

3.37 Given the high prevalent rate of students with SpLD, members consider it imperative to enhance the awareness and knowledge of this type of SEN in the community and, in particular, among the teaching force. Members welcome the Administration's proposal that at least one English teacher and one Chinese teacher per school should attend the course on SpLD in its teacher training framework to tie in with the three-tier intervention model for students with SEN. Members also welcome the Administration's proposal to run a two-day course on SEN for school heads, and another one for teaching assistants who play a key role to support teachers, both of which will cover basic knowledge and skills in supporting students with SpLD. Members support the Administration's plan to explore with the teacher training provider to modify the content of the current five-week

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refresher course for teachers of the three core subjects to include the principles and basic skills in tackling SpLD. The guidelines for primary school teachers on helping students with SpLD have been available since 2002 and those for secondary school teachers will be distributed to schools in the 2008-2009 school year.

Accommodation in public examinations

3.38 The special examination arrangements outlined in paragraph 3.23 above apply to candidates with SpLD. For candidates with SpLD in need of special arrangement in written examination, the extra time allowance has been extended from 20% to 25%. Noting the formation of a Task Group on SpLD under HKEAA, members call on the Administration to arrange meetings between the Task Group and the relevant concern groups to discuss the details of the appropriate special examination arrangements.

Non-Chinese speaking students with SEN

3.39 The Subcommittee has examined the provision of education for NCS children with SEN. Members note that the SEN of Chinese-speaking children are catered for through 60 aided special schools and 641 special education classes in the mainstream schools. However, the only Government subvented English-speaking school which admits NCS children with SEN is The Jockey Club Sarah Roe School with 60 places operated by The English Schools Foundation (ESF). ESF also provides 126 places in the learning support classes in its mainstream schools. Currently, 103 children are on the waiting list for the limited places in ESF's learning support classes and The Jockey Club Sarah Roe School. The average waiting time is 24 to 36 months. Altogether, the subvented school places available to NCS children with SEN are less than 200. As independent international schools are reluctant to admit NCS children with SEN on resources consideration, many NCS children with SEN are given no choice but to enrol in public sector mainstream schools which adopt Chinese as the medium of instruction. Members are concerned that students with SEN have already experienced learning difficulties in their mother tongue, not to mention in a language that neither their parents nor the students themselves are proficient. NCS children with SEN enrolled in mainstream schools are struggling hard to learn in a language that is not conducive to the realization of their full potential.

3.40 Members are gravely concerned about the inadequate provision of education opportunities for NCS children with SEN to learn in English or their mother-tongue. They consider there to be a lack of parity between the services provided for Chinese-speaking and NCS children with SEN. NCS children with SEN are in dire need of equal opportunities in education to maximize their chances in life.

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Members are given to understand that some expatriates have left Hong Kong solely because of the lack of appropriate education services for their children with SEN. Members consider that without the provision of sufficient and affordable education services for NCS children with SEN, Hong Kong can hardly attract or retain talents from all over the world to maintain its competitiveness.

3.41 The Subcommittee has written to the Financial Secretary to request increased funding to ESF to enable its provision of more learning support classes in its mainstream schools and more places in The Jockey Club Sarah Roe School. It has also sought advice from EOC on whether the present situation is in breach of the international human right treaties applicable to Hong Kong and the provisions of DDO.

3.42 In his reply to the Subcommittee, the Administrative Assistant to the Financial Secretary has reiterated the Administration's established policy to implement integrated education for students with SEN, including those NCS children with SEN, in mainstream public sector schools, and the Administration's commitment to provide all eligible children, irrespective of ethnic origin, with the opportunity to enjoy basic education in public sector schools. He has also indicated that the Administration will deal with improvement measures requiring additional resources in accordance with the established procedures of resource allocation.

3.43 Further to this reply, EDB has advised the Subcommittee that since Chinese and English are the two official languages, NCS children, including those with SEN, are encouraged to study in public sector schools adopting Chinese or English as the teaching medium to facilitate their integration into the local community. In addition to the public sector schools, 15 ESF schools and 38 private international schools are providing alternatives for NCS students. By design, these schools are not intended for meeting any unmet demand for services in the public sector. EDB has stressed the Administration's policy not to micro-manage international schools, which are operated on a self-financing basis in the commercial market. However, these schools should provide equal opportunities for all students in terms of student admission, teaching curriculum and assessment, etc. EDB will adopt an open mind to explore with ESF the possibility of further enhancing the provision of school places and support for NCS students with SEN in parallel with a separate subvention review upon the implementation of the governance reform of ESF.

3.44 In its reply to the Subcommittee, EOC has advised that the distinguishing feature between NCS children with SEN and Chinese-speaking children with SEN is their different language preference. While admission to the 60 special schools and the 641 special classes in mainstream schools may in theory be open to NCS children with SEN, admission to these schools is not a practicable solution to their needs in the light of their own or their family's language preference. In the view

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of EOC, the issue is about language. Any direct discrimination arising from this is likely to be defined as language discrimination. Language discrimination in the said situation is unlikely to be indirect disability discrimination.

Chapter IV - Education for students with SEN under the new academic structure for senior secondary education and higher education

Introduction

4.1 Under the new academic structure for senior secondary education and higher education to be implemented in the 2009-2010 school year, there will be three-year junior secondary and three-year senior secondary education linking to four-year undergraduate programmes. In the consultation document entitled "*Action for the Future - Further Consultation on Career-oriented Studies and the New Senior Secondary Academic Structure for Special Schools*" (the consultation document) published in January 2006, it is proposed that all students, including those with SEN, will be provided with six years of secondary education under the new senior secondary (NSS) structure. After a three-month consultation, the final report "*Action for the Future - Career-oriented Studies and the New Senior Secondary Academic Structure for Special Schools*" was released in August 2006 to advise on the future direction and arrangements of the NSS academic structure for special schools and Applied Learning (ApL) (formerly known as Career-oriented Studies).

Years of basic education for ID students

4.2 Members express support for the incorporation of the provision of special education and integrated education in the NSS structure. They, however, note with concern that under the new academic structure, physically disabled students (PD students) and hearing impaired students (HI students) will be provided with 10 years of basic education (six-year primary and four-year junior secondary), but ID students only nine years (six-year primary and three-year junior secondary). Members have queried the reasons for the disparity of treatment between students with different disabilities.

4.3 According to the Administration, it has adopted the broad principle that students with SEN who are intellectually capable of pursuing the ordinary curriculum will follow the ordinary curriculum and be assessed with appropriate accommodation in the same way as other students in the Hong Kong Diploma of Secondary Education (HKDSE) Examination under the NSS academic structure. HI students with normal intelligence but severe to profound hearing impairment may have difficulty in language acquisition and development as well as in auditory reception and oral expression, and PD students of normal intelligence may have severe or multiple physical disabilities. The learning of these students is regularly and frequently disrupted by hospitalization and the need to receive therapies. As these students are capable of following the ordinary curriculum and attending the public examinations, the Administration considers it appropriate to follow the existing practice to provide them with an additional year of study in order to prepare them better for the three-year senior secondary education, leading to HKDSE.

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4.4 As for the ID students, the Administration has advised that they will be provided with individualized education programme tailored by teachers in special schools. ID students who are unable to pursue the ordinary curriculum will not go through ordinary NSS assessments and examinations leading to HKDSE. They will therefore be provided with three years of junior secondary education and three years of senior secondary education. The Administration has undertaken that for those ID students who are absent from school for a long period of time due to health or other justifiable reasons, they can apply for repeating class as is the current practice.

4.5 Members are concerned whether the provision of different years of junior secondary education to PD, HI and ID students may contravene the provisions of DDO. The Subcommittee has sought the advice of EOC in this regard.

4.6 In its written reply to the Subcommittee, EOC has indicated that it has discussed with EDB. According to EDB, PD students and HI students will undergo the ordinary NSS leading to HKDSE. Their learning patterns suffer from delays and disruptions because of their impairment. In order to compensate for the delays and disruptions, PD and HI students in special schools will be provided with 10 years of basic education to better prepare for NSS education. ID students who are unable to pursue the ordinary curriculum will not go through ordinary NSS assessments and examinations leading to HKDSE. On the basis of EDB's explanation, EOC considers that there does appear to be a material difference between ID students and PD students or HI students in terms of whether they are to undergo the ordinary NSS leading to HKDSE, and it does not appear that the special school academic structure involves a contravention of DDO.

4.7 Notwithstanding the advice of EOC, members maintain the view that there will indeed be a disparity of treatment. Members find it unacceptable that given their intellectual limitation, ID students should receive lesser years of basic education than students of normal intelligence.

Curriculum and assessment frameworks

Curriculum for SEN students

4.8 Members support the principle of "one curriculum framework for all" with adaptations to suit the different learning needs and capabilities of students with SEN. Students with SEN but not ID should aim at achieving the same curricular objective for NSS. They will be assessed on the same criteria but with special accommodation. Members note that at present, the great majority of special

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schools operate only one class per level. They are concerned that the small school size and the small number of senior secondary classes in special schools will limit the choice and combination of NSS subjects to be offered. Members appreciate that some parents will prefer completion by their children with SEN of primary and secondary education in the same school. Although resources have been earmarked to cater for the potential demand for additional classes in special schools, members consider that EDB should encourage special schools to collaborate and share resources with other special schools and/or ordinary schools in the vicinity in order to provide a wider range of NSS subjects.

