For information
On 18 March 2014

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Legislative Council Panel on Education
Subcommittee on Integrated Education

Support for Post-secondary Students with Special Educational Needs

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        This paper briefs Members on the initiatives and support measures implemented by the Government and the publicly-funded post-secondary education sector for students with special educational needs (SEN)[1].

Government Policy on Support for SEN Students

2.   The Government is committed to providing youngsters (including students with SEN) with flexible and diversified study pathways with multiple entry and exit points, including sub-degree and undergraduate programmes covering various disciplines, Yin Jin Diploma programme, vocational education programmes and other programmes, etc.

3.   With a view to enhancing support to post-secondary students with SEN, the Government has implemented various initiatives in recent years as follows –

(a)   the Government has supported the Vocational Training Council (VTC) in establishing a new Youth College in the 2012/13 academic year to provide dedicated support for ethnic minority students and students with SEN to enable them to have appropriate professional education and training opportunities;

(b)   since the 2013-14 financial year, an additional recurrent funding of $12 million has been allocated to the VTC each year for procuring equipment and learning aids for students with SEN, providing them

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[1] SEN include specific learning disabilities (SLD), intellectual disabilities (ID), autism spectrum disorders (ASD), attention deficit / hyperactivity disorder (AD/HD), physical disability (PD), visual impairment (VI), hearing impairment (HI), speech and language impairment (SpLD) and others.

with psychological and student counselling services, and enhancing the support for teaching and learning; and

(c)   the Government made two separate injections of $20 million each, bringing the total to $40 million, into the HKSAR Government Scholarship Fund (GSF) and the Self-financing Post-secondary Education Fund (SPEF) in the 2013-14 financial year. The injections in the two endowment funds will generate investment income in support of new scholarships to give recognition to deserving post-secondary students with SEN in the pursuit of academic and other excellence. About 100 students with SEN pursuing full-time locally-accredited programmes will be awarded scholarships every year. The scholarships established will complement other existing scholarships and financial assistance that are available to all students (including students with SEN). At present, all meritorious students (including students with SEN) enrolled in eligible post-secondary programmes can be nominated by their respective institutions for various types of scholarships and awards under the GSF and the SPEF through the Self-financing Post-secondary Scholarship Scheme. Furthermore, all eligible students (including students with SEN) pursuing full-time locally-accredited post-secondary programmes in Hong Kong may apply for means-tested grants to cover tuition fees and academic expenses as well as loans to meet living expenses under the relevant financial assistance schemes. For needy students who are receiving the disability allowance from the Social Welfare Department, and whose applications for living expenses loans are approved, the Student Financial Assistance Agency will provide them with a top-up loan, the amount of which is determined according to their needs.

Besides, some private scholarship schemes have been set up specifically for awarding scholarship to students with SEN to pursue undergraduate or postgraduate programmes locally or abroad. Examples of some of the scholarship schemes are set out at **Annex 1**.

Number of Students with SEN

4.   The number of students with SEN studying in publicly-funded programmes in the 2011/12, 2012/13 and 2013/14 academic years by types of SEN, level of study and broad academic programme categories are at **Annex 2**.
Support Measures for SEN Students

5.   Overall speaking, many post-secondary education institutions provide special arrangement and support services according to the needs of SEN students, including assigning academic advisors, providing tutorial services, providing special examination and assessment arrangements, arranging for programme applications flexibly, providing special measures for learning support (e.g. extra tutorials and early dissemination of handouts), providing appropriate boarding in campus as well as learning and amenity facilities, procuring and providing appropriate equipment (e.g. automatic page turner), providing scholarships and loans, providing career advisory and support services, etc.

6.   With a view to taking stock of the existing support measures provided by post-secondary institutions to their students with SEN, the Education Bureau (EDB) organised a sharing session with participants from both publicly-funded and self-financing institutions in July 2013. EDB has also invited institutions each to complete a questionnaire to provide information on the current situation of their SEN students, existing and planned support measures and suggestions on how support measures to SEN students can be enhanced. The gist of the sharing session and a summary of the existing and planned support measures for SEN students by publicly-funded institutions are at **Annex 3** and **Annex 4**.

7.   Based on the results of the sharing session and questionnaire survey, it is reckoned that existing support to SEN students by institutions has the following characteristics -

   (a) there is a wide variation in the number of SEN students among different types of SEN and institutions;

   (b) institutions are at different stages of development in supporting SEN students probably due to the availability of financial resource, expertise and level of management support, etc. Therefore they are in need of different levels and forms of assistance;

   (c) challenges faced by institutions are confined not only to supporting existing SEN students, but also to finding means to identify "hidden" SEN students, i.e. those who have not declared or even realise themselves as SEN students. Many institutions expressed that they have limited knowledge of, and access to, the necessary expertise; and

   (d) the types of support measures provided by different institutions vary, even for a single type of SEN. In short, there is no single solution that can address the divergent needs of SEN students in local institutions.

Admission of SEN Students

8.   Post-secondary institutions in Hong Kong are committed to offering equal opportunities to all eligible applicants (including students with SEN) for admission in accordance with the performance of the applicants in various aspects. In general, applicants with SEN will be assessed on the same basis with other applicants, taking into account their academic performance, non-academic achievements, school principal's recommendation reports, admission interview/test performance, etc., and students with and without SEN are subject to the same admission requirements. Some institutions will arrange meetings with and campus tours for applicants with SEN to provide details on the study programmes and campus facilities available which may fit their needs.

9.   To assist students with SEN to study in UGC-funded institutions, a sub-system under the Joint University Programmes Admissions System (JUPAS) was created in 1997 for the admission of students with SEN, whereby they do not need to compete with other applicants, but must meet the minimum entry requirements of the corresponding programmes to ensure that they have the ability to complete the programmes. Institutions will also consider performance of the applicants in other aspects[2].

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[2]   Applicants with SEN who wish to apply for admission via JUPAS to the participating institutions may submit information in relation to their SEN for consideration by the participating institutions. Such arrangements are intended to enable such applicants to find out as early as possible the special assistance and facilities participating institutions could provide to them on their admission. The arrangements also help participating institutions identify those applicants with SEN so that they could provide help and advice at an early stage and give appropriate consideration to the applicants concerned. Applicants who have submitted details of their disability for consideration by the participating institutions can view institutions' feedback prior to the Main Round exercise. Those applicants may receive an offer as a result of the special consideration given by the participating institutions. However, those applicants are not required to respond to the offer, if there is one, at this stage as their application will continue to be considered by other participating institutions in the Main Round exercise so that an even "better" offer could be made to them.

Examination Arrangements for SEN Students

Hong Kong Diploma of Secondary Education (HKDSE) Examination

10.   The Hong Kong Examinations and Assessment Authority (HKEAA) is dedicated to providing reliable and equitable examination and assessment services. To uphold the integrity and fairness of public examinations, viz. the HKDSE Examination, all candidates, including those with SEN, are assessed using the same standard. Nonetheless, the HKEAA can make adaptations and accommodation to enable SEN candidates to demonstrate the full extent of their learning and be equitably assessed under suitable conditions without having an unfair advantage over other candidates.

11.   Depending on the nature and severity of SEN, candidates may be given special examination arrangements (such as extended examination time, ancillary aids, special forms of question papers and ways of presenting answers, special assistance in examination centres, exemption from part of an examination) in the HKDSE Examination. Besides, to ensure that the scripts of candidates with SEN are fairly marked, a group of experienced markers for each subject will be specially assigned to mark their scripts. These markers will ensure that the scripts are assessed fairly taking into consideration the special needs of the candidates.

12.   Applications for special examination arrangements are considered by the Committee on Special Needs Candidates (the Committee) and the Task Group on Special Examination Arrangements for Candidates with Specific Learning Disabilities (the Task Group), each comprising representatives from the EDB, Department of Health, secondary schools and tertiary institutions. Parent representatives from the Committee on Home-School Cooperation and the Hong Kong Association for Specific Learning Disabilities (HKASLD) have been invited to join the Task Group since the 2008/09 school year. In addition, the EDB and the HKEAA are working closely to enhance the administration of special examination arrangements, including arranging briefings for parents and schools and review of the provision of special examination arrangements in public examinations.

13.   In response to calls from parents of students with specific learning difficulties (SpLD) for additional special examination arrangements, such as provision of a scribe and answering written papers orally, the Task Group of the HKEAA has set up a working group to study the feasibility of using speech-to-text conversion software or scribe for candidates with severe SpLD. Apart from participating in the study and discussion in the working group, EDB will also

help facilitate schools to make necessary arrangements for this group of SpLD students.

Examination Arrangements by Publicly-funded Institutions

14.   Various special examination arrangements are provided by the publicly-funded institutions for SEN students upon request, in accordance with their individual needs. Examples include -

    (a)   extended time for taking examinations;
    (b)   separate examination venues or seating arrangements;
    (c)   provision of examination papers with larger fonts / magnifiers / in braille;
    (d)   provision of computers for taking examinations; and
    (e)   exemption from specific examination components, e.g. oral and listening examinations for students with speech or hearing impairments, etc.

