

立法會
Legislative Council

LC Paper No. CB(2)907/05-06
(These minutes have been
seen by the Administration)

Ref : CB2/HS/2/04

**Subcommittee to Study Issues Relating to the Provision of
Boarding Places, Senior Secondary Education and Employment
Opportunities for Children with Special Educational Needs**

**Minutes of meeting
held on Friday, 16 December 2005 at 10:45 am
in the Chamber of the Legislative Council Building**

- Members present** : Dr Hon Fernando CHEUNG Chiu-hung (Chairman)
Hon LEE Cheuk-yan
Hon Mrs Selina CHOW LIANG Shuk-ye, GBS, JP
Hon CHEUNG Man-kwong
Hon CHAN Yuen-han, JP
Hon Jasper TSANG Yok-sing, GBS, JP
Hon Audrey EU Yuet-mee, SC, JP
- Member attending** : Hon LEUNG Kwok-hung
- Member absent** : Hon LEUNG Yiu-chung
- Public Officers attending** : Items II and III

Mrs Betty IP TSANG Chui-hing
Principal Assistant Secretary (School Administration &
Support), Education and Manpower Bureau

Mr Tony TANG Fat-yuen
Principal Education Officer (Curriculum Development),
Education and Manpower Bureau

Ms Eugenie WOO Yu-chun
Senior Specialist (Educational Psychology/Special
Education), Education and Manpower Bureau

Mrs Mary MA LO To-wan
Commissioner for Rehabilitation, Health, Welfare and
Food Bureau

**Attendance by
invitation** : Item II

Hong Kong Association for Parents of Persons with
Physical Disabilities

Miss NAM Shuk-yee
Vice-Chairman

Miss LAM Suk-yu
Clerk

Concern Group on the Provision of Boarding/Respite
Service in Schools for the Physically Disabled

Ms HO Bo-ching
Member

Ms LING Ching-ha
Member

Parent Sub-group of Schools for the Physically Disabled

Ms TAM Yuk-fung
Member

Ms YU Tung-mui
Member

Item III

Home-School Support Projects for Students with Dyslexia

Dr Sandra TSANG Kit-man
Associate Dean, Faculty of Social Sciences, The
University of Hong Kong

Mrs Daisy LAM CHEUNG Wai-ching
Project Officer, Home-School Support Projects for
Students with Dyslexia

Heep Hong Society

Ms Barbara LUI
Centre in-charge, Catherine Lo Centre, Heep Hong Society

Ms NG Lai-ho
Representative of Heep Hong Parents Association

Parent Association of 'Manulife Centre for Children
with Specific Learning Disabilities'

Ms CHAN Tak-ping
Member

Concern Group on Integrated Education

Ms HO Mo-ching
Parent

Ms WONG Pui-sze
Parent

Ms LEUNG

Hong Kong Association for Specific Learning Disabilities

Mrs LAU LEE Man-ying
Vice-Chairman

Ms FUNG Chun-lin
Parent

**Clerk in
attendance** : Miss Flora TAI
Chief Council Secretary (2)2

**Staff in
attendance** : Mr Stanley MA
Senior Council Secretary (2)6

Miss Sherman WOO
Legislative Assistant (2)2

Action

I. Confirmation of minutes

[LC Paper No. CB(2)701/05-06]

The minutes of the meeting held on 25 November 2006 were confirmed.

II. Review on the provision of boarding places for children with physical disabilities

2. Principal Assistant Secretary (School Administration & Support) (PAS(SAS)) briefed members on the main points of the Administration's paper on the subject [LC Paper No. CB(2)687/05-06(01)].

Oral presentation by deputations

Hong Kong Association for Parents of Persons with Physical Disabilities
[LC Paper No. CB(2)726/05-06(01)]

3. Miss NAM Shuk-yee and Miss LAM Suk-yu presented the views of the Hong Kong Association for Parents of Persons with Physical Disabilities as detailed in its submission. Miss NAM highlighted that in the interest of students with physical disabilities (PD students), the Administration should allocate resources for the provision of senior secondary education and school-based boarding places in each PD school, instead of two regional boarding sections with 60 places in New Territories East (NTE) and New Territories West (NTW) respectively. Miss LAM also requested the Administration to explain the detailed arrangements on provision of senior secondary education for PD students with long-term boarding needs under the new academic structure.

