

立法會
Legislative Council

LC Paper No. CB(4)281/13-14
(These minutes have been seen
by the Administration)

Ref : CB4/PS/1/12

Panel on Education

Subcommittee on Integrated Education

**Minutes of the Ninth meeting
held on Wednesday, 20 November 2013, at 8:30 am
in Conference Room 3 of the Legislative Council Complex**

Members present : Dr Hon Fernando CHEUNG Chiu-hung (Chairman)
Hon IP Kin-yuen (Deputy Chairman)
Hon LEUNG Yiu-chung
Hon Cyd HO Sau-lan
Hon CHEUNG Kwok-che
Dr Hon Kenneth CHAN Ka-lok
Dr Hon Helena WONG Pik-wan
Dr Hon Elizabeth QUAT, JP

Members absent : Hon TAM Yiu-chung, GBS, JP
Hon Abraham SHEK Lai-him, GBS, JP

Public Officers attending : Item II

Education Bureau

Mr Kevin YEUNG
Under Secretary for Education

Mrs Anissa WONG
Acting Principal Education Officer
(Special Education & Kindergarten Education)

Ms Doris LEE
Senior Specialist (Educational Psychology Service /
New Territories)

Department of Health

Dr Catherine LAM Chi-chin, JP
Consultant Paediatrician (Child Assessment Service)

Dr Rita HO Ka-wai
Principal Medical and Health Officer (Family
Health Service)

Hospital Authority

Dr K L CHUNG
Chief Manager, Integrated Care Programs

Social Welfare Department

Mr LAM Bing-chun
Chief Social Work Officer (Rehabilitation and
Medical Social Services)

Attendance by : The Forthright Caucus
Invitation

Mr LO Ho-yuen
Representative

Labour Party

Mr Michael CHENG
Representative

香港明愛康復服務家長諮詢聯會融合教育關注小組

Ms Danni HE

Democratic Alliance for the Betterment and
Progress of Hong Kong

Mr Frankie NGAN
Family Affairs Committee member

香港特殊學習障礙協會小學關注組

Ms SUNG Yuet-ling
Secretary

香港特殊學習障礙協會倡議小組

Ms CHOI Shuet-chun
Convener

Council of Non-profit Making Organizations for
Pre-primary Education

Ms LAU Yin-king
Vice – Chairman

Democratic Party

Mr OR Yiu-lam
Member of Central Committee

Chih Ai Parents' Association Hong Kong Christian
Service

Ms Sophia YAO Shu-hong
Chairperson

Hong Kong Christian Service Infant Stimulation
and Parent Effectiveness Training Service

Ms Ida YIP Wing-sze
Service Supervisor

Heep Hong Parents' Association

Ms Cat LEE
President

Hong Kong Association for AD/HD

Ms NG Mun-chi
Chairperson

Clerk in attendance : Miss Polly YEUNG
Chief Council Secretary (4) 4

Staff in attendance : Mr KWONG Kam-fai
Senior Council Secretary (4) 4

Mr Ian CHOW
Council Secretary (4) 4

Ms Sandy HAU
Legislative Assistant (4) 3

Action

I. Confirmation of minutes

(LC Paper No. CB(4)148/13-14 -- Minutes of meeting on
29 October 2013)

The minutes of the meeting held on 29 October 2013 were confirmed.

II. Existing mechanism for early and timely identification of students with special educational needs and early intervention

Papers prepared by the Legislative Council Secretariat

(LC Paper No. CB(4)150/13-14(01) - Composite table listing the views/concerns of deputations and members, as well as the responses provided by the Administration in respect of previous meetings (April to October 2013)

LC Paper No. CB(4)824/12-13(01) - A consolidated summary of views/concerns raised at the meetings on 30 April and 27 May 2013

LC Paper No. CB(4)945/12-13(01) - A consolidated summary of views/concerns raised at the meetings on 18 June and 8 July 2013

LC Paper No. CB(4)111/13-14(01) - A summary of views/concerns raised at the meeting on 3 October 2013)