Way Forward

15.   In view of the diverse needs of post-secondary SEN students, EDB is planning to take forward various initiatives in the first half of 2014 with a view to working with all institutions to enhance support to SEN students from the sector-wide perspective –

    (a)   encouraging information sharing among the Government, non-government organisations and institutions, so that relevant guidelines, codes of practice and experience in relation to supporting various types of students with SEN can be discussed, shared and disseminated;

    (b)   organising sharing sessions and workshops on common issues of concern by institutions (e.g. examination arrangements for SEN students) where experts and practitioners can share their experience and good practices on specific topics. Students with various types of SEN can also be invited to attend the sessions to share their views on their respective needs; and

    (c)   conducting studies on the best practices in other jurisdictions in relation to formulation of strategies and measures on supporting SEN students.

16.   Addressing the immediate needs expressed by institutions, EDB has already circulated a set of guidelines on "Support Services with Students with Specific Learning Disabilities in Tertiary Institutions in Hong Kong", which has been jointly compiled by the Hong Kong Society of Child Neurology & Developmental Paediatrics, HKASLD and 10 higher education institutions[3], to other post-secondary institutions in Hong Kong. A workshop on government's support for senior secondary SEN students will also be planned so that the post-secondary sector would be appraised of the prevailing SEN support policy in secondary schools.

Education Bureau
March 2014

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[3]   Including City University of Hong Kong, Hong Kong Baptist University, Hong Kong Shue Yan University, Lingnan University, The Chinese University of Hong Kong, The Hong Kong Institute of Education, The Hong Kong Polytechnic University, The Hong Kong University of Science and Technology, The Open University of Hong Kong and The University of Hong Kong

**Examples of Dedicated Support by Private Sector for
Students with SEN**

Sir Edward Youde Memorial Fund Council
- Provides grants for students with hearing impairment, visual impairment or physical disabilities to purchase personal or study aids
- One-off grant of $38,000 for fellowship and $25,000 for scholarship

Sir Edward Youde Memorial Overseas Fellowship/Scholarship for Disabled Students
- Sponsors one outstanding disabled Hong Kong student for overseas studies
- Maximum annual award of $283,000 for fellowship and $262,000 for scholarship

Association for Engineering and Medical Volunteer Services – Independent Living Fund
- Supports disabled persons to lead an independent life by providing them with an interest-free loan up to $60,000 to purchase necessary appliances
- Financed by a number of sources such as the Marden Foundation, Hong Kong Jockey Club and Rotary Club Tsim Sha Tsui East

Zonta Club of Victoria Bursary
- Provides a bursary of $6,500 to full-time students with disabilities and financial needs

LI Kwan Hung Education Fund
- Assists students with disabilities studying alongside with their able-bodied counterparts in local educational institutes at various levels
- Administered by the Hong Kong PHAB Association

Simon K. Y. Lee & Lee Chi Hung Scholarship for the Hearing Impaired Students
- Offers an award of scholarship to the hearing impaired students for pursuing post-secondary programmes in Hong Kong
- Administered by the Hong Kong Society for the Deaf

Jockey Club IT Scheme for People with Visual Impairment
- Supports non-governmental and not-for-profit organisations providing services/schooling to people with visual impairment and tertiary institutions to acquire advanced Chinese screen readers and Braille displays
- Subsidises individual with visual impairment who requires the usage of high-performance IT for the purpose of studies or employment, but has genuine financial difficulty in purchase of the aids
- Subsidies of not more than $9,800 for Chinese screen readers and not more than $27,000 for Braille displays

Miss Li Ching Memorial Fund
- Provides financial assistance to disabled students for purchase of rehabilitative equipment or study aids
- An award of $1,000 per awardee

Vitasoy and K. S. Lo Foundation Bursaries for Students with a Disability
- Provide a bursary to full-time undergraduates or postgraduates

Paul C. K. Wong Memorial Fund
- For geography undergraduate(s) who is/are:
  (1) Physically challenged and has/have a good academic record;
  (2) in the absence of (1), other students with an outstanding academic record or with excellent extra-curricular services to the community
- An award of $5,000 per student

Eden & Ling Kwok Scholarship
- Full-time undergraduate or postgraduate students with disabilities, good academic standing and financial needs
- An award of $4,000 per student

HSBC Scholarship for Students with Disabilities
- Scholarship for local students with disabilities in Business, Communication, Education, Science (applied and basic), Social Science, and Arts (Linguistics & Language, Translation, History, Geography, Fine Arts & Applied Arts), with GPA score above 3.30
- Priority will be given to students from disadvantaged background
- An award of $1,000 per student

Number of Students[Note 1] with SEN Studying Full-time Locally-accredited Publicly-funded Post-secondary Programmes by Level of Study and Types of SEN in the 2011/12 – 2013/14 Academic Years

Academic Year	2011/12				2012/13				2013/14			
Level of Study / Types of SEN	SD	UG	PG	Total	SD	UG	PG	Total	SD	UG	PG	Total
(a) City University of Hong Kong (CityU)												
Specific Learning Disabilities	1	2	-	3	1	1	-	2	-	3	-	3
Autism Spectrum Disorders	1	-	-	1	-	-	-	-	-	-	-	-
Attention Deficit / Hyperactivity Disorder	-	1	-	1	-	1	-	1	-	1	-	1
Physical Disability	1	7	-	8	1	9	-	10	-	7	-	7
Visual Impairment	1	9	-	10	1	10	-	11	1	7	-	8
Hearing Impairment	-	5	-	5	-	2	-	2	-	4	-	4
Speech and Language Impairment	-	-	-	-	-	-	-	-	-	-	-	-
Mental Illness [Note 2]	-	-	-	-	-	1	-	1	-	4	-	4
Others [Note 3] [Note 4]	-	3	-	3	-	2	-	2	-	4	-	4
Total	4	27	-	31	3	26	-	29	1	30	-	31
(b) Hong Kong Baptist University (HKBU)												
Specific Learning Disabilities	-	-	-	-	-	4	-	4	-	4	-	4
Autism Spectrum Disorders	-	-	-	-	-	-	-	-	-	-	-	-
Attention Deficit / Hyperactivity Disorder	-	3	-	3	-	3	-	3	-	4	-	4
Physical Disability	-	1	-	1	-	1	-	1	-	1	-	1
Visual Impairment	-	3	-	3	-	5	-	5	-	4	1	5
Hearing Impairment	-	5	-	5	-	13	1	14	-	12	1	13

Academic Year	2011/12				2012/13				2013/14			
Types of SEN / Level of Study	SD	UG	PG	Total	SD	UG	PG	Total	SD	UG	PG	Total
Speech and Language Impairment	-	-	-	-	-	-	-	-	-	-	-	-
Mental Illness [(Note 2)]	-	-	-	-	-	-	-	-	-	-	-	-
Others [(Note 3) (Note 4)]	-	8	-	8	-	10	-	10	-	11	-	11
Total	-	20	-	20	-	36	1	37	-	36	2	38
(c) Lingnan University (LU)												
Specific Learning Disabilities	-	-	-	-	-	-	-	-	-	1	-	1
Autism Spectrum Disorders	-	-	-	-	-	-	-	-	-	-	-	-
Attention Deficit / Hyperactivity Disorder	-	-	-	-	-	-	-	-	-	-	-	-
Physical Disability	-	1	-	1	-	1	-	1	-	2	-	2
Visual Impairment	-	-	-	-	-	1	-	1	-	2	-	2
Hearing Impairment	-	1	-	1	-	4	-	4	-	5	-	5
Speech and Language Impairment	-	-	-	-	-	-	-	-	-	-	-	-
Mental Illness [(Note 2)]	-	-	-	-	-	-	-	-	-	-	-	-
Others [(Note 3) (Note 4)]	-	-	-	-	-	1	-	1	-	1	-	1
Total	-	2	-	2	-	7	-	7	-	11	-	11
(d) The Chinese University of Hong Kong (CUHK)												
Specific Learning Disabilities	-	2	-	2	-	4	-	4	-	5	-	5
Autism Spectrum Disorders	-	1	-	1	-	3	-	3	-	1	-	1
Attention Deficit / Hyperactivity Disorder	-	-	-	-	-	2	-	2	-	4	-	4
Physical Disability	-	10	2	12	-	10	2	12	-	10	2	12
Visual Impairment	-	3	-	3	-	2	-	2	-	1	-	1