Concern Group on the Provision of Boarding/Respite Service in Schools for the Physically Disabled
[LC Paper Nos. CB(2)726/05-06(02) and (03)]

4. Ms HO Bo-ching presented the views of the Concern Group on the Provision of Boarding/Respite Service in Schools for the Physically Disabled as detailed in its submissions. She highlighted that the Concern Group opposed the construction of two regional boarding sections in NTE and NTW respectively. The Concern Group considered it more cost-effective and beneficial to PD students in the provision of boarding services if the resources required for the construction and operation of the two regional boarding sections could be evenly allocated for the construction and operation of a school-based boarding section with 25 places in each of the existing five PD schools without a boarding section. The Concern Group strongly opposed the arrangement for a PD student to take up a boarding place in other special schools and the policy that boarding places in PD schools should be used to accommodate students with long-term boarding

Action

needs only. Ms HO also expressed dissatisfaction that some students continued to occupy the boarding places in PD schools even though they did not require the services, thereby depriving those who were really in need of the boarding places. Ms HO also pointed out that parents of PD students taking up a place in the small-scale boarding section in a school in Shatin (the School) were paying a treble of the fee for a publicly-funded place.

*Parent Sub-group of Schools for the Physically Disabled
[LC Paper No. CB(2)726/05-06(04)]*

5. Ms TAM Yuk-fung described the difficulties experienced by the parents of a PD student in the pursuit of boarding services operated on the basis of seven days a week to illustrate the inadequacy of the existing boarding services for PD students with long-term boarding needs. She also explained the problems encountered by a PD student who was arranged to take up a place in a special school for students with mental handicap. She urged the Administration to arrange the provision of boarding places for PD students on the basis of seven days per week, having regard to the circumstances of individual families. Ms TAM suggested that the Education and Manpower Bureau (EMB) should also consider the use of vacant flats in public housing estates to provide boarding services for PD children.

The Administration's response

6. PAS(SAS) responded that comparing to the provision of two regional boarding sections in NTE and NTW, the provision of a small-scale or medium-scale boarding section in each PD school was less cost-effective. She pointed out that regardless of the number of PD students being accommodated, the operation of a government-funded boarding section should be staffed with the necessary medical and professional personnel including nurses and specialists, etc. Under the current practice, boarding sections were not resourced on a per capita basis but mainly through staff salaries and recurrent grants. Furthermore, the provision of boarding staff had to be made in accordance with the prevailing formula. Hence, resources arising from unfilled boarding vacancies could not be easily re-deployed to finance boarding facilities in other schools. She added that it was estimated that the average unit cost for the operation of a small-scale boarding section with 10 places and a regional boarding section with 60 places would amount to about \$480,000 and \$190,000 respectively before salaries adjustments.

7. PAS(SAS) also explained that provision of boarding service to PD students was not made on a permanent basis. PD schools had been advised to review the boarding needs of their PD students at regular time interval. Boarders whose conditions had substantially improved should return their places to PD schools for allocation to other PD students with greater boarding needs. As regards the provision of 7-day boarding service, the Administration would

Action

review the demand and re-deploy the existing capacity to provide the service in PD school with a boarding section according to need, including the proposed regional boarding sections in NTE and NTW regions in future.

8. On the provision of respite places to meet the urgent or temporary needs of parents and PD students, PAS(SAS) explained that the major objective of PD schools was to provide education services to students and not boarding services. PD schools should not be overloaded with non-educational services. Nonetheless, EMB had no objection to special schools with a boarding section to provide self-financed respite boarding service for their students. In fact, EMB had sounded out special schools concerned and many of them responded positively to the suggestion. They also agreed to consult their parent-teacher associations on the need for the provision of the service and to explore the arrangements.

Discussion

Provision of school-based boarding service

Admin

9. The Chairman and Mr LEE Cheuk-yan requested EMB to provide up-to-date estimates of the average unit costs in boarding sections of different capacities. PAS(SAS) undertook to provide the estimates after the meeting. She added that staff cost in a boarding section formed the most significant component, in particular for boarding sections offering 7-day boarding service.

10. The Chairman asked whether the Administration would provide funding support for the continued operation of the small-scale boarding section in the School in the long term. PAS(SAS) responded that the small-scale boarding section piloted by a PD school in the 2005-06 school year was run on a self-financed basis. At this stage, the Administration had no policy to support the operation of small-scale boarding section in PD schools.

11. The Chairman asked how the Administration would monitor the operation of the small-scale boarding section in the School. PAS(SAS) replied that while some flexibility in the operation of a self-financed small-scale boarding section initiated by the School had been allowed, EMB would examine its compliance with relevant regulations and requirements when processing the application.