Papers provided by the Administration

(LC Paper No. CB(4)952/12-13(01) - Administration's written response to the consolidated summary of views/concerns raised at the meetings on 30 April and 27 May 2013

LC Paper No. CB(4)1007/12-13(01) - Administration's written response to the consolidated summary of views/concerns raised at the meetings on 18 June and 8 July 2013

LC Paper No. CB(4)146/13-14(01) - Administration's written response to the summary of views/concerns raised at the meeting on 3 October 2013)

Meeting with deputations and the Administration

2. The Subcommittee deliberated (index of proceedings attached at **Annex**).

3. The Chairman presented three diagrams to show the waiting time required for admission to various pre-school institutions for children with special educational needs ("SEN").

(Post-meeting note: The above materials provided by the Chairman were circulated to members vide LC Paper No. CB(4)163/13-14(01) on 20 November 2013.)

EDB 4. Members requested the Education Bureau ("EDB") to provide a specimen copy of the standardized assessment form used by educational psychologists in reporting the evaluation on SEN students. As advised by EDB, there was no standardized form for this purpose as the assessment reports were prepared based on the circumstances of individual cases and professional views. Nevertheless, EDB would inform the Subcommittee in writing the key items or matters that were covered in a typical assessment report on SEN students.

Admin 5. The Administration was asked to provide information on the forecast additional manpower and resources required in the next five years to give effect to the important principles of early identification and early intervention for children with SEN. The paper should include relevant input from EDB, the Social Welfare Department, the Department of Health, the Hospital Authority and other bureaux/departments, where appropriate. The Administration took note of the request for consideration.

Admin 6. Members agreed that the Chairman should, on behalf of the Subcommittee, write to request the Chief Secretary for Administration for a comprehensive paper with input from all relevant bureaux/departments on the Administration's plans in the next five years for the early identification of SEN students and early intervention. The paper should include the following information –

- (a) the forecast demand for services and shortfall, if any; and
- (b) the resources required (e.g. funding, manpower and land resources) to meet the above demand.

(Post-meeting note: A letter was issued by the Chairman to the Chief Secretary for Administration on 22 November 2013 to convey members' concerns and to request for comprehensive information in respect of paragraphs 6(a) and (b) above. The

aforesaid letter was circulated to members vide LC Paper No. CB(4)179/13-14(01) on 25 November 2013.)

III. Any other business

7. There being no other business, the meeting ended at 10:40 am.

Council Business Division 4
Legislative Council Secretariat
3 January 2014

**Proceedings of the meeting of the
Subcommittee on Integrated Education
on Wednesday, 20 November 2013, at 8:30 am
in Conference Room 3 of the Legislative Council Complex**

Time marker	Speaker(s)	Subject(s)	Action required
<i>Agenda Item I – Confirmation of minutes</i>			
000648 - 001047	Chairman	Opening remarks The Chairman presented three diagrams to show the waiting time required for admission to various pre-school institutions for children with special educational needs ("SEN").	
001048 – 001114	Chairman	Minutes of meeting on 29 October 2013 were confirmed.	
<i>Agenda Item II – Existing mechanism for early and timely identification of students with special educational needs and early intervention</i>			
001115 - 001356	The Forthright Caucus Chairman	Presentation of views	
001357 - 001742	Labour Party Chairman	Presentation of views	
001743 - 002119	香港明愛康復服務家長 諮詢聯會融合教育關 注小組 Chairman	Presentation of views	
002120 – 002406	Democratic Alliance for the Betterment and Progress of Hong Kong Chairman	Presentation of views	
002407 - 002805	香港特殊學習障礙協會 小學關注組 Chairman	Presentation of views	
002806 - 003216	香港特殊學習障礙協會 倡議小組 Chairman	Presentation of views	
003217 - 003513	Council of Non-profit Making Organizations for Pre-primary Education Chairman	Presentation of views [LC Paper No. CB(4)156/13-14(01)]	
003514 - 003819	Democratic Party Chairman	Presentation of views	

