

# Which school for my child?

A Guide for Parents of Children with Special Educational Needs



Ministry of Education  
SINGAPORE

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Special Educational Needs



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# A STEP-BY-STEP GUIDE

Dear Parents,

This guide is written to help you decide on the educational setting that can best support your child.

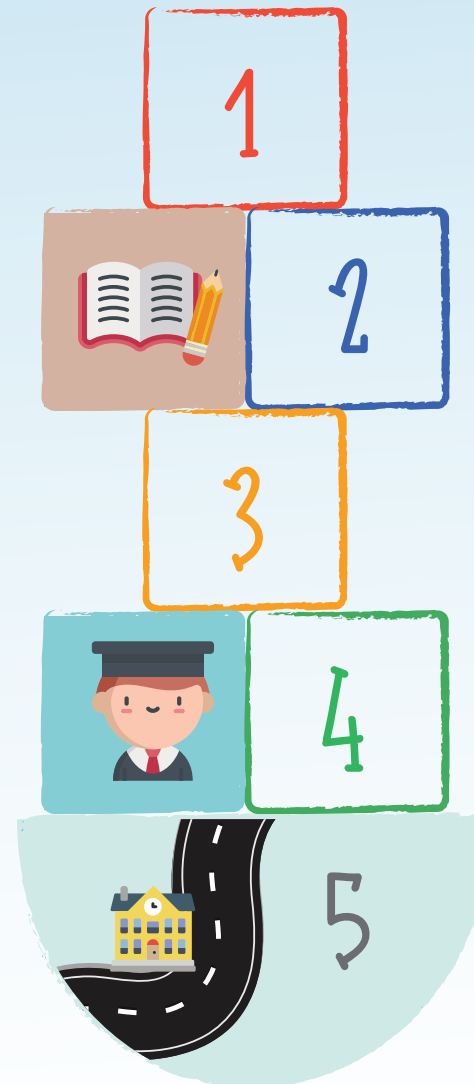
Some children with Special Educational Needs (SEN) need extra help with their education. For most, the extra help can be provided within a mainstream school. Some of our children may need more intensive and customised support that can only be offered by special education (SPED) schools. Children with SEN can realise their full potential and lead meaningful and purposeful lives if they are given educational support that is well-matched to their needs.

### This guide aims to help you understand:

-  What are special educational needs
-  How you can support your child
-  The support available in mainstream and SPED schools
-  How to apply to a mainstream or SPED school

We hope that this guide will be a useful companion as you navigate this journey to explore the most appropriate educational support for your child. It is not meant to be a substitute for professional advice. Remember that every child is different, and apply the information in this guide to your child accordingly.

Yours sincerely,  
The team at SEN Division, MOE



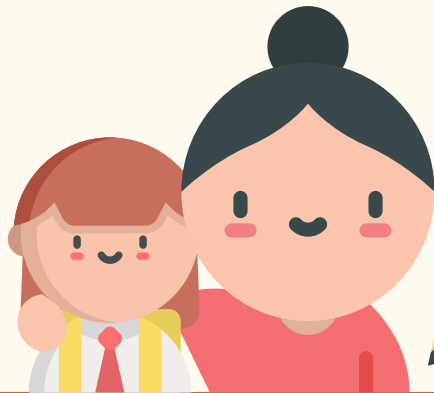
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# UNDERSTANDING YOUR CHILD'S NEEDS AND GETTING SUPPORT

Different children have different strengths, interests, and areas of needs. Some children may need additional help and support to adapt socially or learn.

They may need more help than their peers in areas such as reading, communicating, or making friends.



## UNDERSTAND SPECIAL EDUCATIONAL NEEDS (SEN)

Understanding your child's strengths, interests, and areas of needs can help you to identify the right kind of support for them.

Find out more about your child's needs by speaking to your child's teachers and professionals working with your child.

You can read books on SEN written by professionals to understand more about your child's needs. You can also look for websites by trustworthy organisations (e.g., national organisations).

To better understand your child's needs and the educational setting that is most appropriate for them, you should seek the advice of a qualified professional.

**A child is considered to have SEN when he/she:**

- 1 Has a disability<sup>1</sup>; and
  - 2 Requires different and/or additional resources beyond what is generally available for the majority of same-aged children; and
  - 3 Shows either
    - More difficulty in learning as compared to the majority of same-aged children;
- OR**
- Difficulty using educational facilities catered for the majority of same-aged children;
- OR**
- Some areas of impairment, in terms of social, academic, physical, or sensory functioning



<sup>1</sup> In Singapore, persons with disabilities are defined as "those whose prospects of securing, retaining places and advancing in education and training institutions, employment, and recreation as equal members of the community are substantially reduced as a result of physical, sensory, intellectual, and developmental impairments" (*definition of persons with disabilities adopted by the Ministry of Social and Family Development (MSF) in the Enabling Masterplans 2007-2021*).

## FIND A QUALIFIED PROFESSIONAL

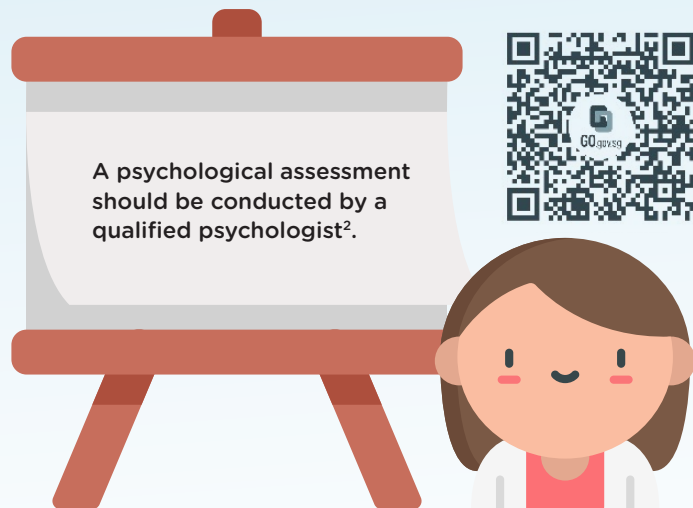
A qualified professional can help you better understand your child's needs and the educational setting that is most appropriate for them.

