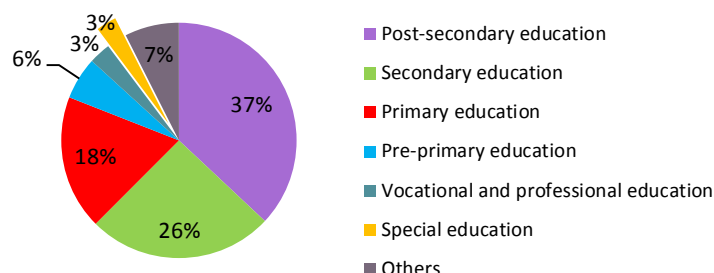


Special educational needs

Figure 1 – Education expenditure by level of study, FY2018-2019*



Note: (*) Estimated figures.

Figure 2 – Number of students with special educational needs, 2013-2014 to 2017-2018 school years

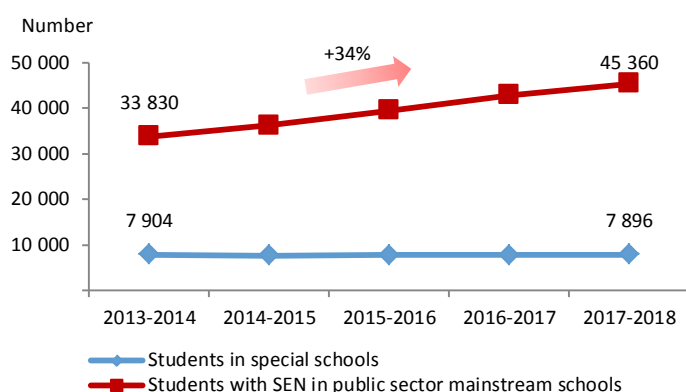
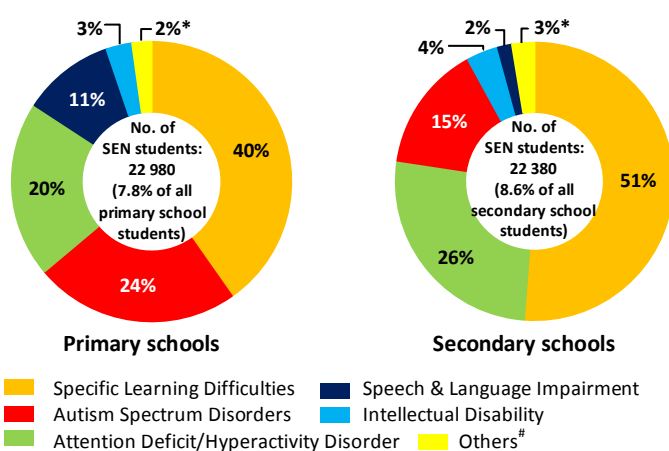


Figure 3 – Number of SEN students in public sector mainstream schools by school level and SEN type^(^), 2017-2018 school year



Notes: (^) Starting from the 2017-2018 school year, mental illness has been included as a type of SEN. The Education Bureau has yet to provide figures of students with mental illness in public sector mainstream schools.

(#) "Others" refers to physical disability, visual impairment and hearing impairment.

(*) Percentage may not add up to 100% due to rounding.

Highlights

- In Hong Kong, special education is to provide children having special educational needs ("SEN") with education services that help them develop their potential to the full, achieve as much independence as they are capable of, and become well-adjusted individuals in the community. In FY2018-2019, the Government budgets some HK\$3.2 billion for special education, accounting for around 3% of the total expenditure on education (**Figure 1**).
- SEN includes the needs of students with various types of disabilities. Children with more severe learning difficulties or multiple disabilities are referred to special schools for intensive support. Other children who can benefit from ordinary school education are enrolled in mainstream schools.
- During the past five school years, the number of students in special schools remained fairly stable at some 7 700-7 900 per year. Yet, there was an increasing trend for students with SEN studying in public sector mainstream schools over the same period. In the 2017-2018 school year, their number increased by 34.1% over the school year 2013-2014 to 45 360 (**Figure 2**).
- In the 2017-2018 school year, SEN students accounted for 7.8% and 8.6% of all primary and secondary school students in public sector mainstream schools respectively. Among them, there are various types of SEN. Specific Learning Difficulties was the most common type of SEN, representing 40% of SEN students in primary schools and 51% in secondary schools. It was followed by Autism Spectrum Disorders, Attention Deficit/Hyperactivity Disorder, Speech and Language Impairment, Intellectual Disability, etc. (**Figure 3**).

