

Subcommittee to Study Issues Relating to the Provision of Boarding Places, Senior Secondary Education
 Response of the Education and Manpower Bureau to the Motions Passed at the Sub-committee Meeting of 22 January 2007

Motion	EMB's Response
<p>1. Encourage professional division of labour in schools to develop expertise in handling students with one to two types of special educational needs; specify the student categorization of the schools in the school selection forms for parents' information, and provide focused training to teachers according to the categorization of their schools; and provide specific manpower and resources in the light of the needs of students in those categories</p>	<ul style="list-style-type: none"> • It was clarified by Members at the Sub-committee's meeting of 22 January 2007 that this motion does not involve making any amendment to the Disability Discrimination Ordinance to enable schools to confine student intake to a certain number of special educational needs (SEN) types. On this understanding, we are now consulting the education sector on the feasibility of implementing the proposed measures, especially for schools to indicate the type(s) of SEN they prefer in their student intake or for which they would develop their expertise. • At the same time, we have proposed to the Committee on Home-School Co-operation to revise the layout and explanatory notes of the School Profiles to facilitate schools to introduce the kind of support they provide for students with SEN. We also propose to add a new column specifically for schools to provide information on their SEN support measures as well as their experience in catering for a certain type of SEN. They are also encouraged to indicate the type(s) of SEN for which their teachers would focus on developing the professional expertise. • As stated in the previous LC Paper No. CB(2)876/06-07(01) to the Subcommittee, we will meet with parents of prospective P1 students and brief them on integrated education in primary schools so as to help them make school choice. For the prospective S1 students, we would brief primary school guidance personnel of the provision, who would then give due advice on school choice to the parents concerned.

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	<ul style="list-style-type: none"> • We welcome schools to develop their teachers' expertise in catering for a certain type of students. In this regard, we have formulated a 5-year special education training framework with training targets, starting in the 2007/08 school year. In addition, a 10-hour school-based special education training may be organized for schools on a need basis. These training programmes help schools develop their expertise in catering for students with SEN. Details of the training opportunities have been set out in the LC Paper No CB(2)2773/05-06(01) for the Sub-committee's meeting of 21 July 2006. • Regarding specific manpower and resources for students with SEN, we wish to re-iterate that under the 3-tier intervention model being implemented by the EMB, additional resources and professional support have already been provided according to students' differentiated SEN.
<p>2. In respect of autistic and hyperactive children, adopt the principle of "funding following the student" so that for enrolment of every such student, the school will receive tier-3 support, which may include hiring teaching assistants or resource teachers to render individualized caring services for these students</p>	<p>Under the 3-tier intervention model for the implementation of integrated education, there are differentiated levels of professional support and resources provision for schools, based on students' SEN needs. Though students with Autistic Spectrum Disorder (ASD) and Attention Deficit/Hyperactivity Disorder (AD/HD) differ in the degree of severity, they all receive tier-3 support which include Integrated Education Programme, the per capita grant of \$20,000 under the New Funding Mode and the educational psychology service. For hardcore cases and on a need basis, the EMB may, as appropriate, arrange secondment of a resource teacher, provision of a time-limited funding for the schools concerned to employ teacher assistants, attendance at short-term intervention programmes in special school-cum-resource centers, and even admission to Adjustment Programme run by the EMB. However, it should be noted that not all student with ASD or AD/HD need these specific support measures. It is noteworthy that students' learning needs and social adjustment vary with their severity of disability, developmental stages, learning environment and family support, and hence the support measures should be tailor-made for the</p>

	students concerned.
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3. Extend the new funding mode for primary schools to secondary schools to resolve the current problem of a serious bottleneck, pending finalization of the secondary school funding model	The EMB has planned to review the current New Funding Mode for primary schools in the 2007/08 school year and in the light of the implementation experience, to study the feasibility of extending the New Funding Mode to secondary schools. In the interim, we will provide consultative and advisory visits to about 50 secondary schools with more hardcore or clustered cases of SEN, commencing in the second term of this school year. We will assign our special education officers as the resource persons on integrated education for each of the 50 schools. They would work together with other professionals, such as educational psychologists and school development officers, to help schools promote the whole school approach to supporting students with SEN,
4. Implement small class teaching with a class size of 20 in the skills opportunity schools	The standard class size of the three ex-skills opportunity schools is 30, but their present actual average class size is about 26 while their teacher to student ratio is 1:10, which is lower than that of 1:18 for ordinary secondary schools. These schools may flexibly deploy their teachers to implement small group teaching. We would continue our frequent communication with these three schools, exchange views on their concerns and render the necessary support.
5. Implement integrated education by way of small class teaching, which is imperative for achieving the desired effect	The policy and the way forward on implementing integrated education have been set out in the LC Paper No. CB(2)2773/05-06(01) submitted to the Sub-committee at the meeting of 21 July 2006 and we shall not repeat them here. Schools can arrange small group teaching or intervention through flexible deployment of the resources so provided for students with SEN.