

Delia Memorial School (Glee Path) Inclusion/SEN Policy

I. Statement of Beliefs

We, at Delia Memorial School (Glee Path), believe that...

- all students have the right to a quality education that enables them to reach their full learning potential and that empowers them to use their learning to help make the world a better place;
- all students deserve respect and the opportunity to be welcomed and embraced in the school community;
- all students have their own individual learning needs, learn at different speeds, and respond differently to learning stimuli;
- all students should have access to individualized learning support that caters to their individual learning differences in class, after school, and during assessment periods;
- all students should have access to an inclusive learning environment alongside their peers regardless of their individual learning differences;
- all students have the right to study in a safe learning environment that is free of discrimination, prejudice, and threats to their physical or mental wellbeing;
- it is the responsibility of the School Management Committee, the Principal, and the Administration Team, in consultation with the Educational Psychologist, Social Workers, and other relevant school stakeholders, to establish measures and processes that remove every barrier to learning for every member of the school community;
- it is the responsibility of every teacher in the school to ensure that every student can participate in the kind of teaching and learning that affirms individual identities, acknowledges individual learning needs, and honors lived experiences.

II. Types of Special Education Needs (SEN)

- According to the Education Bureau (EdB), the following are the generally recognized types of Special Education Needs (SEN):
 - Hearing impairment
 - Physical disability
 - Intellectual disability
 - Visual impairment
 - Speech impairment
 - Language impairment
 - Learning difficulties
 - Emotional difficulties
 - Behavioral difficulties
 - Other medical conditions on a case-by-case basis
- According to the International Baccalaureate (IB), the following are the generally recognized reasons for inclusive assessment arrangements:
 - Autism spectrum / Asperger's syndrome
 - Learning disabilities
 - Medical conditions
 - Mental health issues
 - Multiple disabilities
 - Physical and/or sensory challenges
 - Social, emotional, and behavioral difficulties
 - Specific learning difficulties
 - Speech and/or communication difficulties

III. Procedures for Identification

- If no official medical diagnosis exists for a student with Special Education Needs (SEN) or if there is a report issued from the student's Primary School, referrals for evaluation can be made by Class and Subject Teachers, or upon request from a student's parents or guardians.
- A Student Referral Form is filled up by the concerned teachers or parents/guardians and is then submitted to the school's Guidance Team.
- Upon receipt of the Student Referral Form, the school's Head of the Guidance Team will discuss with the Head of Student Affairs to determine whether the student in question should be referred to the school's Educational Psychologist for evaluation.
- If a referral to the school's Educational Psychologist is made, the Educational Psychologist will then request the signed permission of the parents/guardians of the student in question to proceed with the evaluation process.

- During the evaluation process, the school's Educational Psychologist will solicit the observations and feedback from the Class and Subject Teachers of the student in question as well as from the student's parents/guardians and will identify the relevant assessments necessary to evaluate the nature, extent, and seriousness of a student's possible Special Education Needs.
- After consulting with the relevant Class and Subject Teachers and examining the results of the assessments, the school's Educational Psychologist will make a determination on the student in question and communicate the findings to the Head of the Guidance Team.

IV. Measures after Identification and General Accommodations

- **The Action Plan**
 - The school's Educational Psychologist may draft an Action Plan for each student with Special Education Needs (SEN).
 - The Action Plan is individualized and caters to each student's specific circumstances and needs.
 - The Action Plan contains an Individual Education Plan (IEP), which entails steps and targets to address each student's academic performance and the development of personal, social, and relational skills.
- **Case Conference**
 - The school's Educational Psychologist may invite the Class and Subject Teachers of each student with Special Education Needs (SEN) for a Case Conference to discuss the progress of the measures to address the needs of the student in question.
 - During the Case Conference, the participating teachers will also share their observations and provide feedback regarding the academic and behavioral performance of the student in question.
- **SEN Coaching Programme**
 - Each student with Special Education Needs (SEN) may be enrolled in the SEN Coaching Programme.
 - The SEN Coaching Programme entails 1-on-1 coaching in the areas of homework completion, quiz/test preparation, and study habits.
 - The SEN Coaching Programme will be conducted by members of the school's Guidance Team or by other teachers as recommended.
- **SEN ISO**
 - Each student with Special Education Needs (SEN) may be enrolled in the SEN ISO Group Program during the summer holidays.
 - The SEN ISO, which stands for Special Education Needs I Shall Overcome, is an after school session that offers training for students with Special Education Needs (SEN) in the areas of social skills and self-care support.
 - The SEN ISO program will be monitored and handled by the Head of the Guidance Team.
- **General Accommodations**
 - After the deliberation of the school's Education Psychologist and the Head of the Guidance Team, accommodations for learning and emotional needs may be developed for each individual student on a case-by-case basis.
 - Such general accommodations will be communicated to each student's parents and to the relevant Class and Subject Teachers.