Special educational needs (cont'd)

Figure 4 – Distribution of public sector mainstream schools by the number of SEN students admitted, 2017-2018 school year

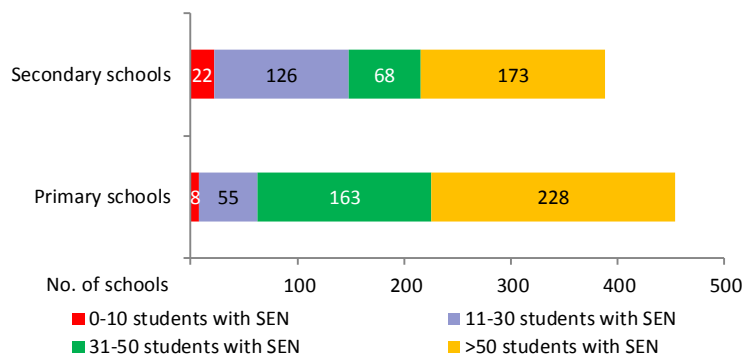
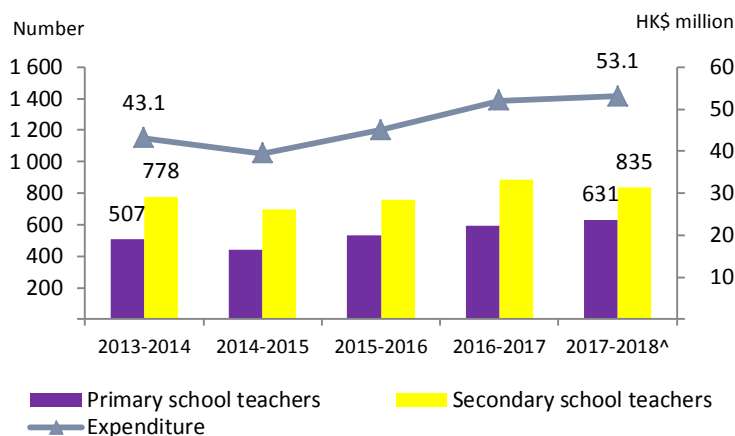


Figure 5 – Teacher-to-class ratio in public sector mainstream schools, 2015-2016 to 2017-2018 school years

	2015-2016	2016-2017	2017-2018*
Government Primary Schools	1.8:1	1.8:1	1.9:1
Government Secondary Schools	2.3:1	2.3:1	2.3:1
Aided Primary Schools	1.9:1	1.9:1	2.0:1
Aided Secondary Schools	2.3:1	2.4:1	2.4:1

Note: (*) Estimated figures.

Figure 6 – EDB's expenditure on BAT Courses and number of teachers completing the Courses, 2013-2014 to 2017-2018 school years



Note: (^) Revised estimate and provisional figures.

Highlights

- Amid the rising number of SEN students in the public sector mainstream schools, the uneven number of SEN students admitted by these schools has shown the imbalanced teacher workload among them (**Figure 4**). In the 2017-2018 school year, around 44% of secondary schools and 50% of primary schools admitted more than 50 SEN students during the school year.
- To provide extra teaching staff for schools to take forward various education initiatives and improve the quality of education, the Government has enhanced the teacher-to-class ratio by 0.1 for the public sector primary and secondary schools (including special schools) from the 2017-2018 school year onwards. Such initiative may help ease the workload of teachers in taking care of SEN students (**Figure 5**).
- In addition to the above, the Education Bureau ("EDB") has been providing serving teachers with structured training courses pitched at Basic, Advanced and Thematic levels ("BAT Courses") since the 2007-2008 school year. This is to enhance teachers' professional capacity for supporting students with SEN.
- The expenditure incurred by EDB and the number of teachers completing BAT Courses had been gradually on the rise over the past five school years (**Figure 6**). However, the Audit Commission has recently unveiled that a considerable number of schools did not meet the training targets of BAT Courses set by EDB. In response, EDB will step up measures to facilitate the schools to keep up with the training target.

Data source: Latest figures from the Education Bureau.

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