



中華人民共和國香港特別行政區政府總部教育局  
Education Bureau  
Government Secretariat, The Government of the Hong Kong Special Administrative Region  
The People's Republic of China

本局檔號 Our Ref.: EDB SES3/LEGCO/1/Part 6  
來函檔號 Your Ref.: CB4/PL/ED

電話 Telephone: 2892 6502  
傳真 Fax Line: 3579 4054

1 November 2018

Ms Angel WONG  
Clerk to Panel  
Legislative Council Panel on Education  
Legislative Council Complex  
1 Legislative Council Road  
Central  
Hong Kong

Dear Ms WONG,

**Panel on Education**  
**Follow-up to the meeting on 2 March 2018**

I refer to your letter dated 6 March 2018. Our response to the motion passed under the agenda item "Arrangement for transition from kindergarten to primary school for students with special educational needs and related educational support" is provided at Annex as requested.

Yours sincerely,

A handwritten signature in black ink, appearing to be "Godwin Lai".

(Godwin LAI)  
for Secretary for Education

Encl.

### **Wording of the Motion**

**Given that there is at present a support gap for students with special educational needs (“SEN”) in their transition from kindergartens and pre-school rehabilitation services to primary schools and integrated education, this Panel urges the Government to:**

- (1) continue to provide pre-school rehabilitation services to students who have reached the age of six but have not attended primary schools;**
- (2) establish a SEN student central database to enable information and service interfacing for SEN students in kindergartens, primary and secondary schools and universities on their transfer to another school/institution;**
- (3) formulate “bridging programmes” for SEN students who are going to proceed from kindergartens/nursery schools to primary schools, including conducting multi-disciplinary assessments, introducing necessary support services and holding case conferences to allow parents and students to participate in the formulation of “bridging programmes”, so as to facilitate the smooth transition of those students to further education.**

### **Response of the Education Bureau**

- (1) continue to provide pre-school rehabilitation services to students who have reached the age of six but have not attended primary schools**

On the delivery of pre-school rehabilitation services, it is the Government’s policy to provide children from birth to six years old, with disabilities or at risk of becoming disabled with early intervention to enhance their physical, psychological and social development, thereby improving their opportunities for participating in ordinary schools and daily life activities, or preparing them for studying in ordinary schools, and helping their families meet their special needs. The Social Welfare Department (SWD) currently provides subvented pre-school rehabilitation services for children assessed to be in need of professional intervention mainly through the Special Child Care Centre, Early Education and Training Centre, Integrated Programme in Kindergarten-cum-Child Care Centre and On-site Pre-school Rehabilitation Services.

Under the current service arrangement, children who are admitted to the pre-school rehabilitation services will be discharged from the service when they have attained the age of six at the beginning of the new school year or are admitted to primary schools with a view to meeting their educational needs. If children discharged from the service are assessed to be in need of follow-up medical services or learning support, they can continue to receive necessary services or support under the medical or education systems. This arrangement will also allow the service places to be allocated to other children under the age of six who are on the waiting list of pre-school rehabilitation services. Children who have reached the age of six and are receiving pre-school rehabilitation services during the school year can receive the services continuously until the end of the school year.

- (2) establish a SEN student central database to enable information and service interfacing for SEN students in kindergartens, primary and secondary schools and universities on their transfer to another school/institution**
- (3) formulate “bridging programmes” for SEN students who are going to proceed from kindergartens/nursery schools to primary schools, including conducting multi-disciplinary assessments, introducing necessary support services and holding case conferences to allow parents and students to participate in the formulation of “bridging programmes”, so as to facilitate the smooth transition of those students to further education**

The Government has been providing different services through the collaborative efforts of various bureaux/departments to support students at pre-school centres/kindergartens with special needs or at risk of developmental delay. The Food and Health Bureau and the Labour and Welfare Bureau provide assessment and rehabilitation services respectively for the students in need of such services. The Education Bureau (EDB) is responsible for arranging teacher training to enhance teachers’ professional capacity to identify students with developmental needs as soon as possible and to provide them with appropriate support. The concerted effort is to ensure the smooth transition of students with SEN to primary school.

To help primary schools have an early understanding of the conditions of the students with SEN and to provide them with transition services, the EDB, the SWD, the Child Assessment Services (CAS) of the Department of Health (DH) and the Hospital Authority (HA) have, during the summer vacation of the 2017/18 school

year, formulated an enhanced collaborative mechanism ensuring that when children with special needs proceed to primary schools from pre-school centres/kindergartens, the primary schools can be aware of their special needs earlier and provide them with support. We have just launched the collaborative mechanism in the 2018/19 school year.