Curriculum for ID students

4.9 Members note that as ID students will not follow the curriculum for mainstream schools, the development of NSS(ID) curriculum framework and the learning outcome frameworks for ID students is necessary. The Administration has adopted the approach of trying out the development of the curriculum framework through research and development (R&D) projects. Phase I of the project, which started in the 2006-2007 school year and involved 11 special schools, focuses on the core subjects, namely, Chinese Language, Mathematics and Independent Living. The curriculum frameworks for these subjects will be ready for dissemination to all special schools before the 2009-2010 school year. The development of curriculum frameworks for the two elective subjects, i.e. Physical Education and Visual Arts, which are popular in special schools, has started in the 2007-2008 school year with Curriculum and Assessment Guides to be completed in 2009. In the 2008-2009 school year, the curriculum frameworks for two more elective subjects, namely, Information and Communication Technology and Technology and Living will be drafted with the support of subject experts and seconded teachers. The Committee on Special Educational Needs of Curriculum Development Council is also involved in the development of the various subject curriculum frameworks.

4.10 Members also note that based on the experience gained from the R&D projects, the development of learning outcome frameworks has started in the 2007-2008 school year. The learning outcome frameworks for the core subjects will be ready for consultation with schools in the 2008-2009 school year. With reference to the data collected through the development of the learning outcome frameworks, EDB will work in collaboration with HKEAA in the development of a systematic assessment mechanism starting from 2012.

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Applied Learning

4.11 One of the features of NSS is the provision of ApL courses. The ApL curriculum is an integral part of the NSS curriculum, and is intended to provide choices to meet the diverse learning needs of students, including those with SEN. Members are concerned that while students with SEN who follow the ordinary school curriculum and are interested in ApL can join the same pilot ApL courses as other students, they are provided with a limited choice of ApL courses, such as cleansing services, and food preparation and servicing. Moreover, students with SEN have to attend ApL courses at venues provided by course providers.

4.12 According to the Administration, to ensure quality and consistency of standards, the number of ApL courses is kept within a manageable limit at the initial stage. When relevant parties, including schools, parents and the relevant industries, have built up sufficient experience, ApL courses will be expanded to provide a wider range of choices for students. In the 2007-2008 cohorts, 56 students with SEN but not ID are studying the same pilot ApL courses as other students with appropriate support provided.

4.13 ApL courses are adapted for ID students. Members note that the first pilot of adapted ApL courses for ID students started in September 2006. Two course providers, Hong Chi Association and Vocational Training Council (VTC), have offered four courses. These include Hotel Housekeeping, Food Preparation, General Duties, and Western Bakery and Pastry for the mild grade and higher-end moderate grade ID students. A total of 82 students in 18 special schools are attending these courses. While agreeing that ApL courses offered to ID students will not be as diverse as those to students in mainstream schools, members urge EDB to collaborate with service providers to explore the possibility of offering a wider range of ApL courses for ID students.

Age limit

4.14 At present, ID students aged between 16 and 17 years and 11 months attending ID schools may participate in the Extension of Years of Education (EYE) Programme of their schools on a voluntary basis to facilitate the smooth transition from completing S3 to work, post-school placement and adult life. Enrolment to the EYE Programme is subject to an age limit of 18. Students who reach the age of 18 during the school year can stay in their special schools until the end of the school year. Members note that under the Code of Aid for Special Schools, except with the approval of the Permanent Secretary for Education, students with SEN are not allowed to remain in special schools after the end of the school year during which they reach their 20th birthday. Students with SEN in California are allowed

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to complete six years of junior school and six years of high school education up to the age of 22, while students in England will be allowed to stay in school until they reach the age of 19. Members are concerned whether the age limit under the Code of Aid for Special Schools will still apply for students in special schools under the new academic structure, in particular with the announcement of the Chief Executive in his 2007 Policy Address to provide 12-year free education starting from the 2008-2009 school year.

4.15 According to the Administration, under the new academic structure, all students with SEN will be provided with six years of primary education and six years of secondary education. Normally, students with SEN will reach the age of 18 after completion of these 12 years of education. Students with SEN who follow the curriculum in ordinary schools will normally be allowed to complete their secondary education in order to participate in the Hong Kong Certificate of Education Examination. Furthermore, students in special schools will be allowed to repeat a year of study if their schooling has been adversely interrupted by hospitalization. With the implementation of the NSS academic structure, there will no longer be any need to operate the EYE Programme. In the Administration's view, there is no need to revise the age-related arrangement as detailed in the Code of Aid for Special Schools. However, EDB will allow flexibility in the age limit for students attending special schools.

Post-secondary and continuing education

Admission to post-secondary institutions

4.16 Members consider that like other students, students with SEN should have equal right and access to post-secondary and continuing education. They are disappointed with the current provision of post-secondary education and continuing education opportunities for students with SEN. As shown in **Appendix VII**, the total number of students with SEN enrolled in the University Grants Committee (UGC)-funded undergraduate and sub-degree programmes has remained at less than 200 over the past few years. To enhance the opportunities for students with SEN for pursuing post-secondary education, members are of the view that the Administration should formulate policies and devise special measures to encourage the Hong Kong Institute of Vocational Education (IVE) and the UGC-funded institutions to admit students with SEN. IVE and the UGC-funded institutions should set aside certain places for students with SEN. Given that students with SEN are weak in certain aspects, members have suggested exempting them from fulfilling certain entry requirements, taking into account their specific disabilities.

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4.17 The Administration has conveyed members' views to the UGC-funded institutions for consideration. The Administration has stressed that all UGC-funded institutions are autonomous statutory bodies. Admission to the UGC-funded institutions is based on merits. The UGC-funded institutions welcome all eligible applicants, including students with SEN, to apply for admission. There is a sub-system under the Joint University Programmes Admissions System (JUPAS) for applicants with SEN to enable them to find out as early as possible the special assistance and facilities provided by institutions on their admission.

4.18 Members remain of the view that the Administration should coordinate efforts from various fronts to work out innovative approach to assist students with SEN to pursue post-secondary and continuing education. Participation of parents, non-governmental organizations (NGOs) and post-secondary institutions is necessary.

Support

4.19 Members share the view of many organizations on the need to provide support for students with SEN to pursue post-secondary education and resources for tertiary institutions in this respect. The existing services and assistance include the provision of specific equipment to facilitate students' learning, designation of a counselor/staff to assist students with SEN, priority allocation of student hostels to students with SEN, etc. Members consider it necessary to expand the scope of the support services. Having considered the various proposals put forth by the organizations, members support the setting up of a task group to coordinate the provision of support for students with SEN in post-secondary institutions and the establishment of a dedicated fund for tertiary institutions to procure equipment and services to support students with SEN in learning.

Continuing education for ID students

4.20 Currently, three NGOs provide continuing education in the form of community colleges for ID students. They are 智齡社區大學 of The Neighbourhood Advice-Action Council, 啟藝學苑 of St. James' Settlement, and "Creativity to Independence" of Arts with the Disabled Association Hong Kong Arts School. Members have called on the Administration to be more proactive in the provision of resources and support to facilitate the operation of community colleges.

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Resources

4.21 Members note that \$115 million has been earmarked for supporting the operation of the pilot ApL programmes and senior secondary classes in special schools during the transition period leading up to 2009. They have expressed concern about the adequacy of resources to support the implementation of special education under the new academic structure.

4.22 The Administration has pointed out that the \$115 million is intended to encourage the growth of diversity of curriculum, assessment and pathways in senior secondary schools. The allocation is sufficient for piloting the ApL courses and the NSS(ID) curriculum in conjunction with the draft subject curriculum framework for students with ID in special schools. The appropriate level of resources for special schools will be determined when details of the NSS(ID) curriculum, the learning outcome, and assessment standards have been worked out with the consensus of key stakeholders.

4.23 According to the findings of the "*Study of the Effectiveness of Special Schools*" (the Study) conducted by the then Education and Manpower Bureau in 2005, the overall resource allocation to Hong Kong's special schools in terms of human, financial and capital, is good by world standards, and the real challenge lies in resource management in special schools. Members are concerned whether the Administration intends to justify the provision of the current level of resources for special education, on the basis of the findings of the Study.

4.24 The Administration has clarified the objective of the Study to assess the effectiveness of resource utilization in special schools in support of student learning and to identify the elements for successful school management as well as the areas for management improvement. The conclusion of the Study should apply to all public sector schools in terms of cost-effective deployment of scarce public resources. The Administration has assured members that it is committed to implementing the NSS academic structure and has earmarked resources to cater for the potential demand for additional classes in special schools.

4.25 Members have urged the Administration to plan the necessary conversion works for existing special schools so that they will have sufficient classrooms, facilities and boarding places for providing the new NSS(ID) curriculum from the 2009-2010 school year onwards.

4.26 The Administration has assured members that resources have been earmarked for capital works, including conversion works for ordinary and special schools for the implementation of the new academic structure. EDB is aware of the need for additional facilities in some special schools, and has already

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commenced discussion with these schools on the necessary conversion and improvement works that should be carried out in connection with NSS.

Tuition fees

4.27 At present, senior secondary students in both ordinary and special schools pay the same level of tuition fees. Members note the Administration's proposed shared funding model to meet the costs for implementing the new academic structure and its original intention to increase tuition fees to about \$7,200 and \$50,000 per annum for senior secondary classes and undergraduate programmes respectively. With the implementation of 12-year free education starting from the 2008-2009 school year as announced in the 2007 Policy Address, senior secondary education will be free. The shared funding model will apply to undergraduate education only. Members are given to understand that the proposed increase of tuition fee for undergraduate programmes will raise the cost recovery rate from 18% to 24%. They are concerned about its financial impact on low-income families. Given the fiscal surplus, members have called on the Administration to review the need for increasing the tuition fee for undergraduate programmes under the new academic structure.

