

Special Educational Needs Support Team
Year Plan (2025-2026)

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 and social workers observe that the students cope with the school environment well.	Comments from teachers 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	<ul style="list-style-type: none"> • ≥ 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

<p>4. To convey the message of accepting and understanding individual differences to junior form students.</p>	<p>1 Form period in F.1 to F.5</p>	<p>≥ 70% of the student participants report that the form periods can help them understand more about mutual respect.</p>	<p>Student survey</p>
<p>5. To help equip teachers for handling SEN cases.</p>	<p>Join the Quality Mental Health Campus Project(QMHCP) which provides Mental Health First-Aid (MHFA) training course for teachers (ASP 2.1.3)</p>	<p>≥ 80% of the participants in the training report that the course can help them distinguish different mental health problems, learn the 5-step MHFA Action Plan – ALGEE, and utilize social resources.</p>	<ul style="list-style-type: none"> • Teacher survey • Teachers’ feedback in committee meetings
<p>6. To help students develop supportive relationships, responsible friendship with their peers.</p>	<p>Join the Quality Mental Health Campus Project(QMHCP) which provides Mental Health First-Aid (MHFA) training course for students (ASP 2.1.3)</p>	<ul style="list-style-type: none"> • ≥ 80% of the participants in the training report that the workshop can help them distinguish different mental health problems, learn the 5-step MHFA Action Plan – ALGEE • Positive feedback from students’ reflection 	<ul style="list-style-type: none"> • Student survey • Teachers’ feedback in committee meetings
<p>7. To help students with speech impairment</p>	<p>Speech therapy service</p>	<p>The Speech therapist gives positive feedback and comments on students’ improvement.</p>	<p>Comments from the speech therapist</p>
<p>8. To help SEN students improve academic results and confidence in learning</p>	<p>After school lessons for SEN students (ASP 1.2)</p>	<p>≥ 70% of the student participants report that the enrichment groups can help them improve their learning motivation and confidence.</p>	<p>Student survey</p>

<p>9. To help students improve their relationship with others through social skills training.</p>	<p>Individual and small group training on social skills conducted by (a) the school based educational psychologist (b) the school social workers (c) coaches of services providers</p>	<p>Teachers observe that the social skills of the students participating in the activities have improved.</p>	<p>Comments from teachers and social workers</p>
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Special Educational Needs Support Team

Budget (2025-2026)

Expected Income

Surplus allowed to be retained at the end of last school year :\$	163,574.67
Funds for this academic year: \$ (an amount equivalent to the annual salary at starting pay point of a basic rank graduate teacher was deducted from the specified amount for conversion into an additional regular post for basic rank graduate teacher in the establishment)	235,696
Total available fund for this academic year :\$	399,270.67

Expenditure

Item No.	Item	Expected amount :\$
1.	Hiring personnel	a regular post for basic rank graduate teacher in the establishment
2	Professional services	
	a. Board-game Groups	22,400
	b. Sports Group	16,000
	c. F.6 Chinese language remedial Group	14,400
	d. After school Social Group	9,600
	e. Clinical Psychology Service	144,000
	f. Animal-assisted Therapy Service	41,650
	g. Junior form After School Study Group	14,400
	Total annual expenditure for this academic year	262,450