Academic Year	2011/12				2012/13				2013/14			
Level of Study **Types of SEN**	SD	UG	PG	Total	SD	UG	PG	Total	SD	UG	PG	Total
Hearing Impairment	-	5	1	6	-	7	1	8	-	6	-	6
Speech and Language Impairment	-	-	-	-	-	1	-	1	-	1	-	1
Mental Illness [(Note 2)]	-	-	-	-	-	2	-	2	-	3	-	3
Others [(Note 3) (Note 4)]	-	3	-	3	-	4	-	4	-	4	-	4
Total	-	24	**3**	27	-	35	3	38	-	35	2	37
(e) **The Hong Kong Institute of Education (HKIEd)**												
Specific Learning Disabilities	-	-	-	-	-	-	-	-	-	-	-	-
Autism Spectrum Disorders	-	-	-	-	-	-	-	-	-	-	-	-
Attention Deficit / Hyperactivity Disorder	-	-	-	-	-	-	-	-	-	-	-	-
Physical Disability	-	1	-	1	-	1	-	1	-	1	-	1
Visual Impairment	-	-	-	-	-	1	-	1	-	2	-	2
Hearing Impairment	-	-	-	-	-	1	-	1	-	2	-	2
Speech and Language Impairment	-	-	-	-	-	-	-	-	-	-	-	-
Mental Illness [(Note 2)]	-	-	-	-	-	-	-	-	-	-	-	-
Others [(Note 3) (Note 4)]	-	-	-	-	-	2	-	2	-	3	-	3
Total	-	1	-	1	-	5	-	5	-	8	-	8
(f) **The Hong Kong Polytechnic University (PolyU)**												
Specific Learning Disabilities	-	2	-	2	-	-	-	-	-	-	-	-
Autism Spectrum Disorders	1	1	-	2	2	1	-	3	1	2	-	3
Attention Deficit / Hyperactivity Disorder	1	-	-	1	-	-	-	-	-	-	-	-
Physical Disability	2	5	1	8	1	5	1	7	1	3	-	4

Academic Year	2011/12				2012/13				2013/14			
Types of SEN / Level of Study	**SD**	**UG**	**PG**	**Total**	**SD**	**UG**	**PG**	**Total**	**SD**	**UG**	**PG**	**Total**
Visual Impairment	-	1	-	1	-	2	-	2	-	3	-	3
Hearing Impairment	1	4	-	5	1	8	-	9	1	8	-	9
Speech and Language Impairment	1	1	-	2	-	1	-	1	-	1	-	1
Mental Illness [(Note 2)]	1	-	-	1	-	-	-	-	-	1	-	1
Others [(Note 3) (Note 4)]	2	1	-	3	5	12	-	17	7	16	-	23
Total	9	15	1	25	9	29	1	39	10	34	-	44
(g) The Hong Kong University of Science & Technology (HKUST)												
Specific Learning Disabilities	-	2	-	2	-	4	-	4	-	4	-	4
Autism Spectrum Disorders	-	1	-	1	-	2	-	2	-	2	1	3
Attention Deficit / Hyperactivity Disorder	-	2	-	2	-	3	-	3	-	2	-	2
Physical Disability	-	2	1	3	-	1	2	3	-	3	2	5
Visual Impairment	-	4	6	10	-	5	6	11	-	2	4	6
Hearing Impairment	-	7	1	8	-	4	2	6	-	3	2	5
Speech and Language Impairment	-	-	-	-	-	2	-	2	-	2	-	2
Mental Illness [(Note 2)]	-	5	1	6	-	6	-	6	-	10	1	11
Others [(Note 3) (Note 4)]	-	9	3	12	-	12	3	15	-	6	1	7
Total	-	32	12	44	-	39	13	52	-	34	11	45
(h) The University of Hong Kong (HKU)												
Specific Learning Disabilities	-	-	2	2	-	-	2	2	-	1	1	2
Autism Spectrum Disorders	-	3	-	3	-	3	-	3	-	3	1	4
Attention Deficit / Hyperactivity Disorder	-	-	-	-	-	1	-	1	-	1	-	1

Academic Year	2011/12				2012/13				2013/14			
Level of Study / Types of SEN	SD	UG	PG	Total	SD	UG	PG	Total	SD	UG	PG	Total
Physical Disability	-	5	1	6	-	4	-	4	-	6	-	6
Visual Impairment	-	15	3	18	-	16	2	18	-	10	2	12
Hearing Impairment	-	11	-	11	-	16	4	20	-	21	2	23
Speech and Language Impairment	-	-	-	-	-	-	-	-	-	-	-	-
Mental Illness [Note 2]	-	1	1	2	-	1	2	3	-	-	2	2
Others [Note 3] [Note 4]	-	25	2	27	-	26	2	28	-	17	6	23
Total	-	60	9	69	-	67	12	79	-	59	14	73
(i) Vocational Training Council (VTC)												
Specific Learning Disabilities	22	-	-	22	29	-	-	29	31	-	-	31
Intellectual Disabilities	-	-	-	-	-	-	-	-	-	-	-	-
Autism Spectrum Disorders	12	-	-	12	15	-	-	15	15	-	-	15
Attention Deficit / Hyperactivity Disorder	4	-	-	4	3	-	-	3	2	-	-	2
Physical Disability	11	-	-	11	10	-	-	10	15	-	-	15
Visual Impairment	4	-	-	4	3	-	-	3	1	-	-	1
Hearing Impairment	40	-	-	40	35	-	-	35	28	-	-	28
Speech and Language Impairment	1	-	-	1	5	-	-	5	5	-	-	5
Mental Illness [Note 2]	15	-	-	15	13	-	-	13	10	-	-	10
Others [Note 3]	8	-	-	8	6	-	-	6	8	-	-	8
Total	117	-	-	117	119	-	-	119	115	-	-	115

Legend:
SD   Sub-degree
UG   Undergraduate
PG   Postgraduate

Note:
1. The number of SEN students is based on information as declared by individual students.
2. Institutions have maintained records of number of students with "Mental Illness" as a category separate from the other SEN types.
3. Including multiple types of disabilities. Data presented may not reflect the reality with the difference in the classification of SEN types across institutions.
4. There is no separate category for "Intellectual Disabilities" under the data collection of the University Grants Committee. Students with such type of disability, if any, would be covered under "Others".
5. The Hong Kong Academy for Performing Arts has not admitted any student with SEN from the 2011/12 to 2013/14 academic years.
6. '-' denotes 'nil'.
7. To tie in with the implementation of the new academic structure, University Grants Committee-funded institutions have admitted two cohorts of students in the 2012/13 academic year.

Number of Students[Note 1] with SEN Studying Full-time Locally-accredited Publicly-funded Post-secondary Programmes by Types of SEN and Broad Academic Programme Categories in the 2011/12 Academic Year

2011/12 Academic Year	Specific Learning Disabilities	Autism Spectrum Disorders	Attention Deficit / Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech and Language Impairment	Mental Illness[Note 2]	Others[Notes 3,4]	Total
(a) City U										
Medicine, Dentistry & Health	-	-	-	-	-	-	-	-	-	-
Sciences	1	-	-	-	1	2	-	-	1	4
Engineering & Technology	1	1	1	-	1	2	-	-	-	6
Business & Management	-	-	-	3	1	1	-	-	1	6
Social Sciences	-	-	-	2	5	-	-	-	1	8
Arts & Humanities	2	-	-	3	2	-	-	-	-	7
Total	3	1	1	8	10	5	-	-	3	31
(b) HKBU										
Medicine, Dentistry & Health	-	-	-	-	-	-	-	-	1	1
Sciences	-	-	-	-	1	-	-	-	-	1
Business & Management	-	-	1	-	-	1	-	-	2	4
Social Sciences	-	-	1	1	2	1	-	-	1	6
Arts & Humanities	-	-	1	-	-	3	-	-	3	7
Education	-	-	-	-	-	-	-	-	1	1
Total	-	-	3	1	3	5	-	-	8	20

7

2011/12 Academic Year	Specific Learning Disabilities	Autism Spectrum Disorders	Attention Deficit / Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech and Language Impairment	Mental Illness[Note 2]	Others[Notes 3,4]	Total
(c) LU										
Business & Management	-	-	-	-	-	1	-	-	-	1
Social Sciences	-	-	-	-	-	-	-	-	-	-
Arts & Humanities	-	-	-	1	-	-	-	-	-	1
Total	-	-	-	1	-	1	-	-	-	2
(d) CUHK										
Medicine, Dentistry & Health	-	-	-	2	-	2	-	-	1	5
Sciences	1	1	-	5	0	2	-	-	2	12
Engineering & Technology	-	-	-	1	2	-	-	-	-	3
Business & Management	-	-	-	-	-	-	-	-	-	-
Social Sciences	1	-	-	2	-	2	-	-	-	5
Arts & Humanities	-	-	-	2	1	-	-	-	-	3
Education	-	-	-	-	-	-	-	-	-	-
Total	2	1	-	12	3	6	-	-	3	27
(e) HKIEd										
Sciences	-	-	-	0	-	-	-	-	-	0
Business & Management	-	-	-	-	-	-	-	-	-	-
Social Sciences	-	-	-	0	-	-	-	-	-	0
Arts & Humanities	-	-	-	1	-	-	-	-	-	1
Education	-	-	-	0	-	-	-	-	-	0
Total	-	-	-	1	-	-	-	-	-	1
(f) PolyU										
Medicine, Dentistry & Health	2	-	-	-	-	-	-	-	-	2
Sciences	-	-	0	2	-	1	-	-	1	4