4.28 According to the Administration, it will increase the investment from \$6.7 billion to \$7.9 billion to meet the capital and non-recurrent costs for the implementation of the new academic structure. The Administration will spend about \$2 billion on a recurrent basis on its full implementation. Parents' contributions will be about \$750 million. The Administration considers it reasonable for financially capable parents to share part of the costs to be incurred. The Government policy is to bring gradually the tuition fees back to the target recovery level of 18%. The cost recovery rate aims to provide an overall indicator for measuring and benchmarking students/parents' contribution to tertiary education. It may change from time to time, depending on the level of recurrent funding required by the institutions and the level of indicative tuition fee. Owing to the differences in cost structure, the same tuition fee will give different cost-recovery rates among institutions, level of studies and among disciplines. As the level of recurrent subventions to be provided to the UGC-funded sector under the four-year undergraduate study is yet to be fixed, the Administration considers it too early to determine the cost recovery rate under the new academic structure. The Administration has also pointed out that the cost recovery rates in the United Kingdom and the United States range from 30% to 60%.

Introduction

5.1 At present, 19 special schools, including schools for the visually impaired, hearing impaired, physically disabled and ID, are provided with boarding sections, as detailed in **Appendix VIII**. According to the Administration, the objective of providing boarding service in special schools is to cater for the long-term needs of students with severe disabilities and to facilitate them to receive education during school days. The service is planned on a territory-wide basis.

Distribution of special schools with boarding sections

5.2 Members note with concern that the existing boarding service for special schools has remained unchanged for some 30 years. A review of the service, in particular for PD students, is urgently needed. Currently, of the seven PD schools, only two have a boarding section, located on the Hong Kong Island and in Kowloon respectively. These two PD schools provide a total of 170 boarding places (80 on the Hong Kong Island and 90 in Kowloon). Notwithstanding the availability of vacant boarding places in these two PD schools, PD students with boarding needs who reside in the New Territories (NT) are unwilling to attend these schools. The Subcommittee has strongly requested the provision of boarding service in selected PD schools in NT.

5.3 Having examined the demand and supply situation as well as the geographical distribution of the residential areas of existing boarders of PD schools, the Administration has proposed to set up two 60-place boarding sections, one each in NT East and NT West. The new boarding section in NT East will be set up at Jockey Club Elaine Field School, The Spasm Association of Hong Kong, a PD school in Tai Po. The project has been awarded Category B status¹, and will be upgraded to the Category A status² in mid-2008. Works are scheduled to start in late 2008 for completion in the 2010-2011 school year.

5.4 The boarding section in NT West will be attached to the Hong Kong Christian Service Pui Oi School in Tuen Mun. As Pui Oi School does not have sufficient space for the project, a site about three to five minutes' drive from the School at Area 16 of Tuen Mun has been identified for setting up the new boarding section and the secondary section, while the primary section will remain in the existing premises. As defects are still found in the existing premises of the School notwithstanding the carrying out of improvement works, members support the

¹ A project of Category B status means that the funding bid by the policy bureau for its implementation has been approved and the expenditure is expected to be incurred in the next five-year cycle.

² Funding approval is sought from the Finance Committee for upgrading a project to Category A.

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request of the School and some parents for reprovisioning the School to a new site large enough to accommodate the three sections, namely, primary, secondary and boarding sections for effective management and deployment of staff. Another site at Area 16 of Tuen Mun is considered suitable by the School for the purpose.

5.5 According to the Administration, the school project has been awarded Category B status, and is originally scheduled for upgrading to Category A in mid-2008 for completion in the 2010-2011 school year. While the Administration does not object to the reprovisioning of the School, it has explained to members the need to start the project afresh should this option be taken, and the expected completion date will have to be deferred for at least two years. To expedite the provision of boarding service for PD students in NT West, the Subcommittee has written to the Secretary for Development and the Secretary for Education to request the expeditious completion of the due process for reprovisioning the School to enable its early operation of the boarding section.

5.6 The Administration has undertaken to make the best efforts to expedite the project, if possible. According to the latest schedule, a funding proposal will be submitted to the Public Works Subcommittee of the Finance Committee for consideration in November 2009. The Administration is considering the feasibility of allowing the Architectural Services Department to invite tender for the project before the approval of the project estimates by the Finance Committee. Should this be considered feasible, the commencement date of the project can be advanced by three months, and the building works will be completed by the 2011-2012 school year.

Admission criteria for boarding placement

5.7 Criticism has been made by some deputations about the lack of criteria for allocating boarding places in special schools. These deputations claim that even social workers in special schools are not familiar with the allocation criteria. Members have sought information on the admission criteria and the procedure for processing applications for boarding service in special schools.

5.8 According to the Administration, EDB has all along examined the long-term boarding needs of students with disabilities and their family circumstances in accordance with the criteria for admission to boarding sections of special schools, taking into account the recommendations of professionals concerned. Applicants have to meet at least one of the following criteria -

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- (a) homelessness, e.g. orphans;
- (b) serious lack of care and supervision;
- (c) extremely poor relationship among family members;
- (d) evidence of child abuse; and
- (e) residence being remote from the suitable day special school.

5.9 Applications for boarding placement are made on a referral basis through relevant organizations, including child assessment centres, pre-school centres, Social Welfare Department (SWD), Hospital Authority or special schools. These organizations provide professional reports on the SEN and family conditions of the students. Upon receipt of the referrals, EDB will assess whether the students concerned should be placed in the boarding sections of special schools, based on the information in the professional reports and according to the admission criteria in paragraph 5.8 above. For students who meet the admission criteria, EDB will contact their parents to introduce the special schools for their choice. With the parents' written consent, EDB will refer the students to the special schools for boarding placement.

5.10 Based on the information provided by the Administration, during the period from September 2004 to end of 2007, EDB had received 416 referrals for boarding placement in special schools. Of these, 398 cases were approved and 18 cases rejected. The reasons for rejection included: the applications being made on ground of poor economic conditions; insufficient evidence to substantiate parents' claims of being unable to take care of the children or of suffering from pressure in taking care of the children to an extent that they could no longer provide adequate care and supervision; and parents' mistaken motive to use boarding service as a means to handle children's behavioural problems, etc. A breakdown of the approved and rejected cases by years is in **Appendix IX**.

Centralization of boarding placement

5.11 Members note that with effect from March 2005, applications for boarding placement in special schools have been processed centrally by EDB instead of by individual special schools. Some principals of special schools have queried the merits for such a change. Members consider that in line with the spirit of school-based management, special schools should be the authority to decide the eligibility or otherwise of students with disabilities for boarding placement, on the basis of the social workers' recommendations, and EDB should only keep a central register of the applications for and allocation of boarding places in special schools.

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5.12 In the Administration's view, as the provision of boarding service is planned on a territory-wide basis, processing the applications centrally will better utilize the boarding places to ensure that all students admitted meet the boarding placement criteria; that the admission criteria are applied consistently; and that the actual supply and demand situation is timely updated for better co-ordination. Moreover, many parents approach EDB direct to request the allocation of boarding places.

5.13 Members note that SWD provides regular updates on the allocation of residential places for people with different types of disabilities on its website. Such updates include information on the number of eligible applicants on the waiting list and the date of their applications. Members request the adoption of a similar practice by EDB concerning the allocation of boarding places in different types of special schools.

Waiting time for boarding placement

5.14 According to the Administration, the processing of applications for boarding placement can be completed within 14 working days under normal circumstances. In case of insufficient information in the referral document to substantiate an applicant's boarding need, a longer time will be taken to complete the procedure, generally in about one to two months. In the past three years, about 70% of the cases were completed within 14 working days. During the period from 1 September 2006 to 15 January 2008, it took an average of 1.8 months to complete the procedure.

5.15 Upon receipt of the notification on boarding placement for a student, the special school will arrange for the admission of the student to the boarding section should there be a vacancy. Otherwise, the student will be put on the waiting list of the school. The boarding capacity of individual schools is adjusted annually based on the demand. In general, students on the waiting list will be placed no later than the beginning of the following school year. The projected demand for boarding places from PD students in the 2011-2012 school year is approximately 220. The provision of boarding places for PD students is estimated to increase to 240 by the same year. The capacity of existing special schools providing 5-day and 7-day boarding services and the number of students on the waiting list as at 15 January 2008 are in **Appendix X**.

Respite service

5.16 At present, respite service for PWDs aged over 15 are provided by subvented NGOs under the community support programmes. These include the "Holiday Care Service" to provide short-term day care service during holidays; the

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"Home Respite Service" to provide hourly-charged day care service in the disabled person's home; and the "Extended Care Service" provided in the Day Activity Centres. PD students aged 15 or above can also be admitted to the residential homes for the mentally or physically disabled subvented by SWD for temporary care.

5.17 Members note with grave concern a long-existing gap in the provision of respite service for students with SEN under the age of 15. EDB is responsible for planning boarding service for students with SEN, whereas respite service for PWDs falls within the purview of SWD. However, the respite service provided by SWD and the subvented NGOs under the community support programmes only cater for persons aged 15 or above. For PWDs aged under 15, neither EDB nor SWD provides residential respite service. EDB considers residential respite service not its core service, whereas SWD maintains that matters relating to the boarding need of school-aged children with disabilities should be the responsibility of EDB.

