

Delia Memorial School (Hip Wo No.2 College)

SEN
Annual Plan
2025-2026





Group Motto

Advancement in Adversity, Harmony in Diversity

積極奮進，和而不同



Major Concerns 2025-2026

- 1. To strengthen curriculum design, teaching pedagogy, and assessment by integrating technology and AI, enhancing teaching effectiveness and holistic student development.**
- 2. To foster gratitude, empathy, respect, and resilience while supporting students' emotional well-being, character development, and preparation for lifelong success through engaging and meaningful service-learning experiences.**

1. Major Concern: To strengthen curriculum design, teaching pedagogy, and assessment by integrating technology and AI, enhancing teaching effectiveness and holistic student development.

Briefly list the feedback and follow-up actions from the previous school year:

Last year's strategies effectively supported SEN students and improved teaching effectiveness to cater for learner diversity; they will continue next year.

Major Concern 1: To strengthen curriculum design, teaching pedagogy, and assessment by integrating technology and AI, enhancing teaching effectiveness and holistic student development.

This year's plan focuses on technology-based learning for SEN students and explores AI to help students cope with emotional distress. Teachers will be encouraged to use AI tools to design differentiated worksheets for diverse learning needs. The school will collaborate with two external organizations to provide varied support activities (booths, workshops, talks, groups) for students in need.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
Provide appropriate support for SEN students.	<u>Academic</u> - Provide after-school tutoring for students with specific learning difficulties. - Differentiated instruction.	- After-school tutoring attendance > 90% - Students in tutoring show a 5% improvement from first term to final exams.	- Attendance records - Report cards	Whole year	- SEN Team - Relevant subject teachers	LSG funding; after-school tutor(s)
	<u>Emotional Support</u> - Use questionnaires to identify students needing emotional support early. - Class teachers and social workers will contact students and parents. - Home visits for students with severe absence due to emotional distress.	- Attendance of emotionally distressed absentee students increases by 10%. 50% of severely absent students due to emotional distress receive	- Daily records - Social worker case notes - Home-visit records	Whole year	- SEN Team - Social workers - Class teachers	

		home visits.				
	<u>AI Device Support</u> - AI robots - Emotional reflection journal - VR social interaction	Students receiving support report $\geq 80\%$ positive feedback.	Student questionnaires	Whole year	SEN Team	Purchase AI devices
	<u>NCS Student Support</u> Provide Chinese and Cantonese tutoring classes for NCS students.	- After-school tutoring attendance > 90% 5% improvement in Chinese from term to final exams among participating students.	(Attendance/activity records) (Chinese subject exam results)	Whole year	- SEN Team - Relevant subject teachers	LSG funding after-school tutor(s)
	<u>Professional Services</u> - Educational Psychologist (EP) on-campus services: assess suspected SpLD students; provide professional advice to teachers. - Speech Therapy (ST): improve students' expression and communication skills. - Clinical Psychologist (CP): provide professional advice	- Complete all referrals for the year - Improve students' communication or problem-solving abilities - Clinical psychologists provide professional advice to students, leading to improvements in their communication skills and	- EP reports; service records - Teacher observations of participants - Service records - Teacher observations	Whole year	- SEN Team - Social Workers - Educational Psychologist - Relevant subject teachers	LSG funding to hire CP

		problem-solving abilities.				
Enhance Teaching Effectiveness and Cater for Learner Diversity	<u>Academic</u> • SEN team to provide teachers with strategies for SEN students. • Use English reading passages and math tests to identify students with specific learning difficulties. • Encourage peer lesson observations; assist teachers in adapting tasks for diverse learners.	• Teachers use varied strategies matching learner diversity in daily teaching (lesson observation documents). • 20% of SEN students show improvement from first term to final exams.	• Classroom observation documents • Differentiated/ tailored worksheet review • Teachers' reflection on the use and effectiveness of various teaching strategies • First term exam results and final exam results	• Whole year	• SEN Team • Academic Affairs • Educational Psychologist • Social workers	
	<u>Teacher Development</u> • Teachers who have not completed the basic course • Provide training for teachers on Staff Development Days	• Reach 80% completion by year end. • Over 80% of teachers agree training helps in handling SEN students.	• Teacher questionnaires	• Whole year • Second term	• Student Affairs Head • SEN Coordinator	• LSG funding to hire professional trainers/workshops.

