

Regarding the information requested by Hon Fernando CHEUNG in his letter of 11 December 2013, the Administration's reply is as follows:

1. The distribution and number of students with special educational needs by 8 SEN types under the 3-tier support of the New Funding Mode

The Education Bureau (EDB) encourages schools to adopt the Whole School Approach to supporting students with special educational needs (SEN) through a 3-Tier Support Model, taking into account their need and the tier of support required. In fact, even for students with the same type of disability, their need and the degree of support required may vary. Under the 3-Tier Support Model, schools are required to record the support and adaptations offered to the students as well as their progress for regular review and adjustment of the level of support required as appropriate. As such, the level of support of students with SEN may require upward or downward adjustment. Hence, the distribution of students under the 3-Tier Support Model may change from time to time according to the varying performance of the students.

The numbers of students with SEN studying in public sector ordinary secondary and primary schools in the 2012/13 school year are as follows:

	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit/Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment	Total
Primary	8 390	760	2 840	2 450	130	30	270	1 940	16 810
Secondary	9 050	930	1 310	2 330	250	100	420	190	14 580
Total	17 440	1 690	4 150	4 780	380	130	690	2 130	31 390

2. Number of schools benefitted from the lifting of the ceiling of the Learning Support Grant from \$1 million to \$1.5 million per school per annum

To help schools cater for students with SEN, the EDB has been providing public sector secondary and primary schools with additional resources on top of the regular subvention for all ordinary schools, including the Learning Support Grant (LSG). The ceiling of the LSG has been raised from \$1 million to \$1.5 million per school per annum with effect from the 2013/14 school year. The actual amount of LSG received by individual schools is subject to the number of students with SEN and the tier of support the students require in a particular year. As EDB is scrutinizing the relevant information submitted by schools for the 2013/14 school year, the number of schools to be benefitted from the enhancement is not available at this stage.

3. The overall subsidy and the unit cost provided by the Government on integrated education and special education

Under the prevailing education policy, the EDB will, subject to the assessment and recommendations of specialists and with parents' consent, refer students with more severe or multiple disabilities to special schools for intensive support services.

EDB will provide staff establishment and related grants to special schools according to the relevant Code of Aid. The revised estimate for special schools for the 2012-13 financial year is \$1,797 million. The unit costs per school place of various types of special schools in the 2012/13 school year are stipulated in the table below:

Type of Special School	Average Unit Cost per School Place
Visual Impairment	\$213,000
Hearing Impairment	\$254,000
Physical Disability	\$249,000
Mild Intellectual Disability	\$140,000
Moderate Intellectual Disability	\$216,500
Severe Intellectual Disability	\$278,000
School for Social Development	\$137,500
Hospital School	\$153,000

To help ordinary schools cater for students with SEN, the EDB has been providing schools with additional resources, professional support and teacher training on top of the regular subvention for all ordinary schools. In the 2013/14 school year, the additional estimated expenditure for integrated education is about \$1,076 million. Since some of the additional resources and support services are provided for individual schools for meeting the specific needs of their students with SEN (e.g. Top-up Fund for procurement of special furniture and equipment), not all schools and students with SEN are receiving the same support services, and the funding required among schools and students may vary. Hence, the EDB does not consider it appropriate to provide a standard average subvention for students with SEN in ordinary schools.