5.18 Although special schools with boarding sections currently provide residential respite service on a voluntary and self-financing basis to meet the temporary or contingency needs of students if they have unfilled boarding capacity, members consider such a passive and uncoordinated approach far from satisfactory. Members consider it important to provide adequate respite service to cater for the urgent need and to relieve the physical and psychological burdens of parents or caretakers of the disabled students. The Subcommittee wrote to the Chief Secretary for Administration (CS) on 28 February 2007 requesting the taking of proactive actions expeditiously to fill the gap on residential respite service for PWDs under 15.

5.19 In his reply to the Subcommittee, CS has advised that residential respite service is by nature a social service. The Administration will not object to the continuation of the contingency arrangement for special schools with unfilled boarding places to provide residential respite service for their students in genuine needs on a voluntary and self-financing basis. To help fill the service gap, CS has requested the Labour and Welfare Bureau (LWB) to examine the possibility of extending the existing residential service provided by SWD through NGOs to children under the age of 15 within its existing resources.

5.20 After conducting a survey among NGOs on the matter and having received generally positive response, SWD has decided to implement a scheme to extend the existing residential respite service to accommodate PWDs below the age of 15 from the year 2008-2009 onwards. SWD has also undertaken to examine the need to effect necessary changes in residential care homes for PWDs (RCHDs) to cater for the need of PWDs below the age of 15 including purchasing additional furniture and equipment, making modification to toilets and adjusting activity programmes.

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5.21 While welcoming the extension scheme to help fill the existing service gap, many deputations consider it a better approach for special schools with boarding sections to provide residential respite service as they already have the necessary facilities, programme arrangements and caring staff with expertise. Moreover, according to the information provided by the Administration, the existing RCHDs and the new rehabilitation projects scheduled to be completed in 2008-2009 will provide a total of 100 residential respite places for PWDs under the age of 15. This provision falls short of the demand for such service. In the 2006-2007 school year, special schools received 143 applications for residential respite service. Members are also concerned that quite a number of RCHDs are unwilling to admit PWDs below the age of 11 or with aggressive behaviour or severe disabilities requiring intensive care. Of the 35 RCHDs which will extend their residential respite service to PWDs under the age of 15, only six have the necessary equipment and facilities to accommodate PWDs under 11 with severe disabilities; three can accommodate PD students with ID but none can accommodate PWDs in need of intensive care.

Boarding fee

5.22 The existing monthly fee for a boarding place in special schools is around \$440 per month. In the consultation document entitled "*Action for the Future: Career-oriented Studies and the New Senior Secondary Academic Structure for Special Schools*" published in August 2006, members note the possibility of increasing the boarding fee in special schools in line with the monthly fees for hostels under SWD which range from \$1,600 to \$1,800. According to the Administration, with reference to the charges for hostels under SWD, there is room for an adjustment in the boarding fee for students with SEN through a gradual and phased approach. However, the Administration does not have any firm plan at the present stage, and will collect parents' views on the level of increase. Members urge the Administration to ensure that the boarding fee in special schools should be maintained at a level affordable for the needy families. Members note that the daily fee for residential respite service for PWDs below the age of 15 in RCHDs will be in the range of \$30 to \$60.

Introduction

6.1 The Subcommittee has examined the pathways for students with SEN after leaving school and the adequacy of existing measures to help them to secure productive and gainful employment. Members understand that for some students, their disabilities make it difficult for them to follow the mainstream path, and they need to be assisted to achieve self-reliant as far as possible and be integrated into the community.

6.2 Members note that at present, VTC and SWD provide various vocational training and rehabilitation services for the disabled with different abilities. These include the Skills Centres, Integrated Vocational Training Centres, Sheltered Workshops, Supported Employment, and Integrated Vocational Rehabilitation Services Centres. The Selective Placement Division of the Labour Department (LD) provides personalized employment service to help place PWDs in open employment.

6.3 Members are of the view that many PWDs are able to be gainfully employed given sufficient support by the Administration and acceptance by the community. The implementation of supportive measures to create more employment opportunities for PWDs is of paramount importance. The Subcommittee has studied the effectiveness of various measures to enhance the employment of PWDs.

3E's projects

6.4 The Financial Secretary announced in the 2001-2002 Budget a one-off provision of \$50 million for NGOs to create employment opportunities for PWDs. The 3E's projects, i.e. *Enhancing Employment of People with Disabilities through Small Enterprise Projects*, are funded by the provision and run by SWD. Seed money is made available to NGOs to create small enterprises/businesses with a planned and sympathetic working environment to enable PWDs to enjoy genuine employment. The conditions are that the number of employees with disabilities should not be less than 50% of the total number of employees in each enterprise and a proper employer-employee relationship is required.

6.5 Members note that as at the end of 2007, 45 enterprises of various natures have been set up by 20 NGOs under the 3E's projects, creating 537 employment opportunities of which 390 were tailored-made for PWDs. These businesses include cleaning, catering, car beauty, mobile massage, retail shops, vegetable supply and processing, household service, travel agency, etc. As only \$24.8 million under the provision has been used in six years, members urge SWD to step up publicity to encourage the launch of more 3E's projects.

Marketing Consultancy Office (Rehabilitation)

6.6 The Marketing Consultancy Office (Rehabilitation) (MCO(R)) was set up by SWD with the objective to enhance employment and training opportunities for PWDs through innovative, effective and efficient business development and marketing approaches. MCO(R) assists NGOs in setting up social enterprises and small businesses under the 3E's projects, promotes the products produced and services provided by PWDs, and coordinates NGOs to secure job orders.

6.7 Members note with disappointment that between 2004 and 2007, MCO(R) assisted in securing only 39 full-time and 17 part-time jobs for PWDs, and the total amount of job orders and tender contracts secured for various rehabilitation services was \$39.41 million only. Members consider it necessary for MCO(R) to review expeditiously its work to identify room for improvement.

Social enterprises

6.8 Social enterprises are businesses with the social objective to create direct training and employment opportunities for PWDs. The surplus generated by these enterprises will be reinvested for the furtherance of the employment and training of PWDs. Notwithstanding the pledge of the Financial Secretary in the 2006-2007 Budget Speech to further assist the development of social enterprises by facilitating their participation in tenders of Government contracts, only six service contracts with a total contract sum of \$660,110 were offered by Government departments to social enterprises through MCO(R) in 2006-2007; the details are in **Appendix XI**.

6.9 Members are of the view that the Administration should take the lead in employing PWDs to set a good example for NGOs, public bodies and private enterprises. The small number of service contracts offered by Government departments to social enterprises through MCO(R) does not accord with its proclaimed policy to promote social enterprises. As the Financial Services and the Treasury Bureau is responsible for formulating policies and devising guidelines for the procurement of services by Government departments, the Subcommittee has put forward its proposal to the Secretary for Financial Services and the Treasury for setting a minimum percentage or amount of services procured by individual Government departments to social enterprises by restricted tender.

6.10 In his reply to the Subcommittee, the Secretary for Financial Services and the Treasury has stated that the Government procurement policy is that procurement should premise on the principles of fair and open competition, value for money, transparency and public accountability. The current Government procurement system has already allowed the flexibility for bureaux and departments to procure services from NGOs employing PWDs through restricted tender. For example, the Leisure and Cultural Services Department has reserved

Chapter VI - Employment opportunities for persons with disabilities

refreshment/catering outlets in nine venues for this purpose and 36 rehabilitation NGOs are on SWD's predetermined list. EDB and Home Affairs Department have each offered a similar venue for restricted tender by those 36 rehabilitation NGOs. The Marking Schemes of some service contracts will award additional marks to tenderers employing more PWDs. Given the diversity of services/products procured by the Government, it would not be practicable or appropriate for the Financial Services and the Treasury Bureau to require all bureaux/departments to set aside a certain percentage or amount of their services for NGOs or social enterprises employing PWDs.

Tax incentives

6.11 To encourage the employment of PWDs by the private sector, some deputations have suggested the provision of tax incentives. Members have requested the Administration to examine the viability of introducing tax incentives as a positive encouragement measure for promoting the employment of PWDs. In the view of the Administration, under the existing provisions of the Inland Revenue Ordinance (Cap. 112), all costs related to the employment of staff (for both PWDs and able-bodied people) are already deductible in ascertaining the employer's assessable profits. Any enhanced tax deduction for the employment of PWDs would be against the basic taxation principle. Given Hong Kong's low-tax regime, the tax savings provided by such tax concessions are unlikely to be significant.

Employment indicators

6.12 The Subcommittee considers that being the largest employer in Hong Kong, the Administration should take the lead in employing PWDs to help them integrate into the community. However, as at 31 March 2007, there were only 3 263 disabled civil servants, representing around 2.1% of the strength of the civil service. The number of PWDs employed on non-civil service terms was 310.

6.13 Members consider the employment of PWDs by Government subvented organizations (GSOs) and statutory bodies even more disappointing. Since May 2003, LWB had mobilized all relevant policy bureaux to encourage over 360 GSOs and statutory bodies to formulate a recruitment policy and an employment indicator for PWDs and to announce the number of PWDs employed in their annual reports. Tracking surveys were conducted to follow up the above efforts, and the latest one in December 2007 covered a total of 272 GSOs and statutory bodies. A total of 201 replies were received. Only 64 organizations (32%) had formulated policies and procedures regarding employment of PWDs; 13 organizations (6%) had set up an employment indicator of 2% on average; and 17 organizations (8%) had announced the numbers of PWDs employed in their annual reports.

Chapter VI - Employment opportunities for persons with disabilities

6.14 To rectify the unsatisfactory situation, members have suggested that each GSO should set a target of having 2% disabled employees in three years' time, failing which GSOs would have to bear the consequence of a reduced subvention.