Under the said collaborative mechanism, for each school year, the EDB will send letters and parental consent forms to parents of the children who are receiving subvented pre-school rehabilitation services or those on the waiting list, and are of the right age admitting to Primary One (P1) the next school year. Upon parental consent, the EDB will pass the information of the respective children to the DH and HA so that the CAS can send the assessment information of those children to the EDB. In June before the commencement of the new school year, the EDB will confirm with parents the public sector ordinary primary schools or Direct Subsidy Scheme (DSS) schools that their children will be attending. The EDB will then transfer the assessment information to the primary schools concerned before the new school year begins. This enables schools to learn about the situations of those students as early as possible and provide appropriate support for them. Besides, the pre-school rehabilitation service units will also forward the progress reports of the upcoming P1 children to the EDB through the SWD so that the EDB can transfer the progress reports of these children to their designated public sector primary schools or DSS primary schools before the commencement of the new school year.

Under the above mentioned cross-bureau/department collaboration mechanism, public sector primary schools and DSS schools will, via the EDB, receive the assessment information from the CAS and the progress reports from pre-school rehabilitation services units, including children's developmental areas requiring attention and recommendations for supporting them to transit to primary schooling. The primary schools will, premised on the respective information and the resources and support provided by the EDB, plan and arrange appropriate support services for their P1 students with SEN to facilitate their smooth transition and adaptation to primary schooling. From the 2018/19 school year onwards, professional officers of the EDB will visit the primary schools concerned within six to eight weeks upon the commencement of a new school year to understand from the primary schools their support services for the respective P1 students based on the assessment information from the CAS and progress reports from pre-school rehabilitation units, and will offer advice as appropriate. At the same time, public sector primary schools will identify P1 students in need through the 'Early Identification and

Intervention Programme for Primary One Students with Learning Difficulties’ for further assessment so as to provide them with appropriate support.

To strengthen schools’ support to students with SEN, starting from the 2017/18 school year and by phases in three years, each public sector ordinary school is provided with an additional graduate teaching post to facilitate school’s assignment of a designated teacher to take up the role of Special Educational Needs Coordinator (SENCO) to support integrated education. The SENCO will collaborate in an interdisciplinary team approach with the school-based educational psychologist, discipline and guidance team, curriculum development team and different subject panels to promote early identification and intervention for students with SEN to ensure that appropriate support are provided for P1 students having received pre-school rehabilitation services and to help them to adapt to the new environment and new learning mode. As announced in the 2018 Policy Address, we will upgrade the SENCO post to a promotion rank in public sector ordinary schools with comparatively large number of students with SEN to facilitate SENCOs to deliver their leadership duties more effectively.

As regards the change of schools of primary and secondary school students with SEN, the EDB all along requests schools to transfer relevant information of these students (e.g. medical reports, assessment reports, succinct learning records and teaching strategy suggestions), upon parental consent, to the students’ new schools as soon as possible so that they can continue to receive the appropriate support. For Primary Six students promoting to Secondary One, primary schools should send the information of respective students to their recipient secondary schools before mid-August, in order that the schools can learn about their SEN for early planning and arrangement of appropriate support services.

Students with SEN in secondary schools may make choices of further studies and employment at different learning stages according to their abilities, aptitude and interests. To ensure these students can receive timely and suitable support no matter they choose to pursue further studies, receive vocational training or take other courses after leaving secondary schools, the EDB all along advises schools to discuss post-school arrangements with these students and their parents as early as possible. With the consent of both parents and students, schools will transfer the relevant student information to the student guidance section of the institutions/training organisations when students are offered places by these institutions/training organisations, so that they can plan and provide appropriate support services earlier according to the students’ special needs. To facilitate information transfer, the EDB has compiled a list of “Contact Details of Local

Post-secondary Institutions/Educational Organisations for Transfer of Information of Secondary Students with Special Educational Needs”, which has been uploaded to the EDB website for schools’ and parents’ reference.

Students with SEN in secondary schools may also provide their SEN information via a sub-system under the Joint University Programmes Admissions System (JUPAS) that enables the institutions to understand the special needs of the students and to arrange at an early date appropriate admission assistance and assistive facilities. Furthermore, when applying for courses at Vocational Training Council (VTC), students can provide their SEN information on the application forms so that VTC can offer advice on course selection as well as appropriate remedial and support services for the students at the earliest upon admission.

In view of the smooth operation of the established mechanism on the transfer of information of students with SEN at the aforementioned stages, complimented by schools’ provision of appropriate support and cooperation as well as the different concerns that parents and students have on disclosing their SEN information at different stages, we have no plan to set up a central database of students with SEN from pre-school to university levels.