

School: Delia (Min Kiu) English Primary School
Implementation of Whole School Approach for Inclusive Education
Policies, Resources, and Support Measures

(2025/2026 Academic Year)

I. Policies	<ul style="list-style-type: none"> • Our school is committed to establishing an inclusive culture, supporting students with special educational needs through the Whole School Approach. By reallocating resources, we provide students with appropriate and diverse support services that enhance their learning effectiveness and help them integrate into campus life. • The school values home-school cooperation, establishing a regular communication mechanism to discuss strategies for supporting students with parents through various channels.
II. Resources	<p>Our school has received additional resources allocated by the Education Bureau, including:</p> <ul style="list-style-type: none"> • A total of \$1,175,288 from the Learning Support Grant and Grant for Supporting NCS Students with SEN, used to hire one special education support teacher and one teaching assistant, as well as to purchase training services for academic support, executive functioning, fine and gross motor skills, social skills, etc., to support approximately 53 students with special educational needs. • Special Educational Needs Coordinator, SEN teacher school-based educational psychologist, and school-based speech therapist.
III. Support Measures and Resource Utilization	<p>Our school provides the following support measures for students with special educational needs and academically low achievers:</p> <ul style="list-style-type: none"> • A "Student Support Team" led by the Special Educational Needs Coordinator has been established, including the Vice Principal, Special Education support teacher, social workers, school-based speech therapists, school-based educational psychologists, and teachers from various subjects. This team collaborates with other departments, including curriculum development and Guidance and Discipline Department to jointly support students with special educational needs. • Special education support teacher is assigned to relevant teaching duties, providing support in different ways (Parallel teaching, individual/group social and emotion skills training etc.) to assist students with special educational needs in learning, emotional behavior. Additionally, support

	<p>teachers assist the Special Educational Needs Coordinator in handling duties related to inclusive education, including promoting home-school collaboration, enhancing early identification and support, and managing resources for students with special educational needs, as well as arranging parallel teaching lessons for J2 to J6.</p> <ul style="list-style-type: none"> • After-school tutoring classes are arranged for J1 students identified through the Early Identification and Intervention Programme for P.1 Students with Learning Difficulties as having mild and marked learning difficulties and academically low achievers, providing English and mathematics after-school tutoring. • The school-based speech therapist provides assessment and group/individual speech therapy for students with speech and language impairment. • The school-based educational psychologist assists the school in formulating whole school participation policies, addressing students' diverse educational needs, and early identification and support for students with learning and/or adjustment difficulties. She also maintains a database for students with special educational needs and ensures effective early identification and referral mechanisms. The psychologist aids teachers in early identification and support for students with special educational needs, providing professional advice to enhance learning and teaching effectiveness, addressing students' varied learning needs through homework, dictation, and examination accommodation, appropriate teaching strategies, and student behavior management strategies. They also provide educational psychological assessments and collaborate with school staff (e.g., teachers and school social workers) to deliver intervention services and promote home-school cooperation, offering training activities for parents to meet students' learning and growth needs. • Provided homework, dictation, and examination to students in need, and through class observations, including parallel teaching lessons and after-school support groups, student learning performance and outcomes are documented, with reports to parents or meetings arranged with class teachers/other professionals (such as school-based speech therapists, school-based educational psychologists) to discuss students' learning progress. • Training workshops are purchased to provide various training sessions for students with special educational needs, such as executive functioning, social skills training, fine and gross motor skills training, etc., to improve students' attention, address social difficulties, and express emotional behaviors to meet learning requirements. • At the end of each school year, class coordinators and/or the "Student Support Team" meet with parents to provide a summary of student
--	--

	<p>support, informing parents of the levels, measures, and services their children receive.</p> <ul style="list-style-type: none">• Communication and cooperation between home and school, and among parents, are facilitated through Parent Days, parent meetings, and information exchange platforms, along with providing parent education, including seminars and workshops to help parents understand the learning characteristics of students with special educational needs, thereby aligning with the school's measures.
--	--