12. Regarding the suggestion of providing school-based boarding section, PAS(SAS) explained that boarding facilities were planned and provided on a territory basis. Moreover, apart from physical and site constraints, the Administration would have to consider the cost-effectiveness of operating a small-scale boarding section in each PD school, including the construction and recurrent costs. She pointed out that not all existing PD schools without a boarding section had sufficient space for the construction of a school-based

Action

boarding section with 25 places. Nevertheless, EMB had identified suitable sites in adjacent or close to two existing PD schools for the construction of two boarding sections with 60 places. As parents were expecting the provision of boarding places for their PD children as soon as possible, EMB considered it more appropriate to proceed with the construction of the two regional boarding sections, having regard to the various factors and constraints involved.

Provision of respite boarding service

13. Mr LEE Cheuk-yan considered that EMB should provide funding support for special schools with a boarding section to provide respite boarding service for PD students. He asked why the Administration considered it appropriate for special schools with a boarding section to provide respite service on a self-financed basis. The Chairman added that EMB and Social Welfare Department (SWD) should collaborate to provide the service for PD students and their parents with urgent or temporary boarding needs.

14. PAS(SAS) stressed that unlike the respite services provided by non-governmental organisations funded by SWD, the objective of providing boarding services in PD schools was to facilitate PD students to receive education during school days. The core business of PD schools was to provide education services for students and PD schools should not be overloaded with non-education services. Under the existing arrangement, PD schools with a boarding section were already provided with adequate resources to provide boarding service for their students with long-term boarding needs. Nonetheless, EMB would liaise with these schools to explore means of making use of the vacant boarding places to cater for the urgent and temporary boarding needs of PD students. If the provision of such a service was increased to a level beyond the existing capacity of the boarding section, EMB considered it appropriate for schools to charge a reasonable fee for recovery of additional costs incurred for the provision of the service such as employment of additional staff, provision of meals, etc.

15. PAS(SAS) also pointed out that the school sponsoring bodies of special schools with a boarding section would have to consult parents and teachers on the appropriate arrangements for the provision of temporary boarding service for PD children.

16. Mr LEE Cheuk-yan remarked that the Administration should provide sufficient funding support for special schools with a boarding section to provide respite services for PD students with urgent or temporary boarding needs. He urged EMB to discuss with special schools and parents on the appropriate arrangements for the provision of the service, having regard to the financial difficulties of the needy parents and the schools.

Action

Way forward

17. The Chairman said that the provision of school-based boarding service was an international trend as it facilitated the provision of care and education services for PD students. He agreed that EMB had the responsibility to ensure cost-effective use of available resources. He suggested that given the strong views of deputations, EMB should further consult the parents and the PD schools on the provision of school-based boarding service and respite service for PD students, including the use of vacant flats in public housing estates to provide the boarding service and the transport arrangements for PD students to travel from their boarding places to PD schools and vice versa. He considered that EMB should establish a working group to examine the issues and revert to the Subcommittee with recommendations on the way forward.

18. PAS(SAS) responded that EMB had consulted the parent representatives of the seven PD schools on the construction of the proposed boarding sections in the NTE and NTW regions. While some of them had requested EMB to explore other alternatives for the provision of boarding service, none of them had expressed objection to the current proposal of providing two regional boarding sections in NTE and NTW. She pointed out that given the limited time and the urgent needs of PD students residing in NTE and NTW regions, EMB would have to collaborate with departments concerned to acquire the target sites and complete the technical feasibility studies before mid-2006 in order to meet the schedule for bidding funds in the 2006 Resource Allocation Exercise. Assuming a smooth progression, EMB estimated that the date of completion of the two regional boarding sections would be around 2010.

19. On the provision of school-based boarding service, PAS(SAS) pointed out that it was not cost-effective nor practicable. The current proposal was worked out after careful consideration of all factors concerned in the past few months. She also cautioned that further consultation and deliberation on the provision of school-based boarding service would delay the completion of the proposed regional boarding sections by a year.

20. The Chairman considered it necessary to further consult parents and PD schools on cost-effective ways to provide boarding services for PD students with long-term boarding needs. He asked whether EMB and deputations could reach a consensus on the way forward in two months. Miss CHAN Yuen-han added that to avoid delay in completion of the two boarding sections in NTE and NTW regions, EMB should aim to complete the consultation with parents and revert to the Subcommittee in a month.

21. PAS(SAS) responded that given the limitations and constraints, it was not likely to arrive at any practically feasible arrangement which was agreeable to all within such a short period of time.

