



Ministry of Education
SINGAPORE



WHICH SCHOOL FOR MY CHILD?

A Parent's Guide For Children
with Special Educational Needs



Ministry of Education
SINGAPORE

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A STEP-BY-STEP GUIDE

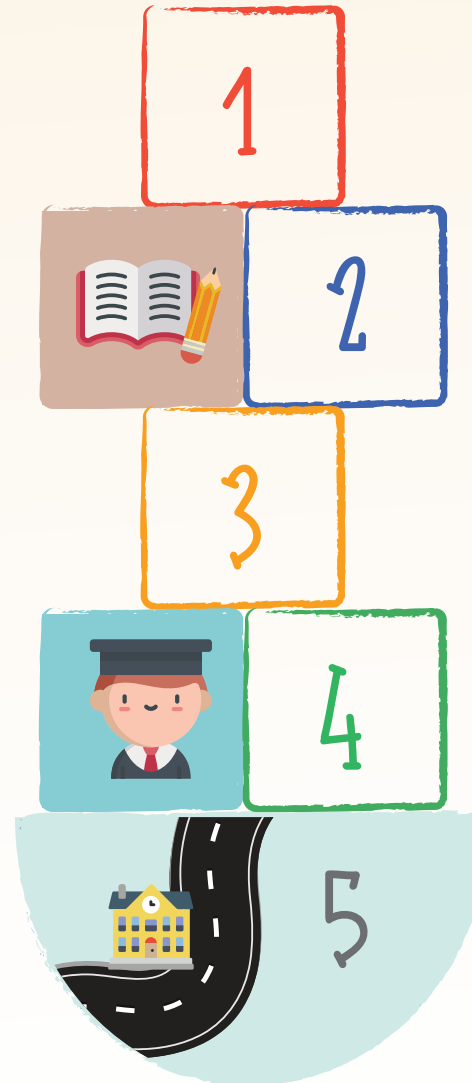
This guide is written to help parents understand how to identify a school that best supports their children with special educational needs (SEN).

Some children with SEN need extra help with their education. For some, the extra help can be provided within a mainstream school. Other 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 SEN is
-  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 the information in this guide may or may not apply fully to every child.



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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 have more difficulties than their peers in areas such as reading, communication, making friends, or learning in school.



UNDERSTAND SPECIAL EDUCATIONAL NEEDS (SEN)

As parents, you play a key role in helping your child. Understanding your child's needs, strengths, and difficulties can help you to identify the right kind of support for him/her.

Find out more about your child's needs by speaking to your child's teachers, professionals working with your child, and other parents/caregivers.

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) and professionals.

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



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

- 1 Has a disability¹; 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

¹ 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 Community Development, Youth and Sports (MCYS) in the Enabling Masterplan 2007-2011*).

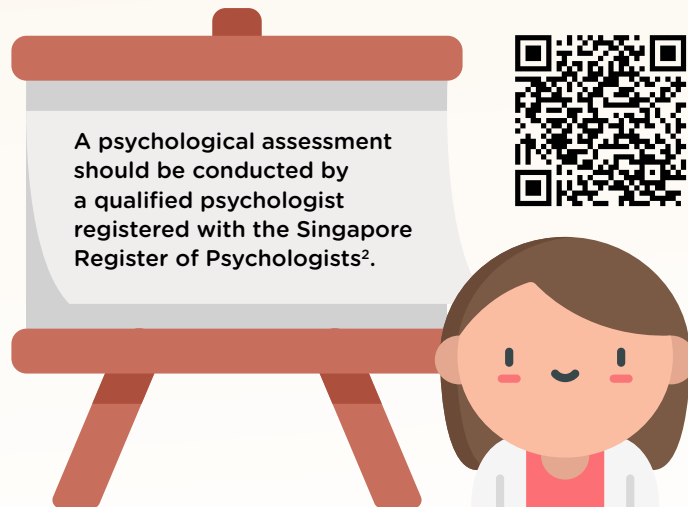
FIND A QUALIFIED PROFESSIONAL

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. He/she should have relevant qualifications and experience as his/her professional judgement will influence recommendations for your child's education.



² <https://singaporepsychologicalsociety.org/srp-membership-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 on:

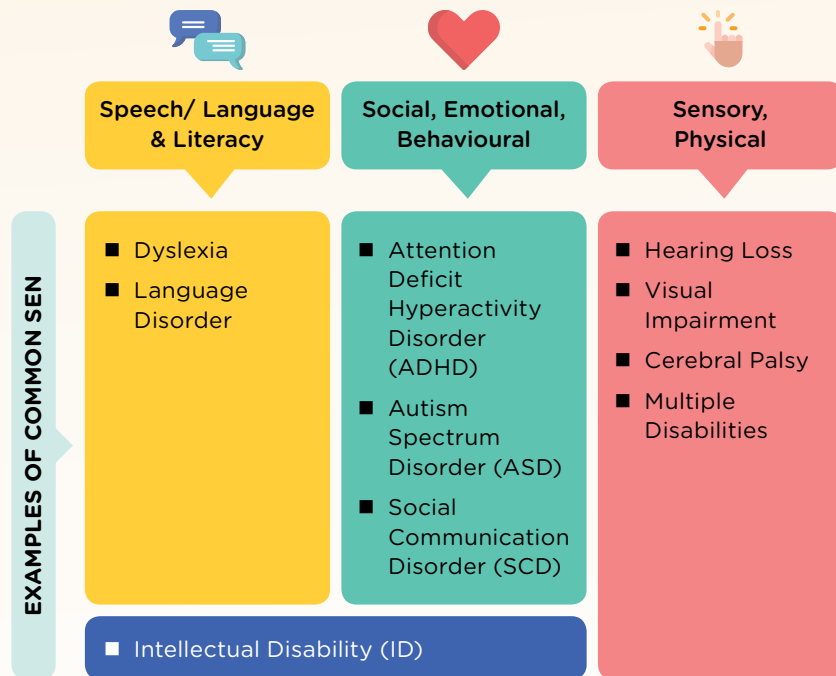
- 1 A **holistic profile** of your child, including the strengths and difficulties of your child in the areas of physical development, communication, learning, and social-emotional functioning
- 2 A **clear diagnosis** of your child's SEN
 - ⚠️ Bear in mind that a diagnosis does not change your child; rather, it gives you a better understanding of your child's needs.
- 3 Your child's **learning 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 SEN that your child has been diagnosed with, he/she may experience the associated specific difficulties as follows:

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

SEN Specific Difficulties

Intellectual Disability (ID)

- Adaptive functioning³, which is the ability to handle daily demands in life independently
- Cognitive functioning, which is the ability to concentrate, formulate ideas, reason, and remember

Hearing Loss

- Complete or partial loss of the ability to hear

Visual Impairment

- Partial loss of vision or blindness
- Severe decrease in ability to see, which cannot be corrected with standard spectacles or contact lenses

Cerebral Palsy

- Poor muscle coordination
- Decreased ability to move and control movements

Multiple Disabilities

- More than one significant disability

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.

