Which school for my child?

A Guide for Parents of Children with Special Educational Needs

Published by
Ministry of Education
51 Grange Road
Singapore 249564
www.moe.gov.sg

A publication by Special Educational Needs Division (SEND), Ministry of Education

Printed in Singapore

Available online at MOE’s website at
https://www.moe.gov.sg/special-educational-needs
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
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)

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

1. Has a disability;
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;
   - Difficulty using educational facilities catered for the majority of same-aged children;
   - Some areas of impairment, in terms of social, academic, physical, or sensory functioning

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.

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).
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.

A psychological assessment should be conducted by a qualified psychologist².

²https://singaporepsychologicalsociety.org/Singapore-register-of-psychologists/

A professionally-conducted assessment of your child would typically 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

3. Your child’s educational needs

4. Practical and effective recommendations for **intervention** and **support** for your child

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:**

- Interviews with parent(s), your child, and other relevant parties such as teachers
- A careful analysis of findings from different sources

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

- Speech/ Language & Literacy
  - Dyslexia
  - Language Disorder
- Social, Emotional, Behavioural
  - Attention Deficit Hyperactivity Disorder (ADHD)
  - Autism Spectrum Disorder (ASD)
  - Social Communication Disorder (SCD)
- Sensory, Mobility Needs
  - Hearing Loss
  - Visual Impairment
  - Cerebral Palsy
  - Multiple Disabilities

EXAMPLES OF COMMON DIAGNOSES OF SEN

- Dyslexia
- Language Disorder
- Attention Deficit Hyperactivity Disorder (ADHD)
- Autism Spectrum Disorder (ASD)
- Social Communication Disorder (SCD)
- Intellectual Disability (ID)

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

<table>
<thead>
<tr>
<th>Diagnosis of SEN</th>
<th>Specific Difficulties</th>
</tr>
</thead>
</table>
| Dyslexia         | ■ Reading  
                    ■ Spelling  
                    ■ Writing |
| Language Disorder| ■ Understanding and/or using spoken vocabulary  
                    ■ Understanding lengthy spoken explanations  
                    ■ Telling a complete story |
| Attention Deficit Hyperactivity Disorder (ADHD) | ■ Inattention  
                                                    ■ Hyperactivity  
                                                    ■ Impulsivity |
| Autism Spectrum Disorder (ASD) | ■ 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) | ■ Using language for social purposes (e.g., greetings)  
                                            ■ Changing speech to suit different social contexts  
                                            ■ Understanding information that is implied but not explicitly stated (e.g., metaphors, sarcasm) |
**Diagnosis of SEN**

<table>
<thead>
<tr>
<th>Diagnosis</th>
<th>Specific Difficulties</th>
</tr>
</thead>
</table>
| Intellectual Disability (ID) | - Adaptive functioning\(^2\), 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                                                |

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**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\(^4\) 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?

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\(^2\) Includes communication, self-care, motor, and social skills

\(^4\) 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 for parents of children with ADHD.

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

Other organisations that could support your child are:

- **Community-based Agencies**
  - SG Enable
  - Enables persons with disabilities by providing referral services, grants, and employability training

- **Children Health Services**
  - KK Women’s and Children’s Hospital
  - National University Hospital
  - Child Guidance Clinic
  - Khoo Teck Puat - National University Children’s Medical Institute

- **Social Service Agencies (SSAs)**
  - E.g., Autism Resource Centre (ARC), Dyslexia Association of Singapore (DAS), and Down Syndrome Association

- **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

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5 http://www.spark.org.sg

6 https://www.kkh.com.sg/

7 https://www.nuh.com.sg/


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

10 https://www.sgenable.sg/Pages/Home.aspx
CONSIDERING THE OPTIONS

In Singapore, the Compulsory Education (CE) Act\textsuperscript{11} makes schooling compulsory for children who are Singapore Citizens residing in Singapore and of “compulsory school age”\textsuperscript{12}.

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.

\textsuperscript{11}For more information on the CE Act “compulsory school age”, please see https://www.moe.gov.sg/primary/compulsory-education

\textsuperscript{12}Above the age of 6 years but below the age of 15 years

With effect from 2019, the CE Act includes children\textsuperscript{13} with moderate to severe SEN who will have to attend government-funded SPED schools.

\textsuperscript{13}Born after 1st January 2012

Financial assistance schemes\textsuperscript{14} 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.

\textsuperscript{14}https://www.moe.gov.sg/financial-matters/financial-assistance
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.

**UNDERSTAND THE RECOMMENDED EDUCATIONAL PLACEMENT**

**COGNITIVE ABILITIES**  
- Includes communication, self-care, motor, and social skills

**ADAPTIVE SKILLS**  
- refer to the ability to handle daily demands in life independently.

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.

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.
Barrier-free accessibility\(^{16}\) to help children with physical disabilities better access the learning environment.

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.

