Island School Special Educational Needs Policy

The purpose of this policy is to establish the key understandings of SEN at Island School, as an ESF school, and summarize the support and procedures for students with SEN.

1. Island School’s Rationale

Introduction
A student has special educational needs if he or she has a learning need that requires special educational provisions to be made. This policy is also designed to cover students with individual needs who may at any time require additional support or resourcing.

Students have a learning need if they:
   a) have a significantly greater difficulty in learning than the majority of children of the same age; or
   b) have an individual need which either prevents or hinders them from making use of educational facilities of a kind provided in ESF schools for children of the same age.

(ESF SEN Policy, 2012 – Appendix 1)

Island School’s commitment to SEN

1. All our students are entitled to a full and balanced range of teaching and learning experiences. Each student will be included in the learning programmes as far as practicable and will be provided access within the broad ESF curriculum to fully develop his/her talent.

2. Island School also has a commitment to maintaining a diversity of provision to meet a range of students with additional needs in the most appropriate setting. This includes differentiating/adapting programmes and learning environments and the provision of specialized equipment or materials to support students. It recognizes that students’ needs may change over the course of their schooling and the School is committed to accommodating and supporting these changes.

3. Island School’s policy takes account of and is influenced by:
   ● ESF’s role as one group of schools within the Hong Kong education environment;
   ● ESF’s special role as both a (currently) subvented and fee-charging organisation;
   ● ESF’s long term strategic planning

2. Island School’s Special Educational Needs Provisions and Support Summary

1. There is an expectation that all teachers will differentiate and adapt the curriculum as and when appropriate to meet the needs of all learners.

2. Island School has a Head of Individual Needs, and a small team of school-funded EA provision to help support the needs and differentiation of the curriculum for all learners.

3. Island School has a centrally resourced learning support provision, the Individual Needs Department, which comprises of one full-time (Head of Department) and one full-time Individual Needs teacher and
six Educational Assistants (EA). In addition there is a Deputy Head of Individual Needs, who is responsible for provision for EAL learners in the school, along with one other full-time EAL teacher and two part-time EAs. Finally there is one Learning Support Class (LSC) teacher/manager and one full-time Educational Assistant (EA) for the 6 students in the Learning Support Class. The Individual Needs teachers are responsible for the students on Level of Adjustment (LOA) 1 and 2 while the Learning Support Class Teacher is responsible for the provision for the six students on Level of Adjustment (LOA) 3 and 4.

**From August 2016 the LSC provision will be extended so that 12 students, in total, are in the Learning Support Class. One additional full-time teacher and one additional full-time Educational Assistant will join the existing team.**

(See Appendix 2 for the descriptors of the Levels of Adjustment [LOA])

4. Island School has a responsibility to educate all its students. The school has a responsibility to adapt and modify the curriculum to enable access for all students. If students cannot access academically the differentiated programmes offered, a referral should be made by the school to the ARP (moderation) panel for consideration of alternative provision, such as the LSC or Jockey Club Sarah Roe School (JCSRS).

(See Appendix 3 for the Role of the Moderation Panel)

5. Advisory support is offered to Island School by access to Educational Psychologists and Therapy Support under the guidelines set out by the ESF Therapy Services.

(See Appendix 4 for guidelines for referral to ESF educational psychologist)

(See Appendix 5 for ESF Therapy Services)

(See Appendix 6 for ESF SLT Services)

6. Island School has a clear process of identifying and addressing the additional needs of students, ensuring access to appropriate curriculum pathways. The “Record of Concern” form is for teachers and other staff, though primarily the former. This will also apply for those needing special exam arrangements in Year 10-13.

Parents who have concerns about their child’s progress at school will contact the pastoral team in the first instance, although if it is already established that the child has a particular S.E.N. then the Head of Individual Needs department should be included in this communication.

(See Appendix 7 for I.N. Referral)

7. All Island School staff working with students with Individual Needs have access to ongoing appropriate professional development opportunities.

8. Island School’s Individual Needs Department is committed to negotiating, documenting and reviewing the progress of students in the LSC regularly with parents and relevant class teachers through IEPs (Individual Needs Plans) for those at LoA 3 and 4. SSPs (Student Support Plans) will be used, where appropriate, for those at LoA 2, and through appropriate interventions. Dependent upon the need of each individual student, a parent-funded Educational Assistant may be employed in extreme circumstances.

(Appendix 8 for IEP) (Appendix 9 for SSP)

Originator: Individual Needs Dept. meeting
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Originator: SEN Adviser
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Note: Guidance to Special Educational Needs (SEN) Provision, Moderation of Placement etc should make reference to the SEN Handbook

POLICY DOCUMENT ANNUAL REVIEW

This Policy document is subject to regular review by ESF that is formally documented to ensure its continuing suitability, adequacy and effectiveness. Areas subject to review include, but are not limited to, follow-up action from previous reviews, policy conformity, review of complaints, status of corrective and preventive actions, and improvements for the forthcoming year. ESF reserves the right to amend this Policy by notice following such review in circumstances in which it considers such change to be necessary or appropriate.

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<tr>
<td>John Barker</td>
<td>Andrew Sortwell (Date: 2009)</td>
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<td>Date: October 2007</td>
<td>Pam Ryan &amp; Alan Howells (Date: November 2012)</td>
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1. Policy Context

ESF Vision

To be respected in Hong Kong and worldwide for the quality of the education we offer; and to be celebrated by students and parents for the joy we bring to student’s learning.

ESF Mission

ESF offers a personalised and inclusive approach to learning for students of all abilities, with programmes based mainly on the values of the International Baccalaureate. We achieve excellence through recruiting and developing Principals, teachers and support staff of the highest calibre. We build partnerships with parents, alumni and our local communities. Chinese language and culture form a critical component of our curriculum and we are deeply committed to our origins and development in Hong Kong.

Commitment to Inclusion

Inclusion within ESF means that we focus on school organisation, culture and how we respond to diversity and celebrate difference within our schools. A student is included when they are viewed as an equal partner in the school community.