³Includes 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 diagnosis and the overall treatment

- What are the therapy options⁴ available to my child? Which would you recommend, and why?
- What area(s) of difficulty should I focus on first?
- How should I explain my child's SEN to him/her and to other family members?
- 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?
- How can I help my child improve in his/her basic life skills (e.g., personal hygiene)?
- What resources can you recommend?



About educational placement and school-based support

- What are the school options that I should consider for my child?
- What are the programmes available in mainstream and/or SPED schools that can help my child?
- What interventions and strategies can be implemented in my child's school?

⁴Therapy services (e.g., occupational therapy, physiotherapy, and speech-language therapy) should be provided by registered 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 SPARK⁵ for parents of children with ADHD.

“

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

”

⁵ <http://www.spark.org.sg>

Other organisations that could support your child are:

Children Health Services



KK Women's and Children's Hospital⁶



National University Hospital⁷



Child Guidance Clinic⁸

Community-based Agencies

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

SG Enable⁹



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

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

Provides developmental and therapy services for infants and young children at risk of moderate to severe developmental delays

Voluntary Welfare Organisations (VWOs)

SHINE Children and Youth Services:
Provides social work and educational psychology services to children, youth, and their families

Disability-specific VWOs

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

⁶ <https://www.kkh.com.sg/Pages/Home.aspx>

⁷ <https://www.nuh.com.sg/>

⁸ <https://www.imh.com.sg/clinical/page.aspx?id=283>

⁹ <https://www.sgenable.sg/Pages/Home.aspx>



CONSIDERING THE OPTIONS

In Singapore, the Compulsory Education (CE) Act¹⁰ makes schooling compulsory for children who are Singapore Citizens residing in Singapore and of “compulsory school age”¹¹.

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

¹⁰ For more information on the CE Act, please see <https://www.moe.gov.sg/education/education-system/compulsory-education>

¹¹ 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 children¹² with moderate-to-severe SEN who will have to attend government-funded SPED schools.

¹² Born after 1st January 2012

¹³ [https://www.moe.gov.sg/education/financial-assistance/moe-financial-assistance-scheme-\(fas\)](https://www.moe.gov.sg/education/financial-assistance/moe-financial-assistance-scheme-(fas))

¹⁴ <https://www.moe.gov.sg/education/special-education/what-financial-support-is-available-for-sped-school-students>



Financial assistance schemes are available in both mainstream¹³ and SPED¹⁴ schools to ensure that no child is denied an education because of his/her financial situation. You may approach the school staff directly if your family requires financial assistance for your child’s education.



Mainstream Schools



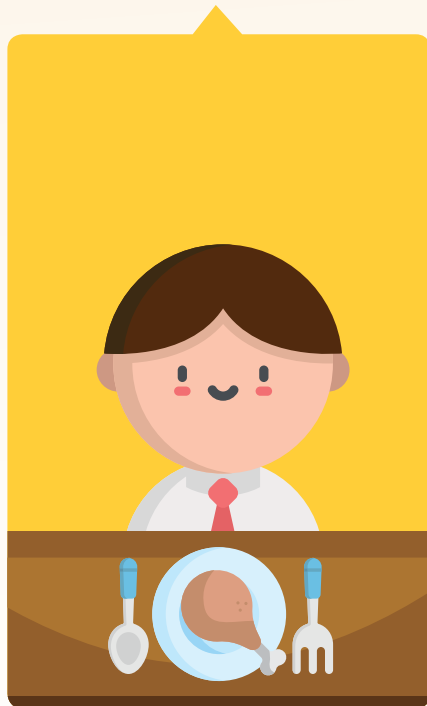
SPED Schools



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 his/her level of **adaptive** and **cognitive** abilities.

ADAPTIVE SKILLS



Adaptive skills¹⁵ refer to the ability to handle daily demands in life independently.

COGNITIVE ABILITIES



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

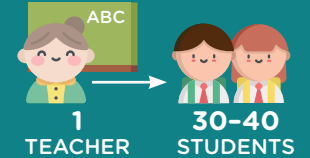
¹⁵ Includes communication, self-care, motor, and social skills



Recommended Mainstream School Placement

Your child may be recommended to attend a mainstream school if he/she is assessed to be able to cope with the required demands.

This means that your child is assessed to have **adequate adaptive skills** to learn in large group settings and **adequate cognitive abilities** to cope with the national curriculum. Also, he/she only requires **some additional support** in one or two areas, due to SEN such as dyslexia, ADHD, mild ASD, mild language, sensory, or physical impairments.



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

The support available include the following:

- 1 **Specialised personnel** such as *Teachers trained in Special Needs (TSNs)* and *Allied Educators (Learning and Behavioural Support) [AED(LBS)]* to help students with mild SEN integrate into the school environment.
- 2 **Specialised support programmes** 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.

3 **Barrier-free facilities**¹⁶ 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 VWOs 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 Facilities

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

¹⁶ <https://www.moe.gov.sg/education/special-education/mainstream-schools#List-of-Mainstream-Primary-Schools-with-Barrier-Free-Accessibility>

¹⁷ Signing is the primary method of communication and instruction.

¹⁸ Focuses on developing the skills of speaking and listening for communication and instruction; primary school-aged students may attend Canossian School.

¹⁹ Primary school-aged students may attend Lighthouse School.



Recommended SPED School Placement

Your child may be recommended to attend a **SPED school** if he/she is 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**. He/she may require a **higher level of educational support** due to SEN such as ASD, ID, significant sensory or physical impairments, or multiple disabilities.


The support available include the following:

1 **Smaller-class sizes** with **specialised in-class support**, so that teachers can provide better attention and support to individual students.


2 **Specialised personnel** which 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 **Special physical 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 also has an **Individualised Educational Plan** that is **tailored to his/her 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** available in SPED schools is designed based on the SPED Curriculum Framework '**Living, Learning and Working in the 21st Century**'.