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

<table>
<thead>
<tr>
<th>Type of SEN</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hearing Loss (Signing approach(^{17}))</td>
<td>Mayflower Primary School(^{18})</td>
</tr>
<tr>
<td>Hearing Loss (Oral approach(^{19}))</td>
<td>Beatty Secondary School</td>
</tr>
<tr>
<td></td>
<td>Outram Secondary School</td>
</tr>
<tr>
<td></td>
<td>St. Anthony’s Canossian Secondary School</td>
</tr>
<tr>
<td>Visual Impairment(^{20})</td>
<td>Ahmad Ibrahim Secondary School</td>
</tr>
<tr>
<td></td>
<td>Bedok South Secondary School</td>
</tr>
<tr>
<td></td>
<td>Dunearn Secondary School</td>
</tr>
</tbody>
</table>

16 [https://www.moe.gov.sg/schoolfinder](https://www.moe.gov.sg/schoolfinder)

17 Signing is the primary method of communication and instruction.

18 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.

19 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)

20 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
   - **Psychologists** to provide assessment and intervention support
   - **Occupational therapists** to equip students with adaptive living skills
   - **Social workers** to provide family life support services (e.g., counselling, provision of financial assistance, caregiver and sibling support)
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 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 that best meets their needs. For more information on SPED school education, you may refer to the QR code on the right:

- Visit the schools’ websites
- Arrange school visits
- Attend open-houses
- Speak to school personnel
- List of SPED schools supporting different needs

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:

You may also refer to the following resources:

- Mainstream schools — Primary School Education booklet
- SPED schools — A Guide to Government-Funded Special Education Schools in Singapore and Their Programmes

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21 https://www.moe.gov.sg/special-educational-needs/curriculum
22 https://www.moe.gov.sg/special-educational-needs/sped-schools
23 https://www.moe.gov.sg/primary/curriculum
24 https://www.moe.gov.sg/special-educational-needs/sped-schools
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**
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 cooperation 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).

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.

<table>
<thead>
<tr>
<th>REGION</th>
<th>SCHOOL</th>
<th>ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autism Spectrum Disorder (ASD) with Intellectual Impairment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ang Mo Kio</td>
<td>Chaoyang School</td>
<td>10 Ang Mo Kio Street 54, Singapore 569184</td>
</tr>
<tr>
<td>Bedok</td>
<td>AWWA School @ Bedok</td>
<td>50 Bedok Reservoir Crescent, Singapore 479225</td>
</tr>
<tr>
<td>Bedok</td>
<td>Katong School</td>
<td>900 New Upper Changi Road, Singapore 467354</td>
</tr>
<tr>
<td>Bedok</td>
<td>MINDS - Towner Gardens School</td>
<td>1B Lengkong Lima, Singapore 417557</td>
</tr>
<tr>
<td>Bukit Batok</td>
<td>Eden School</td>
<td>101 Bukit Batok West Ave 3, Singapore 659168</td>
</tr>
<tr>
<td>Bukit Batok</td>
<td>Eden School 2</td>
<td>101 Bukit Batok West Ave 3, Singapore 659168*</td>
</tr>
<tr>
<td>Bukit Merah</td>
<td>Tanglin School</td>
<td>143 Alexandra Road, Singapore 159924</td>
</tr>
<tr>
<td>Choa Chu Kang</td>
<td>Delta Senior School</td>
<td>3 Choa Chu Kang Grove, Singapore 688237</td>
</tr>
<tr>
<td>Clementi</td>
<td>Grace Orchard School</td>
<td>170 West Coast Road, Singapore 127443*</td>
</tr>
<tr>
<td>Hougang</td>
<td>AWWA School @ Napiri</td>
<td>11 Lorong Napiri, Singapore 547532</td>
</tr>
<tr>
<td>Marine Parade</td>
<td>St. Andrew’s Autism School</td>
<td>1 Elliott Road, Singapore 458686</td>
</tr>
<tr>
<td>REGION</td>
<td>SCHOOL</td>
<td>ADDRESS</td>
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<tr>
<td>-------------</td>
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</tr>
<tr>
<td>Pasir Ris</td>
<td>Maitri School (2026)</td>
<td>30 Simei St 1, Singapore 529949*</td>
</tr>
<tr>
<td>Queenstown</td>
<td>MINDS - Lee Kong Chian Gardens School</td>
<td>802 Margaret Dr, Singapore 149311</td>
</tr>
<tr>
<td>Queenstown</td>
<td>Rainbow Centre - Margaret Drive School</td>
<td>501 Margaret Drive, Singapore 149306</td>
</tr>
<tr>
<td>Sengkang</td>
<td>MINDS - Fernvale Gardens School</td>
<td>7 Fernvale Road, Singapore 797635</td>
</tr>
<tr>
<td>Tampines</td>
<td>Metta School</td>
<td>30 Simei St 1, Singapore 529949</td>
</tr>
<tr>
<td>Woodlands</td>
<td>MINDS - Woodlands Gardens School</td>
<td>30 Woodlands Ring Road, Singapore 737883</td>
</tr>
<tr>
<td>Woodlands</td>
<td>Rainbow Centre - Admiral Hill School</td>
<td>11 Marsiling Lane, Singapore 739148*</td>
</tr>
<tr>
<td>Yishun</td>
<td>Rainbow Centre - Yishun Park School</td>
<td>15 Yishun Street 61, Singapore 768548</td>
</tr>
</tbody>
</table>

