

**地利亞修女紀念學校 (協和二中)**

**Delia Memorial School (Hip Wo No.2 College)**

**2021/2022**

**特殊教育需要學生支援組**

**SEN TEAM (Learning Support Grant)**

**年度計劃**

**Annual School Plan**

### **關注事項 Major Concerns**

1. 為有特殊教育需要學生提供適切支援。 Provide appropriate support to students with special educational needs.
2. 提升教學效能，照顧學生學習差異。 Improve teaching effectiveness and take care of students' learning diversity.
3. 推廣融合教育及共融文化的活動，建立共融關愛環境。 To promote inclusive education and inter-cultural activities, and to cultivate a

harmonious and loving environment.

**1. 為有特殊教育需要學生提供適切支援。 Provide appropriate support to students with special educational needs.**

Targets	Category and Strategies	Success Criteria	Methods of Evaluation	People involved
1. 為有特殊教育需要學生提供適切支援。 Provide appropriate support to students with special educational needs.	1.1 學術 Academic <ul style="list-style-type: none"> <li>● 為有特殊學習困難學生提供專科輔導班。 Provide after-school tutorial classes for students with special learning difficulties.</li> </ul>	<ul style="list-style-type: none"> <li>● 學生出席率超過七成。 Student attendance rate is over 70%.</li> <li>● 學生於課後輔導班的後測成績比前測提升。 Students' grade has been improved after tutorial.</li> </ul>	<ul style="list-style-type: none"> <li>● 學生出席活動紀錄 Student attendance record</li> <li>● 輔導班前測及後測成績 Pre-test and post-test results</li> </ul>	<ul style="list-style-type: none"> <li>● 特殊教育需要統籌主任 SENCO</li> <li>● 相關科任老師 Subject teacher</li> </ul>
	1.2 情緒支援 Emotional support <ul style="list-style-type: none"> <li>● 班主任面談學生 Class teachers talk to students face to face.</li> <li>● 班主任面談家長 Class teachers talk to parents face to face.</li> <li>● 社工面談學生 Social workers talk to students face to face.</li> <li>● 家訪因情緒問題困擾缺席而學生 Home visits have been conducted all the students who are absent seriously</li> </ul>	<ul style="list-style-type: none"> <li>● 有情緒問題困擾而缺席學生因得到適當支援而出席率上升 10% Attendance rate of students with emotional issues increase</li> <li>● 參與學生出席率超過七成。 Student attendance rate is over 70%.</li> <li>● 學生於中文訓練課程的後測成績比前測提升。 Students' grade has been improved after Chinese training</li> </ul>	<ul style="list-style-type: none"> <li>● 日常記錄 Daily Contact</li> <li>● 社工的個案記錄 Social worker's case documents.</li> <li>● 家訪紀錄 Home visits' records Daily Contact</li> </ul>	<ul style="list-style-type: none"> <li>● 特殊教育需要統籌主任 SENCO</li> <li>● 社工 Social worker</li> <li>● 班主任 Class Ts</li> </ul>

<p>1.3 非華語學生支援 NCS support</p> <ul style="list-style-type: none"> <li>● 為非華語 SEN 學生提供中文訓練課程及適應課程。 Provide Chinese training courses and adaptation courses for non-Chinese speaking SEN students.</li> </ul>	<p>course.</p>	<ul style="list-style-type: none"> <li>● 學生出席活動紀錄 Student attendance record</li> <li>● 中文訓練課程及適應課程前測及後測成績 Students' grade before &amp; after Chinese training courses</li> </ul>	<ul style="list-style-type: none"> <li>● 特殊教育需要統籌主任 SENCO</li> <li>● 相關科任老師 Subject teacher</li> </ul>
<p>1.4 專業服務 Professional service</p> <ul style="list-style-type: none"> <li>● 教育心理學家到校提供服務，進行評估及跟進學生個案，為教師提供意見。 Educational psychologists provide services to schools, conduct assessments, follow up students' cases, and provide advice to teachers.</li> <li>● 為有需要學生提供到校言語治療及進行評估。 Provide on-campus speech therapy and assessment for students in need.</li> <li>● 為有需要學生提供到校臨床心理學家輔導服務。 Provide on-campus counseling services from clinical psychologist.</li> </ul>	<ul style="list-style-type: none"> <li>● 為懷疑特殊學習需要學生進行評估，完成該年度所有轉介個案。 Evaluate students who are suspected of special learning needs and complete all referrals.</li> <li>● 言語治療改善學生溝通技巧。 Speech therapy improves students' communication skill.</li> <li>● 臨床心理學家為學生提供專業意見，學生溝通能力或解難能力有所改善。 Clinical psychologists provide professional advice to students, students' communication skills or problem-solving skills are improved.</li> </ul>	<ul style="list-style-type: none"> <li>● 教育心理學家評估報告 Educational psychologist assessment report</li> <li>● 教育心理學家到校服務紀錄 Educational psychologists' school service record</li> <li>● 參加言語治療學生完成後測 Students who participate in Speech therapy complete post-test</li> <li>● 臨床心理學家到校服務紀錄 Clinical psychologists' school service record</li> </ul>	<ul style="list-style-type: none"> <li>● 特殊教育需要統籌主任 SENCO</li> <li>● 社工 Social worker</li> <li>● 教育心理學家</li> <li>● 社工</li> <li>● 相關科任老師 Subject teacher</li> </ul>