	<u>School Policy</u> ● Hire SEN TA to handle matters related to SEN students. TAs will assist other teachers in activity-based instruction. ● The Student Support Team, teachers, and social workers hold regular SEN case meetings to help teachers understand the special educational needs of students in the class. ● Collaborate with external organizations (Jockey Club Shining Together & New Life).	● Teachers handle student affairs, guiding students to complete their coursework and fulfill SEN-related responsibilities. ● At least one SEN case meeting is held each semester. ● Supported SEN students achieve an attendance rate of 80%.	● The Student Affairs Head and the SEN Coordinator regularly check the progress of teaching assistants. ● Case Meeting Records ● SEN Student Files ● Student Attendance Records	● Whole year	● SEN Team ● Social workers ● All teachers ● External tutors	
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2. Major Concern: To foster gratitude, empathy, respect, and resilience while supporting students' emotional well-being, character development, and preparation for lifelong success through engaging and meaningful service-learning experiences.

Briefly list the feedback and follow-up actions from the previous school year:

Last year, activities aimed at cultivating a culture of respect, promoting inclusive education, and fostering an inclusive culture were conducted to establish a harmonious and caring environment. Most of these activities were completed and successfully contributed to promoting inclusive education and creating a caring environment. It is recommended that the same strategy be continued next school year to support students with special educational needs (SEN). However, the training for SEN students to participate in student leadership could not be completed due to the inability to find suitable SEN students. Next year, we will attempt to explore the different talents of SEN students through group formats and then train them in leadership skills.

Major Concern 2: To foster a culture of respect, promote harmonious relationships, and cultivate responsible citizens.

This year, we will focus on organizing various campus activities and cultural workshops to help students better understand their interests and discover their strengths. In addition, we will organize community service projects to engage students in social responsibility and public welfare activities, such as visiting nursing homes or participating in flag-selling campaigns. Finally, different groups will be established to assist SEN students in enhancing self-awareness and improving social skills.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
Cultivate a culture of respect, promote activities for inclusive education and a culture of integration, and establish a harmonious and caring environment.	<u>Extra Activities</u> - Provide various extra activities for SEN students to help them develop multiple intelligences and discover their strengths. Activities will align with open days. - Hold at least four craft workshops each semester.	- After attending the activities, students will be able to grasp what they learned and showcase their skills during open days. - Successfully hold six craft workshops each semester. - Student attendance rate exceeds 90%.	- Student attendance records - Student surveys - Open day booth activities	Whole year	- Student Affairs Head - SEN Team - Relevant subject teachers - Social workers	LSG funding to hire professional trainers/workshops.
	<u>Inclusive Activities</u> Invite professional organizations to the school to hold at least one inclusive activity each semester.	70% of students indicate that inclusive activities help them understand individuals with special learning needs.	- Observations - Student surveys	Whole year	- Student Affairs Head - SEN Team - Relevant subject teachers - Social workers	LSG funding to hire professional trainers/workshops.
	<u>Volunteer Services</u> Arrange for SEN students to participate in volunteer services at least twice each semester.	- Two times each in both the first and second term. 70% of students report that volunteer services enhance their confidence, sense of	- Observations - Student surveys	Whole year	- SEN Team - Relevant subject teachers - Social workers	

		responsibility, and empathy.				
	<u>Establish Groups</u> • Create various groups for SEN students, such as social groups, service groups, leadership groups, and life skills groups.	• 80% of SEN students will be able to learn corresponding life skills. • 70% of students will deepen their self-awareness and enhance their social skills. • 60% of students can strengthen their leadership abilities.	• Observations • Student surveys	• Whole year	• SEN Coordinator • Social workers	• LSG funding to hire professional trainers/workshops.