Special Educational Needs Support Team
Year Plan (2026-2027)

To support students with special learning needs and promote inclusive education

Targets/Goals	Strategies	Success Criteria	Evaluation Methods
1. To raise SEN students' learning effectiveness in the classroom.	All teachers are informed the specific difficulties that the SEN students have in early September. Some suggestions based on professional advice to cater for their special education needs during lessons are given. Case conferences will be held when necessary.	≥ 70% of the staff participants report that the briefing in the first staff meeting and the case conferences help them understand the needs of SEN students, thus use the suitable strategy to help them learn better.	Teacher survey
2. To help students with special educational needs cope with the school environment.	Meeting the SEN students regularly to check their progress.	Teachers, counsellor and social workers observe that the students cope with the school environment well.	Comments from teachers, counsellor and social workers
3. To expose ordinary students to students with either physical or mental difficulties. To let students understand people with different needs. To promote the acceptance and appreciation of individual differences.	Conducting the Sister Schools Scheme (a joint venture with Choi Jun School), LKM students and parents give services to students in Choi Jun School	• ≥ 70% of the student participants report that the joint-school activities can help them understand more about individual differences. • positive comments from students' reflection	Student survey

4. To convey the message of accepting and understanding individual differences to junior form students.	1 Form period in F.1 to F.5	≥ 70% of the student participants report that the form periods can help them understand more about mutual respect.	Student survey
5. To help equip teachers for handling SEN cases.	School based educational psychologist and Speech therapist conduct talks about handling SEN cases in staff development sessions	≥ 80% of the participants in the training report that the course can help them better equip and handle SEN cases	• Teacher survey • Teachers' feedback in committee meetings
6. To cater for learner diversity caused by SEN.	Conduct collaborative teaching in class with specific type of SEN students. Provide tailor-made learning aids.(ASP 1.2)	Teachers observe improved classroom engagement and positive peer interaction during group activities.	• Teacher observation • Co-planning reflection
7. To enhance social competence and the understanding of sex and relationships among junior form students with ASD.	Collaborate with a clinical psychologist from the TWGHs Ho Yuk Ching Educational Psychology Service Centre to deliver a 10-session programme titled "GPS to Social Development for Secondary Students" on the theme of "Love and Relationships." (ASP 2.2)	Achieve an agreement rate of over 70% among participants regarding social competence improvement	• Pre- and Post-programme questionnaire

8. To help SEN students make informed decisions regarding their educational and career paths.	Provide timely individual counselling and intensive career intervention for SEN students to explore future educational pathways. Organize small-group career exploration activities for senior form SEN students	Teachers observe that the SEN students demonstrate enhanced confidence in planning their future educational and career paths.	• Student survey • Teachers' feedback in committee meetings
9. To help students with speech impairment.	Speech therapy service	The Speech therapist gives positive feedback and comments on students' improvement.	Comments from the speech therapist
10. To help SEN students improve academic results and confidence in learning.	After school lessons for SEN students (ASP 1.2)	≥ 70% of the student participants report that the enrichment groups can help them improve their learning motivation and confidence.	Student survey
11. To help students improve their relationship with others through social skills training.	Individual and small group training on social skills conducted by (a) the school based educational psychologist (b) the school social workers (c) the counsellor	Teachers observe that the social skills of the students participating in the activities have improved.	Comments from teachers, counsellor and social workers

SENST Budget

2026-27

收入	
1. 上學年可保留的累積盈餘：	$83,224.12
2. 本學年預算總撥款：	$467,536.00
本學年可用金額(總收入)：	**$550,760.12**
支出	
1. 增聘全職輔導員	$264,000.00
2. 高中課後溫習小組	$19,200.00
3. 臨床心理輔導服務	$153,600.00
4. 外購小組訓練服務	$25,000.00
本學年總支出：	**$461,800.00**
本學年年終末累積津貼餘款：	**$88,960.12**
餘款佔本學年度撥款的百分比：	**19.03%**