



Ministry of Education
SINGAPORE

USER GUIDE

For the SPED School Application Form

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Annex 1 : Information on SPED schools (For Application)

1. Background

In March 2012, the Ministry of Education (MOE) announced the plan to explore ways to improve the accessibility to Special Education (SPED) schools and application process to SPED schools.

To achieve this, MOE has set up the Multi-Agency Advisory Panel ('the Panel') comprising specialists and professionals from MOE, the Ministry of Health (MOH), the SPED schools and the National Council of Social Service (NCSS). The Panel was set up to streamline the application process and develop a common SPED School Application Form for use by all SPED schools.

This booklet aims to provide referring agencies and professionals with knowledge of the new application process.

2. Psycho-educational Assessment for Students with SEN

In 2011, MOE, in collaboration with the Department of Child Development (KK Women's and Children's Hospital), the Department of Paediatrics (National University Hospital), the Department of Child and Adolescent Psychiatry (Institute of Mental Health) and SPED schools, published the Professional Practice Guidelines ('the Guidelines') on the Psycho-educational Assessment and Placement of Students with Special Educational Needs (SEN). The Guidelines include best practices and considerations for professionals when conducting assessments for students with SEN. The Guidelines are available at:

<http://moe.gov.sg/education/special-education/files/professional-practice-guidelines.pdf>.

Prior to making a referral to SPED schools, professionals are strongly encouraged to refer to the Guidelines when conducting the assessment for SEN, in particular, the following chapters:

- Chapter 2: Psycho-educational Assessment Data
 - Guidelines on sources of assessment data; types and areas of assessment; who should conduct the assessments; and factors to consider when selecting assessment measures.

- Chapter 3 : Assessment for Specific Purposes
 - Key considerations to ascertain suitability for placement into appropriate SPED schools.

- Chapter 4: Assessment Considerations for Specific Populations
 - Assessment considerations for common disabilities seen among students in Singapore.

3.1 New Application Process

In the past, SPED schools have different intake admission processes and application forms. As a result, some parents may have to complete multiple sets of application forms if their initial application is unsuccessful, or if they are unsure of the most appropriate SPED school choice for their child.

In 2012, a common SPED School Application Form has been developed in consultation with various stakeholders. The new application form replaces all existing application forms and serves as a common form used by all the SPED schools funded by the Ministry of Education (MOE) and the National Council of Social Services (NCSS).

The new SPED School Application Form allows parents to state their three preferred SPED schools in a single application, thus removing the need for multiple applications to different schools. Parents only have to complete one set of application form and send it to their first choice SPED school. In cases where parents' first choice SPED school is unable to offer the student a place, the SPED school can seek advice from MOE's Multi-Agency Advisory Panel to recommend an alternative SPED school that can meet the student's learning needs.

3.2 Roles of Referring Agencies

Referring agencies play a critical role in guiding parents and taking the lead in the application process. Referring agencies include:

- Mainstream schools – for students enrolled in mainstream schools;
- SPED schools – for students enrolled in SPED schools;
- Early Intervention Programme for Infants & Children (EIPIC) Centres – for students enrolled in EIPIC centres;
- Hospitals – for children who are not in the above settings e.g. mainstream kindergartens;
- Others (e.g. social workers and counsellors from VWOs)

(Note: Some parents may choose to make a self-referral, with advice from private professionals.)

Referring agencies play **three key roles**:



Guide



Submit



Monitor

3.2 Roles of Referring Agencies

Role 1: To **guide** parents in the application process.

Guide

Referring agencies should **guide** parents in:

- **The completion of the SPED School Application Form**

Referring agencies may be required to explain or translate certain terms to parents who are not fluent in the English Language. For parents who have difficulty completing Section I of the SPED School Application Form independently, referring agencies could complete the section on their behalf based on information provided by the parents.

- **Ensuring that all four sections of the SPED School Application Form are completed by the respective parties**

Referring agencies may have to advise parents to have Section III and Section IV of the SPED School Application Form completed by a medical doctor and qualified psychologist respectively.