2011/12 Academic Year	Specific Learning Disabilities	Autism Spectrum Disorders	Attention Deficit / Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech and Language Impairment	Mental Illness[Note 2]	Others[Notes 3,4]	Total
Engineering & Technology	-	1	1	1	-	2	1	1	2	8
Business & Management	-	-	-	3	-	1	1	0	0	5
Social Sciences	-	-	-	2	1	-	-	-	-	3
Arts & Humanities	-	1	-	-	-	1	0	-	-	2
Total	2	2	1	8	1	5	2	1	3	25
(g) HKUST										
Sciences	1	1	2	2	3	2	-	4	3	18
Engineering & Technology	-	1	1	-	6	3	-	1	5	16
Business & Management	1	-	-	-	1	3	-	0	4	8
Social Sciences	-	-	-	-	-	1	-	-	1	1
Arts & Humanities	-	-	-	1	-	-	-	-	-	1
Education	-	-	-	-	-	0	-	-	0	1
Total	2	1	2	3	10	8	-	6	12	44
(h) HKU										
Medicine, Dentistry & Health	-	-	-	1	5	1	-	2	2	11
Sciences	-	2	-	2	1	2	-	-	6	12
Engineering & Technology	1	0	-	0	2	2	-	-	6	12
Business & Management	-	-	-	-	-	1	-	-	2	2
Social Sciences	1	0	-	1	3	1	-	-	7	13
Arts & Humanities	-	1	-	1	5	4	-	-	4	15
Education	-	-	-	1	2	1	-	-	1	5
Total	2	3	-	6	18	11	-	2	27	69

2012/13 Academic Year	Specific Learning Disabilities	Intellectual Disabilities	Autism Spectrum Disorders	Attention Deficit / Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech and Language Impairment	Mental Illness(Note 2)	Others (Note 4)	Total
(i) VTC											
Sciences	6	-	-	-	4	1	3	-	3	3	20
Business & Management	-	-	-	-	-	-	1	-	-	-	1
Design	6	-	3	2	4	-	12	-	7	3	37
Engineering & Technology	7	-	7	1	1	1	16	-	1	1	35
Hotel, Service and Tourism Studies	1	-	-	1	1	1	5	-	-	-	9
Education	-	-	-	-	-	-	1	-	-	1	2
Social Sciences	-	-	-	-	-	-	-	-	1	-	1
Computing & Information Technology	2	-	2	-	1	1	2	1	3	-	12
Total	22	-	12	4	11	4	40	1	15	8	117

Note:
1. The number of SEN students is based on information as declared by individual students
2. Institutions have maintained records of number of students with "Mental Illness" as a category separate from the other SEN types.
3. There is no separate category for "intellectual disabilities" under the data collection of the University Grants Committee. Students with such type of disability, if any, would be covered under "Others".
4. Including multiple types of disabilities. Data presented may not reflect the reality with the difference in the classification of SEN types across institutions.
5. The Hong Kong Academy for Performing Arts has not admitted any student with SEN from the 2011/12 to 2013/14 academic years.
6. As for UGC-funded programmes, some of them can be mapped to more than one academic programme category (APC), and students of these programmes are counted across the APCs concerned on a pro rata basis. Thus the student numbers of some APCs are decimal figures. In the above table, the decimal figures are rounded to the nearest whole number. As such, figures may not add up to the corresponding totals owing to rounding, and the zero figures represent magnitude of less than 0.5.
7. '-' denotes 'nil'.

Number of Students[Note 1] with SEN Studying Full-time Locally-accredited Publicly-funded Post-secondary Programmes by Types of SEN and Broad Academic Programme Categories in the 2012/13 Academic Year

2012/13 Academic Year	Specific Learning Disabilities	Autism Spectrum Disorders	Attention Deficit / Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech and Language Impairment	Mental Illness[Note 2]	Others[Note 3,4]	Total
(a) City U										
Medicine, Dentistry & Health	-	-	-	0	-	0	-	-	-	0
Sciences	1	-	-	0	1	1	-	-	-	3
Engineering & Technology	1	-	1	1	2	1	-	-	-	6
Business & Management	-	-	-	3	1	0	-	1	1	6
Social Sciences	-	-	-	3	5	-	-	-	1	9
Arts & Humanities	1	-	-	3	2	-	-	-	-	5
Total	2	-	1	10	11	2	-	1	2	29
(b) HKBU										
Medicine, Dentistry & Health	-	-	-	-	-	1	-	-	-	1
Sciences	2	-	-	-	1	2	-	-	-	5
Business & Management	-	-	-	1	-	4	-	-	1	6
Social Sciences	2	-	3	0	2	4	-	-	3	14
Arts & Humanities	-	-	0	-	2	3	-	-	5	11
Education	-	-	-	-	-	-	-	-	1	1
Total	4	-	3	1	5	14	-	-	10	37

2012/13 Academic Year	Specific Learning Disabilities	Autism Spectrum Disorders	Attention Deficit / Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech and Language Impairment	Mental Illness[Note 2]	Others[Note 3,4]	Total
(c) LU										
Business & Management	-	-	-	-	1	3	-	-	1	5
Social Sciences	-	-	-	-	-	1	-	-	-	1
Arts & Humanities	-	-	-	1	-	-	-	-	-	1
Total	-	-	-	1	1	4	-	-	1	7
(d) CUHK										
Medicine, Dentistry & Health	-	-	-	1	0	3	-	-	1	5
Sciences	-	3	1	5	-	2	-	-	3	14
Engineering & Technology	0	-	-	-	1	-	-	-	-	1
Business & Management	1	-	-	-	-	-	-	-	-	1
Social Sciences	3	-	-	4	1	2	-	1	-	11
Arts & Humanities	-	-	1	2	-	1	1	1	-	6
Education	-	-	-	-	-	-	-	-	-	-
Total	4	3	2	12	2	8	1	2	4	38
(e) HKIEd										
Sciences	-	-	-	0	0	0	-	-	0	0
Business & Management	-	-	-	-	-	-	-	-	-	-
Social Sciences	-	-	-	0	0	0	-	-	0	0
Arts & Humanities	-	-	-	0	1	1	-	-	1	3
Education	-	-	-	0	0	0	-	-	1	2
Total	-	-	-	1	1	1	-	-	2	5

2012/13 Academic Year	Specific Learning Disabilities	Autism Spectrum Disorders	Attention Deficit / Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech and Language Impairment	Mental Illness[Note 2]	Others[Note 3,4]	Total
(f) PolyU										
Medicine, Dentistry & Health	-	-	-	-	-	1	-	-	1	2
Sciences	-	-	-	3	1	1	-	-	4	9
Engineering & Technology	-	2	-	1	-	1	-	-	7	11
Business & Management	-	-	-	1	0	3	-	-	3	8
Social Sciences	-	-	-	2	1	-	1	-	1	5
Arts & Humanities	-	1	-	-	-	2	-	-	1	4
Total	-	3	-	7	2	9	1	-	17	39
(g) HKUST										
Sciences	2	1	2	2	3	2	2	5	5	22
Engineering & Technology	0	0	1	1	4	2	-	0	6	13
Business & Management	1	0	1	-	4	1	0	0	4	11
Social Sciences	0	0	-	-	-	0	-	0	1	1
Arts & Humanities	1	1	-	1	-	0	-	1	0	3
Education	-	-	-	-	-	0	-	-	0	1
Total	4	2	3	3	11	6	2	6	15	52

13

2012/13 Academic Year	Specific Learning Disabilities	Autism Spectrum Disorders	Attention Deficit / Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech and Language Impairment	Mental Illness[Note 2]	Others[Note 3,4]	Total
(h) HKU										
Medicine, Dentistry & Health	-	-	1	1	6	3	-	3	2	16
Sciences	-	2	-	0	1	2	-	-	6	10
Engineering & Technology	1	1	-	-	2	6	-	-	7	18
Business & Management	-	-	-	-	-	1	-	-	3	4
Social Sciences	1	-	-	1	2	3	-	-	4	12
Arts & Humanities	-	-	-	2	6	1	-	-	4	13
Education	-	-	-	-	1	4	-	-	2	7
Total	2	3	1	4	18	20	-	3	28	79