Definition of Inclusion

“Inclusive education describes the process by which a school attempts to respond to all pupils as individuals by reconsidering and restructuring its curricular organisations and provision, allocating resources to enhance equality of opportunity.” (Sebba and Ainscow 1996)

In ESF, inclusion means that we focus on school organisation and culture and how we respond to diversity and celebrate difference. A student is included when they are viewed as an equal partner in the community.
## 2. Introduction

Children have special educational needs if they have a learning difficulty that requires special educational provision to be made. This policy is also designed to cover students with individual needs who may at any time require additional support or resourcing.

Children have a learning difficulty if they:

a) have a significantly greater difficulty in learning than the majority of children of the same age; or

b) have an individual need which either prevents or hinders them from making use of educational facilities of a kind provided in ESF schools for children of the same age.

ESF’s policy takes account of and is influenced by:

- ESF’s role as one group of schools within the Hong Kong education environment;
- ESF’s special role as both a subvented and fee charging organisation;
- ESF’s long term strategic planning

### ESF Special Educational Needs Provisions and Support Summary

- In all ESF schools including PIS and Kindergartens, there is an expectation that all teachers will differentiate and adapt the curriculum as and when appropriate to meet the needs of all learners.

- Every school has a Special Educational Needs (SEN) Coordinator and a small team of school-funded EA provision to help support the needs and differentiation of the curriculum for all learners.

- ESF schools have a centrally resourced Learning Support Provision which consists of funding for a SEN teacher and one educational assistant (EA) per class of 7 primary and 8 secondary students. The students need a mixture of small group, more intensive, specialist support alongside opportunities within the mainstream school.

- ESF primary schools offer the Primary Years Programme for all students. Schools adapt and modify the curriculum to enable access for all students. If students cannot access academically the programmes offered, referral should be made by the school to the moderation panel for consideration of alternative provision.
ESF secondary schools offer a range of curriculum pathways. The International Baccalaureate and Applied Learning Pathways offer qualifications which prepare students for higher or further education. The Award Scheme Development and Accreditation Network (ASDAN) programmes are also accredited courses which will support the students accessing life skill and vocational secondary and further education programmes.

Advisory support is provided to kindergartens, primary and secondary schools and complemented further by access to Educational Psychology, Therapy Support and a model of across schools collaboration and sharing.

A comprehensive CPD programme is provided, ranging from international opportunities to see best practice, central CPD led by experienced ESF practitioners, individual school training or online training accessible to all teachers, educational assistants and where applicable to parents.

The Special Needs Advisory Group (SNAG) meets once a term, enabling the SEN teams across the Foundation to have the opportunity to meet for collaborative sharing of good practice, resources training and ultimately implement back in their respective schools.

In conjunction with the Policy, the SEN Handbook should be used for SEN process and practice

3. **Principles**

3.1 ESF will offer a high quality education to all its students.

3.2 We will work in partnership with parents/carers and schools in the best interest of the student.

3.3 All educators will work in partnership with parents and families in keeping each other fully informed.

3.4 The process of identifying and addressing the special educational needs of students will be clear, transparent and consistent as highlighted in SEN Handbook.

3.6 Educational resources will be allocated and used effectively and efficiently and be targeted to needs and requirements.

3.7 We will recognise the right of students to participate in decision making and will encourage student involvement in the process whenever possible.
4. **ESF Commitment to Special Educational Needs**

4.1 All our students are entitled to a full and balanced range of teaching and learning experiences. Each student will be included in the learning programmes, as far as practicable, and provided access within the broad ESF curriculum to fully develop his/her talents.

4.2 In our schools there are students who may require support in order to gain access to and participate in a broad and balanced curriculum. These students are likely to have special educational needs which can require significant educational support in order to be successful. ESF is committed to supporting these students through a process of parental consultation, appropriate subject choices and curriculum pathways. If a student requires 1 to 1 EA support or specialist equipment, parents will be requested and responsible to provide the additional funds (refer to Appendix 1 for “Interim Guidelines for the Employment of Educational Assistants”)

4.3 ESF has a commitment to maintaining a diversity of provision to meet a range of students with special educational needs in the most appropriate setting. This includes differentiating/adapting programmes and learning environments and specialized equipment or materials to support students. It recognizes that students' needs can change over the course of their schooling and is committed to accommodating and supporting these changes.

4.4 ESF will give a high priority to intervention with students in the early years of schooling.

4.5 ESF is committed to negotiating, documenting and reviewing regularly with parents an appropriate curriculum for students with SEN.

4.6 Resourcing mechanisms will be transparent and will ensure that the resources available are targeted effectively and equitably to meet the needs of all students of SEN.

4.7 ESF has a commitment to provide SEN advisory support to all schools.

4.8 ESF students have access to educational psychology support upon referral made by the schools.

4.9 Therapy services offered to ESF, ESF Private Independent Schools and ESF International Kindergartens students is explained in Appendix 2.
5. Roles and Responsibilities in the enactment of the policy

The Role of English Schools Foundation

- to set out our policy
- to provide a strategic overview of needs and provision for children with SEN
- to oversee the admission of young people with SEN
- to plan the range of special provision and number of available places
- to monitor and evaluate the effectiveness of our inclusive education provision and special educational needs programmes
- to review the performance of all centrally funded SEN provisions to ensure the sharing of excellence across the Foundation through the central advisory team
- to seek to provide inclusive opportunities within mainstream placement for young people when and where appropriate
- to support schools in meeting the needs of individual students within the resources available
- to provide a range of provision within our special school and learning support classes to meet the diverse needs of young people with SEN
- to continuously update and develop the training programme in SEN to support both teachers and educational assistants
- to provide advisory support to schools