Time marker	Speaker(s)	Subject(s)	Action required
003820 - 004131	Chih Ai Parents' Association Hong Kong Christian Service Chairman	Presentation of views [LC Paper No. CB(4)156/13-14(02)]	
004132 - 004502	Hong Kong Christian Service Infant Stimulation and Parent Effectiveness Training Services Chairman	Presentation of views [LC Paper No. CB(4)156/13-14(03)]	
004503 - 004701	Heep Hong Parents' Association Chairman	Presentation of views [LC Paper No. CB(4)150/13-14(02)]	
004702 - 005114	Hong Kong Association for AD/HD Chairman	Presentation of views	
005115 - 010119	Chairman Education Bureau ("EDB")	<p>The Chairman was concerned that "early assessment and early intervention" for children with SEN was merely a slogan as the waiting time for assessment by the multi-disciplinary assessment team under the Department of Health ("DH")/Hospital Authority ("HA") and for admission to various pre-school services provided by the Social Welfare Department ("SWD") was excessively long. There was also a serious lack of support services for parents. The Chairman considered the situation highly unsatisfactory.</p> <p>EDB advised that –</p> <ul style="list-style-type: none"> (a) early identification and early intervention for SEN students were among the key principles in promoting integrated education; and (b) a notification mechanism had been put in place under which parents were requested to indicate the SEN (if any) of their children when seeking admission under the Primary One Admission System. Subject to the consent of the parents concerned, EDB would arrange for the assessment reports of the Child Assessment Service ("CAS") to be sent to the primary schools which had admitted the students before commencement of the school term so that the schools could make timely preparation for supporting these SEN students. <p>In response to the Chairman, EDB advised that about 90% of the parents of SEN students had given consent to release the assessment reports of their children to the primary schools which had admitted their children.</p>	

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		<p>EDB further supplemented that –</p> <p>(a) in other cases where no assessment had been made or where parents' consent to release assessment reports was not available, needy students could still be identified under the Early Identification and Intervention of Learning Difficulties Programme for Primary One Pupils implemented by EDB in all public sector primary schools every school year. Under the programme, teachers made use of various checklists to identify as early as possible Primary One students with learning difficulties and arranged early intervention for them. Prompt assessment by educational psychologists ("EPs") would be rendered for students with serious problems while intervention would first be arranged for other students with learning difficulties. The progress of students with learning difficulties after receiving early intervention would be reviewed. Students with severe or persistent learning difficulties would be referred to EPs or other professionals for assessment; and</p> <p>(b) EDB adopted a Response to Intervention model in the Early Identification and Intervention of Learning Difficulties Programme for Primary One Pupils, under which treatment and support services would be suitably adjusted to cater for SEN students with persistent problems or unsatisfactory responses to intervention. Teachers were also provided with resource materials for the purpose of evaluation and intervention.</p>	
010120 - 011224	DH Chairman	<p>DH advised that –</p> <p>(a) its 32 Maternal and Child Health Centres ("MCHCs") provided Developmental Surveillance Scheme services for children aged 0 to 5 years. When children reached 6, 12 and 18 months of age, they would attend MCHCs for vaccination, during which health professionals of MCHCs would conduct developmental surveillance interviews with parents and observation on the children to monitor their development. This covered various developmental areas, including gross and fine motor, language and communication, social behaviour and play, self-care, vision and hearing, etc.;</p> <p>(b) DH also offered relevant guidance to parents through the dissemination of booklets on child</p>	