If your child is below seven years of age, you may consult **professionals** (e.g., doctors, psychologists, therapists) in **government/restructured hospitals** for a professional assessment.

If your child is currently enrolled in a mainstream school, you may consult **psychologists** from the **Ministry of Education (MOE)** through your child's form teacher.

Alternatively, you may get your child assessed by qualified professionals in private practice.

Check the credentials of the professional who will assess your child. The professional should have relevant qualifications and experience as their professional judgement will influence recommendations for your child's education.



<sup>2</sup> <https://singaporepsychologicalsociety.org/members-directory/>

## GET YOUR CHILD ASSESSED


A professionally-conducted assessment of your child would typically include:



Bring information on your child (e.g., medical records, school reports) when you meet the professional.

Following the assessment, you can expect to receive a report that may include:

- 1 A **holistic profile** of your child, including their strengths and needs in the areas of physical development, communication, learning, and/or social-emotional functioning
- 2 A **clear diagnosis** of your child's SEN

 Bear in mind that a diagnosis does not change your child; rather, it gives you a better understanding of your child's needs.

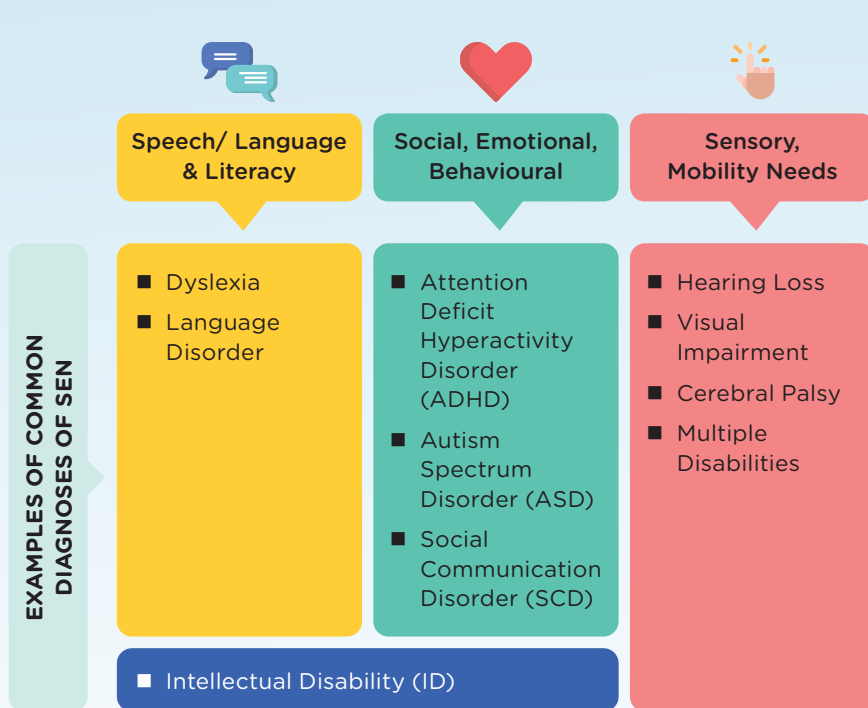
- 3 Your child's **educational needs**
- 4 Practical and effective recommendations for **intervention** and **support** for your child



# LEARN ABOUT YOUR CHILD'S NEEDS

Your child may be assessed to have one or more of the following areas of needs:

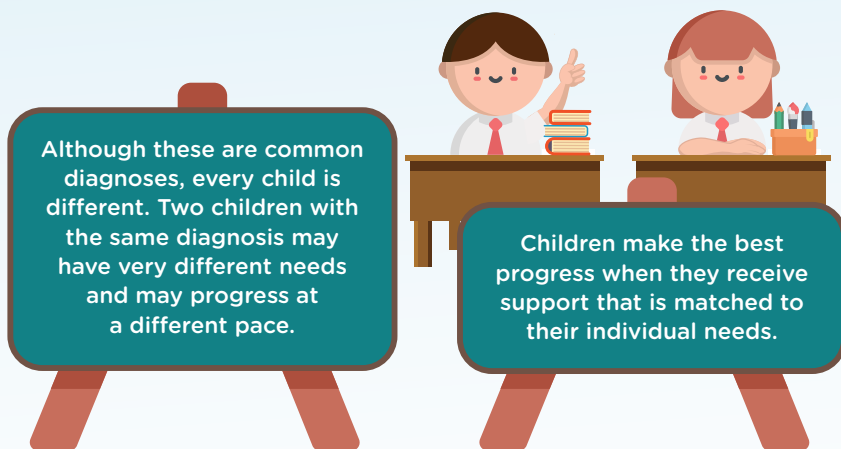
## BROAD AREAS OF NEEDS



Depending on the diagnosis of your child's SEN, they may experience the associated specific difficulties as follows:

