

培僑書院- 2022-2023 學生支援政策及周年報告

PUI KIU COLLEGE – 2022-2023

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學習需要(SEN) 的學生提供「全校參與模式」的支援。

Starting from the 2019-2020 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\$544,707，用以購買外購服務為有需要學生提供個人及小組訓練及增聘 1.5 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、情緒管技巧訓練、讀寫訓練、小手肌訓練及升中銜接準備等以支援有特殊教育需要的學生。</p> <p>A total of \$554,707 for Learning Support Grant is used to purchase outsourcing professional services to provide individual and group training sessions for students in need, and to employ 1.5 additional teaching assistant. Training content includes social skills training, self-management skills improvement training, concentration training, emotional regulation skills training, literacy teaching, fine motor skills training and transition to secondary education preparation, etc. to cater for students with SEN.</p>
<p>3. 支援措施 及 資源運用 方式 3. Support</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</p>

measures and allocation of resources

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 1.5 名教學助理與全校教師以「全校參與」模式照顧個別差異。
1.5 additional teaching assistant is employed in the implementation of the WSA to catering for student diversity.
- 參加「全校參與分層支援有自閉症的學生」計劃的小組服務，由校外社工教授，並以小組形式進行 12 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，每節大約一小時三十分，讓學生透過不同的教學活動，提升他們的社交技巧。
The "AIM (Tiered Autism Intervention Model) Project" group service is joined. The lessons are designed and taught by outsourced social workers. Twelve 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 and thirty minutes for each session. Students' social skills are enhanced through different activities.
- 舉辦「Learning English is Fun」小組，由校內英文老師教授，並以小組形式進行 8 次學習，共一組，目的是學習和複習語音；通過有趣的歌曲、遊戲和影片來建立詞彙量；並實踐簡單的句子寫作。小組的時間安排是每星期一節，每節大約一小時三十分鐘，讓學生透過不同的教學活動提升他們學習英語方面的學習動機和自信心。
The " Learning English is Fun " group service is provided. The lessons are designed and taught by our English teacher. Eight sessions are conducted in small groups, one group in total, with the purpose of learning and reviewing phonics; building vocabulary through fun songs, games and videos; and practising simple sentence writing. The group is held every week, of about one hour and thirty minutes for each session. Students' motivation and confidence in learning English are improved 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，每節大約一小時三十分鐘，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 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 and thirty minutes 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，由外聘社工教授，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，每節大約一小時三十分鐘，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。

A set of group service is hired. The lessons are designed and taught by outsourced social workers. 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 and thirty minutes for each session. Students' self-management skills and problem-solving skills are enhanced through different activities.

- 購買「手握握小手肌訓練」小組服務，由外聘社工教授，並以小組形式進行 8 次學習，共一組，目的是提升組員在手握、提取及掌控物品的技巧。小組的時間安排是每星期一節，每節大約一小時三十分鐘，讓學生透過不同的教學活動，提升他們運用小手肌的能力。

A set of group service is hired. The lessons are designed and taught by outsourced social workers. Eight sessions are conducted in small groups, one group in total, with the purpose of improving students' skills in grasping, retrieving, and manipulating objects. The group is held every week, of about one hour and thirty minutes for each session. Students' fine motor skills are enhanced through different activities.

- 購買「情緒小達人」小組服務，由外聘社工教授，並以小組形式進行 8 次學習，共一組，目的是提升組員對情緒的認識及管控的技巧；讓組員以更合宜的方式表達個人的情緒。小組的時間安排是每星期一節，每節大約一小時三十分鐘，讓學生透過不同的教學活動，提升他們的情緒管控的技巧。

A set of group service is hired. The lessons are designed and taught by outsourced social workers. Eight sessions are conducted in small groups, one group in total, with the purpose of enhancing students' understanding of emotions and their skills in emotional regulation; fostering more appropriate ways for individuals to express their emotions. The group is held every week,

of about one hour and thirty minutes for each session. Students' emotional regulation skills are enhanced through different activities.

- 購買「Getting Ready」小組服務，由外聘社工教授，並以小組形式進行 8 次學習，共一組，目的是提升組員多角度的自我認識，並強化個人的正面自我形象，為迎接新一階段的挑戰作好準備。小組的時間安排是每星期一節，每節大約一小時三十分鐘，讓學生透過不同的教學活動，培養學生有信心去面對轉變，為升中作好準備。

A set of group service is hired. The lessons are designed and taught by outsourced social workers. Eight sessions are conducted in small groups, one group in total, with the purpose of enhancing students' multi-dimensional self-awareness and strengthen their positive self-image, preparing them for upcoming challenges in a new phase. The group is held every week, of about one hour and thirty minutes for each session. Through different activities, students will cultivate the confidence to confront transitions and be well-prepared for the transition to the next grade level.

- 購買「社交小達人」、「友」來「友」往及「開開心心交朋友」小組服務，由外聘社工教授，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，每節大約一小時三十分鐘，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 social workers. 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 and thirty minutes for each session. Students' social skills are enhanced through different activities.

- 購買「玩出專注力」、小小專「+」及專「+」小組服務，由外聘社工教授，並以小組形式進行 8 次學習，共三組，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，每節大約一小時三十分鐘，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。

Three sets of group service are hired. The lessons are designed and taught by outsourced social workers. Eight sessions are conducted in small groups, three 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 and thirty minutes 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.
- 舉辦兩場家長講座，題目分別為「強化 SEN 學生理解及表達能力的秘訣」及「提升 SEN 學生閱讀及書寫能力的良方」，協助家長掌握指導或支援子女學習的方法，提升其學習成效。
Two parent workshops are held, with the topics of "Secrets to Enhancing Understanding and Communication Skills for SEN Students" and "Effective Strategies to Improve Reading and Writing Abilities for SEN Students". These workshops aim to assist parents in acquiring methods to guide and support their children's learning, ultimately enhancing their academic progress.
- 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.