The Role of our Schools

- to ensure an inclusive educational environment for students
- to make appropriate arrangements within resources available to meet the needs of students with SEN
- to review regularly each student with SEN ensuring access to appropriate curriculum pathways
- to ensure that staff working with children with SEN have access to ongoing appropriate professional development opportunities
- to ensure there is an identified teacher named as a Special Needs Coordinator
- to plan, implement and review individuals’ progress regularly through the Individual Education Plan (IEP) and Annual Reviews
- to refer cases to the educational psychology team under guidelines set out in the SEN handbook to seek parental permission to refer cases to the ESF Therapy Services as and when appropriate (all new referrals for therapy should be preferably directed through the ESF Therapy Services)
- to work in partnership with students and parents
- to work with ESF Education Department on the quality assurance of programmes and provisions
The Role of Parents and Carers

ESF expects that parents and carers will:

- work in partnership with the school, ESF in the best interests of the student
- give the schools updated copies of all relevant support documents and assessments to help the school prepare and plan to meet the students educational needs
- maintain close contact with the school with regard to the progress of their child and attend IEP review meetings
- work with school staff to support any agreed programmes at home
- discuss with the school any difficulties they or their child may be experiencing at the earliest opportunity
- ensure that ESF/school are aware of any social or medical information that could affect the child’s progress.

The Role of the Moderation Panel

The role of the Moderation Panel is to:

- review and moderate all the given student information in support of the Assessment Reporting Process for access to ESF specialist provision
- review all information provided (eg educational psychology report, therapy reports and parental inputs) and reflect on the observation carried out to agree on the most suitable placement within the Foundation provision, that is mainstream with differentiation, mainstream with additional support, Learning Support Centre with inclusion opportunities, JCSRS
- request further observations by targeted professionals and use more information from the source if the provided information is insufficient, unclear or there are contrasting views during the moderation process

Membership of the Moderation Panel

The Moderation Panel is chaired by the Head of Student Support. The panel consists of no more than eight personnel per panel meeting but the personnel will change accordingly to availability of the following ESF staff.

- A principal
- SEN Advisers
- Special Educational Needs Coordinators/Learning Support Centre Managers
- Educational Psychologists
- Therapy Services

A specialist placement can be recommended but the start date will depend upon capacity/availability and will be decided by the Student Admission team who will confirm the date with the parents.
6. **Additional Support provided by the Parents**

Dependent upon the needs of each individual child, ESF schools may enter into a contract whereby parents pay for an additional Educational Assistant to better support their child’s needs. The school will appoint the Educational Assistant following the completion of a formal written agreement with the parents to fully or partly meet the cost of recruitment and employment. Such a parent-funded Educational Assistant is employed and reports to the school (See Appendix 1, “Interim Guidelines for the Employment of Educational Assistants”)

7. **Compliance with the Disability Discrimination Ordinance of the HKSAR Government**

With the enactment of the Disability Discrimination Ordinance (DDO) in 1996, the Equal Opportunities Commission of the HKSAR Government issued the Code of Practice on Education under the DDO in 2001 as the principles governing equal opportunities in education. Under the prevailing HKSAR Government policy, children with severe or multiple disabilities attend special schools where they are provided with intensive support services. Other students with SEN are placed in ordinary schools where they can learn with their peers for the full benefits of education. Schools in Hong Kong are advised to implement the Whole School approach to integrated education to cater for student differences effectively and enhance the effectiveness of education as a whole.
Appendix 1

Interim Guidelines for the Employment of Educational Assistants

1. Additional EA Support

Students with Special Educational Needs highlighted at Level 3 to 6 of the ESF Levels of Adjustment will require a level of EA support. ESF supports groups on a 1 to 7 primary and 1 to 8 secondary basis, each group has support from one teacher and one EA. Some students will require a 1 to 1 support or additional shared support. Schools have the option of requesting financial support from parents whose sons/daughters require this additional support.

1.1 Students have an IEP which documents the need for EA support.

2. Some general principles

2.1 Teachers still maintain their responsibility for managing the learning of all students in their class, even though a student is supported by an EA.

2.2 Schools should explore all other sources of support for students before examining the option of a parent funded EA.

2.3 Apart from where they purely support the access of the student to the school, an EA’s role should be one of supporting student learning and growth.

2.4 Ideally the use of an EA is a temporary measure which will facilitate learning, resulting in greater independence for the student and reduced need for support. Some students with exceptional circumstances will always need additional support.

2.5 Schools should set out clear goals for the use of EAs described in terms of student learning outcomes. Progress towards these goals should be monitored regularly.

3. Types of needs that can be supported

3.1 Health and personal care needs

3.1.1 Students whose health or personal care needs are such that they cannot safely access or participate in school without EA support. This support may not be required all the time the student is at school but is required on a persistent ongoing basis. EAs undertaking this work may require specialist skills. An example would be a student with a severe physical disability who requires assistance with toileting and eating while at school.
3.2 The safety of students and staff

3.2.1 Students with special needs and/or a disability whose behaviour may pose a threat to their own, other students’ or staff members’ safety and who require on-going support to manage this behaviour in the school setting.

3.2.2 This issue may arise only in the context of particular curriculum areas (e.g. design and technology) or it may be more pervasive and affect all aspects of the student’s life at school.

3.2.3 In the latter situation the appropriateness of the school placement may need to be considered in the longer term.

3.3 ESF schools endeavour to meet the needs of all students within the community. Each school offers a wide range of support and resources to meet the needs of our students with special educational needs. Occasionally if a student requires significant additional support to access the curriculum, extra parental financial support will be requested.

3.3.1 EAs can be used to support a student in accessing the curriculum. This support may take a variety of forms. It may involve working with a student in a small group or large class to facilitate their participation in teaching programmes. For instance, the EA may support students in accessing texts or in developing written responses; they may assist students in remaining focused and on task or they may work with students developing appropriate social skills.

4. General Guidelines

4.1 The central ESF process for employing parent funded EAs is used by schools.

4.2 Schools should select the EA, involving parents and students as appropriate in the interview process.

4.3 Parent funded EAs should be responsible to and be supervised by school staff. They should have a role statement.

4.4 Parent funded EAs should be able to access appropriate training and development.

4.5 School staff should communicate with parents about students’ learning. This should not be done by the EA.
Appendix 2

Therapy Services offered by ESF Therapy Centre

ESF Therapy Centre is part of the developing services highlighted in the ESF Special Educational Needs Strategy. It provides access to Educational Psychology, Speech & Language Therapy as well as Occupational Therapy.

