

培僑書院- 2021-2022 學生支援政策及周年報告

PUI KIU COLLEGE – 2021-2022

Student Support Policy and Annual Report

由 2019-2020 學年開始，本校每學年均會申請教育局提供的「小學學習支援津貼」，並運用是項資源為有特殊教育需要(SEN) 的學生提供「全校參與模式」的支援。

Starting from the 2020-2021 school year, our school applies for the "Primary Learning Support Grant" subsidized by the Education Bureau annually to provide support for students with special learning needs (SEN) through the Whole School Approach (WSA).

<p>1. 政策 1. Policy</p>	<p>➤ 本校致力建立共融文化，以「全校參與」模式支援有特殊教育需要的學生；透過資源調配，為學生提供適切及多元化的支援服務，以提高學生的學習效能及協助他們融入校園生活；及</p> <p>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 efficacy and adaptation to the school life.</p> <p>➤ 學校重視家校合作，建立恆常溝通機制，透過不同渠道，與家長保持緊密聯絡。</p> <p>We treasure home-school cooperation by establishing regular communication mechanism and maintaining close contact with parents through different channels.</p>
<p>2. 資源 2. Resources</p>	<p>為支援有特殊教育需要的學生，本校獲教育局增撥額外資源，詳情如下：</p> <p>To facilitate our school's support to students with SEN, additional resources are provided by the Education Bureau. Details are as follows:</p> <p>➤ 學習支援津貼共\$664,236，用以購買外購服務為有需要學生提供八至十節的小組訓練及增聘一名教學助理。訓練內容包括社交訓練、自理能力提升訓練、專注力訓練、情緒管理技巧訓練及讀寫訓練等以支援有特殊教育需要的學生。</p> <p>A total of \$664,236 for Learning Support Grant is used to purchase outsourcing professional services to provide 8 to 10 group training sessions for students in need, and to employ an additional teaching assistant. Training content includes social skills training, self-management skills improvement training, concentration training, emotional management skills training and literacy teaching, etc. to cater for students with SEN.</p>
<p>3. 支援措施 及 資源運用 方式 3. Support measures and</p>	<p>本校為有特殊教育需要的學生提供下列支援措施：</p> <p>Students with SEN are provided with the following support measures:</p> <p>➤ 成立「學生支援組」，成員包括副校長、輔導部主任、特殊教育需要統籌主任(SENCO)、教學助理、一名社工；外購心理學家評估服務；與其他</p>

allocation of resources

部門協作，包括輔導部、考評部、訓育部、班級經營部，以共同支援有特殊教育需要的學生。

"Student Support Team" is established, with members including the Deputy Principal, Guidance Department Head, Special Education Needs Coordinator (SENCO), TA, and one social worker; Outsourced psychologist evaluation services; and cross-department collaborations with the guidance department, assessment department, discipline department, and class management department, to jointly support students with SEN.

- 增聘 1 名教學助理與全校教師以「全校參與」模式照顧個別差異。
One additional teaching assistant is employed in the implementation of the WSA to catering for student diversity.

- 參加「喜伴同行」小組服務，由外聘導師教授，並以小組形式進行 17 次學習，共兩組，目的是提升學生的社交能力。小組的時間安排是每兩星期一節，每節大約一小時，讓學生透過不同的教學活動，提升他們的社交。
The "JC A-Connect " group service is joined. The lessons are designed and taught by outsourced professional tutors. Seventeen sessions are conducted in small groups, two groups in total, with the purpose of enhancing students' social skills. The group is held every two weeks, of about one hour for each session. Students' social skills are enhanced through different activities.

- 購買「中文讀寫能力提升小組」小組服務，由外聘導師教授，並以小組形式進行 10 次 學習，共三組，目的是提升學生的讀寫能力以加強學習支援。 小組的時間安排是每星期一節，每節大約一小時，讓學生透過不同的教學 活動提升他們的讀寫能力及學習動機。
The " Chinese Literacy Improvement Group " group service is hired. The lessons are designed and taught by outsourced professional tutors. Ten sessions are conducted in small groups, three groups in total, with the purpose of enhancing students' literacy skills and strengthening learning support. The group is held every week, of about one hour for each session. Students' literacy skills and learning motivation are improved through different activities.

- 購買「我都做得到」小組服務，由外聘導師教授，並以小組形式進行 8 次學習，共一組，目的是增強學生自我照顧及自理的能力；及促進組員解決問題的能力。小組的時間安排是每星期一節，每節大約一小時，讓學生透過不同的教學活動，提升他們的自理及解決問題的能力。
The "I Can Do It" group service is hired. The lessons are designed and taught by outsourced professional tutors. Eight sessions are conducted in small groups, one group in total, with the purpose of enhancing students' self-care

and self-management ability; and promoting students' problem-solving ability. The group is held every week, of about one hour for each session. Students' self-management skills and problem-solving skills are enhanced through different activities.

- 購買「社交小達人」、「友」來「友」往及「開開心心交朋友」小組服務，由外聘導師教授，並以小組形式進行 8 次學習，共三組，目的是提升學生的社交能力。小組的時間安排是每星期一節，每節大約一小時，讓學生透過不同的教學活動，提升他們的社交能力。

Three sets of group service are hired. The lessons are designed and taught by outsourced professional tutors. Eight sessions are conducted in small groups, three groups in total, with the purpose of enhancing students' social skills. The group is held every week, of about one hour for each session. Students' social skills are enhanced through different activities.

- 購買「玩出專注力」及專「+」小組服務，由外聘導師教授，並以小組形式進行 8 次學習，共兩組，目的是提升組員的專注力、情緒管理技巧及自我控制的能力。小組的時間安排是每星期一節，每節大約一小時，讓學生透過不同的教學活動，提升他們的專注力、情緒管理能力及自我控制的能力。

Two sets of group service are hired. The lessons are designed and taught by outsourced professional tutors. Eight sessions are conducted in small groups, two groups in total, with the purpose of enhancing students' concentration, emotion-regulation skills and self-control skills. The group is held every week, of about one hour for each session. Students' concentration, emotion-regulation skills and self-control ability are enhanced through different activities.

- 購買言語治療服務，由外聘言語治療師以一對一或小組形式為學生進行訓練，提升他們的語言能力。

Speech therapy services are hired. The training sessions are designed and taught by an external speech therapist. Training sessions are conducted in one-on-one basis or in small groups, with the purpose of improving students' language skills.

- 購買心理學家服務，由外聘心理學家以一對一形式為有需要學生進行訓練及向其家長及老師提供專業諮詢，以協助學生融入校園生活。

Psychology therapy services are hired. The psychologists provide one-to-one training for students in need and provide professional consultation to their parents and teachers to help students integrate into campus life.

- 根據心理學家的報告建議，因應不同學生的特殊教育需要，配合校內考

試，為他們提供考試調適。

The assessment accommodations for students with SEN are provided in coordination with internal examinations based on recommendations by the psychologists stated in the report.

- 重視家校合作，與家長緊密聯繫，建立恆常溝通機制，透過不同渠道(如電話聯絡)與家長持續保持溝通。

We treasure home-school cooperation by establishing regular communication mechanism and maintain close contact with parents through different channels (such as telephone contact).

- 建立校本「學生支援紀錄冊」，以跟進學生的情況。

Establish school-based "Student Support Register" to follow up on students.