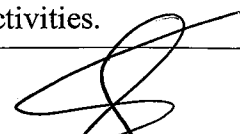


Islamic Dharwood Pau Memorial Primary School

Policies, Resources and Support Measures of Implementing Whole School Approach to Integrated Education  
(2022/2023 school year)

I. Policy	<ul style="list-style-type: none"> <li>● Our school is committed to developing an inclusive culture through the WSA to support students with SEN. Resources are deployed to provide appropriate and diversified support to these students so as to enhance their learning and adjustment to school life.</li> <li>● We treasure home-school cooperation by establishing regular communication channels to facilitate parents' participation in the formulation of support strategies for students with SEN.</li> </ul>
II. Resources	<ul style="list-style-type: none"> <li>● To flexibly deploy additional funding from EDB to cater for individual differences and SEN by recruiting 2 additional teachers, 2 Chinese teaching support staff and 2 non-Chinese teaching support staff as well as purchasing professional services such as: reading and writing skills, social skills training group, speech therapy services etc. to students with SEN and ALAs.</li> <li>● The following additional resources are provided by the Education Bureau: Capacity Enhancement Grant; Learning Support Grant; Grant for Supporting NCS Students with Special Educational Needs (SEN) Capacity Enhancement Grant (CEG); and Enhanced Speech Therapy Grant.</li> </ul>
III. Support measures and allocation of resources	<ul style="list-style-type: none"> <li>● A Student Support Team is established. The team members include SENCO, the curriculum development leader, senior teacher in-charge of Academic Affairs, class teachers, the school social worker, the EP, subject teachers etc.</li> <li>● Deploying teachers or TAs to support students with SEN learning Chinese, English and Mathematics subjects in the classrooms. TAs also provide after-school tutorials for those students in need.</li> <li>● ALAs are provided with before school remedial lessons, which include P4/5/6 Chinese, P2/4/6 English and P2/4/5/6 Mathematics.</li> <li>● Professional services are hired to offer individual/group training/therapy sessions for students with SEN and ALAs regularly. These include memory training, attention training, reading and writing skills, speech therapy services etc. Parents can obtain professional support and help their child at home to complement the school's support work. The school social worker will also provide executive skills training and emotion regulation training to students.</li> <li>● Adapted learning materials, homework strategies and assessment accommodation are provided to students in need. Their learning achievements are recorded via class observation and reported to the parents concerned when appropriate.</li> <li>● For engaging home-school communication, co-operation and parent education; including seminars, training groups and workshops, are organized to equip parents with better understanding of children with SEN, and render their support in alignment with the school measures. The school invites the EP, with teachers and parents, to draw up a support plan for students when appropriate.</li> <li>● The EDB is invited to conduct staff development programs. These include: Implementing the WSA to support students with SEN, teaching strategies for students with SEN and ALAs and theories on Invitational Education.</li> <li>● In promoting an inclusive and caring school culture, the school seeks community resources to facilitate the participation of students with different abilities for development of their potentials and to enhance students' respect for individual differences, such as joining inter-school competitions, inclusive carnival and organizing pastoral care activities.</li> </ul>

  
7/9/2022