

SENST**Activities to support students with special learning needs and promote inclusive education
(2023-2024)**

Targets/Goals	Strategies	Success Criteria	Evaluation
1. To raise SEN students' learning effectiveness in the classroom.	All teachers are informed of the specific difficulties that the SEN students have in early September. Some suggestions based on professional advice to cater 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.	About 75% of the staff participants reported that the briefing in the first staff meeting and the case conferences help 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. Let students understand that different people with have different needs. Promote the acceptance and appreciation of individual differences.	Conducting the Sister Schools Scheme (a joint venture with Choi Jun School), LKM students or parents provide services to students in Choi Jun School (ASP 3.3)	≥ 70% of the student participants report that the joint-school activities can help them understand more about individual differences.	About 80% of the student participants reported that the joint-school activities can help them understand more about individual differences.

4. To convey the message of accepting and understanding individual differences to students.	1 Form period in F.1 to F.5 (ASP 3.3)	≥ 70% of the student participants report that the form periods can help them understand more about mutual tolerance	Around 75% of the respondents reported that the form-period programme allowed the students to learn to understand and accept individual differences.
5. To help equip teachers with skills for handling SEN cases.	Training for counseling teachers	≥ 80% of the participants in the workshops report that the workshop can help improve their counseling skills.	100% of the teachers in the workshop reported that their counselling skills have improved.
6. To help students with speech impairment	Speech therapy	Speech therapist gives positive feedback and comments on students' improvement.	Training for the students was provided. Students' progress was satisfactory.
7. To help students improve their focus and decision making abilities.	Darts Training (ASP 3.2)	≥ 70% of the student participants report that the activities can help them improve their focus and decision making abilities.	Around 75% of the respondents reported that the activities helped them improve their focus and decision making abilities.
8. To help SEN students improve academic results	After school lessons for SEN students (ASP 1.2.8)	≥ 70% of the student participants report that the enrichment groups can help them improve their learning.	Around 75% of the respondents reported that the enrichment

			groups can help them improve their learning.
9. To help students improve their social skills.	Small group training conducted by (a) the school based educational psychologist (b) the school social workers (c) coaches of broad games group	Teachers observe that the social skills of the students participating in the activity have improved.	Positives comments and feedback from teachers and social workers suggested that students' social skills have improved.