6.15 The Rehabilitation Advisory Committee and its Subcommittee on Employment had discussed the Subcommittee's suggestion. In their view, imposing punishment on GSOs for failing to meet the target of employing PWDs, especially through reduction of their subvention, was not an appropriate measure for achieving the purpose of employing more PWDs. Reduced subvention will only affect the quality and quantity of their services provided to users including PWDs.

6.16 To address the concern about reduced subvention, members have proposed an alternative of withholding 2% of the annual subvention for GSOs and statutory bodies with 50 or more employees until they have achieved the employment target of having 2% of disabled employees. For GSOs and statutory bodies with less than 50 employees, they should be required to use 2% of their annual subvention for procuring the services from PWDs.

6.17 The Subcommittee on Employment of the Rehabilitation Advisory Committee discussed the Subcommittee's alternative proposal at its meeting on 18 April 2008. Again, members of the Subcommittee on Employment consider the alternative proposal not a positive and appropriate measure for achieving the purpose of promoting the employment of PWDs. In their view, should the alternative proposal be adopted, PWDs will be perceived as a liability, making them difficult to be accepted by their peers at work. They have suggested instead that positive encouragement measures, such as giving recognition to good employers and sharing of good practice, will be more effective in promoting the employment of PWDs in GSOs and statutory bodies.

6.18 Given the disappointingly few number of GSOs and statutory bodies which have formulated policies and procedures regarding the employment of PWDs and set up an employment indicator, members are of the view that the names of the GSOs and statutory bodies covered in the tracking surveys conducted by LWB and their responses or lack of responses should be made public. This will be a positive measure to give due recognition to those GSOs and statutory bodies which have taken actions to promote the employment opportunities for PWDs, and at the same time, create deterrent effect on those which have refused to take measures on a voluntary basis in this regard.

Employment quota

6.19 Some members of the Subcommittee are of the view that an employment quota for PWDs by legislation may need to be considered should the implementation of employment indicators on a voluntary basis fail to achieve the intended purpose. An employment quota should be implemented on a progressive basis, starting with Government bureaux and departments, to be followed by GSOs, statutory bodies and then private enterprises. There is a suggestion that each set-up with every 50 employees should employ two PWDs under the employment quota system.

6.20 The Administration has reservations about the introduction of a quota system. According to the Administration, such a quota system has not been proven successful overseas in helping PWDs find jobs. For example, the United Kingdom had abolished its quota system after reviewing its effectiveness. Under a mandatory employment system, PWDs will be perceived as a liability, making them difficult to be accepted by their peers at work. PWDs should be helped to find appropriate jobs on the basis of their abilities rather than disabilities. Moreover, a large majority of companies in the private sector are small and medium-sized enterprises. Imposing an employment quota on them will adversely affect their operation. If they were to be exempted, then a quota system could hardly achieve the desired outcome.

Chapter VII - Recommendations

Recommendations

7.1 The Subcommittee has identified various areas for improvement in the provision of education and related services for students with SEN. The Subcommittee recommends that the Administration should -

Integrated education

- (1) provide administrative support and additional resources to encourage each ordinary school to admit students mainly with one to two specified types of SEN to facilitate the development of expertise by schools. The principle of "funding following the student" should be adopted for both primary and secondary schools under which the school will receive tier-3 support for the enrolment of every student with autistic spectrum disorder or attention deficit/hyperactivity disorder for hiring resource teachers or teaching assistants;
- (2) provide supply teachers to schools to facilitate their serving teachers to attend professional development courses on SEN;
- (3) establish pedagogy research and resources development centres to facilitate dissemination of pedagogies and develop teaching kits and learning software for students with different types of SEN;
- (4) second professional officers from EDB to Government and aided schools to assist in curriculum adaptation and differential teaching for students with SEN;
- (5) allocate resources to HKEAA to provide special examination arrangements and accommodation for students with SEN with regard to their specific types of disabilities;
- (6) increase the number of SOSs, reduce their class size to 20 students to enhance the effectiveness of student learning, and provide an option for SOSs to run as special schools;
- (7) enhance publicity to the cross-sector school transfer mechanism for handling requests for transfer of students with SEN in ordinary schools to special schools and vice versa;

Chapter VII - Recommendations

Education for students with SpLD

- (8) implement expeditiously the arrangement agreed by EDB and DH for EDB to take up the assessment of all suspected SpLD cases in both public sector primary and secondary schools;
- (9) make a pledge on the waiting time for conducting assessment on students suspected to have SpLD by psychologists;
- (10) complete expeditiously the review on assessment criteria on SpLD to ensure their compliance with the international standards;
- (11) provide the full assessment report on students with SpLD to their parents and, with the parents' consent, to the schools concerned;
- (12) require schools to report the progress of students with SpLD to parents in a standardized manner on Parents' Days or on other suitable occasions;

Education for NCS children with SEN

- (13) review critically and expeditiously the policy on the provision of education for NCS children with SEN;
- (14) review the practicability of integrated education for NCS children with SEN in schools adopting Chinese as the medium of instruction;
- (15) increase funding to ESF to enable its provision of more learning support classes in its mainstream schools and more places in The Jockey Club Sarah Roe School to admit students on its waiting list;
- (16) provide appropriate support for international schools to share the responsibility for providing education for NCS children with SEN;

NSS and higher education academic structure

- (17) provide ID students with 10 years of basic education, as in the case of HI and PD students;
- (18) encourage special schools to collaborate and share resources with other special schools and/or ordinary schools in the vicinity in order to provide a wider range of NSS subjects;

Chapter VII - Recommendations

- (19) design the NSS(ID) curriculum with the objective of enabling students to pursue post-school learning or take up meaningful employment;
- (20) collaborate with service providers to explore the possibility of offering a wider range of ApL courses for ID students;
- (21) plan the necessary conversion works for existing special schools to ensure the availability of sufficient classrooms and facilities for providing the new NSS and NSS(ID) curriculum;
- (22) request the UGC-funded institutions to consider exempting students with SEN from fulfilling certain entry requirements having regard to their disabilities;
- (23) set up a task group to coordinate the provision of support for students with SEN in post-secondary institutions;
- (24) establish a dedicated fund for tertiary institutions to procure equipment and services to support students with SEN in learning;
- (25) take a proactive attitude in providing resources and support to facilitate the establishment and operation of more community colleges;

Boarding service

- (26) review the merits of planning for the provision of boarding places for PD students on a territory-wide instead of on a regional basis;
- (27) review the policy of processing applications for boarding placement in special schools centrally by EDB instead of by individual special schools;
- (28) provide regular updates on EDB's website on the allocation of boarding places in special schools which should include information on the number of eligible applicants on the waiting list and the date of their applications;
- (29) review the demand for boarding service and, in the light of the demand, adjust the capacity of boarding sections of special schools operating five-day or seven-day;

Chapter VII - Recommendations

- (30) expedite the construction of the two 60-place boarding sections for PD students in NT East and NT West;
- (31) provide air-conditioning for the boarding sections of special schools;
- (32) re-examine the feasibility of making use of vacant flats in public housing estates to set up small boarding sections, e.g. 25 places;
- (33) maintain the boarding fees in special schools at a level affordable by low-income families;

Residential respite service

- (34) re-consider the merits and feasibility of providing residential respite service by special schools with a boarding section instead of by RCHDs;
- (35) allocate additional resources to NGOs for extending residential respite service in RCHDs to PWDs below the age of 15;
- (36) increase the number of RCHDs to admit PWDs below the age of 11 or with aggressive behaviour or severe disabilities requiring intensive care;
- (37) designate EDB as the policy bureau for arranging residential respite service for PWDs below the age of 15 who have been certified as genuinely requiring such service but cannot be accommodated by RCHDs under the extension scheme;

Employment opportunities

- (38) take the lead in encouraging Government departments, GSOs and statutory bodies to employ PWDs;
- (39) consider setting a certain percentage or amount of services procured by policy bureaux and Government departments from social enterprises employing PWDs by restricted tender;
- (40) explore feasible options for providing tax incentives to encourage the employment of PWDs by private organizations;

Chapter VII - Recommendations

- (41) require GSOs and statutory bodies to set an employment target of having 2% of disabled employees which should be reached by phases;
- (42) publish the names of GSOs and statutory bodies which have and have not met the employment target;
- (43) publish the unemployment rate of PWDs at regular intervals to reflect the effectiveness of the various measures to support PWDs in seeking employment;
- (44) strengthen the support for PWDs in seeking open employment, such as by increasing the diversity of job types for and extending the time for retaining the personal files on PWDs registered with the Selective Placement Division of LD, providing courses in the Skills Centres of VTC to tie in with the manpower market, and reinstating the Youth Ambassador Scheme to provide opportunities for enhancing the skills of participants for open employment;
- (45) reinforce public education on the abilities and employability of PWDs; and
- (46) consider establishing an inter-departmental team to coordinate and oversee vocational training for PWDs.

