

Cater to Students' Diverse Learning Needs

The School arranged developmental groups for students with special education needs to cater to students' diverse learning needs in an effective manner in 2018/2019:

- **Two Chinese Reading and Handwriting Enhancement Groups (for P2 – P3 and P4 – P6 students with Dyslexia)**

The School had organised a Chinese Reading and Handwriting Enhancement Group to enhance our students' Chinese reading and writing abilities. This was carried out by an occupational therapist along with a registered social worker from Yang Memorial Methodist Social Service. One of the Chinese Writing Enhancement Group was for seven dyslexic students from P4 to P6 and they met on Tuesdays from October 2018 to January 2019. Also, another Chinese Writing Enhancement Group was organised on Tuesdays from December 2018 to March 2019 for six dyslexic students from P2 to P3. There were ten sessions of support for each group.

- **Two Interpersonal Skills Training Groups (P1 and P2)**

To help students learn basic interpersonal skills and to better communicate with their peers, the School had two interpersonal skill training groups for P1 and P2 students with special needs. The service was provided by the Registered Social Worker from Yang Memorial Methodist Social Service. Six students enrolled in the training group in the first term, and seven students enrolled in the training group in the second term. Eight training sessions were held from October to November 2018, while another eight training sessions were held from March to May 2019.

- **One Interpersonal Skills Training Group (P3 and P4)**

To help students learn basic interpersonal skills and to better communicate with their peers, the School had an interpersonal skill training group for P3 and P4 students with special needs. The service was provided by the Registered Social Worker from Yang Memorial Methodist Social Service. Six students enrolled in the training group. Nine training sessions were provided from October to November 2018.

- **African Drums**

To enhance special educational needs students' eye-hand coordination, motor skills, rhythm, attention span, listening skills, social skills, communication skills, self-confidence, team-working ability and sense of achievement, through learning the African music instrument, the School arranged an African drum course for them on Mondays from October 2018 to April 2019. Students of different ages with different special learning needs or low achievement in various academic areas were chosen. An English-speaking teacher from African Drum & Dance Academy conducted 22 lessons at our school. The trainer was also a native speaker of an African dialect and he taught authentic rhythmic chanting with the drumming. Nine students from P1 to P3 enrolled in this course.

They applied effort to share the joy of music with the fellow schoolmates in the Easter Concert along with other elite teams. The concert included other school teams such as the School Choir, the Wind Band, the String Orchestra and the Full Orchestra. They were very excited to perform in the Easter Concert and they earned rightly deserved praises from the audiences during the concert. Their show was truly spectacular! All students in African drum group had fun and most of them become more confident and with higher self-esteem after joining the class. They had improved their communication skills as well. We are grateful Simon Kwame Horku could be the trainer of the African drum course.

Other Services:

- **Speech Therapy Services**

To promote student's effective communication skills, a special course was offered to students who needed extra support in speech and hearing. A speech therapist from the Hong Kong Child Advancement & Therapy Integrated Centre conducted three assessment sessions with our students on 6th October 2018, 13th October 2018 and 15th December 2018. 12 students received the school-based speech therapy services. Seven were new referrals. Among these 12 students with speech and language problems, only one was a moderate case and the rest of them were mild cases. The Speech Therapist came to our school 18 times on Saturdays to provide individual treatment sessions. The Speech Therapist also conducted four lesson observations of eight students. A talk was arranged for teachers by the Speech Therapist on "How to Identify Students with Speech and Language Disorders" on 10th May 2019.

- **Early Identification and Intervention of Learning Difficulties Programme for Primary One Students (EII)**

To ensure that timely support would be rendered to students with learning difficulties as early as possible, the School continued with the School-Based Educational Psychology Service this year. The School referred 13 students from P1 to the EDB Educational Psychologist (EP) and sought her advice on supporting them. The EP discussed with our teachers on 21st January 2019 about the EII cases and some of them will be followed up in the next academic year. The EP provided assessment to one suspected P1 student, three suspected P2 students, and two suspected P5 students with special educational needs. Moreover, the EP provided services to two P1 students, two P3 students, four P4 students, and three P6 student with special needs.

- **Individual Education Plan (IEP) and Individual Accommodation Arrangement (IAA)**

IEPs were tailor-made for two students. The School organised individual training programmes which were held by a registered Social Worker and an Occupational Therapist to help students learn social skills and emotional management, and enhance their Chinese reading and handwriting abilities. IAAs were designed for two P3 students, six P4 students, one P5 student and one P6 student with special learning difficulties who did not qualify to receive Individual Education Plans.

Learning Support Grant

| | | HK\$ | HK\$ |
|-------|---|---------|---------------|
| | Surplus carried forward | 59,746 | |
| | Grant for the year | 425,475 | |
| | Total available for the year | | 485,221 |
| Less: | Expenditure | | |
| | Hiring Teachers' Assistant (1) | 128,300 | |
| | 2 Dyslexia Training Groups | 166,250 | |
| | 2 P1-P2 Autism Spectrum Interpersonal Training Groups | | |
| | 1 P3-P4 Autism Spectrum Interpersonal Training Group | | |
| | African Drum Courses for SEN students | 24,000 | |
| | Training for Special Learning Needs# | 104,000 | |
| | On-line Learning Platform for Dyslexic Students | 8,221 | |
| | Total Expenditure | | 430,771 |
| | Balance for the year | | 54,450 |

#Reference No. 001