

特殊教育需要

輔導支援

- 配合學生需要提供個人輔導服務。
- 就學生的特殊學習需要，與其家人會面，以加強對學生的支援網絡。

學習需要

- 課程代表及學生輔導主任與有關學生面談，了解其學習需要。
- 學生輔導主任與課程導師/代表，檢視有關學生的學習進度及需要。
- 學生輔導主任與課程代表制訂介入方案，支援學生的特殊學習需要(例如：延長考試時間)。
- 提供協調性支援，例如放大教材字體、安排額外課堂諮詢、於作業遞交給予相關技術性支援。

校園生活

教學中心為殘疾學生提供的設施及支援服務：

- 所有通道、斜道、走廊、門廊及小路沒有障礙、高斜度斜道、梯級、路緣及門廊，方便輪椅通過。
- 大部份的斜道、梯級及樓梯均裝置扶手，讓殘疾學生支撐及穩定身體。
- 門及門道的設計讓輪椅使用者在無須協助下，能進出所有教學設施。
- 將軍澳教學中心及中環教學中心的每一樓層均設有安裝了緊急召援鐘的殘疾人士洗手間，方便輪椅使用者使用。
- 教學中心的升降機為輪椅使用者提供足夠空間。
- 服務櫃檯暢通易達，方便輪椅使用者。
- 裝置視像及聲音火警警報系統，在緊急情況下為聽力受損人士提供警告。並將手動火警鐘掣或發動掣，例如打破玻璃的火警器，裝置在方便輪椅使用者的位置。
- 容許身體殘疾或健康缺損的同學使用將軍澳教學中心內的升降機。此外，所有教學中心的前線職員隨時為有需要的同學提供支援服務，例如陪同他們進出教學中心及教室，以及使用升降機等。

Special Educational Needs (SEN)

Counselling Support

1. Provide individual counselling to cater to student's need.
2. Where necessary, meet with family members to enhance support network of student concerned.

Learning Needs

1. Programme representative and student counsellors meet with concerned student to address academic needs.
2. Liaise with lecturers and/or programme representatives to monitor learning progress and needs.
3. Provide observation to programme representatives to plan the type of special support that may be required. For example, extension of examination time.
4. Ensure implementation of adaptive support required; e.g. larger print for teaching materials, arrangement of supplementary consultation, technical support of assignment submission etc.

Campus Life

1. Facilities and Support Services for Students with Disabilities at CUSCS Learning Centres
 - a) Access routes, ramps, corridors, lobbies and paths are free from obstacles, steep ramps, steps, kerbs and doorways which will impede the passage of a wheelchair.
 - b) Handrails are installed along most of the ramps, steps and staircases to provide stability and support.
 - c) Doors and doorways of teaching facilities are suitable for wheelchair users to enter and leave the facilities unaided.
 - d) Wheelchair accessible disabled toilet with emergency call bell is available on every level of Tseung Kwan O and Central Learning Centres.
 - e) Lifts at Learning Centres provide sufficient space for wheelchair users.
 - f) Service counters are easily accessible to wheelchair users.
 - g) Visual and audible signals are installed to form part of the fire alarm system to alert persons

with hearing impairment of emergencies. Manual fire alarm call points or activation controls, e.g. breakglass units are accessible to wheelchair users.

- h) Students with physical disabilities or health impairments at Tseung Kwan O Learning Centre would be allowed to use the lift. Front line staff are ready to provide assistance to students in need, such as accompanying them to enter and leave Learning Centres and classrooms and to use lifts.