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

Membership list

Chairman Dr Hon Fernando CHEUNG Chiu-hung

Members Hon LEE Cheuk-yan
Hon Mrs Selina CHOW LIANG Shuk-ye, GBS, JP
Hon CHEUNG Man-kwong
Hon CHAN Yuen-han, SBS, JP
Hon LEUNG Yiu-chung
Hon Jasper TSANG Yok-sing, GBS, JP
Hon Audrey EU Yuet-mee, SC, JP

(Total : 8 Members)

Clerk Miss Odelia LEUNG

Legal Adviser Mr Kelvin LEE

**List of organizations and individuals
which/who have given oral and/or written views to the Subcommittee**

The organizations and individuals which/who have given oral views

1. Alliance on Employment Quota System of Persons with Disabilities
2. Amity Mutual Support Society
3. California School
4. Caritas - Hong Kong Youth & Community Service
5. CCC Kei Shun Special School
6. CCC Kei Shun Special School Parents Staff Association
7. Concern Group on Integrated Education
8. Democratic Alliance for the Betterment and Progress of Hong Kong
9. Division of Educational Psychology, Hong Kong Psychological Society
10. Education Convergence
11. English Schools Foundation
12. Equal Opportunities Commission
13. EVI Service Ltd
14. Faculty of Health and Social Science, The Hong Kong Polytechnic University
15. Focus On Children's Understanding in School
16. Growing Together
17. Haven of Hope Sunnyside School
18. Heep Hong Society
19. Heep Hong Society Parents Association
20. Heep Hong Society Parents Association Concern Group for Inclusive Education
21. Home-School Support Projects for Students with Dyslexia
22. Hong Kong Academy
23. Hong Kong Association for Parents of Persons with Physical Disabilities
24. Hong Kong Association for Specific Learning Disabilities
25. Hong Kong Blind Union
26. Hong Kong Christian Service Chih Ai Parent's Association
27. Hong Kong Council of Social Service
28. Hong Kong Federation of The Blind
29. Hong Kong Joint Council for People with Disabilities
30. Hong Kong Society of Child Neurology and Developmental Paeditrics
31. Hong Kong Special Schools Council
32. Hong Lok Yuen International School
33. Kellet School
34. Korean International School
35. Network on Services for Pre-school Disabled Children

36. Parent Association of 'Manulife Centre for Children with Specific Learning Disabilities'
37. Parents' Alliance on Special Education System
38. Parents' Concern Group on Private Hostel for the Mentally Handicapped
39. Parents Concerned Group – Integrated Education
40. Rainbow Project Co. Ltd.
41. Rehabilitation Alliance Hong Kong
42. Rights & Service Advocacy Group of the Hong Kong Joint Council of Parents of the Mentally Handicapped
43. Special Education Society of Hong Kong
44. Specific Learning Difficulties Secondary School Concern Group
45. Suen Mei Speech and Hearing Centre
46. Support Group on Integrated Education
47. The American Chamber of Commerce in Hong Kong
48. The Association of Parents of the Severely Mentally Handicapped
49. The Child Development Centre
50. The Hong Kong Down Syndrome Association
51. The Hong Kong Joint Council of Parents of the Mentally Handicapped
52. The Hong Kong Primary Education Research Association
53. The Nesbitt Centre
54. The Parents' Association of Autistic Children in Mainstream Education
55. The Parents' Association of Pre-school Handicapped Children
56. The Parents' Association of Pre-School Handicapped Children - Special Education Group
57. The Parents' Association of Pre-School Handicapped Children (Group of Skill Training School)
58. The Parents' Association of Pre-School Handicapped Children (Mainstream Education Group)
59. The Springboard Project Ltd.
60. Watchdog Ltd / Watchdog Early Learning and Development Centre
61. 「傷健」學生新學制後入讀大學關注小組
62. 「爭取肢體弱能學校開辦住宿/暫宿服務」關注組
63. 多重殘障人士家長關注小組
64. 明愛達言學校家教會關注小組
65. 肢體弱能學校家長小組
66. 肢體殘障人士關注小組
67. 殘疾人士私營院舍關注組
68. 視障家長關注教育改革組
69. Miss FUNG Lai-yee
70. Miss LEUNG Wai-ying
71. Miss TAM Pui-yee
72. Mr Albert LEUNG Man-wai
73. Mr Andy CHIU
74. Mr Edward Bunker
75. Mr John Greene

76. Mr John Zimmerman
77. Mr LAU Shing-shun
78. Mr TSUI To
79. Mrs CHOI TOU Tak-lam
80. Mrs CHUNG LAU Ping
81. Ms Alice Miao
82. Ms Eva Griffith
83. Ms FUNG Chun-lin
84. Ms LAU Man-kwan
85. Ms LEUNG
86. Ms TAM Sau-wah

The organizations and individuals which/who have given written views

1. HKCWC Fung Yiu King Memorial Secondary School
2. Shatin Tsung Tsin Secondary School
3. The Hong Kong Special School Boarding Care Staff Association
4. 心光恩望學校家教聯會
5. 明愛樂務綜合職業訓練中心「關注殘疾人士就業家長小組」
6. Mr David TANG
7. Mr KWOK Sing-nam

**Number of students with SEN in
Government and aided primary and secondary schools
(as at 15 September 2007)**

SEN Type	Primary	Secondary
Specific Learning Difficulties	5 450	2 330
Intellectual Disability	630	340
Autism Spectrum Disorders	770	170
Attention Deficit/ Hyperactivity Disorder	780	140
Physical Disability	120	60
Visual Impairment	40	60
Hearing Impairment	370	480
Speech and Language Impairment	1 180	40
Total	9 340	3 620

Category, approved capacity and enrolment of aided special schools
(as at 15 November 2007)

Category of Special Schools	No. of Special Schools			Approved Capacity in 2007-2008 School year	Enrolment	No. of Schools Offering Mainstream Curriculum	No. of Schools Offering Curriculum for Students with Intellectual Disability
	With Primary Session Only	With Secondary Session Only	With both Primary and Secondary Sessions				
VI Schools	0	0	2	195	157	1	1
HI Schools	0	0	2	250	204	2	0
HS	0	0	1	308	378	1	0
Mi cum Mo ID Schools	0	0	7	1 780	1 669	0	7
MiID Schools	0	0	10	1 960	1 708	0	10
MoID Schools	0	0	14	1 110	1 042	0	14
SID Schools	0	0	10	848	772	0	10
SSD	1	3	3	1 020	840	7	0
PD Schools	0	0	7	860	800	7	0
Total	60			8 331	7 570	60	

Special education in California, Ontario, England, Taiwan and Hong Kong

	California	Ontario	England	Taiwan	Hong Kong
Background information					
Number of students with SEN	679 648 in 2006-2007.	Approximately 290 000, as at 2007.	1 562 540, as at January 2007.	85 947, as at July 2007.	20 408, as at 2007.
Category of disability	<ul style="list-style-type: none"> • Specific learning disability; • Speech or language impairment; • Mental retardation; • Emotional disturbance; • Autism; • Orthopaedic impairment; • Hard of hearing; • Multiple disabilities; • Visual impairment; • Deaf; • Traumatic brain injury; • Deaf-blind; and • Other health impairment. 	<ul style="list-style-type: none"> • Behaviour; • Communication: <ul style="list-style-type: none"> (a) Autism; (b) Deaf and hard-of-hearing; (c) Language impairment; (d) Speech impairment; and (e) Learning disability; • Intellectual ability: <ul style="list-style-type: none"> (a) Giftedness; (b) Mild intellectual disability; and (c) Developmental disability; • Physical: <ul style="list-style-type: none"> (a) Physical disability; (b) Blind and low vision; and (c) Deaf-blind; and • Multiple exceptionalities. 	<ul style="list-style-type: none"> • Moderate learning difficulty; • Behaviour, emotion and social difficulties; • Specific learning difficulty; • Speech, language and communications needs; • Autistic spectrum disorder; • Severe learning difficulty; • Physical disability; • Hearing impairment; • Profound and multiple learning difficulty; • Visual impairment; • Multi-sensory impairment; and • Other difficulty/disability. 	<ul style="list-style-type: none"> • Language disorder; • Hearing impairment; • Visual impairment; • Physical handicap; • Health impairment; • Learning disability; • Severe emotional disturbance; • Mental retardation; • Autism; • Development delay; • Multiple impairment; and • Other significant handicap. 	<ul style="list-style-type: none"> • Hearing impairment; • Visual impairment; • Physical disability; • Intellectual disability; • Attention deficit and hyperactivity disorder; • Autistic spectrum disorder; • Specific learning difficulties; and • Speech and language impairment.

	California	Ontario	England	Taiwan	Hong Kong
Background information (cont'd)					
Age limit when special education is available	3 to 22.	6 to 18.	5 to 19.	From 3 onwards. Information on the upper age limit is not available.	6 to 18.
Responsible authority	The California Department of Education (CDE).	The Ontario Ministry of Education.	Local Education Authority (LEA).	The Ministry of Education.	The Education Bureau (EDB).
Relevant legislation	<u>State level</u> <ul style="list-style-type: none"> • California Education Code. <u>Federal level</u> <ul style="list-style-type: none"> • No Child Left Behind Act; • Individuals with Disabilities Education Act; and • Individuals with Disabilities Education Improvement Act. 	Ontario Education Act.	<ul style="list-style-type: none"> • Education Act 1996; • Special Educational Needs and Disability Act 2001 (SENDA); and • Disability Discrimination Act 2001. 	<ul style="list-style-type: none"> • Act of Special Education; and • Physically and Mentally Disabled Citizens Protection Act. 	<ul style="list-style-type: none"> • Education Ordinance; • Education Regulations; and • Disability Discrimination Ordinance.

	California	Ontario	England	Taiwan	Hong Kong
Distribution of students with special educational needs					
Number of students with SEN in special education schools	8 134, as at 2005.	805, as at 2004.	84 170, as at 2007.	6 192, as at 2007.	7 448, as at 2007.
Number of students with SEN in non-special education schools	613 639, as at 2005.	275 626, as at 2004.	1 478 370, as at 2007.	79 755, as at 2007.	12 960, as at 2007.
Percentage of students with SEN in special education schools over total number of students with SEN	1.3%, as at 2005.	0.3%, as at 2004.	5.4%, as at 2007.	7.2%, as at 2007.	36.5%, as at 2007.
Percentage of students with SEN in non-special education schools over total number of students with SEN	98.7%, as at 2005.	99.7%, as at 2004.	94.6%, as at 2007.	92.8%, as at 2007.	63.5%, as at 2007.
Enrolment ratio of students with SEN in special education schools to non-special education schools	1:75, as at 2005.	1:342, as at 2004.	1:18, as at 2007.	1:13, as at 2007.	1:1.7, as at 2007.

