

Rosaryhill Secondary School  
Learning Support Team  
School Annual Report 2018-2019

### **Policy**

Our school has developed an inclusive culture through the Whole-School Approach that supports students with SEN. A 3-tier support model is adopted and resources are deployed to provide appropriate and diversified support according to SEN students' needs, so as to enhance their learning, social skills and adjustment to school life.

Teachers' continuous professional development in special education is encouraged to enhance teaching strategies for supporting students with SEN.

We treasure home-school cooperation by establishing regular communication with parents to facilitate their participation in support for students with SEN.

### **Resources**

In order to facilitate the support to students with SEN, the Learning Support Grant is provided by the EDB. With the resources of EDB and services from the educational psychologist, diagnostic and psycho-educational assessments, learning and training programs have been carried out. Students with special needs gain beneficially in the development of personal aspects.

### **Support measures and allocation of resources**

Students with SEN are provided with the following support measures:

1. A Learning Support Team headed by the Academic Office Head has been established. The team members include three teachers, EP and two teaching assistants. All team members work cooperatively to implement the Whole-School approach to cater for student diversity and develop an inclusive culture in the school.
2. Most of the programs consistently enhance students' awareness, self-management and social skills. Some programs are organized to help students explore their interests and potential, such as photo workshop. All activities aim to let student respect individual differences and to promote an inclusive school ethos.
3. Outsourcing services, including speech therapy, reading & writing group and art therapy are hired to offer students in need once a week to enhance students' abilities in communication, organization skills and emotional management.
4. Apart from the support programs provided for our students with special needs, different types of special examination arrangements were given to them during in-school assessment and public examinations.
5. Adapted learning materials, homework strategies and/ or assessment accommodation are provided to students in need; their learning achievements are recorded via class observation and reported to the parents concerned when appropriate.