Special Educational Needs Support Team
Evaluation of 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.	About 90% of the staff participants reported that the briefing in the first staff meeting and the case conferences helped them understand the needs of SEN students.
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.	The SEN students' needs were addressed. The progress of each SEN student was monitored well.
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	• About 95% of the student participants reported that the joint-school activities could help them understand more

			about individual differences. • Positive comments from students were received and most students express that they were looking forwards to participating the activities again.
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.	91% of classes report that the form periods were helpful and positive response were received from students.
5. To help equip teachers for handling SEN cases.	Join the Quality Mental Health Campus Project(QMHCP) which provides Mental Health First-Aid (MHFA) training course for teachers (ASP 2.1.3)	≥ 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.	• 80% of the participants agree that the goal was achieved. • Positive teachers' feedbacks were received in committee meetings

6. To help students develop supportive relationships, responsible friendship with their peers.	Join the Quality Mental Health Campus Project(QMHCP) which provides Mental Health First-Aid (MHFA) training course for students (ASP 2.1.3)	• ≥ 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	• 90% of the participants agreed that the goal was achieved. • Positive feedbacks were received from students' reflection.
7. To help students with speech impairment	Speech therapy service	The Speech therapist gives positive feedback and comments on students' improvement.	Training for the students was provided. Students' progress were satisfactory.
8. 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.	About 70% of the student participants reported that the enrichment groups could help them improve their learning.
9. 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) coaches of services providers	Teachers observe that the social skills of the students participating in the activities have improved.	Positives comments and feedbacks from teachers and social workers suggested that students' social skills had improved.