- **The selection of suitable SPED school(s)**

Referring agencies should ensure that parents have been given adequate information about their child's educational options so that they can make an informed decision about the appropriate educational placement. Referring agencies should guide parents in listing their three choices of suitable SPED schools based on the recommendations by the psychologist (in Section IV of the SPED School Application Form). In addition, information on the list of SPED schools for application can be found in Annex 1 of this User Guide.

3.2 Roles of Referring Agencies

Role 2: To **submit** the SPED School Application Form to parents' first choice SPED school.

A light blue rounded rectangular button with the word "Submit" in bold black text.

Upon ensuring that all sections of the SPED School Application Form have been completed, referring agencies will collate the application form together with all supporting documents, i.e. the child's and parents' identification documents, child's academic records and work samples, and past medical reports, if any.

The complete documentation will then be submitted by post to the parents' **first choice SPED school**. Only one application form may be submitted for each application, and there should not be multiple applications to more than one SPED school.

Referring agencies should retain a copy of the application documents for record purposes and a copy may be provided to the child's parents for their reference.

3.2 Roles of Referring Agencies

Role 3: To **monitor** the status of the application.



Monitor

After the SPED Application Form has been submitted, referring agencies should monitor and keep parents informed of the status of the application.

If the child has been accepted by the first choice SPED school, the parents and referring agencies will be informed by the SPED school accordingly.

If the first choice SPED school is unable to offer the child a place, the application form will be forwarded by the SPED school to the MOE Multi-Agency Advisory Panel for review and recommendation of alternative SPED school(s). The recommendations of the Panel will be communicated to the parents and referring agency by the first choice SPED school. The MOE Panel will ensure that the application form and its accompanying documents submitted by parents and referring agency will be forwarded to the alternative SPED school. In this way, additional applications are not required.

4. Guide to Completing the SPED School Application Form

This chapter includes:

- An **overview** of the SPED School Application Form and documentation requirements; and
- A **section-by-section guide** on how to complete the SPED School Application Form, including explanations of key terms used.

A soft copy of the SPED School Application Form can be downloaded from:
<http://moe.gov.sg/education/special-education/files/application-form.doc>.

4.1 Overview of Application Form and Documentation Requirements

The SPED School Application Form consists of four Sections (I to IV).

All sections must be completed before the application is submitted. Any supporting documents, e.g. psychological reports, must also be submitted with the completed application form.

Applications will only be processed when ALL of the following documents are completed and received by the SPED schools:

- Original** Special Education (SPED) School Application Form (consists of Sections I to IV with supporting documents)
- Photocopy of Student's Identification:
 - For Singapore Citizens: Birth Certificate
 - For Singapore Permanent Residents: Singapore Permanent Residents Re-entry Document
 - For International Students: Student Pass (Dependant Pass)
 - Deed Poll (Legal document required if the child has changed his/her name)
- Photocopy of Parents'/Guardian's Identification:
 - For Singapore Citizens and PRs: NRIC/Passport
 - For International Students: Passport **AND** Employment Pass (if applicable)
- Photocopy of Certificate of Legal Guardianship (if applicable for subsection C)
- Report book results / Progress reports
- Work Place Literacy and Numeracy scores (if applicable)

4.1 Overview of Application Form and Documentation Requirements

Section I: To be completed by referring agency and parents

- A. Declaration by Parent/Guardian
- B. Child's information
- C. Family's information
- D. Parent Report

Section II: School Report – To be completed by a teacher

Section III: Medical Report – To be completed by a medical doctor

Section IV: Psychological Report – To be completed by a psychologist

4.2 Section-by-section Guide

Section I: A – D

Section I should be *jointly* completed by the referring agency and parents. In the event that parents have difficulty completing this section, personnel from the referring agency, e.g. Social Worker, Teacher or School Personnel, could complete the form based on information provided by the parents.

Section I consists of the four sub-sections (A to D) as detailed below:

A. DECLARATION BY PARENT / GUARDIAN

The main objectives of this sub-section are to record: (i) the parents'/guardians' written informed consent for the child to be referred to SPED schools; and (ii) the parents'/guardians' preferred choices of SPED schools. Referring agencies should ensure that parents have been given adequate information about their child's educational options and have made an informed decision. Parents and referring agencies should also refer to Annex 1 of this User Guide – 'Information on SPED schools'.

