



中華人民共和國香港特別行政區政府總部教育局  
Education Bureau

Government Secretariat, The Government of the Hong Kong Special Administrative Region  
The People's Republic of China

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19 June 2013

Ms Polly YEUNG  
Clerk to Education Panel  
Legislative Council Complex  
1 Legislative Council Road  
Central, Hong Kong

Dear Ms YEUNG

**Panel on Education**  
**Subcommittee on Integrated Education**

I refer to your letter dated 29 May 2013 requesting the Administration to provide a written response to the motion passed in the Panel on Education Subcommittee on Integrated Education meeting held on 27 May 2013. Our response is at the Annex.

Yours sincerely

A handwritten signature in black ink, appearing to be 'Hera CHUM'.

(Ms Hera CHUM)  
for Secretary for Education

## **Services for children/young people with special educational needs (SEN)**

The Government is committed to providing children and young people with special needs with different services and support, including medical, rehabilitation and education services. Different government departments have been duly assuming their duties and responsibilities by rendering services under their professional domains and in coordination with other departments:

- The Hospital Authority (HA) and the Department of Health (DH) are responsible for providing assessment and treatment for children with developmental disorders, as well as making referral and arrangements for appropriate rehabilitation services;
- The Social Welfare Department (SWD) provides early rehabilitation services for children with disabilities from birth to six years old in the special child care centres, the early education and training centres and the integrated program in kindergarten-cum-child care centres, as well as renders support to families with needs;
- The Education Bureau (EDB) provides early identification and appropriate learning support services for school-aged students with SEN, with a view to enhancing the effectiveness of their learning;
- The Hong Kong Assessment and Examinations Authority (HKEAA) organizes special examination arrangements for students with SEN to ensure that they can display their knowledge and skills in academic subjects with fairness.

2. The related support services transcend children/young people and stakeholders of different age groups. Provision of the required services by the respective professional departments has been an effective mode of service delivery.

### **Cross-departmental and cross-sector collaboration**

3. Under the existing mechanism, different government departments will form working groups/committees on issues that require cross-departmental collaboration, and representatives from other government departments and sectors will be invited to participate on a need basis. For instance, the Commissioner for Rehabilitation (C for R) is responsible for the formulation of policies on rehabilitation services, and coordination of all related government departments and non-government organisations (NGOs) on the service planning and implementation. A Rehabilitation Advisory Committee (RAC) including representatives from different departments and sectors has been formed to advise on the development, implementation and resource allocation for rehabilitation

services, and coordinate the services of government departments and NGOs to ensure that existing resources are put to the best use. The RAC comprises the C for R, and representatives from the EDB, DH, SWD, HA and other sectors.

4. As for education, with respect to the policy and implementation of integrated education (IE), the EDB has formed the Task Force on Integrated Education in Mainstream Schools in 2005 (the Task Force). The Task Force comprises the major stakeholders of IE, including representatives from different schools councils, special schools cum resource centres, a number of organisations nominated by the Hong Kong Council of Social Service, the Hong Kong Association for Specific Learning Disabilities, the Hong Kong Association for AD/HD, the Home-School Cooperation Committee, parents groups, tertiary institutions, DH and SWD, etc. Other departments will be invited to attend the meetings on a need basis to discuss related issues. Through regular meetings of the Task Force, the EDB updates its members on the latest progress of implementing IE and seeks their views on improvement measures. The EDB, DH and HA also conduct annual meetings to discuss issues on assessment, school placement, transition arrangement and support services for students with SEN. The EDB has also worked closely with the HKEAA. The professional staff of EDB participate in the Committee of Special Needs Candidates and the Task Group on Special Examination Arrangements for Candidates with Specific Learning Disabilities under the Committee to assist the formulation of measures on special examination arrangements for students with SEN, conduct regular review and improve the mode of special examination arrangements, and participate in vetting the applications. We will strengthen the communication with the Task Force and collaboration with other government departments making reference to the views of the Subcommittee on Integrated Education, with a view to continuously improving the education and support services for students with SEN.

5. Moreover, the DH, HA, EDB, SWD and NGOs have jointly launched the Comprehensive Child Development Service (CCDS) by phases since 2005, to enhance early identification of pre-primary children with developmental disorders. Under CCDS, a referral and reply system has been developed and implemented in all pre-primary institutions since 2008. At the children and parents levels, the professional reports and records prepared by different departments are efficiently transferred. Multi-disciplinary case conferences are held and referrals are made where necessary to ensure well-coordinated services for parents and children are rendered.

6. In sum, effective cross-departmental and cross-sectoral mechanisms have been in place to coordinate the support for students with SEN and the implementation of IE. The EDB will take the initiative in approaching other subject departments to discuss and coordinate improvement measures as and when required.