It specifies a set of **desired living, learning and working outcomes** in **six core learning domains** (academic, social-emotional, daily living, vocational, the arts, physical education and sports), with **Character and Citizenship Education** as the foundation for a values-based SPED and Information Communication 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 that best meets his/her needs. The profile of needs supported by the various SPED schools are as follows:

Sensory Impairment
Both *national* and *customised curriculum* are offered

<i>Hearing Loss</i>	<i>Visual Impairment/ Hearing Loss</i>
<ul style="list-style-type: none"> Canossian School 	<ul style="list-style-type: none"> Lighthouse School²⁰

Intellectual Disability (ID) (schools also have a programme for ASD)
Customised curriculum

<i>Mild ID</i>	<i>Moderate to Severe ID</i>
<ul style="list-style-type: none"> Chaoyang School Katong School Tanglin School Delta Senior School Grace Orchard School Metta School 	<ul style="list-style-type: none"> MINDS - Fernvale Gardens School MINDS - Lee Kong Chian Gardens School MINDS - Towner Gardens School MINDS - Woodlands Gardens School

Autism Spectrum Disorder (ASD)

<i>National Curriculum</i>	<i>Customised Curriculum</i>
<ul style="list-style-type: none"> Pathlight School Campus 1 Pathlight School Campus 2* 	<ul style="list-style-type: none"> AWWA School Campus 2* Eden School Eden School (Ang Mo Kio Campus)* Rainbow Centre - Yishun Park School (Woodlands)* St Andrew's Autism School

Multiple Disabilities
Customised curriculum

<i>Multiple Disabilities & ASD</i>	<i>Multiple Disabilities</i>
<ul style="list-style-type: none"> AWWA School Rainbow Centre - Margaret Drive School Rainbow Centre - Yishun Park School 	<ul style="list-style-type: none"> Cerebral Palsy Alliance Singapore School

* Holding sites

²⁰ For students with Hearing Loss, only customised curriculum is offered with effect from the 2018 P1 batch onwards.

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 booklet²¹



SPED schools —
An Information Guide
to Special Education
Schools in Singapore²²

For information on SPED schools,
you may also refer to Page 26-45 of this booklet.

²¹ <https://www.moe.gov.sg/education/primary/primary-school-education-booklet>

²² <https://www.moe.gov.sg/docs/default-source/document/education/special-education/files/special-education-for-exceptional-lives.pdf>

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 school²³

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).

²³ For a listing of all mainstream primary schools by area, please refer to <https://www.moe.gov.sg/admissions/primary-one-registration/information-on-primary-schools/listing-by-planning-area>

MAP OF SPED SCHOOLS

MINDS

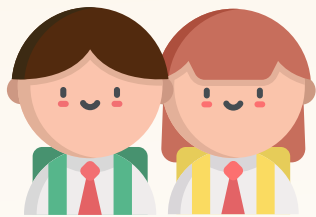
Woodlands Gardens School

Rainbow Centre
Yishun Park School (Woodlands)*

Delta Senior School

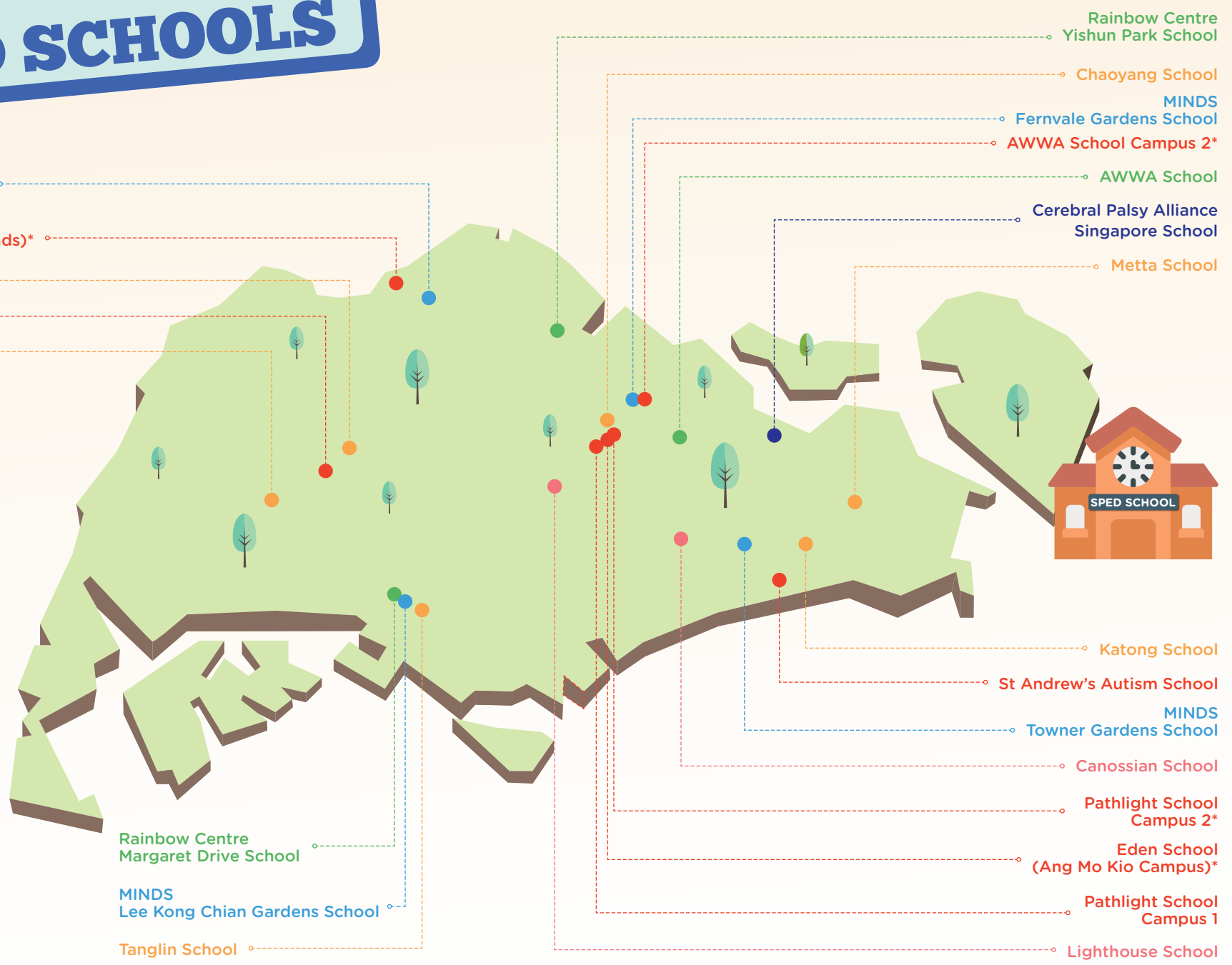
Eden School

Grace Orchard School



LEGEND

- Sensory Impairment
- Mild ID
(Including students with ASD)
- Moderate to Severe ID
(Including students with ASD)
- Autism Spectrum Disorder (ASD)
- Multiple Disabilities and ASD
- Multiple Disabilities