2012/13 Academic Year	Specific Learning Disabilities	Intellectual Disabilities	Autism Spectrum Disorders	Attention Deficit / Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech and Language Impairment	Mental Illness[Note 2]	Others [Note 4]	Total
(i) VTC											
Sciences	8	-	1	-	4	-	3	-	3	1	20
Business & Management	-	-	-	-	-	-	1	1	-	-	2
Design	11	-	2	1	2	-	10	2	6	2	36
Engineering & Technology	7	-	6	1	1	1	12	2	1	2	33
Hotel, Service and Tourism Studies	1	-	2	-	2	1	5	-	2	-	13
Education	-	-	-	-	-	-	2	-	-	1	3
Social Sciences	-	-	1	-	-	-	-	-	-	-	1
Computing & Information Technology	2	-	3	1	1	1	2	-	1	-	11
Total	29	-	15	3	10	3	35	5	13	6	119

Note:
1. The number of SEN students is based on information as declared by individual students
2. Institutions have maintained records of number of students with "Mental Illness" as a category separate from the other SEN types.
3. There is no separate category for "intellectual disabilities" under the data collection of the University Grants Committee. Students with such type of disability, if any, would be covered under "Others".
4. Including multiple types of disabilities. Data presented may not reflect the reality with the difference in the classification of SEN types across institutions.
5. The Hong Kong Academy for Performing Arts has not admitted any student with SEN from the 2011/12 to 2013/14 academic years.
6. As for UGC-funded programmes, some of them can be mapped to more than one academic programme category (APC), and students of these programmes are counted across the APCs concerned on a pro rata basis. Thus the student numbers of some APCs are decimal figures. In the above table, the decimal figures are rounded to the nearest whole number. As such, figures may not add up to the corresponding totals owing to rounding, and the zero figures represent magnitude of less than 0.5.
7. '-' denotes 'nil'.

Number of Students^(Note 1) with SEN Studying Full-time Locally-accredited Publicly-funded Post-secondary Programmes by Types of SEN and Broad Academic Programme Categories in the 2013/14 Academic Year (Provisional Figures)

2013/14 Academic Year	Specific Learning Disabilities	Autism Spectrum Disorders	Attention Deficit / Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech and Language Impairment	Mental Illness[Note 2]	Others[Notes 3,4]	Total
(a) City U										
Medicine, Dentistry & Health	0	-	-	0	-	0	-	-	0	0
Sciences	1	-	-	1	0	1	-	0	0	3
Engineering & Technology	2	-	1	2	1	2	-	-	1	8
Business & Management	0	-	-	2	1	1	-	2	1	7
Social Sciences	-	-	-	2	4	-	-	2	2	10
Arts & Humanities	-	-	-	1	2	-	-	-	0	3
Total	3	-	1	7	8	4	-	4	4	31
(b) HKBU										
Medicine, Dentistry & Health	-	-	-	-	1	1	-	-	-	2
Sciences	2	-	1	-	1	3	-	-	-	7
Business & Management	-	-	-	1	-	2	-	-	1	4
Social Sciences	2	-	3	-	1	4	-	-	2	12
Arts & Humanities	-	-	-	-	2	3	-	-	6	11
Education	-	-	-	-	-	-	-	-	2	2
Total	4	-	4	1	5	13	-	-	11	38

2013/14 Academic Year	Specific Learning Disabilities	Autism Spectrum Disorders	Attention Deficit / Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech and Language Impairment	Mental Illness[Note 2]	Others[Notes 3,4]	Total
(c) LU										
Business & Management	-	-	-	-	1	3	-	-	1	5
Social Sciences	-	-	-	2	1	1	-	-	-	4
Arts & Humanities	1	-	-	-	-	1	-	-	-	2
Total	1	-	-	2	2	5	-	-	1	11
(d) CUHK										
Medicine, Dentistry & Health	1	-	0	0	-	3	-	-	-	4
Sciences	0	1	1	5	-	2	-	-	3	12
Engineering & Technology	2	-	1	1	-	-	-	-	-	4
Business & Management	-	-	1	-	-	-	-	-	-	1
Social Sciences	2	-	-	5	1	-	-	1	-	9
Arts & Humanities	-	-	1	1	-	1	1	2	1	7
Education	-	-	-	-	-	-	-	-	-	-
Total	5	1	4	12	1	6	1	3	4	37
(e) HKIEd										
Sciences	-	-	-	0	0	0	-	-	0	0
Business & Management	-	-	-	0	0	0	-	-	0	0
Social Sciences	-	-	-	0	0	0	-	-	0	1
Arts & Humanities	-	-	-	0	1	1	-	-	1	4
Education	-	-	-	1	1	0	-	-	1	3
Total	-	-	-	1	2	2	-	-	3	8

2013/14 Academic Year	Specific Learning Disabilities	Autism Spectrum Disorders	Attention Deficit / Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech and Language Impairment	Mental Illness[Note 2]	Others[Notes 3,4]	Total
(f) PolyU										
Medicine, Dentistry & Health	-	-	-	-	-	1	-	-	-	1
Sciences	-	-	-	1	1	1	-	-	3	5
Engineering & Technology	-	2	-	1	0	2	-	-	6	12
Business & Management	-	-	-	1	1	2	-	-	6	10
Social Sciences	-	-	-	1	1	1	1	1	3	8
Arts & Humanities	-	1	-	-	0	3	-	-	5	8
Total	-	3	-	4	3	9	1	1	23	44
(g) HKUST										
Sciences	1	2	1	3	2	2	2	6	2	20
Engineering & Technology	1	1	-	1	3	2	-	1	2	11
Business & Management	1	0	1	0	1	0	0	3	1	7
Social Sciences	0	0	-	0	0	0	-	0	1	1
Arts & Humanities	1	0	-	1	0	0	-	1	1	5
Education	-	-	0	-	-	0	-	-	-	1
Total	4	3	2	5	6	5	2	11	7	45

2013/14 Academic Year	Specific Learning Disabilities	Autism Spectrum Disorders	Attention Deficit / Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech and Language Impairment	Mental Illness[Note 2]	Others[Notes 3,4]	Total
(h) HKU										
Medicine, Dentistry & Health	-	-	1	-	2	3	-	2	4	12
Sciences	-	2	-	0	0	4	-	-	4	10
Engineering & Technology	-	1	-	2	3	7	-	-	3	17
Business & Management	1	-	-	-	1	1	-	-	2	4
Social Sciences	1	-	-	0	3	4	-	-	5	13
Arts & Humanities	-	1	-	4	3	4	-	-	4	15
Education	-	-	-	-	1	-	-	-	2	2
Total	2	4	1	6	12	23	-	2	23	73

2013/14 Academic Year	Specific Learning Disabilities	Intellectual Disabilities	Autism Spectrum Disorders	Attention Deficit / Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech and Language Impairment	Mental Illness[Note 2]	Others [Note 4]	Total
(i) VTC											
Sciences	8	-	1	-	2	-	4	1	-	-	16
Business & Management	-	-	-	-	-	-	1	-	-	-	1
Design	5	-	4	-	3	-	11	-	4	2	29
Engineering & Technology	10	-	8	1	3	1	9	2	2	1	37
Hotel, Service and Tourism Studies	3	-	-	-	2	-	1	1	1	3	11
Education	1	-	-	1	-	-	-	-	-	-	2
Social Sciences	-	-	-	-	-	-	-	-	1	-	1
Computing & Information Technology	4	-	2	-	5	-	2	1	2	2	18
Total	31	-	15	2	15	1	28	5	10	8	115

Note:
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2. Institutions have maintained records of number of students with "Mental Illness" as a category separate from the other SEN types.
3. There is no separate category for "intellectual disabilities" under the data collection of the University Grants Committee. Students with such type of disability, if any, would be covered under "Others".
4. Including multiple types of disabilities. Data presented may not reflect the reality with the difference in the classification of SEN types across institutions.
5. The Hong Kong Academy for Performing Arts has not admitted any student with SEN from the 2011/12 to 2013/14 academic years.
6. As for UGC-funded programmes, some of them can be mapped to more than one academic programme category (APC), and students of these programmes are counted across the APCs concerned on a pro rata basis. Thus the student numbers of some APCs are decimal figures. In the above table, the decimal figures are rounded to the nearest whole number. As such, figures may not add up to the corresponding totals owing to rounding, and the zero figures represent magnitude of less than 0.5.
7. '-' denotes 'nil'.

**Sharing Session with Post-secondary Education Institutions
on Support Measures for Post-secondary SEN students
(11 July 2013)**

Gist of Discussion

General

- Some institutions mentioned that students with special educational needs (SEN) might have different needs in pursing their studies and require different assistance and support. The needs might also vary throughout their study period. It was important that specialized and individualized support be provided to SEN students.

- It was suggested that overseas experiences and practices could be useful references in formulating support measures for SEN students. Institutions could also pool together their expertise and experiences in facilitating SEN students.

Assessment / Diagnosis of SEN students

- Institutions reported that they mainly relied on the voluntary declaration during the admission registration in identifying SEN students.