	California	Ontario	England	Taiwan	Hong Kong
Assessment for special educational needs					
When assessment for SEN takes place	Statutory requirement: within 60 days once parents have given consent.	Statutory requirement: the principal must provide the parents a written statement indicating when the Identification, Placement and Review Committee (IPRC) will meet, within 15 days of receiving a written request from the parents.	No statutory time limit for the assessment. Normally, the LEA decides within six weeks whether it will make such an assessment. Once an LEA decides to assess a child for a statement, it gives the parents a proposed or draft statement within a further 12 weeks. When the parent is given a draft statement, the LEA then considers any comments the parents may make about the statement, and must give the parents a final statement within a further eight weeks.	Information not available.	No statutory time limit for the assessment but the professionals, such as educational psychologists, psychiatrist, medical doctors, audiologists and speech therapists, will exercise their judgment and prioritize assessment for the students such that their well-being will not be jeopardized.
Team responsible for assessing students	The Individualized Education Program Team.	IPRC.	LEA.	Committee for the assessment of children with special needs and teaching aid.	EDB and the Department of Health.
Frequency of re-assessment for SEN	At least once every three years but not more than once a year, unless the child's teachers, parents or the local education agency make a request.	At least once a year.	At least once a year.	Once every two years.	Re-assessment is usually done when there are significant changes in the students' performance and hence a review of their educational needs is necessary.

	California	Ontario	England	Taiwan	Hong Kong
Individual education plan					
Availability of an individual education plan	The Individualized Education Program (IEP(US)).	The Individual Education Plan (IEP(CA)).	The Individual Education Plan (IEP(UK)).	The Individualized Education Program (IEP(TW)).	The Individualized Education Programme (IEP(HK)).
Required by legislation	Yes, required by the California Education Code.	Yes, required by Regulation 181/98 of the Ontario Education Act.	Nil.	Yes, required by the Act of Special Education.	No, the establishment of IEP(HK) is an educational, but not statutory requirement.
Personnel responsible for developing an individual education plan	The Individualized Education Program Team.	Principal/vice principal, special education teacher, classroom teacher, teacher-advisor and non-teaching specialist.	The SEN co-ordinator, head teacher and subject teacher.	School administration personnel, teacher and other professional specializing in special education or related fields.	Student support team with the school head or deputy head, the curriculum development teacher, subject teacher, resource teacher, student guidance personnel and non-teaching specialist.
When an individual education plan takes place	60 days from the date of receipt of the parent's written consent for assessment.	An IEP(CA) must be completed within 30 days after the student has been placed in the special education programme.	Information not available.	Developed by school within one month after the semester begins.	In mainstream schools, an IEP(HK) is usually recommended by specialists after detailed assessment. In special education schools, schools may initiate an IEP(HK) under their own policies and practices.
Frequency of review of an individual education plan	At least once a year.	At least once in every reporting period, and the school can have two to three reporting periods within a school year.	At least twice a year.	At least once per semester.	Two to three times per year.

	California	Ontario	England	Taiwan	Hong Kong
Staff					
Teacher-to-student ratio	In 2004-2005 school year, teacher-to-student ratios were: <ul style="list-style-type: none"> • age 0 to 2 – 1:12; • age 3 to 5 – 1:33; and • age 6 to 22 – 1:19. 	Information not available.	Information not available.	Information not available.	As at 15 September 2007: <ul style="list-style-type: none"> • teacher-to-student ratio in special education schools was 1:5.5; and • Non-teaching specialist-to-student ratio in special education schools was 1:16.6.
Qualification	Special education teacher: <ul style="list-style-type: none"> • holds a minimum of a bachelor's degree; • completes the California High Objective Uniform State Standard of Evaluation for the subjects he/she teaches within two years from date of employment; and • has a full state certification or be enrolled in an approved education intern programme while teaching. 	Information not available.	Teachers who teach in a class of students with hearing impairment, visual impairment or multi-sensory impairment must possess Mandatory Qualifications in addition to a Qualified Teacher Status.	Information not available.	Teachers with recognized initial teacher training are qualified to teach students with SEN.

	California	Ontario	England	Taiwan	Hong Kong
Staff (cont'd)					
Training	Information not available.	Information not available.	The Training and Development Agency for Schools has published the "National SEN Specialist Standards", and produced a CD-ROM "Identifying your Training Needs for Teaching Pupils with SEN" to help teachers identify specific training and development needs.	Information not available.	EDB has put in place a five-year teacher professional development framework on integrated education since the 2007-2008 school year. Under the framework, structured basic, advanced and thematic courses are offered and teachers in both special schools and ordinary schools are encouraged to attend. Seminars and workshops on specific topics related to SEN are also mounted by EDB throughout a school year.

	California	Ontario	England	Taiwan	Hong Kong
Performance assessment					
Separate performance assessment for students with SEN from mainstream students	The California Alternate Performance Assessment.	Nil.	Nil.	Information not available.	Nil.
Special accommodation for students with SEN during performance assessment	Yes.	Yes.	Yes.	Yes.	Yes.
Integration					
Required by legislation	Yes, required by the Individuals with Disabilities Education Act and the California Education Code.	Yes, required by Regulation 181/98 of the Ontario Education Act.	Yes, required by SENDA and the Disability Discrimination Act 2001.	Yes, required by the Act of Special Education.	No explicit legislation but the Disability Discrimination Ordinance makes it unlawful for educational establishments to discriminate against a person with a disability unless there is an unjustifiable hardship for the educational establishments.
How long has integration been in place	Since 1975.	Since the 1970s.	Since 1976.	Since 1967.	Since the 1970s.
Grant/award incentive by the relevant authority	Yes, the State Improvement Grant awarded by CDE.	Yes, an award for exemplary practice in integration by the Ontario Ministry of Education.	Nil.	Nil.	Nil.

	California	Ontario	England	Taiwan	Hong Kong
Parental participation					
Parental rights	<ul style="list-style-type: none"> • Participate in the development of IEPs(US); • Receive prior written notices of assessment and placement; • Parental consent required before assessment and provision of service; • Right to refuse to consent; • Right to receive independent educational assessments; • Right to access the educational records; and • Be informed of policies regarding children attending private schools. 	<ul style="list-style-type: none"> • Be consulted in the development and review of an IEP(CA); • Receive a copy of an IEP(CA); • Receive a copy of a Parents' Guide to Special Education; and • Participate in all IPRC discussions about the children. 	<ul style="list-style-type: none"> • Be involved in identifying the children's needs and making decisions about the children's education; • Be offered advice and support on SEN matters; and • Be offered resolution services in resolving disputes with the school or LEA. 	<ul style="list-style-type: none"> • Attend the relevant hearings about the children; • Participate in the programme design of an IEP(TW) and education placement; • Become members of a consultative committee to enhance the development of special education and facilitate the process of resolving complaints; • Receive information, consultation, counselling, and parent education services offered by the school; and • Become members of the school parent association. 	<ul style="list-style-type: none"> • Be involved in the choice of school placement; • Work closely together with schools via Parent-Teacher Associations in schools; • Participate in school meetings to establish and review the learning goals and progress of students; and • Be involved in the design of IEPs(HK).

	California	Ontario	England	Taiwan	Hong Kong
Appeal					
Underpinned by legislation	Yes, by the Individuals with Disabilities Education Act.	Yes, by Regulation 181/98 of the Ontario Education Act.	Yes, by the Education Act 1996.	Yes, by the Physically and Mentally Disabled Citizens Protection Act.	No, but the Code of Practice on Education provides practical guidelines on how to develop policies to prevent disability discrimination.
Appeal process	<p>Parents can:</p> <ul style="list-style-type: none"> file a complaint with CDE if they believe the child's school district has violated the law; consider settling disputes through mediation; or request a due process hearing if they are not satisfied with the CDE decision and/or mediation. 	<p>Parents can:</p> <ul style="list-style-type: none"> file an appeal against IPRC decisions or its reviews with the secretary of the school board, who will set up a special education appeal board; consider settling disputes through mediation; or further appeal to the Special Education Tribunal (SET) if they are not satisfied with the school board decision and/or mediation. 	<p>Parents can appeal to the Special Educational Needs and Disability Tribunal (SENDIST) if they disagree with the decisions made by LEA.</p>	Information not available.	<p>Parents can participate in a mediation mechanism where they can file a disability discrimination case with EDB. Upon receipt, the Regional Education Office of EDB will study the details from relevant parties and arrange a mediation meeting for the parents and the school representative within two weeks to work out a solution and reach a settlement. If the dispute fails to be resolved in mediation meetings, EDB would consult outsiders in the form of a Case Study Group. The Group is tasked with the responsibility to review the case, explore solutions and put forward mediation proposals to EDB. EDB will then decide on how to proceed with the settlement after considering the proposals made by the Case Study Group, their practicability, resources implications and other related factors.</p>