In listing their choice of SPED schools, parents should be guided by the recommendations of suitably qualified professionals, e.g. psychologists. Referring agencies should encourage parents to state more than one choice of SPED school.

B. CHILD INFORMATION (B1, B2, B3 & B4)

B1 – IDENTIFYING INFORMATION:

Information reflected in B1 should correspond with the child's particulars in the photocopies of their citizenship status documents, e.g. birth certificate.

4.2 Section-by-section Guide

B2 – ALTERNATIVE LIVING ARRANGEMENTS (*if applicable*):

Complete B2 only if the child is not living with his/her parents.

B3 – CHILD’S EDUCATIONAL BACKGROUND

The child’s educational background should be listed in sub-section B3. If the child has not enrolled in any formal educational settings (e.g. home-schooling, home-based therapy), please indicate this under the heading ‘Others’.

B4 – MEDICAL AND ALLIED HEALTH PROFESSIONALS’ INVOLVEMENT

Involvement by medical and/or allied health professionals, both in the past and present, should be listed in the table in sub-section B4. This information will help SPED schools understand the range of services and interventions that the child has received to date. SPED schools can contact the relevant professionals directly if they require further information.

If available, please provide a copy of the relevant reports from the professionals listed in this section.

C. FAMILY INFORMATION (C1, C2, C3 & C4)

Information in this sub-section is needed for the purpose of registration after the child has been accepted by the SPED school. The information will also be used to ascertain if there is a need for a follow-up interview to assess the family’s need for financial assistance or other forms of social support. As far as possible, please ensure that the information provided in this section is up to date.

4.2 Section-by-section Guide

D. PARENT REPORT

This section is for parents to provide information about their child. Referring agencies should assist parents in completing this section if necessary. The information will help the SPED school better understand the child's strengths and needs and how to keep the child safe.

Section II: School Report

This section should be completed by a teacher who is most familiar with the educational needs of the child, such as the child's main teacher in the current school, kindergarten/ childcare, or early intervention centres. This section could also be completed together with other personnel who have worked with the child [e.g. Allied Educator (Learning & Behavioural Support), Allied Educator (Teaching & Learning), School Counsellor, Medical Social Worker]. The purpose of Section II is to provide the SPED school with comprehensive information about the child's behaviour in teaching and learning contexts.

For children who have not attended any school, childcare/kindergartens or early intervention centres, this section could be completed by a therapist or clinician who has worked directly with the child.

Section II consists of two sub-sections, as detailed below:

NEEDS INVENTORY:

For all items in this section, the teacher is required to:

- Tick the most appropriate options that best describe the student's functioning as observed in teaching and learning contexts, e.g. classroom, group/individual therapy sessions. For items that require the teacher to make a judgment about the extent of delay in functioning, the teacher

4.2 Section-by-section Guide

- should compare his/her observations of the student's skills with that of the student's same-aged peers.
- Elaborate on the child's skills and difficulties by providing examples or evidence to support the choice of ticked box(es). For example, for item 2 on literacy skills, the teacher can elaborate by providing details such as the child's reading age and listing examples of words that the child can read independently.
 - Provide brief descriptions of the support strategies that have benefited the student. Examples of these support strategies could include:
 - Skills training that aims to reinforce or guide the student in his/her area of learning need, e.g. paired reading with parent volunteer or school staff, social skills training with therapists or school staff, individual or group therapy work.
 - Classroom accommodations that aim to create a more conducive learning environment for the student, such as, provision of differentiated work, materials and modes of instruction, preferential seating arrangements, use of visual schedules, and provision of extra time to complete written tasks and during tests.

Please note that items 9 to 11 are only applicable to students aged 17 years or older. For item 10 on 'Attendance and punctuality in the last 12 months', attendance and punctuality rates should be calculated using the following formula:

$$\text{Attendance (\%)} = \frac{\text{Number of days where the student is present}}{\text{Total number of school days in the school term}} \times 100\%$$

$$\text{Punctuality (\%)} = \frac{\text{Number of days where the student is punctual}}{\text{Total number of school days in the school term}} \times 100\%$$

4.2 Section-by-section Guide

For item 11 on 'work readiness', teachers can use the Becker Work Adjustment Profile Kit to assess the child's work readiness. Further information can be found at this website:

http://www.disabilitytraining.com/product-info.php?Becker_Work_Adjustment_Profile-pid59.html.

