

COMPOSITION OF CE IMPLEMENTATION ADVISORY PANEL

1	Dr Janil Puthucheary (Chairperson)	Senior Minister of State (Education)
2	Ms Denise Phua (Vice-Chairperson)	President of Autism Resource Centre and Chair of GPC (Education)
3	Dr Mariam Aljunied	Principal Educational Psychologist, Ministry of Education
4	Mr Ang Wei Neng	Member, Grace Orchard School SMC and Member of GPC (Education)
5	Ms Chia Yong Yong	President, Society for the Physically Disabled
6	Mdm Ruby Chiew	Principal, AWWA School
7	Dr Chong Shang Chee	Senior Consultant and Head, NUH Child Development Unit
8	Mr Gerard Ee	Chairman, Canossian School SMC
9	Mr Jack Ho	Assistant Director, SMU Diversity and Inclusion Office
10	Ms Tina Hung	Deputy CEO, National Council of Social Service
11	Mdm Law Li Mei	Principal, Fairfield Methodist School (Primary)
12	Dr Lee Tung Jean	Deputy Secretary, Ministry of Social and Family Development
13	Mrs Pek Kwee Lan	Principal, Endeavour Primary School
14	Ms Suzana Bte Soo	Principal, MINDS Lee Kong Chian Gardens School
15	Mrs June Tham-Toh Syn Yuen	Former Executive Director, Rainbow Centre
16	Mr Wong Siew Hoong	Director-General of Education, Ministry of Education
17	Dr Faye Yang Phey Hong	Senior Principal Psychologist, KKH Department of Child Development

SUMMARY OF IAP RECOMMENDATIONS

Placement

The IAP recommends that MOE adopts a range of measures to facilitate placement of children into the school that is most appropriate to meet the child's educational needs as follows. This should include:

- Developing a range of upstream measures to (i) strengthen guidance and advice given to parents before Primary 1; and (ii) improve public confidence in SPED schools and reduce stigmatisation; and
- Strengthening existing platforms and processes to support parents in (i) obtaining a diagnosis for their child; and (ii) making appropriate placement decisions. Any intervention to place a child in a more appropriate educational setting should be done only after the child has been observed in his/her original school setting.

Exemption

Exemption should continue to be granted to the following groups of children with moderate-to-severe SEN even with the implementation of CE:

- Those receiving home-schooling – These children will only be granted exemption from CE to be home-schooled provided the parents are able to satisfy MOE that they are able to provide quality education for their child. Parents are to propose an IEP based on MOE's guidelines, provide a suitable home environment and show evidence of competencies to execute the IEP. Parents should be required to submit annual progress reports and updated IEPs for the following year and submit to home visits as necessary; and
- Those deemed unsuitable to attend any national primary schools (including Government-funded SPED schools) – Parents would be required to justify why the child's needs cannot be met in a national primary school and be responsible for making education and/or care arrangements for their child. Where the child is receiving an education outside the national school system, parents need to adhere to monitoring processes, e.g. granting exemption contingent on the child's continued enrolment in the alternative setting, and requiring parents to re-apply for exemption if they wished to withdraw their child from the selected alternative setting.

Where there has been evidence that the child's educational interests are not being met in the alternative educational setting, MOE should consider revoking the exemption granted and require the child to be placed in an appropriate education setting, where possible, or be referred to social support agencies.

ABOUT COMPULSORY EDUCATION

Compulsory Education (CE) was implemented in Singapore in 2003. The CE framework covers Singapore Citizen children born after 1st January 1996, and who are residing in Singapore. Under the CE Act, parents are required to ensure that their Singapore Citizen children residing in Singapore and of compulsory school (6 to 15 years old) regularly attend a national primary school as a pupil. Currently, 'national primary schools' refer only to mainstream primary schools. Children with moderate-to-severe SEN are exempted from CE, as they are unable to access mainstream schools.

On 4 Nov last year, MOE announced that with effect from the 2019 Primary One cohort (i.e. children born after 1 January 2012), Singaporean children with moderate-to-severe special educational needs (SEN) will be included within the CE framework. They will no longer be exempted on the basis of their SEN alone. Parents of these children can fulfil their CE obligations by having their children regularly attend and complete their primary education in the primary or junior programmes of a Government-funded Special Education (SPED) school, unless the children have been granted exemption from CE.

To support this change, the Government-funded SPED schools will be recognised as national primary schools. A list of these schools can be found at [Annex D](#).

CURRENT SPECIAL EDUCATION LANDSCAPE

How is SEN defined

The Professional Practice Guidelines (PPGs; developed by MOE, KK Hospital, NUH, IMH, NCSS, and the VWOs running SPED schools) set the standards for Allied Health Professionals on the psycho-educational assessment and placement of students with SEN aged 6 to 18. Based on the PPG, a student is considered to have SEN when he or she:

- a) Has a disability, and
- b) Displays:
 - Greater difficulty in learning as compared to the majority of peers of the same age; *OR*
 - Difficulty accessing educational facilities catered for the majority of peers of the same age; *OR*
 - Some areas of impairment, in terms of social, academic, physical or sensory functioning (i.e., the student is not on par with the majority of the peers) and
- b) Requires different and/or additional resources beyond what is conventionally available.

Type of SEN supported in the schools

A student is considered to be suitable for **mainstream schools** (“has mild SEN”) if:

- The student has the cognitive ability to access the mainstream curriculum.
- The student’s needs can be met with minimal adaptation to the mainstream curriculum or learning environment (e.g., the student is able to use assistive devices independently or with minimal support).
- The student has the adaptive skills to cope with the mainstream learning environment (e.g., large group learning settings).

A student is considered to be suitable for placement into an appropriate **SPED school** (“has moderate-to-severe SEN”) when the student’s SEN requires any of the following:

- A specialised curriculum (e.g., functional academics, life skills, adaptive, pre-vocational, community living, Braille instruction).
- Extensive redesign or specially-designed instruction (e.g., use of sign language, extensive use of work schedules and visual schedules).
- Specific expertise and provisions to support the student’s behavioural and/or adaptive functioning level (e.g., intensive therapy services, low student-teacher ratio)

List of SPED schools with primary- or junior-level programmes, and respective SEN profiles supported

SPED School	Remarks
Autism Spectrum Disorder (ASD) and Mild Intellectual Disability (IQ 50 to 70)	
APSN Chaoyang School	7-12 years old
APSN Katong School	7 - 18 years old
Metta School	7 - 18/21 years old
Grace Orchard School	7 - 18 years old
ASD and Moderate to Severe Intellectual Disability (IQ 55 and below)	
MINDS Woodlands Gardens School	7 - 18 years old
MINDS Lee Kong Chian Gardens School	
MINDS Towner Gardens School	
MINDS Fernvale Gardens School	
Sensory and Physical Impairment	
Canossian School	Hearing Loss (using Natural Auditory Oral Approach) 7 - 14 years old
Cerebral Palsy Alliance Singapore School	Cerebral Palsy; Multiple Disabilities
Lighthouse School	Visual Impairment Hearing Loss (using Total Communication Approach)
ASD	
AWWA School	Also Multiple Disabilities 7 – 18 years old
Rainbow Centre Yishun Park School	Also Multiple Disabilities 7 – 18 years old
Rainbow Centre Margaret Drive School	Also Multiple Disabilities 7 – 18 years old
Eden School	7 – 18 years old
St Andrew’s Autism School	7 – 18 years old
Pathlight School	Supports students who are cognitively able to access national curriculum leading to qualifications such as PSLE, O- and N-levels 7 – 18/21 years old

For more information, please refer to the guide, [‘Choosing the Right School’](#).