- A number of institutions remarked that up-to-date assessment reports were needed for providing appropriate support to SEN students. In particular, institutions might find it outdated to use the assessment reports of their postgraduate students which were compiled during their secondary school time. Notwithstanding this, the reports might still serve as references or supplementary information for assessing the conditions of SEN students.

- Some institutions faced difficulties in engaging qualified assessment experts as there were few in Hong Kong. In addition, appropriate tools and services for assessing students with special learning disabilities (SLD) aged 18 or above were not readily available in Hong Kong.

- Some institutions expressed that they might benefit if there were relevant guidelines on how to evaluate the quality of various types of assessment services. Some local organisations, e.g. Hospital Authority, were equipped with the expertise in this connection.

- There were views that the cost of assessments might be a financial burden to the institutions and the students. Government's funding support could help alleviating the burden.

Hardware support for SEN students

- Some institutions mentioned that there was room for improvement in the design of campuses / hostels to cater for the needs of SEN students. For example, washrooms should be provided in the vicinity of lecture theatres.

- A few representatives commented that it would be desirable for each SEN student to have his / her own set of support equipment. Procurement of equipment for sharing by students could be an alternative option.

- It was mentioned that some NGOs offered funding for SEN students to apply for buying equipment. Nevertheless, the application and approval process was often lengthy (sometimes longer than one semester), posing hindrance to the learning process of students. Moreover, students from different institutions had to compete with one another for the funding.

- Some representatives remarked that the Government could enhance support to SEN students by providing funding for institutions / students to buy equipment or renovate their campuses.

Software support to SEN students

- There was suggestion that each institution could set up a dedicated team, preferably comprising professionals and experts, students, faculty, counselors and staff from examination units, to discuss and take care of the needs of students with different types of SEN.

- Apart from setting up a dedicated team of experts, some institutions remarked that staff at all levels within an institution, including senior management, teaching staff, operational staff, etc., could give valuable support to SEN students.

- Some institutions remarked that not all institutions had dedicated administrative staff to support SEN students. Very often, student counselors had to play such a role.

- There was the view that specialised training was needed for staff who handled or provided assistance to SEN students. Such training was

particularly important for teaching staff as they were at the forefront in supporting students' learning needs. Different training would be necessary for different kinds of staff, e.g. the training for teaching staff (e.g. professors) would be different from that for general or administrative staff.

- Some institutions mentioned that teaching staff were often in lack of the relevant expertise to deal with the specific learning needs of SEN students. Sometimes they might face a dilemma in striking the right balance between upholding academic standards and enhancing support to students.

- It was raised that under the existing mechanisms for appraising the performance of teaching staff, it was common that training received on supporting SEN students was not taken into account. Therefore, there was a lack of incentive for teaching staff to attend such training.

Special Arrangements for SEN students

- Some institutions suggested that SEN students (especially those with SLD) should be exempted from the compulsory requirements on language courses. An alternative solution would be to delink the performance of SEN students in such courses from their overall academic performance. In some overseas countries, students with autism spectrum disorders (ASD) would be exempted from compulsory language courses.

- Several representatives said that staff members were short of relevant knowledge and expertise to decide on the implementation details of special examination arrangement, e.g. how long the examination time should be extended, to what extent the arrangement would cause unfairness to normal students, etc. Some institutions would make reference to the arrangements made when students took the HKCEE, HKALE or HKDSE Examination.

Education Bureau
August 2013

3

**Support Measures for Post-secondary Students with
Special Educational Needs**

The following figures are compiled based on responses to survey on publicly-funded institutions in Hong Kong[1].

Abbreviations:

Hearing Impairment – HI   Visual Impairment – VI   Physical Disability – PD

Intellectual Disabilities – ID   Autism Spectrum Disorder – ASD
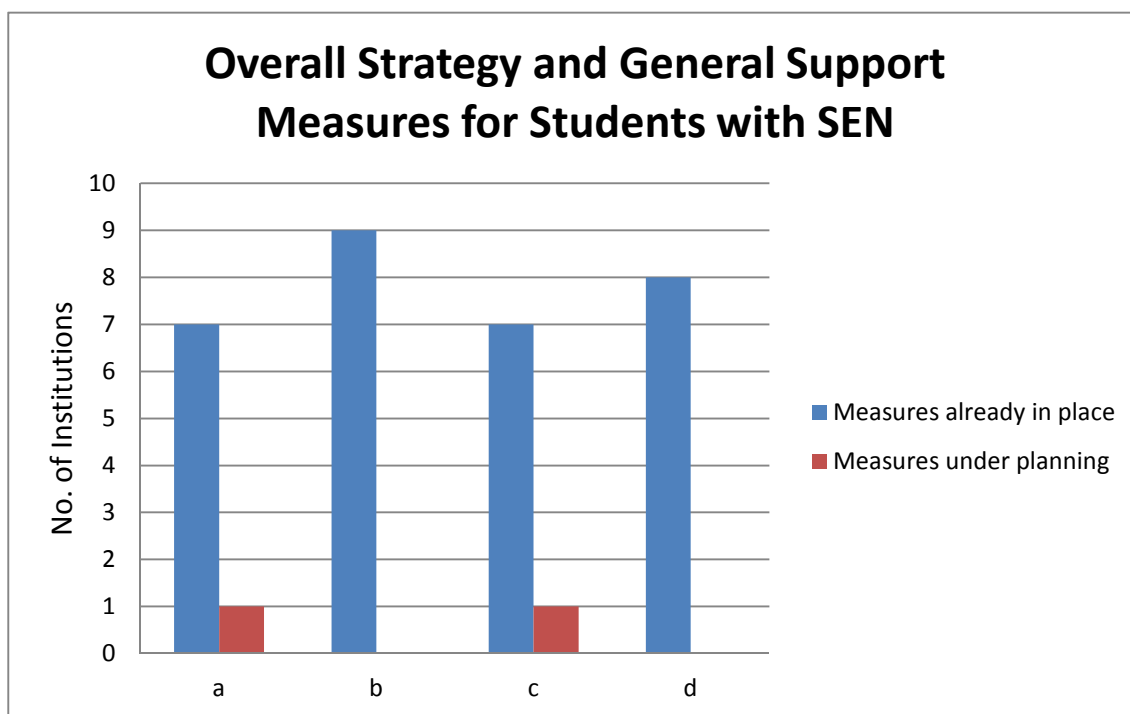
Attention Deficit/Hyperactivity Disorder – AD/HD

Speech and Language Impairment – SLI

Specific Learning Disabilities - SpLD

A. Overall Strategy and Support

Institutions' existing and planned overall strategy and general support measures for students with SEN

Overall Strategy and General Support Measures for Students with SEN

a: Designation of a one-stop coordinator upon admission
b: Provision of suitable orientation
c: Promotion of a caring and inclusive culture among teachers and students
d: Others

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[1]   Including City University of Hong Kong, Hong Kong Baptist University, Lingnan University, The Chinese University of Hong Kong, The Hong Kong Academy for Performing Arts, The Hong Kong Institute of Education, The Hong Kong Polytechnic University, The Hong Kong University of Science and Technology, The University of Hong Kong and Vocational Training Council.
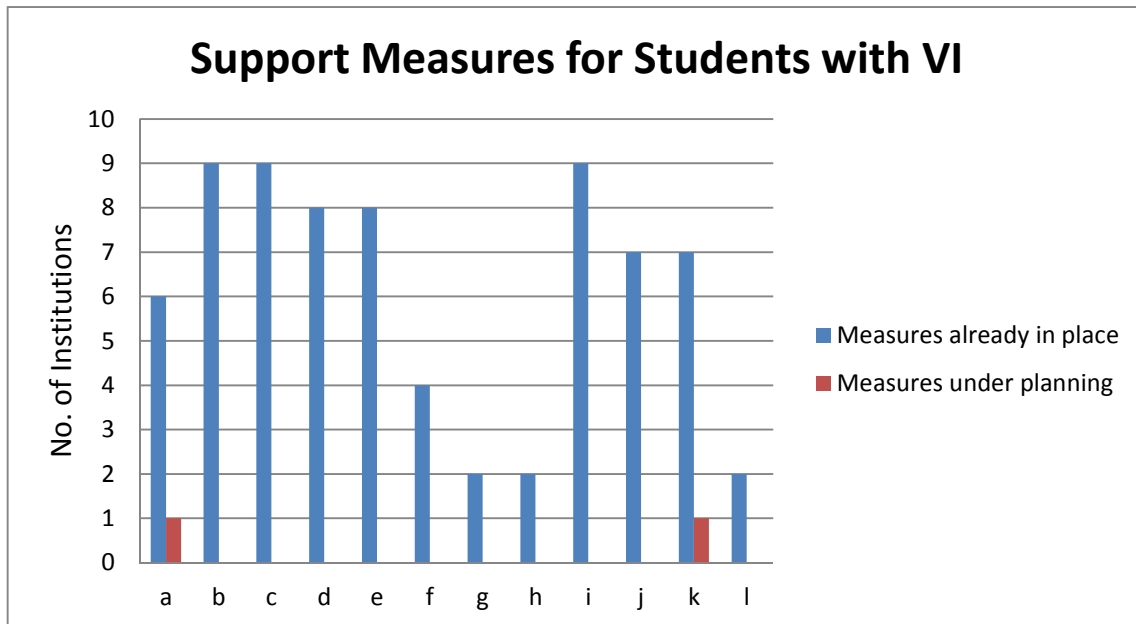
B．Students with HI

Institutions' existing and planned support measures for students with HI

Support Measures for Students with HI

(Bar chart titled "Support Measures for Students with HI". Y-axis labelled "No. of Institutions" from 0 to 10. X-axis categories a to j. Legend: blue = "Measures already in place", red = "Measures under planning".)