Action

22. Mr CHEUNG Man-kwong said that he had no objection that EMB should further consult parents and PD schools on the provision of school-based boarding service as long as the operation of the two regional boarding sections would not be deferred to 2011. Referring to paragraph 3 of the Administration's paper, he pointed out that as at 15 September 2005, a total of 170 boarding places (80 in Hong Kong Island and 90 in Kowloon) were available for PD students and 160 places were filled. Given the distribution of the residential areas of these 160 boarders, i.e., 39 in Hong Kong and Islands, 53 in Kowloon, 25 in NTE and 43 in NTW, he considered it appropriate to construct the two regional boarding sections with 60 places first. In view of the boarding needs of PD students residing in NTE and NTW regions and the prospective increase in demand for boarding places under the new academic structure which would be implemented in the 2009-10 school year, he was of the view that EMB should proceed with the site acquisition and technical feasibility study work as soon as practicable.

23. PAS(SAS) undertook to further consult parents and PD schools to explore means to address the needs of PD students and revert to the Subcommittee within two to three months. She, however, pointed out that EMB had carefully examined the availability of sites in the vicinity of the four existing PD schools in NTE and NTW regions, including the making use of vacant flats in public housing estates, for the provision of boarding services. The current proposal was the most optimum arrangement, taking into account all factors concerned. She added that the tendering work for the technical feasibility study for the two regional boarding sections should start at once in order to avoid possible delay in completion. Principal Education Officer (Curriculum Development) added that according to past experience, the completion of a technical feasibility study for the construction of new school premises normally required a period of 10 months. EMB would have to speed up the progress of the two feasibility studies in order to complete the construction projects in 2010.

24. Mrs Selina CHOW and Ms Audrey EU considered that in view of deputations' opposition, the Administration should collaborate with parents and PD schools to examine the best way to provide boarding service for PD students with long-term boarding needs. They suggested that in order not to delay the construction of the two regional boarding sections unnecessarily, EMB should proceed with the technical feasibility study for the proposed regional boarding sections and further consultation with parents and PD schools on the provision of school-based and respite boarding services in parallel. They pointed out that if it was concluded after further consultation that provision of school-based boarding sections should be the best option, only the money incurred for carrying out the technical feasibility study would be wasted. If it was concluded otherwise, at least time would not be wasted in the provision of regional boarding sections for PD students in need. After consideration, members agreed that the suggestion was the best course of action under the circumstances. PAS(SAS) agreed that the Administration would proceed as suggested and would revert to the Subcommittee on the matter in two months' time.

Admin

Action

III. Follow-up discussion on the educational needs of students with specific learning disabilities

[LC Paper No. CB(2)703/05-06(01)]

Oral presentation by deputations

Home-School Support Projects for Students with Dyslexia

25. Dr Sandra TSANG described the research findings of the two-year Home-School Support Projects for Students with Dyslexia which covered 60-odd students with dyslexia in nine secondary and primary schools. She highlighted that the results of the study confirmed the benefits of individualised education programmes for students with special learning disabilities (SpLD) including students with dyslexia. With special arrangements for the assessment of learning outcome, students with dyslexia under the study had demonstrated improvement in various aspects of learning. Not only the students with dyslexia but also their parents and teachers were motivated by the positive results of the study. She added that the provision of sufficient support and guidance such as professional support and development for teachers were essential for smooth and successful implementation of integrated education in mainstream schools.

Heep Hong Society

[LC Paper No. CB(2)726/05-06(05)]

26. Ms NG Lai-ho presented the views of the Heep Hong Society as detailed in its submission. She highlighted that the Society requested the Administration to consider the needs of students with SpDL in the allocation of primary one places under the Primary One Admission System. The Society supported the transfer of information about the special needs of individual students from kindergartens to primary schools, the provision of special arrangements for assessment of the performance of students with SpLD, and improving home-school cooperation to support teaching and learning of students with SpLD.

Parent Association of 'Manulife Centre for Children with Specific Learning Disabilities'

27. Ms CHAN Tak-ping said that the Parent Association of 'Manulife Centre for Children with SpLD' considered that teachers, parents and the community as a whole should understand better the behavioral characteristics and needs of students with SpLD who should enjoy equal opportunities to learn in schools. She cited a few examples to illustrate how students with SpLD were unfairly or improperly treated by some teachers in schools. She requested the Administration to collaborate with schools and parents to provide consistent

Action

support for students with SpLD in learning. In particular, additional resources should be provided for secondary schools to improve support for students with SpLD.

