

(Translation)

**Motion on  
“Re-formulating the special education policy”  
moved by Hon Cyd HO  
at the Legislative Council meeting  
of Wednesday, 11 November 2009**

**Motion as amended by Hon Tanya CHAN**

That the education policy for students with special education needs has all along been unsatisfactory and the support for them is inadequate, such students are facing increasingly acute difficulties under the new education system and various educational reform policies; the Education Bureau will stop subsidizing students with special education needs once they reach the age of 18, and this measure reflects the Administration’s failure to keep abreast of the latest development of special education; this Council urges the Administration to re-formulate the special education policy, which includes:

- (a) to abandon the mindset of addressing special education from the welfare perspective;
- (b) to redeploy resources to commission tertiary education institutions to conduct research on the local needs for special education, which will serve as the basis for re-formulating the policy;
- (c) to comprehensively assess the number of students with special education needs in the territory;
- (d) to review the facilities of special education schools and upgrade them according to the latest service needs and actual operation of such schools;
- (e) to ensure that each student with special education needs has the opportunity to study in a school which offers the new senior secondary school curriculum, and provide subvented education to mentally handicapped students until they are 22 years old;
- (f) to review the programme contents of teacher training and continuing education for professionals, provide suitable manpower training in accordance with the needs of special education schools and inclusive education, and allocate additional resources to provide support for more teachers to receive special education training;

- (g) to conduct assessments on special education needs for all young children in the territory, and provide as early as possible suitable treatment and support services to students with such needs;
- (h) to provide more resources to mainstream schools which offer places to students with special education needs, so that more dedicated staff members can be arranged to support such students to effectively integrate into school life and alleviate the pressure of teachers in their teaching work;
- (i) to provide additional resources to schools which offer places to students with special education needs and to non-government organizations which provide support services to such students, so as to enable them to provide better quality and more effective services, and formulate suitable mechanisms to ensure that such students can benefit;
- (j) to provide suitable learning environment for non-Chinese speaking students with special education needs, including the medium of instruction, facilities and other support;
- (k) to enhance public education to enable teachers and students of mainstream schools to gain a more in-depth understanding of students with special education needs, thereby creating an ideal environment for inclusive education; and
- (l) to provide more support for students with special education needs who are suffering from more than one type of disability.