2. 提升教學效能，照顧學生學習差異。 Improve teaching effectiveness and take care of students' learning differences.

Targets	Category and Strategies	Success Criteria	Methods of Evaluation	People involved
<p>2.提升教學效能，照顧學生學習差異。 Improve teaching effectiveness and take care of students' learning diversity.</p>	<p>2.1 學術 Academic</p> <ul style="list-style-type: none"> <li>● SEN 小組向教師提供 SEN 學生之教學策略。 SEN Team will provide teachers some teaching strategies for SEN students.</li> <li>● 鼓勵同儕觀課，在觀課時協助教師為不同學習差異之學生進行課業調適。 Encourage peer observation and help teachers to adjust worksheets and learning materials for students with different learning diversity during class observation.</li> </ul>	<ul style="list-style-type: none"> <li>● 教師在日常教學中配合學生之學習差異，使用不同的教學策略。 Teachers use different teaching strategies in daily teaching.</li> </ul>	<ul style="list-style-type: none"> <li>● 觀課文件 Class observation documents</li> <li>● 分層工作紙檢查 Differentiated worksheets checking</li> <li>● 老師對各教學策略的使用及效度之反思 Teachers' reflections on the use &amp; effectiveness of the teaching strategies</li> </ul>	<ul style="list-style-type: none"> <li>● 特殊教育需要統籌主任 SENCO</li> <li>● 教務組 Academic department</li> <li>● 教育心理學家 Educational Psychology</li> <li>● 社工 Social worker</li> </ul>
	<p>2.2 教師發展 Teacher development</p> <ul style="list-style-type: none"> <li>● 在教師專業發展日上，安排教師培訓，讓教師對 SEN 學生有更深認識。 Arrange teacher training on teacher professional development day in order to provide teachers a deeper understanding of SEN students.</li> </ul>	<ul style="list-style-type: none"> <li>● 超過七成教師認為培訓活動對處理 SEN 學生有幫助。 More than 70% of teachers believe that training activities are helpful for dealing with SEN students</li> </ul>	<ul style="list-style-type: none"> <li>● 教師問卷 Questionnaire for Teacher</li> </ul>	<ul style="list-style-type: none"> <li>● 學生事務主任 Student Affairs Master</li> <li>● 特殊教育需要統籌主任 SENCO</li> </ul>

	<p>2.3 學校政策 School policy</p> <ul style="list-style-type: none"> <li>● 聘請 SEN 教學助理，教學助理協助處理 SEN 學生事務。教學助理將於課堂上協助教師進行活動教學，或於課堂內/課堂外指導 SEN 學生完成課業。 Hire a SEN Teaching Assistant to assist with SEN student affairs. The teaching assistant will assist learning activities according to teacher's needs. The SEN Teaching Assistant can also provide tutorial services to SEN students in/outside the classroom.</li> <li>● 學生支援組、教師和社工定期舉辦 SEN 個案會議，讓教師了解班上學生之特殊教育需要。 Student Support Team, teachers and social workers regularly hold SEN case meetings to let teachers understand the special education needs of the students in the class.</li> </ul>	<ul style="list-style-type: none"> <li>● 教學助理協助處理學生事務，指導學生完成課業，完成與 SEN 相關職務。 The teaching assistant helps with SEN of student affairs, guides students to complete the course, and completes SEN-related duties required by teachers.</li> <li>● 每學期舉辦至少一次 SEN 個案會議。 At least one SEN case meeting per semester.</li> </ul>	<ul style="list-style-type: none"> <li>● 學生事務主任及特殊教育需要統籌主任定期查核教學助理之工作進度 Student Affairs Master and SENCO regularly check the job progress of the teaching assistant.</li> <li>● 個案會議紀錄 Case meeting record</li> <li>● SEN 學生檔案 SEN student file</li> </ul>	<ul style="list-style-type: none"> <li>● 學生事務主任 Student Affairs Master</li> <li>● 特殊教育需要統籌主任 SENCO</li> <li>● 社工 Social Workers</li> <li>● 所有教師 All teachers</li> </ul>
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**3. 推廣融合教育及共融文化的活動，建立共融關愛環境。 To promote inclusive education and inter-cultural activities, and to cultivate a harmonious and loving environment.**