BEHAVIOURS IN THE SCHOOL/CLASSROOM CONTEXTS

In this sub-section, the teacher should report his/her qualitative observations of the student's behaviour in classroom/school contexts. The information will be used to identify additional support that the student may require in future. Teachers should base their feedback largely on the student's general day-to-day behaviour. When describing specific problem behaviours (if any), teachers should provide a clear indication of how often these behaviours occur and the extent to which they impact the student's ability to function in a group learning setting.

Section III: Medical Report

For most children, Section III should be completed by a Medical Specialist or General Practitioner (e.g. family doctor). However, if the child has been diagnosed with hearing or visual impairments, this section should be completed by a medical specialist, such as an ophthalmologist or Ear, Nose & Throat (ENT) specialist. A list of these specialists can be found at the MOH Specialists Accreditation Board website as listed below:

<http://www.healthprofessionals.gov.sg/sab>.

4.2 Section-by-section Guide

Section IV: Psychological Report

This section must be completed by a qualified psychologist. A Word document version of Section IV can be downloaded from: <http://moe.gov.sg/education/special-education/files/application-form.doc>.

This version would allow psychologists more space to provide comments and details of assessment findings, if required.

The psychologist should refer to Chapter 5 of the “Psycho-educational Assessment & Placement of Students with Special Educational Needs: Professional Practice Guidelines” published by MOE (2011) when completing this section. Copies of this Professional Practice Guidelines have been distributed to all SPED schools, government hospitals, relevant VWOs, as well as to members of the Register of Psychologists (Singapore Psychological Society). A soft-copy of this document is also available from the following website:

<http://moe.gov.sg/education/special-education/files/professional-practice-guidelines.pdf>.

The aim of Section IV is to provide SPED schools with a comprehensive analysis of the child’s psycho-educational needs. Evidence can be drawn from multiple sources, including the psychologist’s direct interviews, observations and assessments, results of standardised psycho-educational testing, teachers’ and care-givers’ views, and reports from other professionals who have worked with the child. Based on the analyses and triangulation of all the available evidence, the psychologist would provide his or her diagnosis of the child’s special educational needs, and professional recommendations about the type of SPED school that would best meet the child’s learning needs.

During the assessment of the child’s psycho-educational functioning, the following should be kept in mind:

4.2 Section-by-section Guide

- When using psychometric tests, such as IQ tests, standardised tests of literacy or numeracy, tests of attention and/or other executive functions, please ensure that the names of individual tests are clearly and accurately indicated, and all technical information (including all sub-test scores) are included as appendices.
- When reporting evidence from past assessment reports or reports from other allied health professionals, a copy of the original report should be included as an appendix.

Directions for each of the sub-sections are as follows:

CHILD'S PARTICULARS:

Please ensure details are accurate and consistent with B1 – 'Identifying Information' of Section I.

DIAGNOSTIC INFORMATION (*attach supporting documents, if any*):

For children with dual diagnoses of Autism Spectrum Disorder and Intellectual Disability, a separate Diagnostic Report stating the diagnosis of ASD should also be submitted as a supporting document. For guidelines on the diagnosis of ASD, the psychologist should refer to the Clinical Practice Guidelines for Autism Spectrum Disorder published by the Academy of Medicine and Ministry of Health, Singapore (2010).

BACKGROUND INFORMATION

Please provide details of relevant information about the child's medical history, past assessments or family background in this section.

4.2 Section-by-section Guide

TEST BEHAVIOUR

Please list all the dates of assessments conducted to ensure that the findings reflect the child's current level of functioning, i.e. no more than two years from the date of application. Please provide qualitative descriptions of the child's behaviour during these testing sessions that have implications for the interpretation of the tests results, e.g. the child's level of engagement and compliance during testing, reactions to challenges, and understanding of instructions and language used. Any accommodations and adaptations to the standardised administration protocol should also be documented. If any of the tests were discontinued, please provide your reasons for doing so.