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		<p>development and parenting and other information. If parents had any query or worry about their children before the next scheduled visit, usually at the age of 4, for the pre-school vision screening programme, they could make an appointment to discuss with the health professionals; and</p> <p>(c) a referral and reply system had been developed under the Comprehensive Child Development Service ("the referral and reply system") and implemented in all pre-primary institutions. With the consent of parents, teachers of pre-primary institutions could refer pre-primary children suspected of having health, developmental and behavioural problems to MCHCs direct in the respective district for preliminary assessment. If necessary, these children would be referred to CAS of DH or HA for detailed assessment and further follow-up, including referral for placement in appropriate treatment, rehabilitation training and special education support services, etc. Due to their tender age, the children's problems might not be apparent in the preliminary assessment and further assessments might be required.</p> <p>The Chairman was concerned about the support and services, if any, available for needy children during the time-gap between 18 months and 4 years of age, as well as the waiting time for pre-primary children who were referred by pre-primary institutions under the referral and reply system for assessment by MCHCs and CAS .</p> <p>DH responded that –</p> <p>(a) over 90% of MCHCs were able to arrange pre-primary children suspected of having developmental disorder to receive preliminary assessment by MCHC doctors within a month or two, and in most cases these children would be attended by MCHC nurses within a week or two. For individual MCHCs with longer waiting time, early follow-up might be arranged for individual children depending on their needs;</p> <p>(b) DH also issued an information pamphlet to parents of pre-school children, which set out the expected behaviour and performance of pre-school children together with signs of potential problems in development. Parents who had concerns about the development of their children might discuss with teachers of pre-primary institutions and seek referral; and</p>	

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		<p>(c) CAS provided comprehensive assessment services, diagnosis, set rehabilitation plans, provided interim counselling for child and family, public health education activities, as well as reviewed evaluation to children under 12 years of age suspected to have developmental problem symptoms. After making diagnosis, CAS would arrange and coordinate treatment and rehabilitation services for these children as appropriate according to their individual needs. Preliminary interviews for all new cases were conducted within three weeks while professional assessments for over 90% of new cases were completed within six months. There were some cases with a longer waiting time for assessment due to special circumstances. For instance, there were cases in which parents requested to defer the assessment and cases in which the assessment had to be held up pending the students' medical treatment. CAS also provided interim support services for parents, such as talks, workshops and practical training, to help them understand their children.</p>	
011225 - 011537	SWD Chairman	<p>SWD advised that –</p> <p>(a) there had been a steady increase in the provision of pre-school rehabilitation places for SEN children. Over the past six years, the Government had allocated funding to provide about 1 483 additional places, representing an increase of nearly 30%. SWD currently provided a total of 6 245 pre-school rehabilitation places. It was anticipated that about 607 additional places would come on stream in 2013-2014;</p> <p>(b) the Community Care Fund launched an assistance programme on "Training Subsidy for Children who are on the Waiting List of Subvented Pre-school Rehabilitation Services" in December 2011, with a view to providing training subsidy for pre-school children from low-income families who were in need of rehabilitation services, thereby enabling them to receive self-financing services operated by non-governmental organizations ("NGOs") and facilitating their learning and development. At present, about 2 200 children had received the subsidy; and</p> <p>(c) SWD, through its District Support Centres for Persons with Disabilities, provided one-stop support and training services for persons with disabilities (including children with disabilities) living in their respective districts to facilitate their integration into the community, and provided training, educational courses, talks, workshops,</p>	

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		etc. for their carers. In addition, the Parents/Relatives Resource Centre also organized social and recreational activities for parents/carers of children with disabilities to facilitate experience sharing and mutual support.	
011538 - 011859	HA Chairman	<p>HA advised that –</p> <p>(a) there was a great demand for HA's Child and Adolescent Psychiatric Service ("CADS"). In 2012, there were some 9 000 new appointment booking. However, between April and September 2013, the number of new appointment booking already reached 5 700. Due to the high demand for service, students with Autism Spectrum Disorders ("ASD") or Attention Deficit/Hyperactivity Disorder ("AD/HD") might have to wait over a year for HA's psychiatric services. The situation might reach its worst in 2014-2015;</p> <p>(b) to enhance its service, HA had stepped up recruitment effort; and the number of doctors working in psychiatric departments had increased from about 270 to about 340 over the past five years. In 2011-2012, an additional 48 psychiatric professional staff had been provided to strengthen the service for children with ASD or AD/HD; and</p> <p>(c) HA was reviewing its model of care to accommodate the increasing demand. While maintaining a reasonable quality of care, it was also necessary to strike a balance in quantity of services to avoid undue access block.</p>	
011900 - 013204	Mr CHEUNG Kwok-che EDB Chairman	<p>Mr CHEUNG enquired about –</p> <p>(a) the Administration's projection on the number of SEN children in the next few years and the resources earmarked to provide support services to cater for their needs;</p> <p>(b) the feasibility of devising a standardized format for the assessment reports prepared by EPs in respect of SEN students; and</p> <p>(c) whether the notification mechanism could be extended to the progression of the SEN students from primary to secondary school.</p> <p>EDB explained that –</p> <p>(a) existing arrangements were in place to provide for the transfer of information of SEN students from one school to another upon the students'</p>	