**Autism Spectrum Disorder (ASD) with no intellectual impairment**  
(These schools offer the national curriculum)

<table>
<thead>
<tr>
<th>REGION</th>
<th>SCHOOL</th>
<th>ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ang Mo Kio</td>
<td>Pathlight School</td>
<td>5 Ang Mo Kio Ave 10, Singapore 569739</td>
</tr>
<tr>
<td>Ang Mo Kio</td>
<td>Pathlight School 2</td>
<td>6 Ang Mo Kio Street 44, Singapore 569250*</td>
</tr>
<tr>
<td>Ang Mo Kio</td>
<td>Pathlight School 3</td>
<td>6 Ang Mo Kio Street 44, Singapore 569250*</td>
</tr>
<tr>
<td>Bukit Batok</td>
<td>St. Andrew’s Mission School</td>
<td>11 Bukit Batok Street 25, Singapore 658712*</td>
</tr>
</tbody>
</table>

**Mild Intellectual Disability**

<table>
<thead>
<tr>
<th>REGION</th>
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<th>ADDRESS</th>
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<tbody>
<tr>
<td>Ang Mo Kio</td>
<td>Chaoyang School</td>
<td>10 Ang Mo Kio Street 54, Singapore 569184</td>
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<td>Tanglin School</td>
<td>143 Alexandra Road, Singapore 159924</td>
</tr>
</tbody>
</table>

**Moderate to Severe Intellectual Disability**

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</thead>
<tbody>
<tr>
<td>Bedok</td>
<td>MINDS - Towner Gardens School</td>
<td>1B Lengkong Lima, Singapore 417557</td>
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<tr>
<td>Queenstown</td>
<td>MINDS - Lee Kong Chian Gardens School</td>
<td>802 Margaret Dr, Singapore 149311</td>
</tr>
<tr>
<td>Sengkang</td>
<td>MINDS - Fernvale Gardens School</td>
<td>7 Fernvale Road, Singapore 797635</td>
</tr>
<tr>
<td>Woodlands</td>
<td>MINDS - Woodlands Gardens School</td>
<td>30 Woodlands Ring Road, Singapore 737883</td>
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</tbody>
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**Multiple Disabilities**

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<th>ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hougang</td>
<td>AWWA School @ Napiri</td>
<td>11 Lorong Napiri, Singapore 547532</td>
</tr>
<tr>
<td>Pasir Ris</td>
<td>Cerebral Palsy Alliance Singapore School</td>
<td>65 Pasir Ris Drive 1, Singapore 519529</td>
</tr>
<tr>
<td>Queenstown</td>
<td>Rainbow Centre - Margaret Drive School</td>
<td>501 Margaret Drive, Singapore 149306</td>
</tr>
<tr>
<td>Yishun</td>
<td>Rainbow Centre - Yishun Park School</td>
<td>15 Yishun Street 61, Singapore 768548</td>
</tr>
</tbody>
</table>

**Sensory Impairment**

<table>
<thead>
<tr>
<th>REGION</th>
<th>SCHOOL</th>
<th>ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aljunied</td>
<td>Canossian School</td>
<td>1 Salim Road, Singapore 387621</td>
</tr>
<tr>
<td>Toa Payoh</td>
<td>Lighthouse School</td>
<td>51 Toa Payoh Rise, Singapore 298106</td>
</tr>
</tbody>
</table>

* Interim sites
Map of SPED Schools

Distribution of SPED schools in Singapore as at Feb 2022
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.

If your child would be better supported in a mainstream school, take part in the Primary One Registration Exercise. 

If your child would be better supported in a SPED school, find out details of the SPED School Application Process.

26 https://www.moe.gov.sg/primary/p1-registration
27 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**\(^28\) from


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


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

Once you have shortlisted the mainstream schools for your child, check which registration phase\(^29\) your child is eligible for and the dates to register your child.

\(^{28}\) 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).

\(^{29}\) https://www.moe.gov.sg/primary/p1-registration/registration-phases-key-dates
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.

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.

Visit schools’ open-houses

Receive application outcome

By deadline stated in the Letter of Offer

Get your child assessed

Submit application by school’s deadline

Register your child

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

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) 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.

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

**Minimally 6 months**

**Within 6 months**

**Get your child assessed**

**Submit application by school’s deadline**

**Register your child**

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

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

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.
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).
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:

- Interact with new friends
- Go to the toilet on their own
- Share belongings with others
- Eat independently during recess
- Pick up social cues from friends and teachers
- Take care of and pack own belongings
- Follow class rules
- Ask for help when necessary

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)

1. Prepare for application to mainstream or SPED school:
   - Assess readiness of your child for school
   - Prepare requisite documents for application

2. 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

1. 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

2. 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, your child can take, consult the professional working with your child or your child’s school.

Educational Pathways for Students with SEN

https://www.moe.gov.sg/special-educational-needs/educational-journey