COGNITIVE FUNCTIONING

This section aims to provide a summative conclusion of the psychologist's assessment about the child's cognitive functioning. Cognitive functioning refers to the intellectual processes by which the child becomes aware of, perceives, or comprehends ideas. It involves aspects of perception, thinking, reasoning and memory.

Based on the evidence presented, the psychologist's conclusion about the severity of cognitive impairments should be clearly stated by ticking the relevant check boxes and elaborating in the space provided. The psychologist's conclusion should be based on a triangulation of evidence from standardised testing as well as other sources of information, e.g. observations, work samples, parent's report. To ensure a shared understanding of the terms used, please refer to the following operational definitions, extracted from Chapter 5 of the Professional Practice Guidelines:

- 'Adequate functioning' is indicated by standard scores that are within two standard deviations from the mean.

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- 'Mild cognitive impairment' is indicated by standard scores that are more than two standard deviations below the mean.
- 'Moderate to severe cognitive impairment' is indicated by standard scores that are more than three standard deviations below the mean.

When standardised tests are used, please indicate the test used, and include all technical information (including all sub-tests scores), which can be appended to Section IV – Psychological Report.

To enable SPED schools to better understand the child's cognitive profile and gauge his/her ability to access the curriculum in the different SPED schools, the psychologist's evaluation of the child's cognitive abilities in the verbal and non-verbal domains are required.

Non-verbal cognitive functioning refers to the ability to analyse, problem solve and conceptualise using non-verbal information. Examples of commonly used standardised cognitive tests that reflect a child's non-verbal cognitive abilities are:

- Non-verbal Reasoning Ability Cluster of the British Ability Scales – Third Edition (BAS3);
- Nonverbal IQ subtests of the Stanford-Binet Intelligence Scales – Fifth Edition (SB5);
- Perceptual Reasoning Index of the Wechsler Intelligence Scale for Children – Fourth Edition (WISC-IV);
- Perceptual Reasoning Index of the Wechsler Preschool and Primary Scale of Intelligence – Third Edition (WPPSI-III)

Verbal cognitive functioning refers to the ability to solve problems and express ideas with language, and understand and categorise the meaning of spoken information. Examples of commonly used standardised cognitive tests that reflect a child's verbal cognitive abilities are:

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- Verbal Reasoning Ability Scale of the British Ability Scales – Third Edition (BAS3);
- Verbal IQ subtests of the Stanford-Binet Intelligence Scales – Fifth Edition (SB5);
- Verbal Comprehension Index of the Wechsler Intelligence Scale for Children – Fourth Edition (WISC-IV);
- Verbal Comprehension Index of the Wechsler Preschool and Primary Scale of Intelligence – Third Edition (WPPSI-III)

In cases where a child's expressive language skills are severely limited, and he/she is unable to respond verbally to test items, other indices of the child's receptive language skills should be provided.

To ensure a shared understanding of the terms used, please refer to the following operational definitions, extracted from Chapter 5 of the Professional Practice Guidelines:

- 'Adequate functioning' is indicated by standard scores that are within two standard deviations from the mean.
- 'Mild impairment' is indicated by standard scores that are more than two standard deviations below the mean.
- 'Moderate to severe deficit impairment' is indicated by standard scores that are more than three standard deviations below the mean.

ADAPTIVE FUNCTIONING

Adaptive functioning is an umbrella term referring to a range of skills which affects the child's ability to cope with everyday demands. Evaluations of three aspects of adaptive functioning are required:

4.2 Section-by-section Guide

- Communication skills refer to the child's ability to listen, understand and attend to messages, follow instructions, use interactive speech and express his/her ideas.
- Daily Living skills refer to aspects of the child's self-care, home living, motor, self-direction, safety, health and leisure skills.
- Socialisation skills refer to the child's ability to respond to others, express and recognise emotions, use social communication, maintain friendships and recognise social cues.

