



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

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

28 October 2021

Dear Ms WONG,

Follow up Agenda Item III of Panel on Education Meeting on 4 June 2021

Thank you for your letter dated 7 June 2021. The Education Bureau's response to the follow-up questions of agenda Item III of Panel on Education Meeting on 4 June 2021 is set out at the Annex.

Yours sincerely,

(Godwin LAI)
for Secretary for Education

**Follow-up to the meeting of
the Legislative Council Panel on Education held on 4 June 2021**

Regarding the follow-up items brought up at the Panel on Education meeting held on 4 June 2021, the response of the Education Bureau (EDB) is as follows:

Item (a):

To enhance schools' effectiveness in implementing integrated education (IE), the EDB provides serving teachers with structured training courses pitched at three levels, i.e. Basic, Advanced and Thematic (BAT Courses) facilitating development of their professional capacity in catering for students with special educational needs (SEN). The EDB requires each public sector ordinary school to arrange teachers to receive training in a systematic manner and to have at least 15% to 25% of teachers completed the 30-hour Basic Course before the end of the 2019/20 school year. In the 2018/19 and 2019/20 school years, the number and percentage of teachers in public sector ordinary primary and secondary schools who have completed programmes at the basic level or above (including BAT Courses and other special education training programmes recognised by the EDB) are tabulated below.

	2018/19 school year Number of teachers (percentage)	2019/20 school year Number of teachers (percentage)
Primary schools	9 487 (43%)	9 741 (43%)
Secondary schools	7 306 (33%)	7 537 (33%)

As for the 2020/21 school year, some courses had to be postponed due to the epidemic, and the assessment of the assignments submitted by some teachers is still in progress. On the whole, the total number and percentage of teachers having completed the courses are roughly the same as those in the 2019/20 school year.

To enhance the training of teachers for supporting students with SEN, we have further raised the training targets from the 2021/22 school year, requiring each public sector ordinary school to have at least 80% of

teachers having completed the Basic Course by the end of the 2026/27 school year.

Apart from the BAT Courses, the EDB has organised various types of training programmes on special education, having regard to the training needs of teachers, such as Professional Development Programme for Mental Health (since the 2017/18 school year) and the Professional Development Programme for Special Educational Needs Coordinators (SENCO) (since the 2018/19 school year).

Items (b) and (d)

Under the Disability Discrimination Ordinance (DDO), all schools are obligated to admit students with SEN and provide appropriate support to help them develop their potential. As such, all public sector ordinary schools (455 primary schools and 389 secondary schools, totalling 844) and schools under the Direct Subsidy Scheme (21 primary schools and 59 secondary schools, totalling 80) are currently implementing IE. In addition, private schools also need to comply with the DDO. They are required to deploy resources and manpower to support students with SEN under the principle of IE.

Item (c)

In the 2020/21 school year (as of September 2020), there were around 56 640 students with SEN in public sector ordinary schools (28 650 in primary schools and 27 990 in secondary schools). At primary level, regarding the number of students with SEN in individual schools, the lowest is three and the highest is nearly 190; at secondary level, the lowest is five and the highest is nearly 300.

Item (e)

The EDB has advocated the adoption of the Whole School Approach to implementing IE since the 1990s, encouraging schools to create an inclusive learning environment to cater for students with SEN. For decades, with the efforts made by the EDB, schools, teachers and various stakeholders, the concept of IE has taken root in every school. The EDB has been providing schools with additional resources, professional support and teacher training to consolidate the experience and effectiveness of schools in implementing IE. Apart from employing additional staff and procuring external services with the Learning Support Grant (LSG),

schools are also provided with one to three additional regular teaching post(s) on account of the LSG reaching the specific threshold. In addition, to enable schools to render more appropriate support to students with SEN, the EDB provides schools with Special Educational Needs Coordinators, implements the Enhanced School-based Educational Psychology Service, introduces the Enhanced Speech Therapy Service and provides diversified and targeted support services, etc., (more details are given in LC paper no. CB(4)1037/20-21(01)). On the whole, schools have accumulated an abundance of good practices and achievements in supporting students with SEN.

However, schools are taking forward IE at a different pace and their strategies and effectiveness are also different. In individual cases, schools may face some difficulties such as home-school cooperation. We will proactively offer professional advice and support to schools in need. The EDB will also continue to assist schools in making good use of resources obtained under the enhanced measures on IE to improve the effectiveness of IE through provision of appropriate support for students and promotion of home-school cooperation.