



PO LEUNG KUK CHOI KAI YAU SCHOOL INCLUSION POLICY

AUGUST 2026

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Inclusion Policy at Po Leung Kuk Choi Kai Yau School

As stated in our education vision, we aim to provide a stimulating environment in which each student is encouraged to reach his/her full potential intellectually, socially, emotionally and physically. We value and respect all of our students and strive to ensure that all students have an equal opportunity to access and engage in the curriculum.

We recognise that some students will need additional support during part or the whole of their education at Po Leung Kuk Choi Kai Yau School (CKY). CKY is committed to ensuring that all students are adequately supported in accessing our curriculum and learning. We strive to offer students with Special Educational Needs (SEN) a broad, balanced and relevant education to enable them to reach their personal best in school and to be fully included in the school community.

The Definition of Special Educational Needs

The major types of Special Educational Needs are as follows:

- Hearing Impairment (HI)
- Visual Impairment (VI)
- Physical Disability (PD)
- Intellectual Developmental Disorder (IDD)
- Speech Impairment/ Specific Language Impairment (SLI)
- Attention Deficit / Hyperactivity Disorder (AD/HD)
- Autistic Spectrum Disorder (ASD)
- Specific Learning Difficulties (SpLD)
- Mental Illness (MI)

The School's Objectives for SEN Provision

Students with SEN should be offered full access to a broad, balanced and relevant education, and offered an appropriate curriculum.

- All students should make good progress from their broad, educational experiences at CKY.
- The school will manage resources to ensure that all students' needs are met.
- Parents and students are required to be involved in the educational process and in providing feedback.
- Provision and progress for the individual needs of students will be monitored and reviewed regularly.
- The school will work with outside agencies, where they are available, and as appropriate, to provide holistic care to students.
- Individual case work follow-up will be implemented and reviewed (such as, case conference, meeting with parents, consultation with in-school Educational Psychologist, Individual education plan)
- Continuous Professional Development will be provided to all staff to promote ongoing professional development for all teachers to handle diverse needs of various SENs.
- All information relating to students with SEN will be treated as strictly confidential.

Facilities for Students with SEN

- Appropriate facilities are fully accessible for all (e.g. lifts, ramps, toilets for the disabled)
- Full time nurse is employed on site
- Student Guidance Officers

CKY endeavours to support the Hong Kong Disability Discrimination Ordinance: Code of Practice on Education《殘疾歧視條例教育實務守則》.

https://www.eoc.org.hk/eoc/Upload/cop/ddo/cop_edu_c.htm

When a student is identified with Special Educational Need, a follow-up plan will be implemented and the progress of the plan will be reviewed regularly. Also, responsible teachers will be notified of any student with SEN. CKY is advised to retain key documentation relating to students for a period of 7 years after the student leaves school.

SEN Learning Support Provision

- The provision of SEN support is regarded as a whole-school matter.
- The responsibility for meeting the learning needs of each student rests with the student's teachers, supported by the School Management Team and Student Guidance Team.
- SEN support will be provided in or outside the classroom, in the form of individual or group support, depending on what meets the best interest of the students.
Whenever needed, individual subject teachers will work with students to provide more assistance with class work and assignments to meet that student's needs.
Teachers are also encouraged to use incentives to help students to meet their goals.
- The curriculum, teaching methods, resources and expectations of the school will be adjusted to accommodate the wide range of capabilities, prior learning and different learning styles of the students.
- The support of SEN students can be referred to as the EDB's 3-Tier Intervention Model (see Appendix).

Access Arrangement

- With valid professional documentation (e.g., a report from a registered psychiatrist or psychologist) provided at least 1 month before the assessment, special access arrangements will be arranged for assessments.
- The arrangement will be formulated according to psychological and/ or medical reports from related professionals, educational evidence from teachers and discussed with parents before they are finalized.
- For internal assessment, with available resources, the access arrangement is arranged according to "Special Arrangements for Internal Examinations for Students with Special Educational Needs" from EDB. For IGCSE and IB DP candidates, the respective coordinators will work with the SGO team, parents, students, and teachers to apply for inclusion arrangements according to the guidelines in the "Cambridge Handbook (International): regulations for conducting Cambridge exams" for IGCSE and the "Access and Inclusion Policy" document provided by IBO.