ESF Schools are offered a time allocation of fee funded Educational Psychology support a year. The use of this time is agreed by the school in partnership with the Educational Psychologists. If additional time is requested above and beyond the time allocated to the school, a charge will be levied in agreement with the school.

ESF Private Independent Schools and ESL International Kindergartens have access to the Educational Psychology service which is a charged service. The schools have an option to buy in a time allocation of the service upon request.

Speech and Language Therapy and Occupational Therapy are charged services to both ESF and ESL students.
EXPLANATIONS OF DIFFERENT LEVELS OF ADJUSTMENT
For the student to successfully access the curriculum and achieve learning outcomes, it is essential that the teacher:

Level of Adjustments 1
Implement class based teaching and learning adjustments. E.g., adjustments made in recognition of the range of student learning needs.

Level of Adjustments 2
Implement individualised teaching and learning adjustments, as a result of class based assessments. Modifications may include adjustment of objectives, materials or equipment as a result of assessments such as miscue analysis, First Steps placement, teacher judgment.

Level of Adjustments 3
Adapt the learning environment with structured prompts/cues or use specialised equipment as per documented plan to enable access to the regular curriculum. E.g., same objectives and same content, presentation modified.

Level of Adjustments 4
Adapt teaching strategies, language, routines and lesson content for specific learning areas with structured prompts/cues and specialised equipment as per documented plan to access the regular curriculum. E.g., similar objective, modified presentation and content.

Level of Adjustments 5
Develop strategies to teach explicitly generalisation/transfer of key learning outcomes. Implement documented plan with individualised objectives and lesson content in most learning areas. Use specialist equipment/materials. E.g., Compic. Teach explicitly daily routines and functional skills. E.g., modification of Fundamental Movement Skills program.

Level of Adjustments 6
Implement and review detailed prompt and reinforcement schedules based on analysis of frequent data collection. Implement a finely sequenced individual documented plan with modified objectives, different content, different presentation and detailed generalisation/transfer processes. Develop strengths, overcome barriers and use adjustments and extensive teaching resources across the curriculum. Use specialised equipment across all learning areas. E.g., jelly bean switch, ‘Go Talk’.
FACILITATING COMMUNICATION

For the student to understand and convey information it is essential that the teacher...

Level of Adjustments 1
Manage environmental distractions such as noise and lighting. E.g., use demonstration and visual stimulus materials.

Level of Adjustments 2
Monitor independent use of Braille or sign language. Teach and foster expressive communication in a group context / reinforce specific strategies. E.g., listen and retell.

Level of Adjustments 3
Monitor adjustments to classroom environment to enable use of acoustic modification and/or amplification. Provide visual support such as text enlargement. Pre-teaching to include vocabulary. Introduction of alternative communication system. E.g., develop vocabulary of signs such as Makaton.

Level of Adjustments 4
Teach sign language to support oral communication. Deploy a note taker in the classroom. Pre-teach vocabulary, themes and routines. E.g., develop English skills: L1 & L2 method, develop and use taped materials and provide close adult proximity across some learning areas.

Level of Adjustments 5
Use alternative communication technologies such as voice input or picture/symbol system. Use extensive ongoing instruction to support the introduction of Braille/Sign Language. Develop programs to manage the process of moving from oral communication to the full use of Sign Language. E.g., provide Braille materials and instructions.

Level of Adjustments 6
Deploy a note taker or sign interpreter for full Sign Language use. Intensively use assistive technology to support augmentative or alternative communication systems in all situations. E.g., deploy interpreter for visual demonstration and materials such as videos.
DEVELOPING SOCIAL COMPETENCY

For the student to successfully interact with others, it is essential that the teacher:

Level of Adjustments 1
Teach routines, rules and consequences. E.g., acknowledge, promote and integrate the values of the Curriculum Framework into classroom teaching practice.

Level of Adjustments 2
Teach routines, rules and consequences with use of visual or auditory prompts to support student transition. E.g., provide structure to help students move from one activity to another and anticipate events.

Level of Adjustments 3
Implement structured self-management/social skills program to teach familiar routines, rules and consequences as per documented plan with frequent parental communication. E.g., communication books/homework diary, TEACCH.

Level of Adjustments 4
Implement structured self-management/social skills program to teach familiar routines, rules and consequences with individualised goals, reinforcers and prompts as per documented plan. E.g., include structured daily practice to support generalisation/transfer across a range of contexts, use social stories.

Level of Adjustments 5
Implement highly structured self-management/social skills program to teach a familiar routine and group participation skills. E.g., one step introduced at a time, correction procedure at the point of error. Structured practice to ensure mastery. Emphasis upon integration of Health and Physical Education Focus Skills across the curriculum.

Level of Adjustments 6
Implement highly structured, detailed self-management/social skills program within and across all school environments. Extensive teacher direction and continuous management with a highly detailed generalisation/transfer program. E.g., close physical proximity to support all interactions across the school site.
PLANNING FOR SELF REGULATION

For the student to participate safely in the school setting, it is essential that the teacher:

Level of Adjustments 1
Implement school-wide behaviour and safety management policies, procedures and guidelines. E.g., implementation of Behaviour Management In Schools policy, No Blame.

Level of Adjustments 2
Implement specific targeted strategies consistent with the school behaviour plan. Liaise with parent/care-giver, Learning Support Team and school/district personnel. E.g.: Implement Anger Management strategies.

Level of Adjustments 3
Develop documented plan with individualised goals, strategies and planned adult interventions to develop self-regulation and compliance. E.g., visual timetable to assist self-calming, identification and management of possible triggers and patterns of frustration.

Level of Adjustments 4
Implement individual behaviour strategies as per documented plan targeting a range of behaviours. Collaborate with school psychologist, learning support team and other agencies. E.g., Individual Behaviour Plan targeting reduction of specific behaviours, requiring training of relevant staff.