Diagnosis of SEN	Specific Difficulties
<b>Dyslexia</b>	<ul style="list-style-type: none"> <li>■ Reading</li> <li>■ Spelling</li> <li>■ Writing</li> </ul>
<b>Language Disorder</b>	<ul style="list-style-type: none"> <li>■ Understanding and/or using spoken vocabulary</li> <li>■ Understanding lengthy spoken explanations</li> <li>■ Telling a complete story</li> </ul>
<b>Attention Deficit Hyperactivity Disorder (ADHD)</b>	<ul style="list-style-type: none"> <li>■ Inattention</li> <li>■ Hyperactivity</li> <li>■ Impulsivity</li> </ul>
<b>Autism Spectrum Disorder (ASD)</b>	<ul style="list-style-type: none"> <li>■ Social communication and interaction (e.g., back-and-forth conversations, eye contact, developing relationships)</li> <li>■ Restricted and repetitive behaviours and interests (e.g., rigid thinking patterns, excessive interest in a certain topic)</li> </ul>
<b>Social Communication Disorder (SCD)</b>	<ul style="list-style-type: none"> <li>■ Using language for social purposes (e.g., greetings)</li> <li>■ Changing speech to suit different social contexts</li> <li>■ Understanding information that is implied but not explicitly stated (e.g., metaphors, sarcasm)</li> </ul>

Diagnosis of SEN	Specific Difficulties
Intellectual Disability (ID)	<ul style="list-style-type: none"> <li>Adaptive functioning<sup>3</sup>, which is the ability to handle daily demands in life independently</li> <li>Cognitive functioning, which is the ability to concentrate, formulate ideas, reason, and remember</li> </ul>
Hearing Loss	<ul style="list-style-type: none"> <li>Complete or partial loss of the ability to hear</li> </ul>
Visual Impairment	<ul style="list-style-type: none"> <li>Partial loss of vision or blindness</li> <li>Severe decrease in ability to see, which cannot be corrected with standard spectacles or contact lenses</li> </ul>
Cerebral Palsy	<ul style="list-style-type: none"> <li>Poor muscle coordination</li> <li>Decreased ability to move and control movements</li> </ul>
Multiple Disabilities	<ul style="list-style-type: none"> <li>More than one significant disability</li> </ul>



Although these are common diagnoses, every child is different. Two children with the same diagnosis may have very different needs and may progress at a different pace.

Children make the best progress when they receive support that is matched to their individual needs.

<sup>3</sup>Includes communication, self-care, motor, and social skills

## CLARIFY YOUR CHILD'S NEEDS AND SUPPORT PLANS

Discuss with the professional what support your child needs. These are some questions you may want to ask:



### About the possible diagnosis and overall treatment

- What area(s) of difficulty should I focus on first?
- How should I explain my child's SEN to them and to other family members?
- What are the therapy options<sup>4</sup> available to my child? Which would you recommend, and why?
- What kind of progress can I expect for my child over the next few years?



### About home-based intervention

- What interventions and strategies can I use at home?
- What resources can you recommend?
- How can I continue to work with professionals helping my child?



### About educational placement and school-based support

- What are the school options that I should consider for my child?
- What support is available in mainstream and/or SPED schools that can help my child?

<sup>4</sup>Therapy services (e.g., occupational therapy, physiotherapy, and speech-language therapy) should be provided by Allied Health Professionals (governed by the Allied Health Professions Act 2011).





# GET SUPPORT

Many parents experience a range of emotions as they try to understand their child's SEN. These could include anxiety, grief, anger, fear, guilt, surprise, relief, acceptance, and hope.



**Parent Support Groups (PSGs)** can be a source of comfort and mutual understanding, as parents who have gone through similar experiences can offer valuable information and advice.



There may be a PSG in your child's school that you can approach. There are also disability-specific PSGs, such as SPARK<sup>5</sup> for parents of children with ADHD.

“

Do not be afraid to reach out and ask for help.  
Remember that you are not alone.

”

<sup>5</sup> <http://www.spark.org.sg>

## Other organisations that could support your child are:

### Children Health Services



KK Women's and Children's Hospital<sup>6</sup>



National University Hospital<sup>7</sup>



Child Guidance Clinic<sup>8</sup>



Khoo Teck Puat - National University Children's Medical Institute<sup>9</sup>

### Community-based Agencies

#### Family Service Centres:

Community-based resource centres offering a broad range of community services for families in need

### SG Enable<sup>10</sup>



Enables persons with disabilities by providing referral services, grants, and employability training

### Social Service Agencies (SSAs)

#### Early Intervention Programme for Infants & Children (EIPIC) Centres:

Provides developmental and therapy services for infants and preschool-aged children at risk of moderate to severe developmental delays

#### SHINE Children and Youth Services:

Provides social work and educational psychology services to children, youth, and their families

#### Disability-specific SSAs:

E.g., Autism Resource Centre (ARC), Dyslexia Association of Singapore (DAS), and Down Syndrome Association

<sup>6</sup> <https://www.kkh.com.sg/>

<sup>7</sup> <https://www.nuh.com.sg/>

<sup>8</sup> <https://www.imh.com.sg/Clinical-Services/Outpatient-Clinics/Pages/Child-Guidance-Clinic.aspx>

<sup>9</sup> <https://www.nuh.com.sg/our-services/Specialties/Paediatrics/Pages/default.aspx>

<sup>10</sup> <https://www.sgenable.sg/Pages/Home.aspx>





## CONSIDERING THE OPTIONS

In Singapore, the Compulsory Education (CE) Act<sup>11</sup> makes schooling compulsory for children who are Singapore Citizens residing in Singapore and of “compulsory school age”<sup>12</sup>.

Children have to regularly attend a national primary school, unless they have been granted exemption. A national primary school refers to a government or government-aided school or government-funded SPED school.