Concern Group on Integrated Education

28. Ms HO Mo-ching described the case of her son to illustrate the long waiting time required for assessment of SpLD conducted by educational psychologist, and the positive effects of the Intensive Remedial Teaching Programme (IRTP) and experienced teachers on the learning outcome of students with SpLD. She requested the Administration to formulate a long-term policy on provision of appropriate care and education for children with SpLD in school. Ms HO stressed that it was important to provide adequate professional training to teachers and the 30-hour course on SpLD was definitely not enough. She also considered that given their heavy non-teaching workload, teachers would be unable to take care of the needs of individual students with SpLD.

Ms LEUNG

29. Ms LEUNG described her experience as an English teacher of a primary school in teaching students with SpLD under IRTP. She considered that around 10% students had specific difficulties in learning English and Chinese. She described how the school and teachers had helped students with SpLD to learn and progress in classes. She requested the Administration to allocate sufficient resources for schools to operate IRTP for students with SpLD at different primary levels and provide appropriate professional development programmes for teachers. She also requested that EMB should designate a teacher in each school to coordinate the provision of support for students with SpLD in learning.

*Hong Kong Association for Specific Learning Disabilities
[LC Paper No. CB(2)726/05-06(06)]*

30. Ms FUNG Chun-lin described the unpleasant experience of her two daughters in primary and secondary schools to illustrate that students with SpLD were not adequately supported in schools. She requested the Administration to collaborate with schools to support students with SpLD in learning.

31. Mrs LAU LEE Man-ying introduced the submission of the Hong Kong Association for Specific Learning Disabilities. She highlighted that given the heavy workload, teachers could hardly share the work of educational psychologists in identification and assessment of students with SpLD in schools. She requested EMB to improve support for students with SpLD in primary and secondary schools.

Action

Discussion

Policies and strategies to support students with SpLD in learning

32. Members in general expressed concern about early identification of and timely intervention and support for students with SpLD in learning, and the provision of professional development for serving teachers. They requested the Administration to formulate long-term policies on the provision of support for students with SpLD in learning in the light of the concerns of deputations.

33. Mr CHEUNG Man-kwong pointed out that overall speaking, the provision of intensive remedial teaching largely depended on the number and early identification of students with SpLD in schools. He considered that given the shortage of experienced teachers and the resources constraints, the Administration should work out measures to meet the current needs of students with SpLD in learning. Mrs Selina CHOW considered that EMB should work out strategies to support teachers, parents and students with SpLD in teaching and learning in the short, medium and long terms. Mr LEE Cheuk-yan opined that it was not practical to rely on teachers to identify students with SpLD and require teachers to adjust teaching strategies and pedagogies to help students with SpLD in classes.

34. In response, PAS(SAS) said that the Administration, stakeholders including teachers, parents, tertiary institutions, professionals in the social welfare sector, and the community as a whole should collaborate to support students with SpLD in learning. Currently, EMB was reviewing the new funding mode for primary schools adopting a whole-school approach to implement integrated education for students with special educational needs (SEN). The review would cover, among others, the provision of professional development for teachers, and resources and support for schools and teachers in the delivery of support services for students with SEN (including students with SpLD). In collaboration with tertiary institutions and non-governmental organisations, EMB would explore the provision of professional support and tools for schools and teachers on assessment of students' SEN and development of curriculum resource materials and pedagogies for students with SEN. In addition, EMB would develop identification tools, remediation programmes and resource packages to support schools in understanding, assessing and teaching of students with SpLD, and liaise with the Hong Kong Examinations and Assessment Authority on special examination arrangements for students with SEN to participate in the Hong Kong Certificate of Education Examination and the Hong Kong Advanced Level Examination.

35. PAS(SAS) further said that in the long term, the development of an inclusive school culture and ethos in schools to support students with SEN in learning was crucial. The Administration was reviewing the provision of special education and integrated education for students with SEN, and had established a

Action

working group to consult the stakeholders and relevant bodies in the review. The Administration would revert to the Subcommittee with recommendations on ways to improve implementation of integrated education in schools as soon as practicable. She added that as frontline educators, teachers played a crucial role in identification and assessment of students' SpLD. Through observation of students' learning abilities and behaviour in classes, teachers should be able to notice students' learning differences, and adjust teaching strategies for these students. Teachers were encouraged to refer students with persistent learning difficulties to EMB for assessment and follow-up advice.