* Holding sites

To find out more about the SPED school(s) that the professional has recommended for your child, you may refer to the relevant section(s):

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


SCHOOL	ADDRESS	REGION	PAGE
Sensory Impairment			
Canossian School	1 Sallim Road S387621	Central	28
Lighthouse School	51 Toa Payoh Rise S298106	Central	29
Mild ID (Including students with ASD)			
Chaoyang School	10 Ang Mo Kio St 54 S569184	North East	30
Katong School	900 New Upper Changi Road S467354	East	31
Tanglin School	143 Alexandra Road S159924	Central	32
Delta Senior School	3 Choa Chu Kang Grove S688237	West	33
Grace Orchard School	6A Jurong West St 52 S649297	West	34
Metta School	30 Simei St 1 S529949	East	35
Moderate to Severe ID (Including students with ASD)			
MINDS - Fernvale Gardens School	7 Fernvale Road S797635	North East	36
MINDS - Lee Kong Chian Gardens School	802 Margaret Drive S149311	Central	
MINDS - Towner Gardens School	1B Lengkong Lima S417557	East	
MINDS - Woodlands Gardens School	30 Woodlands Ring Road #01-01 S737883	North	

SCHOOL	ADDRESS	REGION	PAGE
Autism Spectrum Disorder (ASD)			
AWWA School Campus 2*	7 Fernvale Road S797635 (Co-sharing space at MINDS - Fernvale Gardens School)	North East	-
Eden School	101 Bukit Batok West Ave 3 S659168	West	38
Eden School (Ang Mo Kio Campus)*	2 Ang Mo Kio St 44 S569250	North East	
Pathlight School Campus 1	5 Ang Mo Kio Ave 10 S569739	North East	39
Pathlight School Campus 2*	6 Ang Mo Kio St 44 S569253	North East	
Rainbow Centre - Yishun Park School (Woodlands)*	11 Marsiling Lane S739148	North	42
St Andrew's Autism School	1 Elliott Road S458686	East	40
Multiple Disabilities and ASD			
AWWA School	11 Lorong Napiri S547532	North East	41
Rainbow Centre - Margaret Drive School	501 Margaret Drive S149306	Central	42
Rainbow Centre - Yishun Park School	15 Yishun St 61 S768548	North	
Multiple Disabilities			
Cerebral Palsy Alliance Singapore School	65 Pasir Ris Drive 1 S519529	East	44

* Holding sites

SENSORY IMPAIRMENT

CANOSSIAN SCHOOL (HEARING LOSS)

 (65) 6749 8971
 admin@canossian.edu.sg
 <http://www.canossian.edu.sg/>

Canossian School caters to children with hearing loss between 7 and 14 years old.

The school offers the mainstream primary level curriculum and prepares children for the PSLE. Children move on to mainstream secondary schools. Those who are not placed in mainstream secondary schools will be placed in specialised secondary schools. Students who are able to cope linguistically may be offered Mother Tongue Languages.

Students at the school communicate using an oral approach. Through the school's Inclusion Programme with their mainstream sister school, students have opportunities for daily interaction with their hearing peers for their academic learning as well as development of healthy social skills.



The school offers a range of co-curricular activities including overnight camps and overseas trips to provide opportunities for integration into the community. To provide additional support, the school has a well-equipped audiological lab with audiologists on-site to attend to the hearing needs of all students.



LIGHTHOUSE SCHOOL (HEARING LOSS OR VISUAL IMPAIRMENT)

 (65) 6250 3755
 lighthouse@lighthouse.edu.sg
 <http://www.lighthouse.edu.sg/>



Lighthouse School (LHS) caters to children with visual impairment (VI) and children with hearing loss (HL), between 7 and 18 years old.

Mainstream Programme

In LHS, students who are able to access the Mainstream Programme follow the National Primary School Curriculum²⁴. At the end of Primary 6, students will take the Primary School Leaving Examination (PSLE). Upon passing the PSLE, they will move on to designated secondary schools to continue with their secondary education.

The Special Education Programme

LHS also offers special education to students who are not able to access mainstream curriculum. The school meets the unique and multi-faceted needs of every student with VI or with HL through the Individualised Education Plan (IEP) and the customised curriculum. The curriculum includes numeracy, literacy, science, motor skills, daily living skills, arts, physical education, vocational skills training, social emotional learning, orientation & mobility (VI), and sign language (HL).

■ Learning support for students with VI:

Students with low vision are provided with special assistive devices such as handheld and desktop magnifiers. Students who are totally-blind will receive a specialised medium of instruction in braille with the use of special equipment like Perkins Braille, Braille Notetaker, Screen Reader software, Crammer Abacus, and talking Scientific calculator.

■ Learning support for students with HL:


For students with hearing loss, the mode of instruction is Singapore Sign Language (SGSL), which is socially recognised and used in the larger signing community in Singapore. Students with HL are engaged in interactive lessons through the use of SMART boards and iPads.



²⁴ For students with Hearing Loss, only customised curriculum is offered with effect from the 2018 P1 batch onwards.

MILD ID (INCLUDING STUDENTS WITH ASD)

CHAOYANG SCHOOL

 (65) 6456 6922

 cys@apsn.org.sg

 <http://www.apsn.org.sg/schools/chaoyang-school/>



APSN Chaoyang School caters to children with mild intellectual disability and mild autism, between ages 7 and 12. Upon graduation from APSN Chaoyang School, the students will proceed to APSN Katong School or APSN Tanglin School for secondary education.

APSN Chaoyang School offers two key programmes - Integrated Programme for students with mild intellectual ability and ASD; and ASD Structured Programme for students with ASD who require additional structures and support.

The curriculum domains include Functional Academics (Literacy, Numeracy, & Science), Life Skills (Independent & Community Living Skills such as Self Help, Social Competence, Home Economics, Healthy & Safe Relationship), Visual Arts, and Physical Education.

The school also leverages on Co-Curricular Activities (CCA) and Character and Citizenship Education (CCE) to deliver comprehensive and holistic education to all. There is also pervasive use of ICT to facilitate teaching and learning across all curriculum domains.