<sup>11</sup> For more information on the CE Act “compulsory school age”, please see <https://www.moe.gov.sg/primary/compulsory-education>

<sup>12</sup> Above the age of 6 years but below the age of 15 years



The Act places the responsibility of ensuring that children regularly attend school on the parents, and parents are considered to have fulfilled their CE obligations if their children complete primary education.

With effect from 2019, the CE Act includes children<sup>13</sup> with moderate to severe SEN who will have to attend government-funded SPED schools.

<sup>13</sup> Born after 1st January 2012

<sup>14</sup> <https://www.moe.gov.sg/financial-matters/financial-assistance>



Financial assistance schemes<sup>14</sup> are available in both mainstream and SPED schools to ensure that no child is denied an education because of their financial situation. You may approach the school staff directly if your family requires financial assistance for your child’s education.



Financial Assistance Schemes



# UNDERSTAND THE RECOMMENDED EDUCATIONAL PLACEMENT

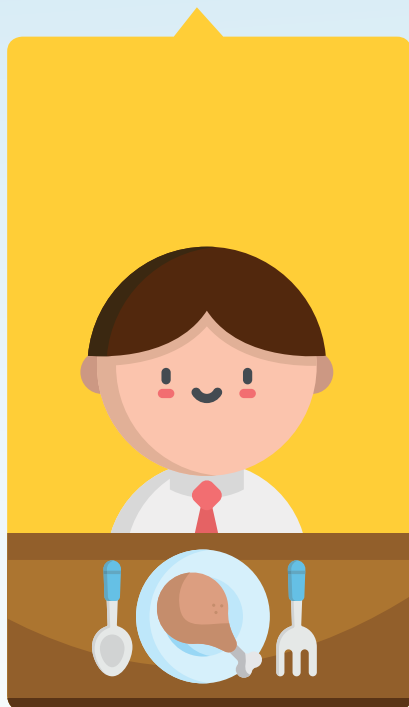
The professional will make a recommendation of the type of school best suited to support your child's needs, based on their level of **cognitive** and **adaptive** abilities.

## COGNITIVE ABILITIES



**Cognitive abilities** refer to the ability to think, concentrate, formulate ideas, reason, and remember.

## ADAPTIVE SKILLS



**Adaptive skills**<sup>15</sup> refer to the ability to handle daily demands in life independently.

<sup>15</sup> Includes communication, self-care, motor, and social skills

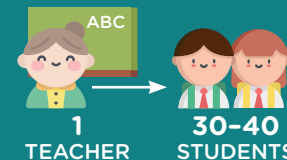


## Recommended Mainstream School Placement

Your child may be recommended to attend a mainstream school if they are assessed to be able to cope with the required demands.

This means that your child is assessed to:

- Have **cognitive abilities** and **adaptive skills** to access the national curriculum and mainstream learning environment.
- Only require some additional support, due to SEN such as dyslexia, ADHD, mild ASD, language, sensory, or physical impairments.



In mainstream schools, the **national curriculum** is offered in classes with **1 teacher teaching 30 to 40 students**.

They could be supported by:

- 1 **Specialised personnel** such as *Teachers trained in Special Needs (TSNs)* and *Special Educational Needs Officers (SEN Officers)* to help students with SEN integrate into the school environment.
- 2 **Support programmes and interventions** that cater to different levels and learning needs:
  - *Learning Support Programme (LSP)* and *Learning Support for Mathematics (LSM)* for Primary 1 - 2 students who require additional support in English language/ literacy skills and numeracy skills respectively.
  - *School-based Dyslexia Remediation (SDR)* programme for Primary 3 - 4 students with dyslexia.
  - Primary 1 students with social and behavioural difficulties may be identified by schools for support in *TRANSITION Support for InTEgration (TRANSIT)* in their first year transitioning into primary schools. Students learn self-management skills under a curriculum which covers classroom work habits, social and communication skills and emotional regulation skills.

3 **Barrier-free accessibility**<sup>16</sup> to help children with physical disabilities better access the learning environment.

4 **Educational support services** for children with visual impairment, hearing loss, and/or physical impairment.

- Personnel from SSAs visit schools to assess students' needs and recommend appropriate educational provisions. They also provide consultation to teachers to help them better understand these students' learning and social needs.
- Assistive technology devices such as Frequency Modulation (FM) equipment, text-to-speech software, and magnifiers are also made available to support their learning needs.

5 **Designated mainstream schools** provide specialised support for children with moderate to profound hearing loss or visual impairment.



Barrier-free Accessibility

Type of SEN	School
Hearing Loss (Signing approach <sup>17</sup> )	<ul style="list-style-type: none"> <li>■ Mayflower Primary School<sup>18</sup></li> <li>■ Beatty Secondary School</li> </ul>
Hearing Loss (Oral approach <sup>19</sup> )	<ul style="list-style-type: none"> <li>■ Outram Secondary School</li> <li>■ St. Anthony's Canossian Secondary School</li> </ul>
Visual Impairment <sup>20</sup>	<ul style="list-style-type: none"> <li>■ Ahmad Ibrahim Secondary School</li> <li>■ Bedok South Secondary School</li> <li>■ Dunearn Secondary School</li> </ul>

<sup>16</sup> <https://www.moe.gov.sg/schoolfinder>

<sup>17</sup> Signing is the primary method of communication and instruction.

<sup>18</sup> Starting from the 2022 K1 cohort, children with hearing loss who would benefit from early signing instruction will receive dedicated support at the MOE Kindergarten at Mayflower Primary School.