Targets	Category and Strategies	Success Criteria	Methods of Evaluation	People involved
<p>3.推廣融合教育及共融文化的活動，建立共融關愛環境。</p> <p>To promote inclusive education and inter-cultural activities, and to cultivate a harmonious and loving environment.</p>	<p>3.1 興趣活動</p> <p>ECA</p> <ul style="list-style-type: none"> <li>● 為 SEN 學生提供不同興趣活動，如咖啡拉花工作坊、蠟燭工作坊、插花工作坊、紮染工作坊，協助學生培養多元智能，找到一技之長。活動配合開放日進行。</li> </ul> <p>Provide different activities to SEN students, such as Latte art course, Candle course, floral course, and tie dye workshop to help students discover their potentials. The event is carried out together with the open day.</p>	<ul style="list-style-type: none"> <li>● 學生出席率超過七成。</li> </ul> <p>Student attendance rate is over 70%.</p> <ul style="list-style-type: none"> <li>● 出席有關活動後，學生能掌握所學，並於開放日中擺設攤位。</li> </ul> <p>After attending the event, students will be able to master what they have learned and set up booths on the open day.</p>	<ul style="list-style-type: none"> <li>● 學生出席活動紀錄</li> </ul> <p>Student attendance record</p> <ul style="list-style-type: none"> <li>● 教師問卷</li> </ul> <p>Questionnaire for Teacher</p> <ul style="list-style-type: none"> <li>● 開放日攤位活動</li> </ul> <p>Open day booth</p>	<ul style="list-style-type: none"> <li>● 學生事務主任</li> </ul> <p>Student Affairs Master</p> <ul style="list-style-type: none"> <li>● 特殊教育需要統籌主任</li> </ul> <p>SENCO</p> <ul style="list-style-type: none"> <li>● 相關科任老師</li> </ul> <p>Subject teacher</p> <ul style="list-style-type: none"> <li>● 社工</li> </ul> <p>Social Workers</p>
	<p>3.2 共融活動</p> <p>Inter-cultural activities</p> <ul style="list-style-type: none"> <li>● 邀請機構到校，舉辦共融互動劇場。</li> </ul> <p>Invite institutions to the school to host an interactive theater about inclusive education.</p> <ul style="list-style-type: none"> <li>● 舉辦——藝術攤位，學生將會於攤位上展現有關物品及教其他學生製造藝術品，以提升學生自信。</li> </ul> <p>Organize creative market on open day, where students will sell items on the open day booth to enhance their confidence.</p>	<ul style="list-style-type: none"> <li>● 教師表示表達共融互動劇場有助學生紓解壓力。</li> </ul> <p>teachers agree that the interactive theater can help students relieve stress.</p> <ul style="list-style-type: none"> <li>● 學生能掌握所學，並於學校擺設攤位。</li> </ul> <p>Students can master what they have learnt and set up booths on the open day.</p>	<ul style="list-style-type: none"> <li>● 教師問卷</li> </ul> <p>Questionnaire for Teacher</p> <ul style="list-style-type: none"> <li>● 開放日攤位活動</li> </ul> <p>Creative market on open day</p>	<ul style="list-style-type: none"> <li>● 學生事務主任</li> </ul> <p>Student Affairs Master</p> <ul style="list-style-type: none"> <li>● 特殊教育需要統籌主任</li> </ul> <p>SENCO</p> <ul style="list-style-type: none"> <li>● 社工</li> </ul> <p>Social Workers</p>