V. Assessment and Examination Accommodations

- **For Internal Assessments:**
 - Students with Special Education Needs (SEN) may be exempted from internal assessments, such as Unified Tests and Term Examinations, upon the recommendation of the school's Educational Psychologist and approval by the Head of the Guidance Team, the Head of Academic Affairs, and the School Principal.
 - According to the Education Bureau, students with Special Education Needs (SEN) can avail of special assessment accommodations, including but not limited to:
 - ◆ Extra time allowance
 - ◆ Modifications in response format
 - ◆ Modifications in presentation format
 - ◆ Reading aloud of papers / Use of screen readers / Asking for pronunciation of words
 - ◆ Other assistive aids
 - ◆ Supervised breaks during examinations

- ◆ Additional assistance in examination centers
 - ◆ Abridged question papers
 - Students, with the permission of their parents/guardians, have the right to refuse the school-recommended assessment and examination accommodations.
 - The school's actions for Internal Assessments are governed by the Education Bureau's *Special Arrangements for Internal Examinations for Students with Special Educational Needs* (2015) and by the recommendation of the Educational Psychologist.
- **For Assessments by the Hong Kong Examinations and Assessment Authority (HKEAA):**
 - The school's Head of Academic Affairs, with the approval of the School Principal, will apply for inclusive assessment arrangements on behalf of each student with Special Education Needs (SEN) to the HKEAA for Special Examination Arrangements (SEAs) no later than two years—normally, the September of the student's Secondary Four—before the student's examination year for the Hong Kong Diploma of Secondary Education (HKDSE).
 - The school's actions for Assessments by the HKEAA are governed by the HKEAA's *Providing Services to Candidates with Special Needs* (2017) and the HKEAA's *HKDSE Handbook for Candidates* (Section C Special Examination Arrangements for Candidates with Special Needs) (2018).
- **For Assessments by the International Baccalaureate (IB):**
 - The school's IB Coordinator, with the approval of the School Principal, will apply for inclusive assessment arrangements on behalf of each student with Special Education Needs (SEN) no later than six months before the student's examinations session, i.e., by November 15 for the May examinations session.
 - The school's actions for Assessments by the IB are governed by the IB's *Access and inclusion policy* (2018, 2022), the IB's *Candidates with assessment access requirements* (2014), and the IB's *Learning diversity within the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes* (2010).
 - Per IB guidelines contained in the IB's *Access and inclusion policy* (2018, 2022) and the IB's *Candidates with assessment access requirements* (2014), two supporting documentations are needed for the application for inclusive assessment arrangements to cater for learner's diversity, namely a psychological/psycho-educational/medical report from a medical health, educational or psychological professional; and educational evidence from the school. More details are available on the aforementioned IB document or from the IB Coordinator upon request.
 - The list of inclusive access arrangements is as follows:
 - ◆ Flexibility in duration
 - ◆ Flexibility in presentation of material and resources/reception of content
 - ◆ Flexibility in response
 - ◆ Use of human assistance
 - ◆ Flexibility in equipment, setting or location
 - ◆ Other reasonable adjustments
 - Arrangements requiring authorization from the IB Global Centre include:
 - ◆ Access to modified papers (e.g. papers in Braille, changes to the print on examination papers, printing on coloured paper and modified papers)
 - ◆ Access to additional time in assessments
 - ◆ Access to writing (e.g. computers, word processor, word processor with spellchecker, speech recognition software, scribes, graphic organizers and transcriptions)
 - ◆ Access to reading (e.g. reader, reading software and examination [reading] pens)
 - ◆ Access to speech and communication (e.g. interpreters and augmentative communication device)
 - ◆ Access to calculators and practical assistance
 - ◆ Access to extensions and exemptions
 - Arrangements not requiring authorization include taking examinations in a separate room, special seating, assistance by a nurse, using aids, receiving instructions from a communicator, clarifying the directions and instructions of questions, using magnifying devices, naming colours in a paper, using noise buffers, taking rest breaks, using a prompter, and receiving additional time in assignments.

VI. Staff Development

- According to the Education Bureau, at least 15%-25% of the school teaching staff should have, at any given time, completed the Basic SEN Training course offered by the Education Bureau.
- The Educational Psychologist and the school's Guidance Team can organize an in-school Professional Development for issues related to students with Special Education Needs (SEN).

VII. Links to Other Policies

- This Inclusion/SEN Policy reinforces the equal opportunity admissions to the school per the Admissions Policy.
- This Inclusion/SEN Policy works in conjunction with the Language Policy for the linguistic development of the students with Special Education Needs (SEN).
- This Inclusion/SEN Policy relies on the students' fulfilling their obligations and responsibilities under the Academic Integrity Policy to safeguard the authenticity, integrity, and reliability of the assessments done by the students with Special Education Needs (SEN).
- This Inclusion/SEN Policy works with the Assessment Policy for the school assessment and examination accommodations for students with Special Education Needs (SEN).

VIII. Policy Review Process

- This Inclusion/SEN Policy will be subject to an annual review at the end of the school year by the IB Coordinator, in consultation with relevant Administrative and Teaching Staff as well as the Educational Psychologist and Social Workers.
- Changes to this Inclusion/SEN Policy will be communicated to the school community at the beginning of each school year.