<sup>19</sup> Focuses on developing the skills of speaking and listening for communication and instruction; primary school-aged students may attend Canossian School. (SPED School which offers national curriculum)

<sup>20</sup> Primary school-aged students may attend Lighthouse School. (SPED School which offers national and customised curriculum)



## Recommended SPED School Placement


Your child may be recommended to attend a **SPED school** if they are assessed to require more intensive and customised support.

This means that your child is assessed to benefit from additional support in **developing adaptive skills** to cope in group settings and/or a **customised curriculum**. They may require a **higher level of educational support** due to SEN such as ASD, ID, significant sensory or physical impairments, or multiple disabilities.


**They could be supported by:**

1 **Curriculum customisation and support**, so that teachers can provide better attention and support to individual students.


2 **Specialised personnel** who may include:




**Speech and language therapists** to support students with speech and language difficulties



**Occupational therapists** to equip students with adaptive living skills



**Psychologists** to provide assessment and intervention support



**Social workers** to provide family life support services (e.g., counselling, provision of financial assistance, caregiver and sibling support)

3 **Specialised provisions and customised facilities** which may include modulation rooms, vocational training rooms, and occupational therapy rooms – the facilities vary from school to school, depending on the needs of their students.

4 **Partnership with mainstream schools** where there are joint activities for students to interact and learn from one another.

In all SPED schools, every student has an **Individual Education Plan (IEP)** that is **tailored to their unique learning needs**. This could be based on the national curriculum in some SPED schools, or a customised curriculum in others, depending on your child's needs.

The **customised curriculum**<sup>21</sup> available in SPED schools is designed based on the SPED Curriculum Framework **'Living, Learning and Working in the 21st Century'**.

It specifies the SPED desired outcomes of **Living, Learning and Working (LLW)** in **seven core learning domains** (Communication and Language, Numeracy, Social-Emotional Learning, Daily Living Skills (DLS), Vocational Education (VE), Arts and Physical Education), with **Character and Citizenship Education** as the foundation for a values-based SPED and Information and Communications Technology (ICT) as an enabler for teaching and learning in SPED.

Based on your child's SEN profile, the professional will recommend a SPED school<sup>22</sup> that best meets their needs. For more information on SPED school education, you may refer to the QR code on the right:



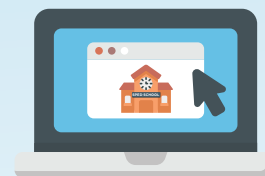
List of SPED schools supporting different needs<sup>22</sup>

<sup>21</sup> <https://www.moe.gov.sg/special-educational-needs/curriculum>

<sup>22</sup> <https://www.moe.gov.sg/special-educational-needs/sped-schools>

## LEARN MORE ABOUT THE SCHOOLS

With the professional's recommendation, you can go on to learn more about the **specific support** available in school(s) that meets the needs of your child. To learn more, you can:



Visit the schools' websites



Arrange school visits



Attend open-houses

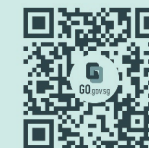


Speak to school personnel

You may also refer to the following resources:



**Mainstream schools** – Primary School Education booklet<sup>23</sup>



**SPED schools** – A Guide to Government-Funded Special Education Schools in Singapore and Their Programmes<sup>24</sup>

<sup>23</sup> <https://www.moe.gov.sg/primary/curriculum>

<sup>24</sup> <https://www.moe.gov.sg/special-educational-needs/sped-schools>

## KEEP IN MIND OTHER CONSIDERATIONS

If the professional has recommended a school type where more than one school is available, you can also **consider the following** when identifying a school for your child:



### Distance from home to school<sup>25</sup>

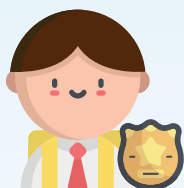
A school nearer your home means reduced transport costs and shorter travelling time, which is less tiring for your child.

It also provides better opportunities for you to forge a strong relationship with your child's school, which means better co-operation in supporting your child.



### Your child's interests

Consider your child's non-academic interests (e.g., sports, music, technology), and find out if the school offers CCAs and activities that match these interests.



### School identity

Consider each school's unique strengths, such as the school's vision, mission, culture, and Parent Support Group(s).

<sup>25</sup> <https://www.moe.gov.sg/schoolfinder?journey=Primary%20school>

## LIST OF SPED SCHOOLS

You may refer to the table below for a list of SPED schools that can support your child's primary diagnosed condition.

Note: All information is accurate at the time of print. For the most updated information, please refer to the school's website.

REGION	SCHOOL	ADDRESS
<b>Autism Spectrum Disorder (ASD) with Intellectual Impairment</b>		
Ang Mo Kio	Chaoyang School	10 Ang Mo Kio Street 54, Singapore 569184
Bedok	AWWA School @ Bedok	50 Bedok Reservoir Crescent, Singapore 479225
Bedok	Katong School	900 New Upper Changi Road, Singapore 467354
Bedok	MINDS - Towner Gardens School	1B Lengkong Lima, Singapore 417557
Bukit Batok	Eden School	101 Bukit Batok West Ave 3, Singapore 659168
Bukit Batok	Eden School 2	101 Bukit Batok West Ave 3, Singapore 659168*
Bukit Merah	Tanglin School	143 Alexandra Road, Singapore 159924
Choa Chu Kang	Delta Senior School	3 Choa Chu Kang Grove, Singapore 688237
Clementi	Grace Orchard School	170 West Coast Road, Singapore 127443*
Hougang	AWWA School @ Napiri	11 Lorong Napiri, Singapore 547532
Marine Parade	St. Andrew's Autism School	1 Elliott Road, Singapore 458686