Based on the evidence presented, the psychologist's conclusion about the severity of deficits in adaptive skills should be clearly stated. To ensure a shared understanding of the terms used, please refer to the following operational definitions, extracted from Chapter 5 of the Professional Practice Guidelines:

- 'Adequate adaptive functioning' is indicated by no delay or a delay of less than two years from a child's chronological age.
- 'Mild deficit in adaptive functioning' is indicated by a delay of two to four years from a child's chronological age.
- 'Moderate to severe deficit in adaptive functioning' is indicated by a delay of more than four years from a student's chronological age.

Examples of commonly used standardised tests of adaptive functioning are:

- Adaptive Behaviour Checklist – Teacher's Version (ABC)
- Vineland Adaptive Behavior Scales-Second Edition (Vineland-II)

LITERACY AND NUMERACY SKILLS

Literacy skills refer to skills necessary for reading and writing. They include the awareness of relationship between letters and sounds, vocabulary, spelling and reading comprehension skills.

4.2 Section-by-section Guide

Examples of commonly used standardised literacy tests are:

- Gray Oral Reading Tests – Fifth Edition (GORT – 5)
- Reading Scale of the Wechsler Individual Achievement Test – Third Edition (WIAT-III)
- Wechsler Objective Reading and Language Dimensions – Singapore (WORLD^{Singapore})

Numeracy skills refer to the ability to apply numerical concepts and consist of comprehending fundamental mathematics like addition, subtraction, multiplication and division. An example of a commonly used standardised numeracy test is the Mathematics Scale of the Wechsler Individual Achievement Test – Third Edition (WIAT-III)

To ensure a shared understanding of the terms used, please refer to the following operational definitions, extracted from Chapter 5 of the Professional Practice Guidelines:

- ‘Adequate literacy and numeracy skills’ is indicated by standard scores that are within two standard deviations from the mean.
- ‘Mild deficit in literacy and numeracy skills’ is indicated by standard scores that are more than two standard deviations below the mean.
- ‘Moderate to severe deficit in literacy and numeracy skills’ is indicated by standard scores that are more than three standard deviations below the mean.

If no standardised literacy or numeracy assessments were conducted, the psychologist can use alternative sources of evidence, e.g. academic records, qualitative analysis of child’s independent school work, curriculum-based measures and informal observations, to assess the child’s literacy or numeracy skills.

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OTHER ASSESSMENT INFORMATION (IF ANY)

Please include details and information on other assessments that you have conducted here (E.g. Autism Diagnostic Observation Schedule, Autism Diagnostic Interview – Revised).

DAILY CLASSROOM FUNCTIONING

Daily classroom functioning refers to the child's level of on-task behaviour and the degree of supervision and behaviour support required to address challenging behaviours. This information has implications for the level of individualised attention that the child may need, e.g. low student-teacher ratio.

VOCATIONAL SKILLS (*if applicable*)

This section is applicable to students aged 17 years and above who are applying to a SPED school that offers vocational certification, for example, Delta Senior School and Metta School.

In this section, please provide details of the child's previous vocational training and work experience, and indicate the child's level of work readiness. Work readiness includes work attitude, work habits and work safety, interpersonal, communication and self management skills. Psychologists can use the Becker Work Adjustment Profile Kit to assess the child's work readiness, which can be found on this website:

http://www.disabilitytraining.com/productinfo.php?Becker_Work_Adjustment_Profile-pid59.html.

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OTHER COMMENTS

In this section, please provide information on other relevant aspects of the child's needs, and his/her views, interests and strengths. For children with sensory and/or physical impairments, please include information about developmental prognosis, if available.

CONCLUSIONS & RECOMMENDATIONS

In this section, the psychologist should make a clear statement of the child's diagnosis / diagnoses. The psychologist is required to integrate all the evidence which provide the bases for recommending special education for the child.

In addition, the psychologist should make appropriate educational recommendations that will meet the child's needs in the short and long term; these may include, but are not limited to the following:

- Referrals for further assessments or therapy e.g. speech and language therapy, occupational Therapy;
- Curriculum accommodations such as access arrangements for school or national examinations, and exemption from Mother Tongue Examination, if appropriate; and
- Other strategies and interventions, e.g. social skills training, counselling.