Level of Adjustments 5
Implement individual behaviour strategies as per documented plan across all learning areas with a view to long term self-management of injurious behaviour. Adjust and manage individualised controlled learning environment. Consult with interagency personnel on a regular and ongoing basis.

Level of Adjustments 6
Implement individual, finely sequenced behaviour strategies as per documented plan with intensive data collection and analysis to address serious injurious behaviour. E.g., establish and maintain intensively monitored alternative learning environment.
UNDERSTANDING LANGUAGE

For the student to participate in the school setting, it is essential that the teacher:

Level of Adjustments 1

Differentiate spoken and written language in class and use it effectively to provide access to the curriculum. Adapts their own language to ensure curriculum access for all. Makes objects, pictures, signs and symbols available to enhance curriculum access. Establish good listening conditions. Students follow complex instructions within familiar context and understands concepts with occasional repetition and simplified language.

Level of Adjustments 2

Identify the key concepts and structures of the language used in lessons and provide adaptations to address common targeted difficulties and individual needs in the classroom. Plan lessons to enhance communication, including use of objects, pictures, signs and symbols and provide access to additional objects, pictures, signs and symbols. Establish good listening conditions. Provide a language- and / or visually-enriched environment. Students follow complex instructions within familiar context, with frequent repetition and /or simplified language and understands concepts with frequent repetition and /or simplified language.

Level of Adjustments 3

Provide adaptions to key concepts, vocabulary and language used in lessons to match the individual I.E.P. target. Match their own language to meet individual needs. Access additional support from external agencies or therapists. Plan lessons to enhance communication, including use of objects, pictures, signs and symbols and provide access to additional objects, pictures, signs and symbols, which are used as reinforcers to promote understanding. Establish good listening conditions. Provide language- and / or visually- enriched environment reflecting level of learning. Provide facilities for small group as necessary. Students follow simple instructions in any context and are working towards an understanding of concepts through the use of frequent repetition and simplified language. Students may experience some difficulties with simple conversation.

Level of Adjustments 4

Provide adoptions to key concepts, vocabulary and language used in lessons. Adopt a flexible application of the curriculum to ensure all lesson content is used to develop the individual’s understanding of language. Access to support from external agencies and specialist planning time in order to be able to identify and match language to meet individual communication needs. Access to appropriate reinforcers to
promote understanding and reflecting individual need. Use ICT to enhance language understanding. Systematically use objects, pictures, signs and symbols as part of student's programme. Establish good listening conditions. Provide language and/or visually enriched environment reflecting level of learning and individual need. Provide facilities for small group and individual work as necessary. Student follows simple instructions in a familiar context, is working towards understanding concepts through the use of frequent repetitions, simplified language, visual reinforcers, context and cues and is able to understand simplified conversation with prompts and cues.

Level of Adjustments 5

Provide adaptations to key concepts, vocabulary and language used in lessons. Provide careful planning of the curriculum to ensure that all lesson content is used to develop the individual’s understanding of language. Access staff skilled in teaching language using written, Braille, symbolic, spoken and/or signed language through all lesson content. Systematically use of objects, pictures, signs, symbols and appropriate reinforcers, reflecting individual need, to promote understanding across all curriculum subjects. Use ICT designed to enhance language understanding. Establish good listening conditions. Provide language- and/or visually-enriched environment reflecting level of learning and individual need including pictorial / tactile / aural representation of concepts to be clearly displayed throughout the teaching areas. Provide facilities for small group and individual work. Student is working towards understanding simple information and routine instructions using a structured language approach, visual reinforcers, context and cues. Student is working towards understanding simplified conversation with prompts and cues.

Level of Adjustments 6

Carefully match curriculum targets to the student’s level of understanding of language. Use appropriate communication techniques to elicit and interpret responses from the student. Use of multi-sensory approaches to communication. Access support from external agencies and specialist planning time in order to be able to identify and meet individual communication needs. Adapt or develop ICT to enhance individualised communication and to record students' responses to communication input. Use suitably designed attractive materials that strengthen communication links. Establish a flexible environment for multi-sensory work with capacity for reducing distracting stimuli and for enhancing the focus of learning (sound amplification, lighting levels etc). Student is working towards understanding people / objects / events in the immediate environment using a highly structured multi-sensory approach and working towards understanding the purpose of interaction.
USING LANGUAGE

For the student to participate in the school setting, it is essential that the teacher:

Level of Adjustments 1
Differentiate teaching and learning activities to ensure the development of expressive language and communication skills. Ensure the availability of objects, pictures, signs and symbols to enhance and encourage language use. Establish good listening conditions to encourage oral class and group work. Student is working on aspects of speech and/or the social use and/or language content in order to achieve effective communication with unfamiliar people.

Level of Adjustments 2
Identify key concepts and structures of the language used by students in lessons and adapt these to address common targeted difficulties. Set IEP target to encourage the use of language. Provide a variety of opportunities for individuals to develop expressive language and communication skills. Establish guidelines for lesson planning to enhance communication, including use of objects, pictures, signs and symbols. Provide access to additional objects, pictures, signs and symbols. Establish good listening conditions to encourage oral class and group work. Establish a language- and/or visually-enriched environment which conveys complex information in context. Student is working on aspects of speech and/or language content in order to improve communication with familiar people.

Level of Adjustments 3
Provide adaptations to key concepts, vocabulary and language to be used by students in lessons to support individuals in their use of language. Ensure that IEP target focuses on the use of language and the development of specific expressive language. Provide a variety of opportunities for individuals to develop expressive language and communication skills, with access to additional support and/or external agencies. Establish guidelines for lesson planning to enhance communication, including use of objects, pictures, signs and symbols. Provide access to additional objects, pictures, signs and symbols, used as reinforcers to promote use of language. Establish good listening conditions to encourage oral class and group work. Establish a language and/or visually enriched environment reflecting level of learning with facilities for small group as necessary. Student conveys simple information in any context. Student is working on aspects of speech and/or social use and/or language content in order to achieve effective communication with familiar people in context.