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		<p>change of school, as well as when students were allocated to secondary schools under the Secondary School Places Allocation System. The prior consent of the parents concerned was required for such transfer. Schools were also asked to encourage the parents to take the initiative to communicate with the recipient schools on the special needs of their children so as to facilitate schools in planning for appropriate support; and</p> <p>(b) the assessment reports prepared by EPs were based on the circumstances of individual cases which varied as the background of the SEN students, the assessment procedures, the analysis, diagnosis, conclusion and recommendations were different.</p> <p>In response to the Chairman's request for a specimen copy of the assessment form used by EPs in reporting the evaluation on SEN students, EDB confirmed that there was no standardized form for this purpose. Nevertheless, it would inform the Subcommittee in writing the key items or matters that were covered in a typical assessment report on SEN students.</p>	<p>EDB was requested to provide the information as stated in paragraph 4 of the minutes.</p>
013205 - 013840	Mr LEUNG Yiu-chung EDB Chairman	<p>Mr LEUNG shared the views of the deputations on the persistent problems of long waiting time and inadequate provision of services for the early identification of SEN children. He pointed out that as many as three different departments were involved in the services for early identification and early intervention. Mr LEUNG was concerned about the lack of co-ordination, and asked whether the Administration would consider setting up a one-stop service for SEN students where a centralized database for all SEN students was available for retrieval and follow-up by relevant parties such as schools and the government departments involved.</p> <p>EDB explained that there was a clear division of responsibilities among different government departments working in collaboration to ensure orderly service delivery within their respective professional ambit. HA and DH were responsible for assessment and treatment for children with developmental disorders, as well as referring them for appropriate rehabilitation services. SWD provided pre-school rehabilitation services, while EDB provided early identification and appropriate learning support services for school-age children with SEN to enhance their learning effectiveness. The Administration considered that service needs could be most effectively met if individual services were provided by the relevant professional departments.</p>	

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013841 - 014803	Deputy Chairman EDB Chairman	<p>The Deputy Chairman considered that –</p> <ul style="list-style-type: none"> (a) the existing services provided for SEN children could not meet the relevant demand. In anticipation of a rise in birth rate in the coming years, it was incumbent upon the Administration to come up with effective measures to address the problems as early as possible; (b) pending any overall increase in the provision of services, the Administration should consider other options such as issuing vouchers to SEN children for procuring requisite services from NGOs and the private sector; and (c) as a longer-term strategy, the Administration should consider offering scholarships or other financial support to encourage more people to undertake relevant training to boost the supply of trained manpower in meeting the service needs of SEN children. <p>The Deputy Chairman enquired whether pre-primary teachers were provided with structured training courses on supporting SEN students pitched at Basic, Advanced and Thematic levels, similar to the arrangements for their counterparts in primary and secondary schools.</p> <p>In response, EDB advised that every year, it organized workshops for pre-primary teachers to enhance their understanding of the developmental and learning problems of pre-school children. DH, EDB and SWD had also developed and distributed the Pre-primary Children Development and Behaviour Management - Teacher Resource Kit to all pre-primary institutions for teachers' reference to help them identify needy children, communicate with parents effectively and refer children for assessment promptly. School-based support was also available to help teachers achieve more effective teaching and classroom management to cater for learner diversity.</p> <p>The Deputy Chairman commented that the above measures had limited use, and suggested that pre-primary teachers should be provided with systematic training to better equip them to handle SEN students.</p> <p>EDB responded that one of the subcommittees under the Committee on Free Kindergarten Education was tasked to study issues related to catering for student diversity including SEN students.</p>	
014804-015425	Dr Helena WONG EDB Chairman	Referring to the motion passed by this Subcommittee urging EDB to adopt a "through-train" approach to implement more effectively integrated education and	