REGION	SCHOOL	ADDRESS
Pasir Ris	Maitri School (2026)	30 Simei St 1, Singapore 529949*
Queenstown	MINDS - Lee Kong Chian Gardens School	802 Margaret Dr, Singapore 149311
Queenstown	Rainbow Centre - Margaret Drive School	501 Margaret Drive, Singapore 149306
Sengkang	MINDS - Fernvale Gardens School	7 Fernvale Road, Singapore 797635
Tampines	Metta School	30 Simei St 1, Singapore 529949
Woodlands	MINDS - Woodlands Gardens School	30 Woodlands Ring Road, Singapore 737883
Woodlands	Rainbow Centre - Admiral Hill School	11 Marsiling Lane, Singapore 739148*
Yishun	Rainbow Centre - Yishun Park School	15 Yishun Street 61, Singapore 768548
<b>Autism Spectrum Disorder (ASD) with no intellectual impairment</b> <i>(These schools offer the national curriculum)</i>		
Ang Mo Kio	Pathlight School	5 Ang Mo Kio Ave 10, Singapore 569739
Ang Mo Kio	Pathlight School 2	6 Ang Mo Kio Street 44, Singapore 569250*
Ang Mo Kio	Pathlight School 3	6 Ang Mo Kio Street 44, Singapore 569250*
Bukit Batok	St. Andrew's Mission School	11 Bukit Batok Street 25, Singapore 658712*
<b>Mild Intellectual Disability</b>		
Ang Mo Kio	Chaoyang School	10 Ang Mo Kio Street 54, Singapore 569184
Bedok	Katong School	900 New Upper Changi Road, Singapore 467354
Bukit Merah	Tanglin School	143 Alexandra Road, Singapore 159924

REGION	SCHOOL	ADDRESS
Choa Chu Kang	Delta Senior School	3 Choa Chu Kang Grove, Singapore 688237
Clementi	Grace Orchard School	170 West Coast Road, Singapore 127443*
Tampines	Metta School	30 Simei St 1, Singapore 529949
<b>Moderate to Severe Intellectual Disability</b>		
Bedok	MINDS - Towner Gardens School	1B Lengkong Lima, Singapore 417557
Queenstown	MINDS - Lee Kong Chian Gardens School	802 Margaret Dr, Singapore 149311
Sengkang	MINDS - Fernvale Gardens School	7 Fernvale Road, Singapore 797635
Woodlands	MINDS - Woodlands Gardens School	30 Woodlands Ring Road, Singapore 737883
<b>Multiple Disabilities</b>		
Hougang	AWWA School @ Napiri	11 Lorong Napiri, Singapore 547532
Pasir Ris	Cerebral Palsy Alliance Singapore School	65 Pasir Ris Drive 1, Singapore 519529
Queenstown	Rainbow Centre - Margaret Drive School	501 Margaret Drive, Singapore 149306
Yishun	Rainbow Centre - Yishun Park School	15 Yishun Street 61, Singapore 768548
<b>Sensory Impairment</b>		
Aljunied	Canossian School	1 Sallim Road, Singapore 387621
Toa Payoh	Lighthouse School	51 Toa Payoh Rise, Singapore 298106



# MAP OF SPED SCHOOLS

MINDS -  
Woodlands Gardens School

Rainbow Centre -  
Admiral Hill School

St. Andrew's Mission School

Delta Senior School

Eden School

Eden School 2

Grace Orchard School

Rainbow Centre - Margaret Drive School

MINDS -  
Lee Kong Chian Gardens School

Tanglin School

Rainbow Centre -  
Yishun Park School

Chaoyang School

MINDS -  
Fernvale Gardens School

AWWA School @ Napiri

Cerebral Palsy Alliance  
Singapore School

Metta School

Maitri School (2026)



Katong School

St. Andrew's Autism School

AWWA School @ Bedok

MINDS -  
Towner Gardens School

Canossian School

Pathlight School 3

Pathlight School 2

Pathlight School

Lighthouse School

Distribution of SPED schools in Singapore as at Feb 2022





3

# APPLYING FOR A PLACE IN A SCHOOL

Once you have identified the school that will best meet the needs of your child, you can proceed to apply for the school.



## GET DETAILS OF THE APPLICATION PROCESS

If your child would be better supported in a **mainstream school**, take part in the

If your child would be better supported in a **SPED school**, find out details of the

Primary One  
Registration  
Exercise<sup>26</sup>



SPED School  
Application  
Process<sup>27</sup>



<sup>26</sup> <https://www.moe.gov.sg/primary/p1-registration>

<sup>27</sup> <https://www.moe.gov.sg/special-educational-needs/apply>



## PREPARE IMPORTANT DOCUMENTS

### Mainstream Schools



To apply for a **mainstream school**, please ensure that you prepare the necessary documents, as listed on

<https://www.moe.gov.sg/primary/p1-registration>

### SPED Schools



To apply for a **SPED school**, please download the **SPED School Application Form**<sup>28</sup> from

<https://www.moe.gov.sg/-/media/files/special-education/sped-school-application-form.docx>

When completing the form, please refer to the accompanying user guide at

<https://www.moe.gov.sg/-/media/files/special-education/sped-school-application-user-guide.pdf>



<sup>28</sup> This is a standard form that has to be completed for all children applying to any of the SPED schools funded by MOE and the National Council of Social Service (NCSS).

The referring agency will be able to assist you in completing the form and submitting it to the relevant SPED school.

### Referring agencies include:

- Government and government-aided schools
- SPED schools
- Government/restructured hospitals
- EIPIC Centres
- Private professionals (who have worked closely with your child)

Applications can only be processed if all required documents are received in order. Missing or inaccurate information may result in delays in processing.