Level of Adjustments 4
Adapt key concepts, vocabulary and language to be used by students in lessons to support individuals in their use of language. Adopt a flexible application of the curriculum to ensure all lesson content is used to develop the student’s use of language. Access support from external agencies and specialist planning time in order to be able to identify and create language opportunities / activities to meet the individual’s communication needs. Use appropriate reinforcers to promote language use reflecting individual need. Use ICT designed to enhance use of language. Systematically use objects, pictures, signs and symbols as part of student's programme. Establish good listening conditions to encourage oral class and group work. Establish a language and/or visually enriched environment reflecting level of learning and individual need. Establish facilities for small group and individual work as necessary. Student conveys most simple information in context. Student is working on aspects of speech and/or language content in order to achieve more effective communication with familiar people in context. Student is working towards effective expression of emotions and can consistently make basic needs known using speech and / or signs.

Level of Adjustments 5
Adapt key concepts, vocabulary and language to be used by students in lessons are for the individual. Careful plan the curriculum to ensure that all lesson content is used to develop the student’s use of language. Access staff skilled in teaching language using written, Braille, symbolic, spoken and/or signed language through all lesson content. Systematically use objects, pictures, signs, symbols and appropriate reinforcers, reflecting individual need, to promote communication across all curriculum subjects. Use ICT designed to enhance use of language. Establish good listening conditions. Establish a language- and /or visually-enriched environment reflecting level of learning and individual need. Ensure pictorial / tactile / aural representation of concepts are clearly displayed throughout the teaching areas. Establish facilities for small group and individual work. Student has occasional effective communication with peers / familiar / trained people and is working towards conveying simple information in context. Student sometimes uses pictures / speech / large print / Braille to communicate basic needs and emotions.

Level of Adjustments 6
Carefully match curriculum targets to the student’s level of communication. Use appropriate communication techniques used to elicit and interpret responses from the student. Staff are skilled in use of multi-sensory approaches to communication. Increasingly access to support from external agencies and specialist planning time in order to be able to create communication opportunities and activities. Adapt or
develop ICT to enhance individualised communication and to record students' communication responses. Use suitably designed attractive materials that strengthen communication links. Establish a flexible environment for multi-sensory work with the capacity for reducing distracting stimuli and for enhancing the focus of learning (sound amplification, lighting levels etc). Student is working towards making basic needs known, establishing a form of communication and understanding the purpose of communication. Student may communicate using non-standard sounds, signs / symbols occasionally recognisable and interpretable by a trained communicator.
FLOW CHART OF ASSESSMENT AND REVIEW PROCESS

LSC and JCSRS to provide vacancies and confirm corresponding place in mainstream

Apply the criteria* for prioritization

Contact parents to verify the placement

Send list of applicants to ARP

ARP to advise availability

SEN Administrator book observation visits 2 weeks before ARP meeting

Send final schedule of visits to ARP

ARP agenda distributed 2-3 days before meeting

Update wait list database with results from the meeting and deactivate applicants that have been placed

CRITERIA

Note: there is some flexibility built in according to availability of places in provision

1. File active
2. Date of application
3. Appropriate provision - LSC/JCSRS
4. D.o.B
5. Sibling
6. Parents are full time teachers in ESF
Appendix 4 - Guidance in use of the E.P. Service

Requesting Involvement from the ESF Psychology Service

Each school will be given a yearly allocation of sessions from the EP which will be broken down for each term. A session may be a morning, an afternoon or 2 sessions combined to make a whole day. This will be decided depending on the location of the school and the schedule of work, to maximise time efficiency.

Schools will receive a planning meeting at the beginning of the academic year. The purpose of the meeting is to discuss and prioritise children causing concern and formulate a plan for the term’s allocated sessions. The planning meeting is also an opportunity to discuss identified training needs. This may be face to face or over the phone.

Following initial discussion with the EP at the planning meeting (or via telephone/e-mail further on in the academic year), EP involvement can be formally requested by completing the ‘Request for Involvement’ form (Appendix ii). This should be completed by the SENCo in collaboration with the child’s class teacher, or the member of staff who has raised the concerns. The Request for Involvement Form must be shared with parents and their written consent gained. Parents are also invited to add their comments. It should be noted that without the completion of this form and written consent given by parents EPs will not be able to carry out any direct work with the child or young person.

Prior to any request for involvement it is expected that the school will have:
- already appropriately differentiated
- tried a range of strategies
- put in some provision to remediate a child or young person’s difficulties
- monitored progress over time.

Details of this additional provision/ strategies are to be described on the request for involvement form, and any evidence attached and submitted with the form. In addition there may have been previous reports by involved professionals. It is expected that these will be attached to the form, where relevant. **Details of previous educational psychology involvement MUST be included.**

It is expected that the SENCo (or equivalent) is available for a brief meeting at the end of every school session for feedback and review and to formulate a provisional plan for the following session. The normal outcome of EP involvement will be written and verbal advice giving a range of suggestions/ strategies for intervention that should help the child/ young person make progress. These strategies/ suggestions will usually be co-constructed with school and parents, and it would be expected that both school and parents will put in place any interventions suggested. The impact of these interventions over time should be reviewed by the school with parents. In some cases it may be appropriate to involve the EP in this review.
What are Educational Psychologists?

Educational Psychologists have degrees in psychology (the study of how people think, feel and behave) and higher degrees in Educational Psychology which is the practical application of psychology to children and schools. Educational Psychologists currently employed in the service are trained teachers and have a minimum of two years teaching experience. Educational Psychologists are bound by an international Codes of Ethics, and both our Educational Psychologists are registered to practice by the Health Professionals Council UK (HPC). In addition both are Chartered Psychologists with the British Psychological Society.

About the ESF Psychology Service

The ESF Psychology Service provides a range of services in assessing children and young people with additional educational needs and supporting schools to plan interventions and implement supportive strategies. The service offers training for school staff to build the capacity and confidence of schools to respond to specific needs.