	California	Ontario	England	Taiwan	Hong Kong
Appeal (cont'd)					
Time limit in filing appeal	Request for a due process hearing must be filed within three years from the date that the parents know or have reason to know of the facts that are the basis for the hearing request.	Request for an appeal against IPRC decisions or its reviews must be filed with the secretary of the school board within 30 days of receiving the IPRC's statement of decision; or within 15 days of receiving the IPRC's statement of decision arising out of a follow-up meeting with the IPRC.	Request for an appeal must be filed within two months to SENDIST, starting from the time when the LEA concerned sends its final written decision to the parents.	Information not available.	No time limit.
Number of appeals received	Information not available.	SET received 10 appeals in 2005.	SENDIST received 3 110 appeals in 2006-2007.	Information not available.	In 2007, there was no formal written complaint that the mediation mechanism had to handle.
Type of appeals received	Information not available.	<ul style="list-style-type: none"> • Against identification and/or placement (90%); and • Unknown (10%). 	<ul style="list-style-type: none"> • Against content of the statement (48%); • Against refusal to assess (40%); • Against refusal to make a statement (8%); • Against decision to cease to maintain a statement (2%); • Against refusal to re-assess (2%); • Against refusal to change the name of the school (1%); and • Against failure to name a school (0.03%). 	Information not available.	Not applicable.
Outcome of appeals	Information not available.	<ul style="list-style-type: none"> • 80% still on-going as at 2006; • 10% was ruled out of jurisdiction of SET; and • 10% withdrawn. 	<ul style="list-style-type: none"> • 30% issued a decision; • 2% struck out; • 30% conceded; and • 38% withdrawn. 	Information not available.	Not applicable.

	California	Ontario	England	Taiwan	Hong Kong
Funding					
Legislation in place to regulate the amount of funding for special education	Yes, under the Individuals with Disabilities Education Improvement Act, the federal government has established a seven-year path to reach the spending goal of financing 40% of the additional cost of educating children with disabilities.	Nil.	Nil.	Yes, under the Act of Special Education, the annual special education budget of the central government shall account for no less than 3% of the sum allotted to education spending, while the annual special education budget of the local government shall account for no less than 5% of the sum allotted to education spending.	Nil.
Amount and percentage of funding on special education with respect to total education budget	US\$3.9 billion (HK\$30.4 billion) ⁽¹⁾ , which was 7.5% of the total state education budget in 2005.	CAN\$2.1 billion (HK\$15.3 billion) ⁽²⁾ , which will be 12% of the total state education budget in 2008-2009.	£4.5 billion (HK\$70.3 billion) ⁽³⁾ , which was 13% of the total education budget in 2006-2007.	<ul style="list-style-type: none"> • NT\$6.29 billion (HK\$1.52 billion)⁽⁴⁾, which was 4.3% of the total education budget of the central government in 2007; and • For Taipei City, NT\$2.8 billion (HK\$678 million), which was 5.3% of the local education budget of Taipei City in 2007. 	HK\$1.3 billion, which is 2.6% of the total funding for education under the General Revenue Account (GRA) in 2007-2008 ⁽⁵⁾ .

Notes: (1) The average exchange rate of US\$ to HK\$ for 2007 was US\$1 = HK\$7.801.

(2) The average exchange rate of CAN\$ to HK\$ for 2007 was CAN\$1 = HK\$7.30.

(3) The average exchange rate of £ to HK\$ for 2007 was £1 = HK\$15.62.

(4) The average exchange rate of NT\$ to HK\$ for 2007 was NT\$1 = HK\$0.242.

(5) According to EDB, the expenditure on education comprises recurrent expenditure and capital expenditure (non-works items) under GRA, capital expenditure under the Capital Works Reserve Fund (mainly for capital works projects) and Loan Fund. As the expenditure under the Capital Works Reserve Fund and Loan Fund fluctuates considerably year to year, EDB considers it more meaningful to provide the information on recurrent expenditure and capital expenditure under GRA only.

	California	Ontario	England	Taiwan	Hong Kong
Funding (cont'd)					
Cost per student with SEN in mainstream schools	US\$12,525 (HK\$97,707) in 1999-2000.	Information not available.	Information not available.	Information not available.	Information not available.
Cost per student with SEN in special education schools		CAN\$70,000 (HK\$511,000) in 2004-2005.	Information not available.	Information not available.	HK\$152,450 in 2007-2008.
Cost per student without SEN in mainstream elementary schools	US\$6,556 (HK\$51,143) in 1999-2000.	CAN\$7,841 (HK\$57,239) in 2004-2005.	Information not available.	NT\$84,890 (HK\$20,543) in 2005.	HK\$28,410 in 2007-2008.
Cost per student without SEN in mainstream junior high schools		CAN\$9,055 (HK\$66,102) in mainstream secondary schools in 2004-2005.	Information not available.	NT\$99,556 (HK\$24,093) in 2005.	HK\$36,200 in mainstream secondary schools in 2007-2008.
Cost per student without SEN in mainstream high schools			Information not available.	NT\$171,273 (HK\$41,448) in 2005.	
Transition programme					
Transition programme included as part of the individual education plan	Yes.	Yes.	No, but the transition programme is included as part of the statement of SEN.	Yes.	Yes.

**Number of students with SpLD assessed and
followed up by EDB from the 2000-2001 to 2006-2007 school years**

School Year	No. of Students
2000-2001	461
2001-2002	948
2002-2003	980
2003-2004	1 360
2004-2005	3 685
2005-2006	6 630
2006-2007	8 869

Note: The data from the 2000-2001 to 2002-2003 school years refer to cases assessed by educational psychologists (EPs) of EDB only whereas the data from the 2003-2004 school year onwards cover the number of students assessed to have SpLD by EPs of EDB as well as by the Outsourced Educational Psychology Service.

Appendix VII

Number of students with SEN enrolled in UGC-funded sub-degree/undergraduate programmes
from 2003-2004 to 2007-2008 academic years

Level of study	Institution	Academic year				
		2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Sub-degree	City University of Hong Kong	12	10	6	5	3
	The Hong Kong Polytechnic University	3	2	6	7	7
	Sub-total	15	12	12	12	10
Undergraduate	City University of Hong Kong	9	11	10	5	4
	Hong Kong Baptist University	10	14	10	18	21
	Lingnan University	6	2	4	7	10
	The Chinese University of Hong Kong	20	16	12	17	23
	The Hong Kong Institute of Education	1	2	2	2	2
	The Hong Kong Polytechnic University	11	8	5	8	11
	The Hong Kong University of Science and Technology	25	23	29	39	45
	The University of Hong Kong	27	33	37	40	47
	Sub-total	109	109	109	136	163
Total		124	121	121	148	173

Source: Statistical returns to the University Grants Committee

Type and number of special schools with boarding sections
(as at end of 2007)

Type of special schools	Schools with boarding section
Visual impairment	2
Hearing impairment	1
Physical disability	2
Moderate intellectual disability	5
Severe intellectual disability	9
Total	19

**Summary of approved and rejected referrals for boarding placement
from 2004-2005 to 2006-2007 school years
(as at end of 2007)**

Category	Residential Placement	2004-2005 school year			2005-2006 school year			2006-2007 school year			Total
		5 - day	7 - day	Sub-total	5 - day	7 - day	Sub-total	5 - day	7 - day	Sub-total	
Schools for Children with Visual Impairment (VI Schools)	approved	14	2	16	1	5	6	13	1	14	36
	rejected	0	0	0	0	0	0	0	0	0	0
Schools for Children with Hearing Impairment (HI Schools)	approved	1	0	1	0	0	0	4	3	7	8
	rejected	0	0	0	0	0	0	0	0	0	0
Schools for Children with Physical Disability (PD Schools)	approved	9	3	12	15	10	25	34	13	47	84
	rejected	1	0	1	0	0	0	0	1	1	2
Schools for Children with Moderate Intellectual Disability (MoID Schools)	approved	14	3	17	22	7	29	44	23	67	113
	rejected	0	0	0	7	0	7	1	1	2	9
Schools for Children with Severe Intellectual Disability (SID Schools)	approved	19	15	34	30	7	37	44	42	86	157
	rejected	1	0	1	3	3	6	0	0	0	7
Total	approved	57	23	80	68	29	97	139	82	221	398
	rejected	2	0	2	10	3	13	1	2	3	18

**Boarding places in special schools and
number of students on the waiting list**
(as at 15 January 2008)

Type of special schools	Type of boarding places	Number of schools with boarding section	Number of boarding places	Number of students on the waiting list
Visual impairment	five-day	2	137	2
	seven-day [#]	2 [#]	21	1
Hearing impairment	five-day	1	15	0
	seven-day [#]	1 [#]	3	0
Physical disability	five-day	2	110	3
	seven-day [#]	1 [#]	60	8
Moderate intellectual disability	five-day	5	154	2
	seven-day [#]	3 [#]	100	11
Severe intellectual disability	five-day	9	309	7
	seven-day [#]	4 [#]	121	6

Remarks:

1. [#] Schools providing five-day boarding service are inclusive of those with seven-day provision
2. Residential care service subvented by the Social Welfare Department for students of Schools for Social Development is excluded.

Service contracts offered by Government departments to social enterprises through the Marketing Consultancy Office (Rehabilitation) in 2006-2007

Government Department	Contract Service	Contract Sum (\$)
Hong Kong Police Force	Police Car Wash (Kowloon West Regional Headquarters)	108,840
Hong Kong Police Force	Police Car Wash (New Territory South Regional Headquarters)	106,440
Home Affairs Department	Cleaning	226,900
Home Affairs Department	Cleaning	162,000
Customs and Excise Department	Pest Control and Cleaning	11,200
Customs and Excise Department	Repair and Maintenance	44,730
Total		660,110