For more details on admission criteria or processes, please visit the respective SPED schools' websites.



## NOTE IMPORTANT DATES

### Mainstream Schools



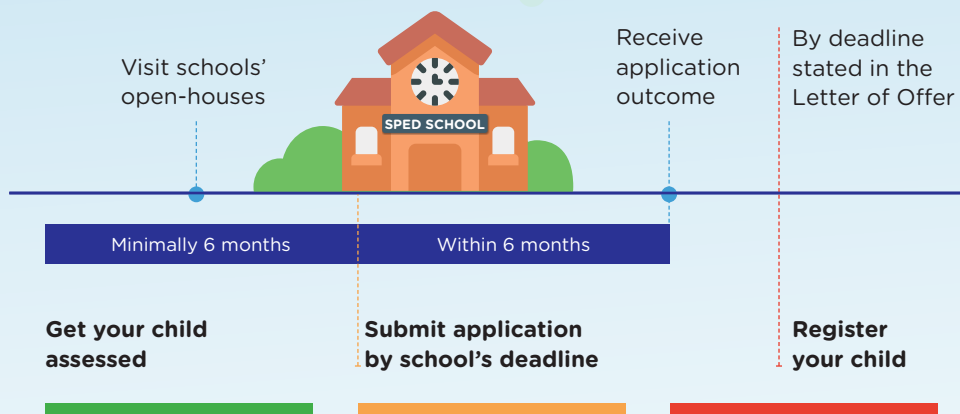
Once you have shortlisted the mainstream schools for your child, check which registration phase<sup>29</sup> your child is eligible for and the dates to register your child.

<sup>29</sup> <https://www.moe.gov.sg/primary/p1-registration/registration-phases-key-dates>

## SPED Schools

Once you have shortlisted the SPED school(s) for your child, you can find out more from their websites. Some SPED schools hold Open Houses where interested parents can visit.

Take note of important dates for the Open Houses, and deadlines for application and registration.



Ensure that your child is assessed **at least six months** before the closing date of application so that you will have all the documents ready in time.

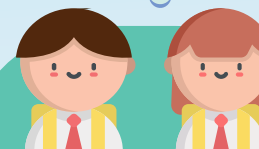
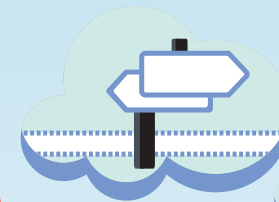
Different SPED schools have different student admission intake timelines for the year; some may have more than one student intake per year.

Some SPED schools might have admission deadlines as early as the first half of the year, so it is important to check the deadline early.

Register your child at the school according to the timeline in the Letter of Offer to confirm placement.



**Contact** the school or referring agency if you have **queries** on your application.



In the event that the SPED school you have indicated in the application form is **unsuitable** for your child, the SPED school will seek advice from **MOE's Multi-Agency Advisory Panel (MAAP)**<sup>30</sup> to recommend an **alternative SPED school** that can meet your child's learning needs.



While waiting for a confirmed place in the SPED school, you should continue to **work closely** with your child's **current school** to support their learning.

<sup>30</sup> Comprises healthcare and education professionals from the government, social, and healthcare sectors, as well as SPED school personnel.



## SUPPORTING YOUR CHILD'S TRANSITION

The experience of going to a new school, be it a mainstream or SPED school, can be both an exciting and stressful experience.

Some children may find this experience challenging due to the many changes they have to go through, especially for those with SEN. You and your family play a very important role in helping your child cope with these changes.



## WORK CLOSELY WITH CURRENT AND NEW SCHOOLS

A **strong partnership** between the **home** and both your child's **current and new schools** is important for your child's transition.



### The Current School

Before your child enrolls in the new school, discuss with your child's current teachers on ways to help prepare them mentally for the transition to the new school. Maintain this communication throughout the transition process to ensure their smooth transfer to the new school.



## The New School

Upon enrolling your child in the new school, work closely with the new school to support your child's transition.

### UNDERSTAND THE NEW SCHOOL

Attend orientation and/or induction programmes to find out more about the school culture and practices, special educational needs provisions, as well as any additional support to help your child transit smoothly. Speak to your child's teachers and allied educators/health professionals to find out about the school routines (e.g., your child's class timetable) and programmes.

### SHARE INFORMATION ABOUT YOUR CHILD

Be open in sharing information about your child so that the new school knows how to plan and provide support for them. These include their strengths, areas of needs, and current/prior support received.

### COLLABORATE TO ENSURE EFFECTIVE SUPPORT

Collaborate with the school to ensure consistency in the teaching and support for your child at home as well as in school.

### COMMUNICATE FREQUENTLY

Maintain open communication (calls, emails, meetings) with school personnel. Let the school know how best they can work with you.



## PREPARE YOUR CHILD FOR TRANSITION

### 1 FAMILIARISE YOUR CHILD WITH THE ENVIRONMENT

You can help your child become more settled into the new school environment by getting them to **visit the school** and **attend orientation/induction** programmes.

You can also talk to them about **daily school routines**, such as the flag-raising ceremony, recess, and assembly.



### 2 HELP YOUR CHILD ADJUST TO THE NEW SCHOOL

You can help your child adapt to the new school environment by:

- Teaching your child some of the **appropriate, expected behaviours** (e.g., listening and following instructions, paying attention during lesson time, keeping hands and feet to self).
- Teaching your child **basic self-care and communication skills** (e.g., asking for help, toileting, communicating needs and wants).
- Establishing **good daily routines** for your child (e.g., packing their school bag the night before, sleeping early, eating a healthy breakfast before school).