KATONG SCHOOL

 (65) 6445 8027

 ks@apsn.org.sg

 <http://www.apsn.org.sg/schools/katong-school/>

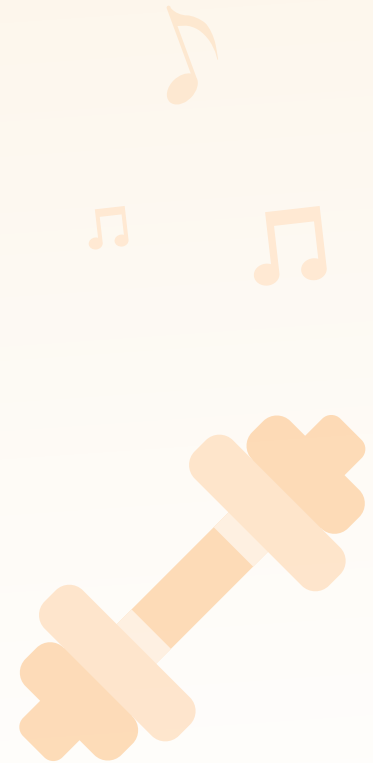


APSN Katong School caters to children with mild intellectual disability (MID) and mild autism between 7 and 16 years old. It is the only APSN School which runs both the Primary (7 to 12 years old) and Secondary (13 to 16 years old) curriculum.

APSN Katong School offers two programmes - MID General Programme and ASD Structured Programme (primary levels only). The latter is to prepare the students for successful transition into the MID Programme.

The curriculum domain comprises Functional Academics, Social-Emotional and Daily Living Skills, Physical Education and Sports, Visual and Performing Arts, and Vocational Education. Character and Citizenship Education is infused in the Learning Domains and CCA.

ICT plays the enabler role in enhancing student learning. APSN Katong School delivers Holistic, Student-Centred Education, while forging strong community partnerships in support of meaningful educational experiences for their students.



TANGLIN SCHOOL

 (65) 6475 1511

 ts@apsn.org.sg

 <http://www.apsn.org.sg/schools/tanglin-school/>



APSN Tanglin School caters to students between 13 and 16 years old with mild intellectual disability and concurrent significant limitations in adaptive behaviour as expressed in conceptual, social, and practical adaptive skills.

The curriculum at APSN Tanglin School aims to engage students in life-long learning and leading independent lives as they become active contributors in society. The holistic and person-centred curriculum includes Literacy, Numeracy, Science, Vocational Education, Vocational Guidance, Social Emotional Learning, Physical Education, and the Arts.


Vocational Education at APSN Tanglin School enables students to be work-ready in the areas of (1) Food & Beverage, (2) Hotel & Accommodation Services, (3) Horticulture, and (4) Retail Operations. Work Exposure and Work Experience Programmes are part of Vocational Education.

Information & Communication Technology (ICT) is a key enabler to enrich teaching and learning as well as extend learning experiences beyond the school, into the home and community to attain the SPED outcomes of living, learning and working in the 21st century.

Character & Citizenship Education (CCE) sets the foundation for a values-based education that underpins all the learning domains, where students will be imbued with morally consistent character to become socially responsible citizens.



DELTA SENIOR SCHOOL

 (65) 6276 3818

 dss@apsn.org.sg

 <http://www.apsn.org.sg/schools/delta-senior-school/>



APSN Delta Senior School is a post-secondary school that offers vocational training to students aged 17 to 21 with mild intellectual disability. As students are in their final phase of schooling at APSN before they transit and integrate into the community, the school facilitates the transition of students from school to society to live quality lives.

The school offers a competency-based vocational programme, providing broad industry skills and practical knowledge leading to Workforce Skills Qualification (WSQ) certification. There are four areas of vocational specialisation at APSN Delta Senior School: (1) Food Services, (2) Hotel & Accommodation Services, (3) Horticulture, and (4) Retail Operations. The programme includes foundational skills such as employability skills under the WSQ framework (e.g., workplace literacy and numeracy, communicate and relate effectively at the workplace, solve problems and make decisions, personal effectiveness, basic information and communication technology, workplace safety and health, and industry specific skills). The programme equips students to perform specific jobs well in a range of industries such as food and beverage, hospitality, landscaping, and retail.

APSN Delta Senior School is an Approved Training Organisation (ATO) with SkillsFuture Singapore (SSG) since 2008.



GRACE ORCHARD SCHOOL

 (65) 6561 9128
 info@go.edu.sg
 <http://www.go.edu.sg/>



Grace Orchard School provides special education to children with mild intellectual disability (MID) and children with mild autism and MID. Children are between 7 and 18 years old.

The school offers two programmes – a programme for children with MID and a programme for children with ASD. There is also a structured ASD-MID integration process which allows for students with autism who are able to assess group instructional settings to transit successfully to the MID programme.

A value-based curriculum is offered, where there are two distinct levels in the school:

■ The Junior Level (7-12 year olds)

In the Junior levels, foundations are built in the learning domains of Social-Emotional, Academic (English, Mathematics, and Science), Daily Living, Arts, as well as Physical Education through the use of evidence-based strategies.

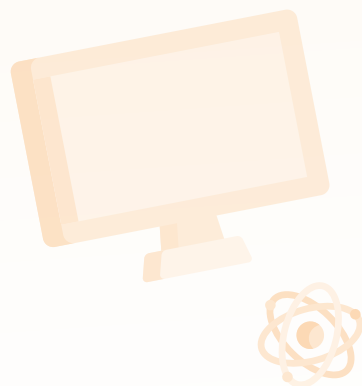
■ The Senior Level (13-18 year olds)

The Senior levels build on these foundations to prepare their students in pre-vocational skills such as career guidance and work-readiness skills required for post-school life.

The Universal Design for Learning (UDL) framework is used for the planning of all teaching and learning in the school.

Co-curricular activities are offered to all students during curriculum hours in the following areas: Sports, Performing Arts, Uniform Groups and Clubs. Camps, Overseas trips, and Values in Action projects are held annually to undergird the explicit teaching with the school values.

The Pastoral Care Programme engages their youth in meaningful and safe after-school activities typically held within a specially designed space called the 'Youth Hub'.



METTA SCHOOL

 (65) 6788 5800
 enquiry@mettaschool.edu.sg
 <http://www.mettaschool.edu.sg/>



Metta School caters to children with mild intellectual disability (MID) and/or mild autism. Children are between 7 to 21 years old.

The school offers the following programmes:

■ ASD (A) Programme:

The A programme caters to the learning and developmental needs of students with autism between 7 and 18 years old. Class size is smaller. The programme aims at developing and improving independent living skills and social skills of students. Basic pre-vocational skills training is offered to enhance work readiness for senior classes.

■ Basic (B) Programme

The B programme caters to students with MID between 7 to 12 years old. It aims to equip them with a good foundation in areas such as Literacy and Numeracy, interpersonal communication, as well as self-management skills.