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		<p>to cater for SEN children, Dr WONG enquired about the follow-up actions taken by the Administration.</p> <p>Dr WONG asked whether the Administration had set any target on teacher training for all ordinary schools with a view to enhancing teachers' capacity in catering for SEN students. More specifically, she asked whether the Administration would encourage every school to designate a teaching post for handling SEN students. Echoing the deputations' views that the waiting time for assessment and treatment for SEN students should be reduced to a year or 9 months, she enquired on the measures, if any, that the Administration would take to achieve this target.</p> <p>EDB advised that –</p> <ul style="list-style-type: none"> (a) it had provided a written response to the motion. Under the existing mechanism, different departments would form working groups on issues that required cross-departmental collaboration. EDB had formed the Task Force on Integrated Education in Mainstream Schools which comprised major stakeholders. EDB would strengthen communication with the Task Force and collaboration with other government departments with a view to continuously improving the education and support services for SEN students; (b) since 2007-2008, EDB had commissioned structured training courses for serving teachers pitched at different levels. One of the training targets then was that at least 10% of the teachers in each ordinary primary school and secondary school should complete the Basic Course comprising 30 hours of training; and (c) currently, there was no similar training target on pre-primary institutions. For pre-primary children assessed to have SEN requiring extra support, there was an existing mechanism for SWD to provide the required training and rehabilitation services for the children with disabilities. As for issues related to the training needs and professional development of kindergarten teachers, they would be examined by a subcommittee under the Committee on Free Kindergarten Education. 	
015426-020036	Ms Cyd HO EDB Chairman	Ms HO considered that the crux of the matter was the availability of resources, and enquired whether additional resources would be allocated to DH, EDB and SWD for providing services for early identification of SEN students in the coming year.	

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		<p>EDB remarked that the financial provision for specific policy areas administered by different bureaux/departments would be set out in the Estimates of Expenditure for 2014-2015 to be released in February 2014 when the Financial Secretary announced the Budget.</p> <p>Ms HO asked the Administration to provide information on the forecast additional manpower and resources required in the next five years to give effect to the important principles of early assessment and early intervention for children with SEN. The paper should include relevant input from EDB, SWD, DH, HA and other bureaux/departments, where appropriate.</p> <p>The Administration took note of the request for consideration.</p>	<p>The Administration was requested to provide the information as stated in paragraph 5 of the minutes.</p>
020037-020658	Dr Kenneth CHAN SWD Chairman	<p>Dr CHAN enquired about the Administration's plans, if any, to shorten the waiting time for various pre-school services provided by SWD for children assessed to have SEN.</p> <p>SWD responded that effort was being made to increase the available places which would shorten the waiting time, such as exploring the feasibility of incorporating welfare facilities in redevelopment projects and in-situ expansion of existing facilities to increase the overall supply of places for rehabilitation services.</p>	
020659-020929	Mr CHEUNG Kwok-che EDB Chairman	<p>Mr CHEUNG considered that all relevant departments involved in providing services to support SEN children, including EDB, DH and SWD, should come up with an annual projection on the number of SEN children and the resources required to provide early identification and early intervention.</p> <p>The Administration took note of his view.</p> <p>Members agreed that the Chairman should, on behalf of the Subcommittee, write to request the Chief Secretary for Administration to co-ordinate and provide a comprehensive paper with input from all relevant bureaux/departments on the Administration's plans in the next five years for the early identification of SEN children and early intervention. The paper should include the following information –</p> <ul style="list-style-type: none"> (a) the forecast demand for services and shortfall, if any; and (b) the resources required (e.g. funding, manpower and land resources) to meet the above demand. 	<p>The Administration was requested to provide the information as stated in paragraph 6 of the minutes.</p>

Time marker	Speaker(s)	Subject(s)	Action required
<i>Agenda Item III – Any other business</i>			
020930- 021216	Chairman	Date and time for next meeting	
		Closing remarks	

Council Business Division 4
Legislative Council Secretariat
3 January 2014