



PO LEUNG KUK CHOI KAI YAU SCHOOL
INCLUSION POLICY

AUGUST 2020

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Inclusion Policy at Po Leung Kuk Choi Kai Yau School

As stated in our education vision, we aim to provide a stimulating environment in which each student is encouraged to reach his/her full potential intellectually, socially, emotionally and physically. We value and respect all of our students and strive to ensure that all students have an equal opportunity to access and engage in the curriculum.

We recognise that some students will need additional support during part or the whole of their education at Po Leung Kuk Choi Kai Yau School (CKY). CKY is committed to ensuring that all students are adequately supported in accessing our curriculum and learning. We strive to offer students with Special Educational Needs (SEN) a broad, balanced and relevant education to enable them to reach their personal best in school and to be fully included in the school community.

The Definition of Special Educational Needs

The major types of Special Educational Needs (in addition to students who may be particularly gifted) are as follows:

- Hearing Impairment (HI)
- Visual Impairment (VI)
- Physical Disability (PD)
- Intellectual Disability (ID)
- Speech Impairment/ Specific Language Impairment (SLI)
- Attention Deficit / Hyperactivity Disorder (AD/HD)
- Autistic Spectrum Disorder (ASD)
- Specific Learning Difficulties (SpLD)
- Other Special Educational Needs (e.g. mental illness)

Students should not be regarded as having a SEN solely because their first language is different from the language in which they are taught.

The School's Objectives for SEN Provision

Students with SEN should be offered full access to a broad, balanced and relevant education, and offered an appropriate curriculum

- The school will manage resources to ensure, where possible given limited resources, that all students needs are met
- All students should make good progress from their broad, educational experiences at CKY.
- Student's individual needs will be identified early and appropriate differentiated instruction adopted to enable them to develop their potential and demonstrate their ability
- Decisions about provision for individual students will be made on the basis of individual need
- Parents and students are required to be involved in the educational process and in providing feedback
- The best possible provision will be made within the resources available
- Provision and progress for the individual needs of students will be monitored and reviewed regularly
- The school will work with outside agencies, where they are available, and as appropriate
- Individual Education Plans (IEPs) will be implemented and reviewed
- Appropriate training will be provided through the school based Educational Psychologist or other professional programmes
- All confidential information will be strictly treated as such.

Facilities for Students with SEN

- According facilities are fully accessible for all (e.g. lifts, ramps, toilets for the disabled)
- Full time nurse is employed on site
- Student Support Guidance Office

CKY endeavours to support the Hong Kong Disability Discrimination Ordinance: Code of Practice on Education (2001).

Identification, Assessment and Review of Students with Individual Needs

Students' individual needs are identified by a variety of means:

- Teacher referral
- Parent referral
- Self referral
- Professional referral
- Analysis of school assessment data
- Transfer documentation

CKY is advised to retain key documentation relating to students for a period of 7 years.

Identification Procedure

A teacher's personal observation of a student's performance is the first step of identifying his/her learning needs.

The personal observations of a teacher should be followed by:

- a) Completion of a student referral form
- b) Consultation with Academic Team, Pastoral Team and Student Guidance Team
- c) Consultation with the school nurse and other personnel if appropriate.

When a Special Education Need is identified, a follow up plan will be implemented and the progress of the plan will be reviewed regularly. Also, teachers will be notified of any student with SEN through the School Portal system. Under the "SEN alert" of the system, teachers can access the relevant information regarding students' specific education needs and appropriate teaching strategies.

If it is determined that SEN support is required, the parent(s) will be contacted. Where the services of Guidance support, Educational Psychologist, Child Psychiatrist, Clinical Psychologist, Speech and Language Therapist and other related professionals are deemed an appropriate form of professional support to assess and/or meet the needs of the student, the Student Guidance Officer (SGO) will source and forward details of appropriate professional services to parents. However, CKY is not obligated to agree to the terms of support or to bear the financial cost of such support. In addition, whilst

CKY could offer advice on acquiring additional support, this service shall be independently arranged and agreed to by parents.

SEN Learning Support Provision (after the identification procedure)

The curriculum, teaching methods, resources and expectations of the school will be adjusted to accommodate the wide range of capabilities, prior learning and different learning styles of the students.

The provision of SEN support is regarded as a whole-school matter. The responsibility for meeting the learning needs of each student rests with the student's teachers, supported by the School Management Team and Student Guidance Team.

SEN support will be provided in or outside the classroom, in the form of individual or group support, depending on what meets the best interest of the students. Whenever needed, individual subject teachers will work with students to provide more assistance with class work and assignments to meet that student's needs. Teachers are also encouraged to use incentives to help students to meet their goals.

Parents and teachers are able to remain in regular contact via the homework diary comments system. Professional support from the SGO team will be offered to parents and students when necessary.

Where needed, case conferences will be held among the SGO team, teachers concerned and/or parents so that support measures and/or accommodations will be provided according to the students' needs. Support measures include seating arrangements in classrooms, extra time during assessments, offering assistance to help students to record homework tasks accurately etc.

Special access arrangement will be arranged for assessments. The arrangement will be formulated according to psychological/medical reports from related professionals, educational evidence from teachers and discussed with parents before they are finalized. For IGCSE and IBDP candidates, the respective coordinators will work with the SGO team, parents, students, and teachers to apply for inclusion arrangement according to the guidelines in the “Cambridge Handbook (International): regulations for conducting Cambridge exams” for IGCSE and the “Access and Inclusion Policy” document provided by IBO.

The SEN inclusion policy is reviewed annually and was last reviewed in August 2020.

References

“Access and Inclusion Policy.” *IBO*. (2018)

“Cambridge Handbook 2020 (International).” *Cambridge International*. Sept, 2019. Web. 5 June. 2020.