■ Career (C) Programme

The C programme caters to students between 13 to 16 years old. Besides Workplace Literacy and Numeracy modules, students will undergo structured Work Exposure, Integrated Training in Housekeeping, Food Preparation and

Baking to equip them with basic vocational skills.

■ Vocational (V) Programme

The V programme provides training leading to vocational certificates for students aged 17 to 21. It offers well-established ISC programmes in Housekeeping, Baking & Food Preparation through on and off-the-job training. With satisfactory results, students can further pursue the 4-module ISC courses in Baking Practices and Hospitality Services. Upon successful completion and meeting the stipulated requirements, they can apply for relevant NITEC programmes in ITE.

■ Employment Pathways Programme (EPP):










The EPP, also known as the School-to-Work (S2W) Transition Programme, caters for students aged 17 to 18 who are not on the vocational certification track. EPP students undergo vocational training such as WSQ modules, Food and Hygiene course, job trials and on-the-job training to enhance smooth transition from school to work.

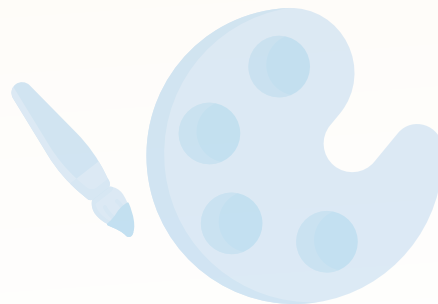


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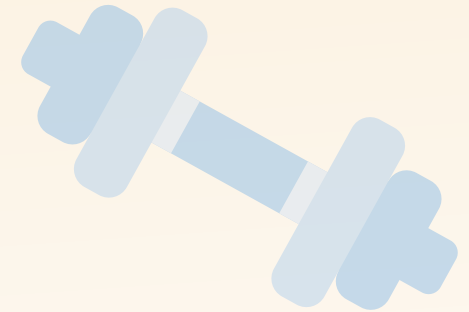
(INCLUDING STUDENTS WITH ASD)

MINDS SCHOOLS

School	Contact and Email
Fernvale Gardens School	 (65) 6481 6697  fgs@minds.org.sg
Lee Kong Chian Gardens School	 (65) 6473 8332  lgs@minds.org.sg
Towner Gardens School	 (65) 6446 2612  tgs@minds.org.sg
Woodlands Gardens School	 (65) 6468 0566  wgs@minds.org.sg
 http://www.minds.org.sg/SPED.html	



MINDS special schools provide special education to children with intellectual disability aged 7 to 18 years, including children diagnosed with autism spectrum disorder.



The schools offer the following programmes:

- 1 **Junior programme**
(7 to 12 years)
- 2 **Senior programme**
(13 to 18 years)
- 3 **Special programme**
(across all ages for those who need high support)

The curriculum is tailored to meet the needs of individual students with a focus on helping them to function and integrate into society. The curriculum includes:

- English language
- Mathematics
- Health education
- Social competency skills
- Domestic science
- Physical education
- The Arts
- Science

The Senior programme also includes vocational preparation with work attachments for transition to after-school services (S2W). Senior students undergo vocational training such as attaining SOA under WSQ modules in Food and Hygiene, Hard Floor Cleaning, and Basic Washroom Cleaning.

The Special programme is for children who have challenging behaviours or have additional concerns that may impact their learning ability. The programme emphasises the learning of basic independent living skills.

Additionally, the school offers a range of co-curricular and enrichment activities which include uniform groups, sports, information and communications technology, and the arts. The school also organises modular activities such as educational trips, rock-wall climbing, and camping trips.

AUTISM SPECTRUM DISORDER (ASD)

EDEN SCHOOL

 (65) 6265 7400
 enquiry@edenschool.edu.sg
 <http://www.edenschool.edu.sg/>



Eden School provides an autism-friendly education for children with autism aged between 7 and 18 years old, who would benefit from a life skills or vocational route.

The school aims to deliver a balanced curriculum within structured and authentic environments that promote dignity, meaning, and independence. The curriculum domains include work habits, self-management, functional communication, social skills, functional academics, ICT, and vocational skills. The teaching of critical soft skills such as quality, stamina, hygiene, and safety, is embedded within the curriculum.

Instruction is differentiated to meet the learning needs of each student. Co-curricular activities are tailored to develop students' interests and strengths, and include opportunities for both local and overseas learning experiences.



PATHLIGHT SCHOOL

 (65) 6592 8925
 queries@pathlight.org.sg
 <http://www.pathlight.org.sg/>



Pathlight School is an autism-focused school that offers the mainstream academic curriculum together with life readiness skills. The school's base curriculum is Singapore's mainstream school curriculum (leading to PSLE, GCE 'O' and 'N' Level qualifications). All students in Pathlight are exempted from taking Mother Tongue.

The school caters to children with autism, aged 7 to 18 years old, who are cognitively able to access mainstream academics in a structured group setting of 8 to 12 students. Besides the usual academic subjects, the school also offers a non-academic curriculum. This curriculum includes social and communication skills, daily living skills, work habits, emotional management, moral education, and physical education. All students are also exposed to up-to-date IT & Design courses and relevant ICT knowledge and skills to prepare them for the digital age.

Pathlight follows a Satellite Partnership model that is endorsed and supported by MOE for their secondary school. The model promotes 4 levels of integration: physical, academic, social, and professional.

All Pathlight secondary school students do not have base classrooms in Pathlight. They attend classes taught by Pathlight teachers at the Satellite Partnership Schools daily, and have opportunities to interact socially with mainstream school students during recess and selected school events/classes. For those who are ready, they join mainstream classes for certain subjects.

This model provides for purposeful and appropriate integration and allows Pathlight students to apply classroom learning of social skills to the real world. It also contributes to building awareness among mainstream communities of people with autism, and towards a more inclusive society.



ST. ANDREW'S AUTISM SCHOOL

 (65) 6517 3800
 enquiry@saac.org.sg
 <http://www.saac.org.sg/>



St. Andrew's Autism School caters to individuals with autism who are 7 to 18 years old and can adapt and learn in small class sizes with a structured environment.

The interests and needs of the students are met through customised curricula that emphasise communication, functional literacy and numeracy, daily living skills, social-emotional learning, and vocational skills. The students gain opportunities to participate in community initiatives and collaborative programmes with external partners, which will further enhance their communication and social interaction skills.

The learning domains are complemented with programmes in expressive arts (art, dance, music) and adaptive physical education, as well as Co-Curricular Activities to enhance the holistic development of the students. Character and Citizenship Education and Information Communication Technology is integrated across all learning domains to maximise learning outcomes. In community-referenced learning, students practise functional academic, social and communication skills, as well as acquire generalisation skills and confidence to foster a sense of independence, autonomy, and dignity.