### 3 ENCOURAGE YOUR CHILD

Transitioning to a new school can be difficult for your child. It is important that you encourage your child so that they feel positive and confident about entering a new school.

#### ■ Discuss Concerns

Take time to discuss and address any concerns that your child may have about the transition. Be empathetic with your child and affirm their emotions (e.g., it's okay to be nervous on your first day of school).

Reassure your child that they can always go to you or their teachers should they face any difficulty in school.

#### ■ Be Positive

Provide positive encouragement through words and action, and share that school is a fun and enjoyable place to be.

#### ■ Build Excitement

Manage your child's worries about starting at a new school by balancing it with something they can look forward to.

You can build excitement in your child by:

Sharing your own personal stories about starting school

Involving your child in the preparation for school (e.g., buying school supplies)

Listing things that your child can look forward to in the new school (e.g., making new friends)

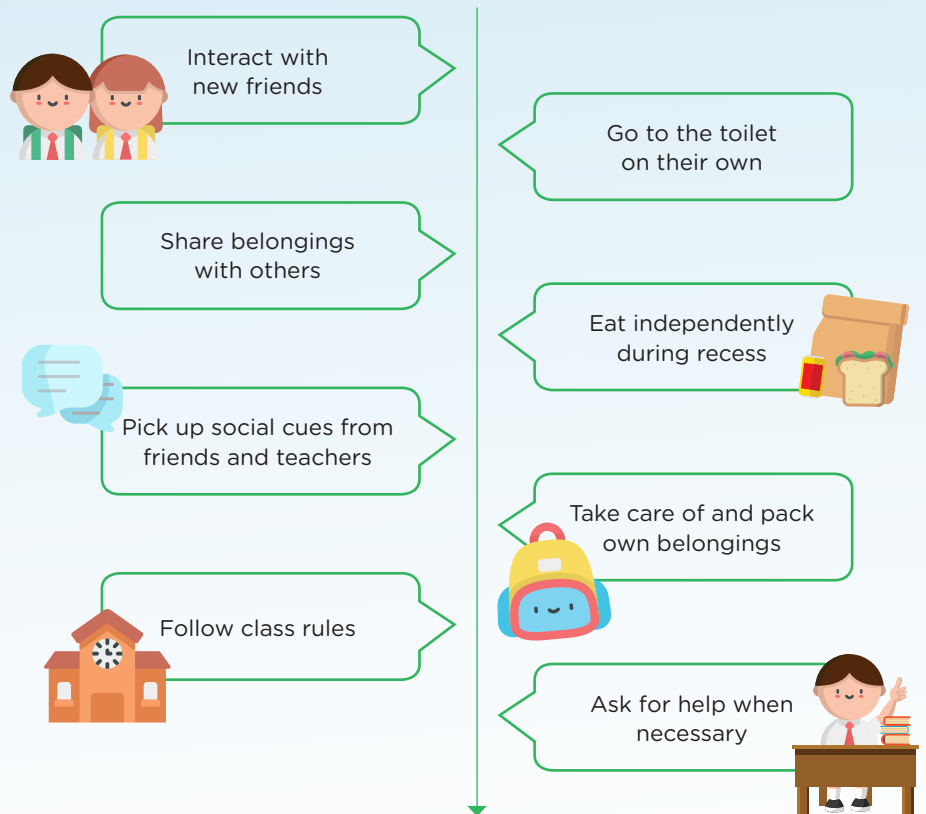


## WHAT SKILLS WOULD YOUR CHILD NEED IN SCHOOL?

Based on your child's level of **cognitive** and **adaptive** abilities, the professional will make a recommendation on the type of school best suited to support your child's needs.

The professional would either recommend your child to attend a mainstream school or SPED school.

During a school day, students in mainstream schools would be required to:



SPED schools may customise support provided to students for the above tasks, depending on their needs.

# WHEN AND HOW TO PREPARE FOR SCHOOL?

## Year before Primary 1 registration (K1)

- 1 **Discuss with the professionals and teachers** working with your child, their suitability and readiness for school.

**Learn more about the schools** including the specific supports in mainstream and SPED schools. To learn more, you can:

- Visit the schools' websites
- Arrange school visits
- Attend open-houses
- Speak to school personnel at these events

For SPED school application, **ensure your child is assessed** by professionals (e.g. doctors, psychologists, therapists in government/ restructured hospitals) at least six months before the closing date of application to prepare the requisite documents. Please take into consideration the waiting time for getting an appointment for assessment.

## Year of Primary 1 registration (K2)

- 2 **Prepare for application** to mainstream or SPED school:
  - Assess readiness of your child for school
  - Prepare requisite documents for application
- 3 **Submit application** to mainstream or SPED school:
  - For mainstream school application, participate in the annual Primary One Registration Exercise beginning in July.
  - For SPED application, different SPED schools have admission at different times of the year and might have deadlines as early as the first half of the year.

## After enrolment in new school

- 4 **Work closely with the new school**
  - Share information about your child so the school knows how to plan and provide support for your child.
  - Communicate openly to let the school know how best they can work with you.
  - Collaborate to ensure consistency in the support for your child at home and in school.
- 5 **Prepare your child for transition**
  - Familiarise your child with the school environment.
  - Establish good daily routines, basic self-care and communication skills.



## MORE INFORMATION: EDUCATIONAL PATHWAYS

These are the pathways that your child may take in their education journey from the age of 7 to 21. To learn more about the possible pathways<sup>31</sup> your child can take, consult the professional working with your child or your child's school.



Educational Pathways for Students with SEN

<sup>31</sup> <https://www.moe.gov.sg/special-educational-needs/educational-journey>



# NOTES



# NOTES





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