The SEN inclusion policy is reviewed annually and was last reviewed in Aug 2026.

References

《為有特殊教育需要學生提供校內考試特別安排》. Education Bureau, Hong Kong Special Administrative Region, *SENSE*,
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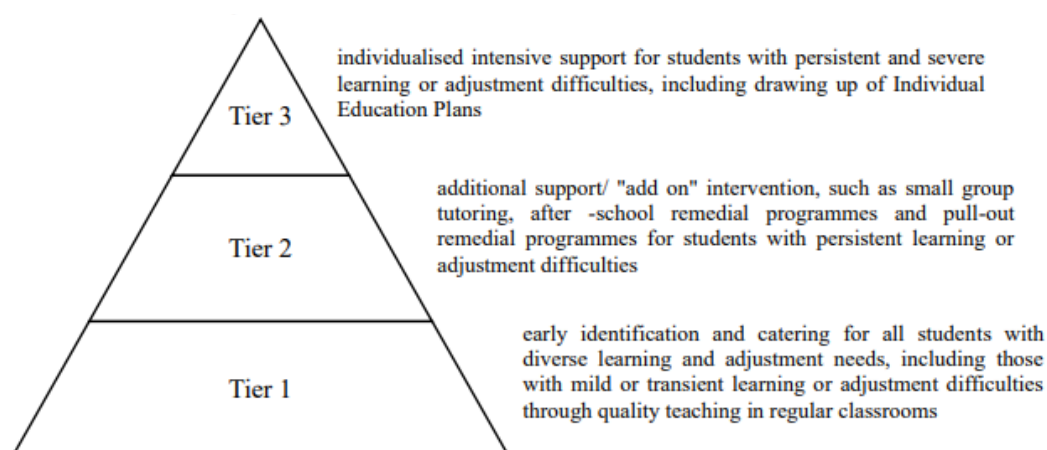
The IB Guide to Inclusive Education: A Resource for Whole School Development. International Baccalaureate Organization, 2019.

Appendix

The extract of [“Operation Guide on the Whole School Approach to Integrated Education, 2026, Page 9”](#)

The 3-Tier Intervention Model

Students with SEN may have different needs and require different level of support. Schools should adopt a 3-Tier Intervention Model to provide appropriate support for students according to their diverse needs.



The implementation of the 3-Tier Intervention Model is premised on the “Response to Intervention” approach (RTI approach), which is used to determine the level of support for students with SEN with a view to providing early support for students and adjusting the level of support and arrangement based on the regular review of their RTI approach so as to allow students with different support needs to obtain the most appropriate resources and services.

Tier 1 intervention comprises early identification and quality teaching in the classroom to provide early support to all students with diverse learning and adjustment needs, including those with mild or transient learning or adjustment difficulties.

Tier 2 intervention in the form of additional support/“add-on” intervention, e.g., small group learning, remedial after lesson and withdrawal during lesson is arranged for students with persistent learning or adjustment difficulties in accordance with the learning or/and social adaptive skills that they need to display in the regular lessons. Teachers should grasp the opportunity to allow students to

practise and apply the knowledge and skills acquired in the Tier 2 intervention in the regular lesson (Tier 1 intervention) to consolidate the learning effectiveness.

Tier 3 intervention is provision of individualised intensive support for students with persistent or severe learning or adjustment difficulties through an Individual Education Plan (IEP), which sets out interlinking support measures under the 3-Tier Intervention with reference to learning goals. Schools should take consideration of students' individual learning goals to provide different levels of support according to their diverse needs, including one-on-one intensive training and small group training which should be in line with in-class support measures with a view to increasing students' adaptability in their classroom learning and daily life.