All students undergo structured transition planning, which is initiated at age 13 to provide sufficient runway for the best post-18 outcomes. The School-to-Work (S2W) transition programme, in collaboration with MOE, the Ministry of Social and Family Development, and SG Enable, offers more training and support for work-capable youths.

Occupational, speech, and music therapy address learners' sensory and regulatory needs in alignment with their individual educational goals. Psychologists offer professional support in improving student learning. Guidance and support is provided to family members and caregivers through pastoral care and training in autism support skills by the Parent Support Group and social workers, with psychologists. The community is involved through programmes that engage volunteers and foster autism awareness in the community.

MULTIPLE DISABILITIES AND ASD

AWWA SCHOOL

 (65) 6511 5280
 awwaschool@awwa.org.sg
 <http://www.awwa.org.sg>



AWWA school provides special education to students aged 7 to 18 years old with multiple disabilities and students with autism.

Other than a structured academic and non-academic curriculum and CCA programme, the school constantly explores collaboration opportunities with stakeholders to expose their students to different platforms in the community that they could participate in and have richer learning experiences. This enables students to develop, as well as generalise and adapt their skills learnt. AWWA School aims to maximise the potential of its students to lead dignified and independent lives.

AWWA School embarked on the School-to-Work (S2W) Transition Programme in 2017, to give their students greater support to move on to the workplace, thus increasing the chances of positive post-school outcomes for students and their families.



RAINBOW CENTRE SCHOOLS

School	Contact and Email
Margaret Drive	 (65) 6472 7077  rcmds@rainbowcentre.org.sg
Yishun Park	 (65) 6482 2592  rcyps@rainbowcentre.org.sg
Yishun Park (Woodlands)	 (65) 6817 9300  rcwoodlands@rainbowcentre.org.sg
 http://www.rainbowcentre.org.sg/	



Rainbow Centre (RC) schools offer an education that goes beyond the disabilities of the students they serve, integrating co-curricular activities and therapeutic services into their main curriculum.

RC's curriculum focuses on:

- Daily Living
- Social Emotional Learning
- Language and Communication
- Numeracy
- Physical Development
- Vocational

The schools offer In-Curricula Exposure (ICE) and extra-curricular activities that expose students to a variety of leisure and interest groups, including student leadership, sports, the arts, and information and communications technology.

They teach students values to guide them to become active, contributing members of society.


RC schools also provide services to students' families, such as:

- A Special Student Care Centre for after/before school care
- Family Life Services, where social workers provide person-centred care planning and capability building for those involved in supporting persons with disabilities, and advocating for as well as building more inclusive communities
- Family Empowerment Programme, a strengths-based, family-driven crisis-stabilisation programme that equips parents/caregivers with the knowledge and skills to manage unresolved challenging and/or aggressive behaviours, as well as possible future behaviours which could arise. Caregivers are also made aware of resources and support available in the community.



MULTIPLE DISABILITIES

CEREBRAL PALSY ALLIANCE SINGAPORE SCHOOL

 (65) 6585 5634

 cpasschool@cpas.org.sg

 <http://www.cpas.org.sg/>



CPAS School is run by Cerebral Palsy Alliance Singapore (CPAS) and offers the SPED Curriculum, as recommended by MOE. CPAS School caters to children with cerebral palsy and multiple disabilities (except Autism Spectrum Disorder). Many of the students face challenges in movement, posture, and development and are not able to benefit from mainstream education. Students are between 7 to 18 years old.



The school tailors the curriculum to meet the individual needs of the children, covering the 6 domains in academic, vocational, daily living, physical education, the arts, and social and emotional.

The following programmes are offered at CPAS School:

- 1 High Support programme**
(students with moderate to high support needs)
- 2 Functional programme**
(students with mild to moderate support needs)
- 3 Academic programme**
(students with mild support needs, suitable cognition level, and who display ability to handle demands of mainstream primary curriculum leading to the Primary School Leaving Examinations, PSLE)

Pre-vocational training is provided for selected children aged 13 years old and above with moderate to good motor and cognitive functions, preparing them for future sheltered or open employment. School-to-Work (S2W) Transition Programme is offered to students who have the potential to work by customising suitable training pathways and work options for them.

Co-Curriculum Activities (CCAs) are provided for students to build their skills and confidence or to gain experiential learning. There are also Community Involvement Programme, Student Leadership Programme, and Learning Journey Programme catered to students so as to provide a holistic education.

A Trans-Disciplinary (Trans-D) Approach is being adopted, and it aims to enhance holistic and comprehensive development in students by adopting a common view of educational needs. The approach is a consensual commitment for consistent and integrated planning & implementation. It also provides more opportunities for professional exchange of knowledge and skills between teachers and Allied Health Professionals (AHPs).





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
Exercise²⁵**



**SPED School
Application
Process²⁶**



²⁵ <https://www.moe.gov.sg/admissions/primary-one-registration>

²⁶ <https://www.moe.gov.sg/education/special-education/how-do-i-apply-for-a-place-in-the-school-for-my-child#Application-to-SPED-Schools>



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/admissions/primary-one-registration/required-documents-for-primary-one-registration-exercise>

SPED Schools



To apply for a **SPED school**, please download the **SPED School Application Form**²⁷ from

<https://www.moe.gov.sg/docs/default-source/document/education/special-education/files/sped-school-application-form.doc>

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

<https://www.moe.gov.sg/docs/default-source/document/education/special-education/files/user-guide.pdf>



²⁷ 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



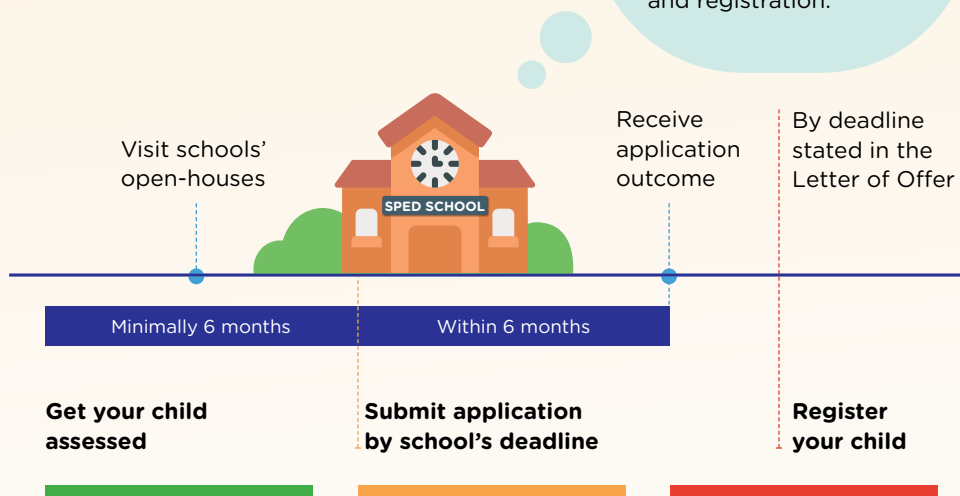
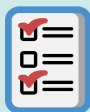
Once you have shortlisted the mainstream schools for your child, check which registration phase²⁸ your child is eligible for and the dates to register your child.