Areas of support from ESF Educational Psychology

- Challenging behaviour
- Mental health difficulties eg. depression, eating disorder, stress, sleeping problems, self-harm
- Attention and communication
- Self esteem
- Anxiety
- Friendship
- Social skills
- Selective mutism

- Reading, writing and literacy
- Mathematics
- Thinking
- Memory
- Attention
- Metacognitive skills
- Giftedness
- Organisation and learning skills
- Problem solving skills
- Non-verbal reasoning
- Non-verbal use of language
- Perceptual ability
ESF Psychology Service

Our Educational Psychologists

Nicki Holmes

Nicki studied psychology at the University of London before qualifying as a teacher and working in a primary school just outside of London. She then went on to study Educational Psychology and worked as an Educational Psychologist in Poole, UK, for five and a half years before moving to Hong Kong. Nicki’s specialism includes knowledge of attachment theory, working with children in care, and training teaching assistants to become emotional literacy support assistants.

Tim Conroy-Stocker

Tim has been a senior Educational Psychologist for several years. He has led projects aimed at developing emotional wellbeing in schools. He has extensive experience working with children on the Autistic Spectrum. Prior to training as an Educational Psychologist, Tim taught for 12 years in secondary schools and further education, mainly teaching A level psychology.

Moira Conroy-Stocker

Moira has worked as an Educational Psychologist in the UK for nine years. During that time she has specialised in mental health issues including raising self-esteem and supporting children with transition in school. Moira has been instrumental in promoting an awareness of self-harming behavior in young people producing resources to help secondary schools in the UK. Prior to training as an Educational Psychologist, Moira taught Psychology for 10 years in secondary schools and further education. She is also a qualified Counsellor.

Our Educational Psychologists have specialisms in:

- Cognitive assessment
- Giftedness
- Attachment difficulties
- Personal construct psychology
- Emotional Literacy
- Children’s mental health and wellbeing
- Autistic spectrum disorders
- Critical incidents
- Early Years
- Play based assessment
- Counselling techniques and mentoring of young people
- Working with parents and carers to support children

ESF Psychology Service

For students at ESF schools, accessing Educational Psychology services, there is no additional charge. Each school will prioritise children for the Educational Psychologist’s attention on the basis of need.

For students in ESF Private Independent Schools, ESF International Kindergartens and other students in Hong Kong, services are charged as detailed below.

Price List

The following represents a series of guide prices for Educational Psychology services. Actual price will be based on consultation between psychologist and parents and based on the specific needs of the child or young person.

Full Psychological Assessment

Based on the initial consultation this will be a bespoke assessment involving cognitive and attainment assessment and additional assessment based on the presenting concerns (for example, attention, memory, social skills, behaviour and self-esteem).

HK$16,000

Attentional Assessment

An exploration of your child’s attentional style with strategies related to their personal strengths and weaknesses. This will involve a cognitive assessment, use of attentional scales with parents, teacher and child, and consideration of diagnostic criteria.

HK$16,000

Kindergarten Assessment

A unique approach over two sessions assessing your child’s development over time and providing a comprehensive holistic report on their developmental strengths and difficulties.

HK$20,000

Social and Communication Assessment

Involving our Speech and Language Therapists in conjunction with the Educational Psychology service, we will assess your child’s social and communication patterns, giving advice on the best way to help them in school and at home. The evidence gathered will be considered against diagnostic criteria by a multi-professional team.

HK$1,000

Additional Meeting Attendance

This is the hourly rate for Educational Psychologist meetings with parents and other professionals for consultation only. Additional charge may apply if meeting takes place in locations other than the ESF Therapy Centre office.

Charges by quotation

Bespoke follow up work

Supporting the needs identified in assessments, we offer bespoke intervention or mentoring to children, training to parents and carers. For children who have had an assessment follow up work can be arranged to update assessments and monitor the impact of interventions.

ESF Therapy Centre

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Website: www.esf.edu.hk
What are Speech & Language Therapists?

Speech and Language Therapists (SLTs) are specialists in the identification, assessment and support of individuals with speech, language and communication needs (SLCN).

About the ESF Speech & Language Therapy Service

The ESF Speech and Language Therapy provision is a school-based service intended to work closely and collaboratively with education. It is parent funded.

ESF Speech and Language Therapists work within a clearly defined professional framework and provide a holistic evaluation of individual needs. Conclusions are communicated through written reports and consultation. We utilise a range of proven intervention methods and where appropriate integrate management into the student’s educational programme. Both therapists are registered to practice by the Health Professions Council and Royal College of Speech & Language Therapists (UK).

ESF Speech & Language Therapy: Example of Areas of Support

**Language Difficulties**
- Understanding Language
  - Following spoken instructions
  - Understanding concepts
  - Understanding questions words
- Using Language
  - Sentence building
  - Vocabulary
  - Word retrieval
  - Sequencing information
  - Telling stories coherently

**Speech Difficulties**
- Speech sounds
- Articulation
- Dysfluency (stammering)

**Other Areas**
- Social communication (difficulties interacting with others)
- Eating, drinking and swallowing problems
- Voice disorders (vocal nodules and voice loss)
ESF Speech & Language Therapy Service

Service Delivery Pathway

Service delivery pathway describes the anticipated course of care for a student referred to our service. The exact pathway will vary depending on the nature of the communication difficulty. The diagram below outlines the typical process:

Assessment usually comprises of background information gathering, observation and a combination of informal and standardised assessment.

Typical Intervention strategies can be direct or indirect and may include:
- 1 to 1 therapy and/or group therapy*.
- Collaborative working with education professionals to facilitate access to the school curriculum.
- Environmental changes to support inclusion within the classroom.
- Home/school programs.
- Liaison and/or referral to other relevant professionals.

*Group therapy will be offered where there is an appropriate number of students with similar needs.