Whole-school approach to support students with special educational needs (including students with SpLD) in learning

36. The Chairman pointed out that students with SpLD were intellectually capable as other students in learning, but were often misunderstood as lazy and lacking motivation to learn. He asked how the Administration would help these students in primary and secondary schools.

37. Senior Specialist (Educational Psychology, Special Education) (SS(EP/SE)) responded that since SpLD might present as mild to severe learning difficulties, early noticing and adjusting of teaching strategies by the regular education teachers were essential to prevent the difficulty of most students from deteriorating. Hence the concerted efforts of various subject teachers was more effective than the work of just one or two expert resource teachers in a school. Only a few students with severe and persistent difficulties required individualized and expert guidance. In compliance with the Disability Discrimination Ordinance, all mainstream schools were required to admit students with different types of SEN, EMB had therefore been promoting the whole-school approach to support students with SEN since the 1997-98 school year. Implementation experience had confirmed the benefits of the whole-school approach in enhancing teaching and learning for students with SEN in mainstream schools.

38. The Chairman pointed out that at the meetings of the Subcommittee on 1 and 25 November 2005, parents and concern organisations had expressed grave concern about the problems in teaching and learning arising from the implementation of the whole-school approach without the provision of additional resources and support to schools and teachers.

39. SS(EP/SE) explained that in the recent years, EMB had not been referring students with SEN to mainstream schools. At present, 297 primary and 37 secondary schools had adopted the whole-school approach to cater for the SEN of students already admitted. In other words, around two-thirds of the primary and secondary schools had not adopted the whole-school approach to cater for the SEN of existing students. Regarding the concern of parents that their children with SEN were bullied or left unattended in schools, she said that the

Action

Administration would continue to encourage more schools to adopt the whole-school approach, so that every mainstream school was empowered to provide quality support to students with SEN already enrolled in the schools.

40. PAS(SAS) supplemented that EMB would review the provision of resources to schools for implementation of the whole-school approach to integrated education under the new funding mode. In addition, EMB would work out a new funding mode and support strategy for secondary schools to adopt the whole-school approach to cater for students with SEN by the end of the 2005-06 school year, including the professional development for teachers on SEN.

41. Mr LEUNG Kwok-hung remarked that apart from professional training for teachers on identification of students' SpLD, EMB should make use of the Internet to disseminate information on teaching and support for students with SEN in learning. He considered that EMB should work out strategies to encourage schools to adopt the whole-school approach to implement integrated education.

42. PAS(SAS) responded that EMB had established a working group to review the provision and implementation of integrated education in schools. The working group would extensively consult the stakeholders in the school sector and recommend short-term and long-term strategies and measures to enhance implementation of integrated education in schools. At the request of the Chairman, PAS(SAS) agreed to upload the information and relevant materials of the working group onto EMB's home page in the Internet for public access.

Admin

43. Mr CHEUNG Man-kwong cautioned that EMB should not rely on the adoption of the whole-school approach to resolve the problems arising from implementation of integrated education in mainstream schools. He pointed out that schools adopting the whole-school approach had also expressed concerns about the implementation of integrated education in mainstream schools. He considered that EMB should carefully examine the concerns of parents and schools, and work out remedial strategies and measures to improve the situation.

44. SS(EP/SE) responded that under the whole-school approach, schools should integrate the SEN policies and practices into the overall school policies and school development plans, so that schools and classrooms could develop the inclusive culture, policies and practices in response to student diversity. In essence, schools were required to formulate a policy for early identification and intervention of learning difficulties, assessment adaptation, curriculum differentiation, staff development and parent involvement. The whole-school approach meant the co-ordination of these different systems in a school.

Action

Follow-up

45. In summing up discussion, the Chairman said that the Administration had agreed at the Subcommittee meeting on 25 November 2005 that it would consult parents and schools in its review of the implementation of integrated education and revert to the Subcommittee with its findings and recommendations in three months' time. He stressed that the Administration should work out long-term policies and strategies to support the provision of integrated education for students with SpLD. PAS(SAS) confirmed that the Administration would revert to the Subcommittee to report progress and recommendations. However, she reminded that the entire review could not be completed in three months. She added that in the meantime, EMB would continue to consult schools, teachers and parents on improvement measures to enhance implementation of integrated education for students with SEN, including the provision of professional support to schools and development for teachers.

IV. Any other business

46. Members noted that the next meeting would be held on 20 January 2006 at 10:45 am.

47. There being on other business, the meeting ended at 1:25 pm.

Council Business Division 2
Legislative Council Secretariat
18 January 2006