²⁸ <https://www.moe.gov.sg/admissions/primary-one-registration/phases>

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.



Get your child assessed

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.

Submit application by school's deadline

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

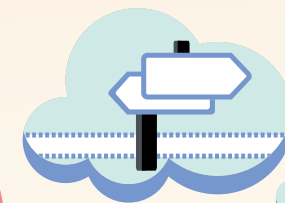
Some SPED schools might have admission deadlines as early as the first half of the year, so it is important to check the deadline early.

Register your child

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 the advice from **MOE's Multi-Agency Advisory Panel (MAAP)**²⁹ 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 his/her learning.

²⁹ Comprises specialists and professionals from MOE, the Ministry of Health (MOH), the SPED schools, and NCSS



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 him/her mentally for the transition to the new school. Maintain this communication throughout the transition process to ensure his/her 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 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 him/her. These include his/her strengths, areas of difficulties, 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 him/her to **visit the school** and **attend orientation/induction** programmes.

You can also talk to him/her 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 his/her 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 he/she feels 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 his/her emotions (e.g., it's okay to be nervous on your first day of school).

Reassure your child that he/she can always go to you or his/her teachers should they face any difficulties 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 he/she 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)



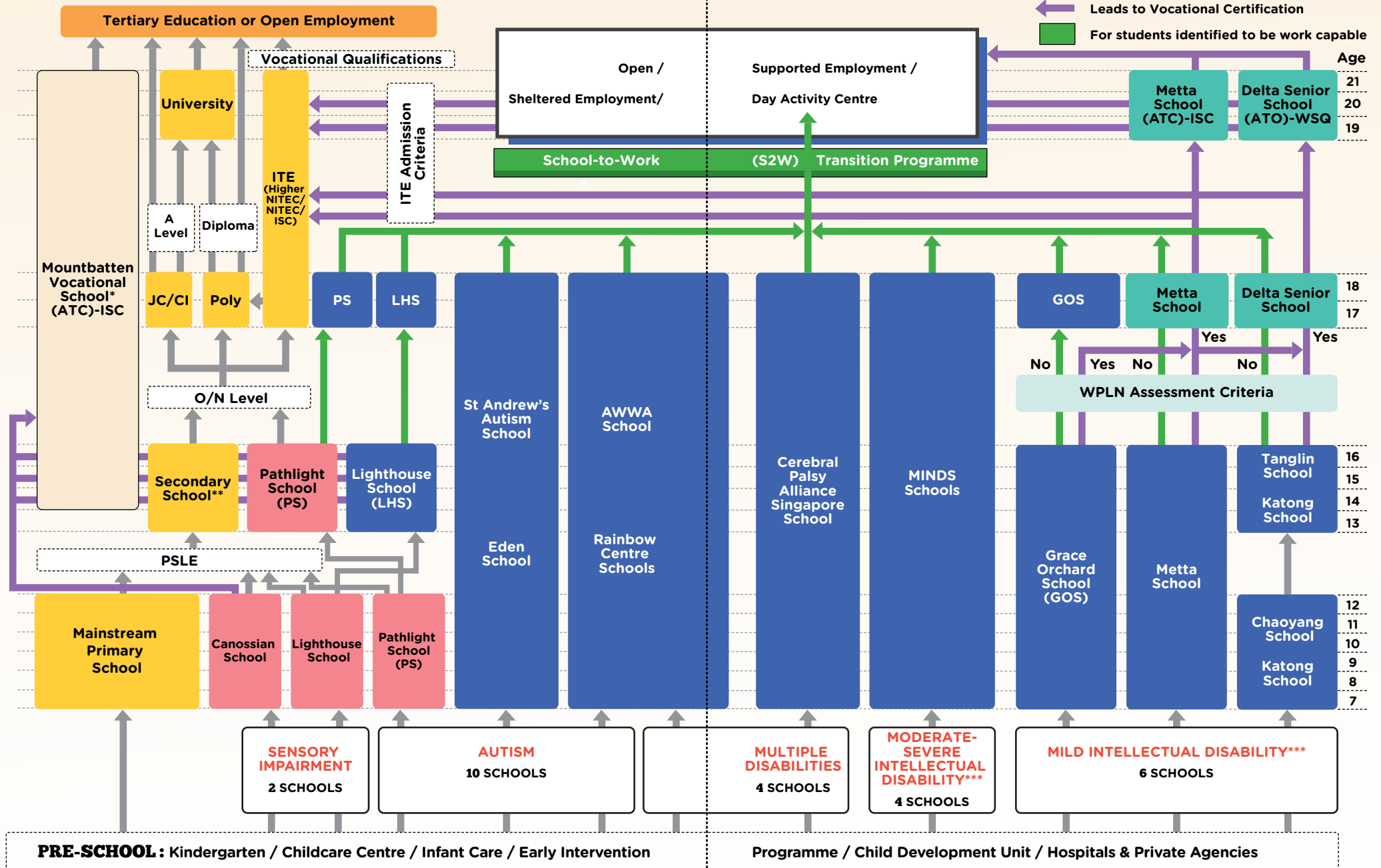
MORE INFORMATION: EDUCATIONAL PATHWAYS

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



PATHWAYS FOR EDUCATIONAL PLACEMENT

OF STUDENTS WITH SEN



Legend:
ATC - Approved Training Centre • **ATO** - Approved Training Organisation • **ISC** - ITE Skills Certificate
NITEC - National ITE Certificate • **WPLN** - Workplace Literacy and Numeracy • **WSQ** - Workforce Skills Qualification * Mountbatten Vocational School (ATC) - Eligibility applies

** Includes mainstream Government, Government-aided, Independent, Specialised Independent (School of the Arts, Singapore Sports School, NUS High School of Mathematics and Science, School of Science and Technology), and Specialised Schools (Northlight School, Assumption Pathway School, Crest and Spectra Secondary Schools) *** Students with ASD with comorbid ID may also apply to these schools

NOTES





Ministry of Education
SINGAPORE

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