Approximate values for "Measures already in place":
- a: 2
- b: 4
- c: 2
- d: 2
- e: 1
- f: 8
- g: 2
- h: 9
- i: 2
- j: 0

"Measures under planning":
- d: 1
- g: 1
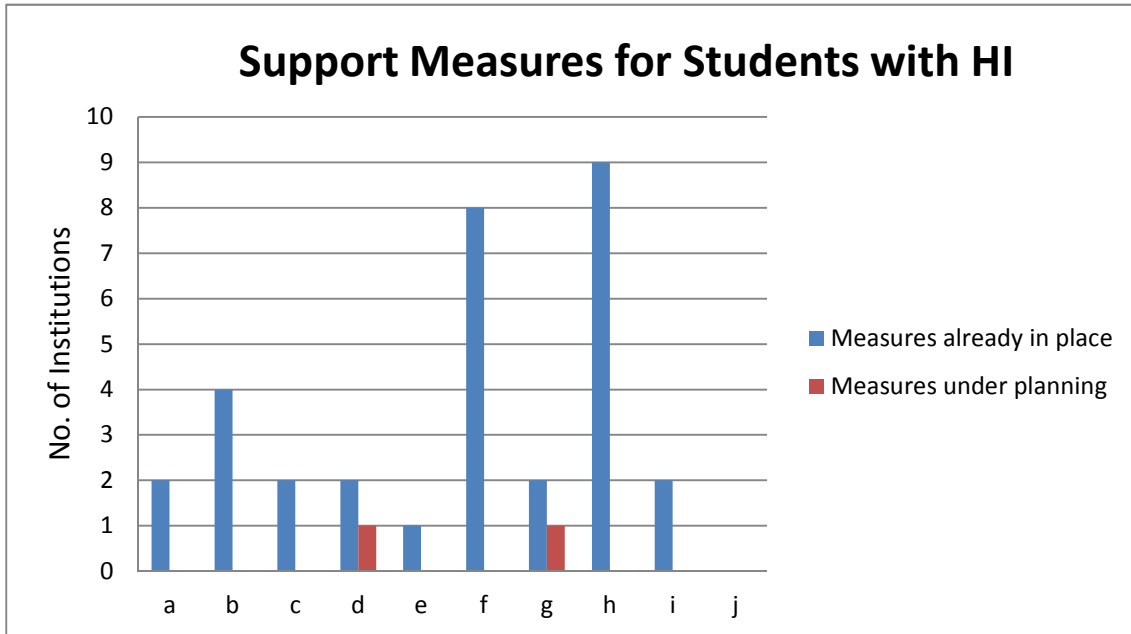
a: Hearing aid
b: FM system
c: Cochlear implant external speech processor
d: Note taker
e: Accompanying helper
f: Assistance in developing social networks
g: Professional sign language interpreter
h: Teaching accommodation and/or special examination arrangements
i: Exemption from international examinations (Parts)
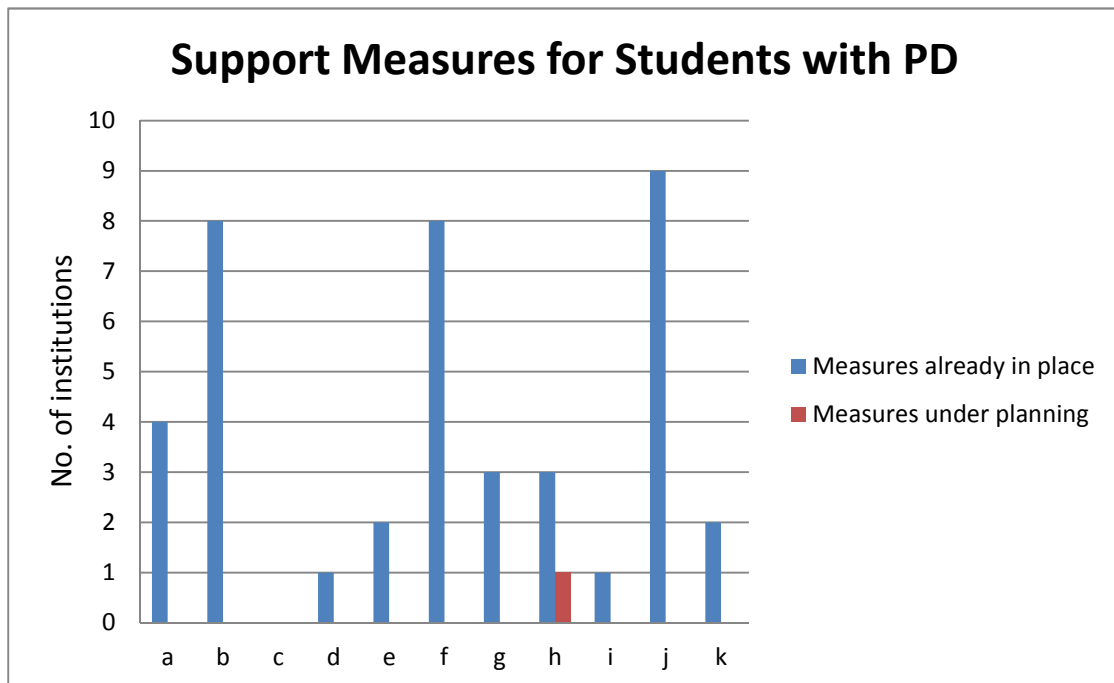j: Others

C. Students with VI

Institutions' existing and planned support measures for students with VI

Support Measures for Students with VI

a: Dedicated staff to coordinate the support
b: Provision of suitable auxiliary aids
c: Provision of suitable ancillary facilities
d: Provision of learning materials suitable for students with VI
e: Provision of electronic reference materials suitable for students with VI
f: Braille and tactile graphics transcription services
g: Orientation and mobility support and training
h: Dedicated staff to provide assistance in class
i: Teaching accommodation and/or special examination arrangements
j: Assignment and homework accommodation
k: Regular review of the support measures for students with VI
l: Others

D. Students with PD

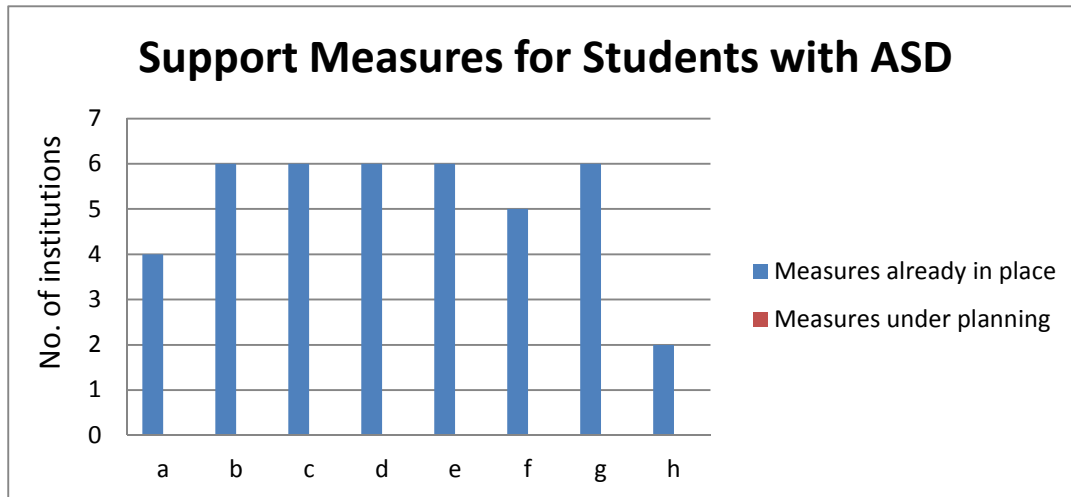*Institutions' existing and planned support measures for students with PD*

Support Measures for Students with PD

- Measures already in place
- Measures under planning

a: Rehabilitation treatment
b: Teaching accommodation and/or special examination arrangements
c: Suitable auxiliary aids
d: Transportation for commuting to and from campus
e: On-campus transportation
f: Wheelchair accessible tables
g: Hostel facilities
h: Private rest area
i: Accompanying helper
j: Barrier-free access and facilities
k: Others