ESF Speech & Language Therapy Service

Programme and charges

The following represents a series of guideline prices for Speech and Language Therapy assessment and programmes of intervention. Actual price will be based on consultation between therapist and parents and based on specific services requested.

Speech and Language Therapy Consultation

- Consultation and evaluation session in clinic or educational setting of up to 60 minutes.
- Informal and/or standardised assessment.
- Summary report outlining conclusions and recommendations.
- Recommended for kindergarten aged students.

Speech and Language Therapy Assessment

- Consultation with parents and school.
- School visit and observation to obtain participation profile.
- Informal and standardised assessment as appropriate.
- Written report circulated to relevant professionals with in-class support strategies.
- Post assessment parent consultation with therapist.
- Recommended for school aged students.

1:1 Specialist Intervention

Following the assessment process an intervention package may be recommended. Please note consultation and assessment are necessary first steps to identify area of needs and set therapy aims.

Fee for each session up to 60 minutes: HK$850*

Cycles of 4, 8, 12 sessions of 1:1 therapy available.

*Please note this may include direct 1:1 therapy, teacher liaison and in-class support.

Consultation and/or Additional Meeting Attendance

HK$850/hour

This is the hourly rate for the Speech and Language Therapist meetings with parents and other professionals for consultation only. An additional charge may apply if the meeting takes place in locations other than the ESF Therapy Centre.

Bespoke Packages

We offer bespoke specialist intervention to students, training to parents and carers. Individual quotation can be provided based on the specific service requested.

Contact us:
ESF Therapy Centre
1st Floor, 2A Tin Kwong Road
Himantin, Kowloon
Hong Kong
Tel: +852 3572 4500
Fax: +852 3579 0645
Email: therapy@esfc.org.hk
Website: www.esf.edu.hk

Our Speech & Language Therapists

Vanessa Sweeney

Vanessa studied Speech Sciences (BSc) at University College London and graduated in 2003 as a qualified Speech and Language Therapist. In 2009, she completed an MSc in Applied Psychology of Intellectual Disabilities. Vanessa has worked with paediatric and adult caseloads in the UK and Hong Kong for nine years. She is also a qualified infant and baby massage instructor (CIMI).

Vicky Topps

Vicky trained as a Speech and Language Therapist in the UK after completing a BA (Hons) in English and History; she graduated in 2003 with a BSc (Hons) in Clinical Language Sciences. Post qualification, Vicky was employed by the National Health Service (NHS) in the UK for 8 years, working with children and adults. Since arriving in Hong Kong in 2010, Vicky has continued to work with a variety of client groups.

Both Vanessa and Vicky are certified Speech and Language Therapists, registered with the Royal College of Speech and Language Therapists, Hong Kong Association of Speech and Language Therapists and the Health Professions Council (UK).

Our Speech and Language Therapists have specialisms in:

- Early years development
- Autistic Spectrum Disorders / Social communication skills
- Intellectual disabilities
- Behaviour management through communication strategies
- Voice disorders
- Motor speech disorders
- Eating and swallowing difficulties (Dysphagia)
- Collaborative practice within educational settings
ESF Speech & Language Therapy Service

ESF Speech & Language Therapy Service

Programme and charges

The following represents a series of guide prices for Speech and Language Therapy assessment and programmes of intervention. Actual price will be based on consultation between therapist and parents and based on specific services requested.

Speech and Language Therapy Consultation
- HK$2,400
  - Consultation and evaluation session in clinic or educational setting of up to 60 minutes.
  - Informal and/or standardised assessment.
  - Summary report outlining conclusions and recommendations.
  - Recommended for kindergarten aged students.

Speech and Language Therapy Assessment
- HK$4,200
  - Consultation with parents and school.
  - School visit and observation to obtain participation profile.
  - Informal and standardised assessment as appropriate.
  - Written report circulated to relevant professionals with in class support strategies.
  - Post assessment parent consultation with therapist.
  - Recommended for school aged students.

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  - Fee for each session up to 60 minutes: HK$850*
  - Cycles of 4, 8, 12 sessions of 1:1 therapy available.
  - *Please note this may include direct 1:1 therapy, teacher liaison and in class support.

Consultation and/or Additional Meeting Attendance
- HK$850/hour
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Speech and Oral Motor

Using and Understanding Language
School
Individual Education Plan

Name: D.O.B. Class: Year:

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<tr>
<th>Pen Portrait</th>
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<td>Condition</td>
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<td>Barriers of Learning</td>
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<th>Long Term Targets</th>
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<td>Speech and Language:</td>
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<td>Thinking and Learning:</td>
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<td>Social and Communication</td>
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<td>Emotional and Social Well-being</td>
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<td>Motor Communication</td>
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TERM 1: Review date;

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<th>TERM 1: Review date</th>
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<tr>
<td>SMART Target</td>
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<td>Thinking and Learning</td>
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<td>Emotional and Social Well-being</td>
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<td>--------------------------------</td>
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<tr>
<td>Social Communication</td>
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Signed:

__________________________  ______________________  ______________________
Parent / Guardian              Teacher                   LSC Manager
Ongoing Record of concern (Requiring I.N. Dept advice)

Name of student........................................................................................................Form Group..............

Name of teacher........................................................................................................

Name of EA (if present)..............................................................................................

<table>
<thead>
<tr>
<th>What concerns you about this pupil? (Try and be specific about their individual needs)</th>
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<th>What has been implemented / provided that is additional or different?</th>
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<th>Describe what has gone well and why you think this is.</th>
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<th>How would you like things to change? (Be specific about how you would know things are starting to improve)</th>
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Return to **MYR** pigeonhole.

Thanks, Mark Rutter
## Student Support Plan

**Name:**………………………………………………………………………..**Form:**…………………………

**Date:**…………………………………….

<table>
<thead>
<tr>
<th>Target Areas for Development</th>
<th>Teacher Actions for Development</th>
<th>Sig.</th>
<th>Pupil Actions for Development</th>
<th>Outcomes......................</th>
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**Form tutor:**…………………………………………………………**Pupil:**………………………………………………..**Parent:**……………………………………………….