E. Students with ID

There is no support measure specifically put in place by institutions for students with ID.
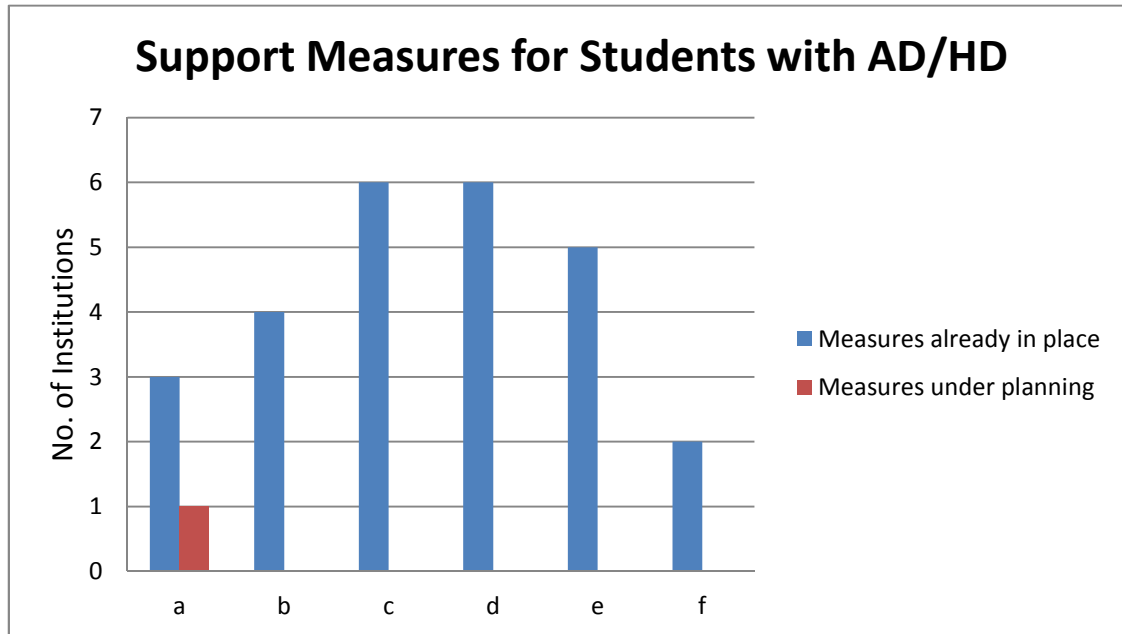
F. Students with ASD

Institutions' existing and planned support measures for students with ASD

Support Measures for Students with ASD

No. of institutions

Legend:
- Measures already in place
- Measures under planning

a: Curriculum accommodation
b: Special examination arrangements
c: Remedial learning support and/or examination skills
d: Assistance in developing social networks/peer support
e: Assistance in enhancing skills in social adjustment/communication /emotional control, etc.
f: Assistance in life and career planning
g: Extension of the duration of study
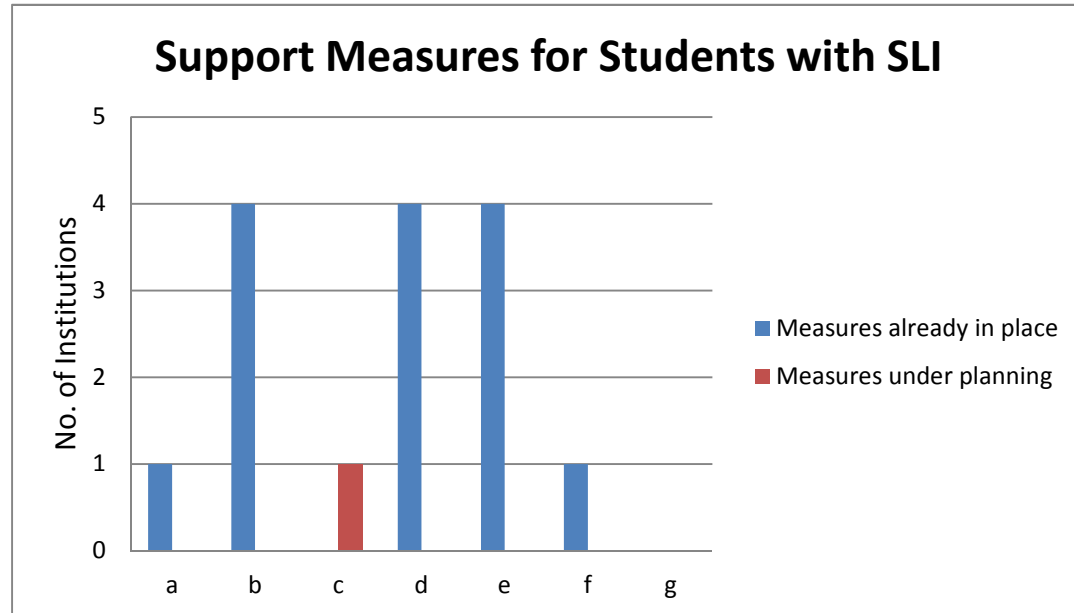h: Others

G. Students with AD/HD

Institutions' existing and planned support measures for students with AD/HD

Support Measures for Students with AD/HD

Legend: ■ Measures already in place ■ Measures under planning

a: Adaptation of teaching strategies
b: Assistance in developing social and emotional support networks
c: Special examination arrangements
d: Provision of psychological counselling services
e: Provision of remedial learning support
f: Others

Ⅱ. Students with SLI

Institutions' existing and planned support measures for students with SLI

Support Measures for Students with SLI

No. of Institutions

(bar chart showing measures for categories a–g; y-axis 0 to 5)

- Measures already in place
- Measures under planning

a: Accompanying helper
b: Assistance in developing social networks
c: Speech therapy services
d: Extension of the duration of study
e: Teaching accommodation and/or special examination arrangements
f: Exemption from international examinations (parts)
g: Others

Ⅰ.   **Students with SpLD**

Institutions' existing and planned support measures for students with SpLD

Support Measures for Students with SpLD

No. of Institutions

(Legend)
- Measures already in place
- Measures under planning
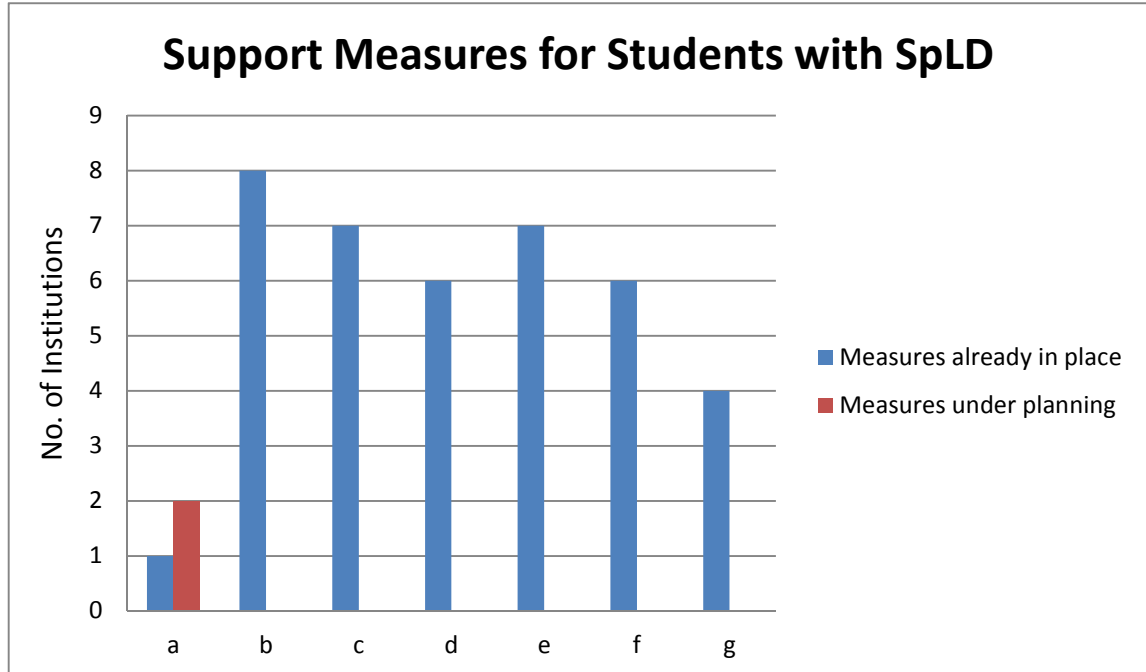
a: Teaching accommodation
b: Special examination arrangements
c: Remedial learning support and/or examination skills
d: Assistance in life and career planning
e: Assistance in developing social networks
f: Extension of the duration of study
g: Others