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RECOMMENDED EDUCATIONAL PLACEMENT

In this sub-section, the psychologist may tick up to 2 boxes from the categories listed. The recommended category / categories of SPED schools should correspond to the diagnosis of the child's special educational needs. When identifying the type of SPED school that would be suitable for the child, the psychologist should refer to the table below for examples of SPED schools in each category.

Categories of SPED schools	Examples of SPED schools
SPED schools that support students with sensory impairments.	Lighthouse School & Canossian School
SPED schools that support students with a diagnosis of Mild Intellectual Disability	Metta School, APSN Schools & Grace Orchard School
SPED schools that support students with Moderate to Severe Intellectual Disability.	MINDS Schools
SPED schools that offer Autism-specific programmes for students with Autism Spectrum Disorders.	Eden School, AWWA School, Rainbow Centre, St. Andrew's Autism School
SPED schools that offer the mainstream curriculum to students with Autism Spectrum Disorders	Pathlight School
SPED schools that support students with multiple disabilities and significant sensory or physical impairments	AWWA School, Rainbow Centre & CPAS School
SPED schools that offer vocational certification to students with Mild Intellectual Disability (aged 16 to 18 years old).	Metta School & Delta Senior School

Refer to individual schools' admission criteria in Annex 1 for further details.

ANNEX 1

Information on SPED schools (For Application)

INFORMATION ON SPED SCHOOLS

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I. SPED SCHOOLS FOR AUTISM SPECTRUM DISORDER

Eden School

<p>Admission Criteria</p>	<p><u>Nationality</u></p> <ul style="list-style-type: none"> ▪ Singaporean or Permanent Resident <p><u>Profile</u></p> <ul style="list-style-type: none"> ▪ Diagnosis of autism (mild to severe) ▪ Independent in toileting & mobility
<p>Typical Intake Cycles</p>	<ul style="list-style-type: none"> ▪ Throughout the year as and when there are vacancies ▪ For admission for new academic year, school screening assessments take place from April – October onwards for various levels
<p>Fees and Financial schemes</p>	<p><u>Fees</u></p> <ul style="list-style-type: none"> ▪ School fees are \$350 per month. <p><u>Financial Schemes</u></p> <ul style="list-style-type: none"> ▪ MOE SPED Financial Assistance Scheme ▪ School-based Financial Assistance Scheme for school fees ▪ Eden School Poor & Needy Fund
<p>School Programmes</p>	<p>A holistic and balanced programme aimed at preparing students with ASD to be able to:</p> <ul style="list-style-type: none"> ▪ take care of personal needs ▪ engage in meaningful community activities ▪ undertake vocational jobs that are consistent with their skills and abilities <p>Students are enrolled in one of 4 tracks, after suitability assessment based on their cognitive ability, severity of autism and other learning needs:</p> <p><u>Emerson Track</u></p> <ul style="list-style-type: none"> ▪ Students aged 7 – 18 ▪ Class size of between 3 – 5 students ▪ Development of Core Skills in: <ul style="list-style-type: none"> ○ Work Habits ○ Daily Living Skills ○ Language & Communication Skills ○ Simple Vocational Skills <p><u>Blake Track</u></p> <ul style="list-style-type: none"> ▪ Students aged 7-18 ▪ Class size of between 5-6 students

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	<ul style="list-style-type: none"> ▪ Development of Core Skills in: <ul style="list-style-type: none"> ○ Work Habits ○ Early Literacy & Numeracy ○ Pair and Group Social Skills ○ Vocational Skills <p><u>Columbus Track</u></p> <ul style="list-style-type: none"> ▪ Students aged 7-12 ▪ Class size of between 8-10 students ▪ Development of Core Skills in: <ul style="list-style-type: none"> ○ Literacy & Numeracy ○ Small Group Learning ○ Functional & Communication Skills ○ Community Engagement <p><u>Jubilee Track</u></p> <ul style="list-style-type: none"> ▪ Students aged 13-18 ▪ Class size of between 8-10 students ▪ Development of Core Skills in: <ul style="list-style-type: none"> ○ Functional Academics ○ Employability Skills ○ Vocational Training
Support Services Available	Autism therapists and Occupational Therapists (classroom based)
Open House (if any)	Open House is conducted half yearly. Typically scheduled in March / April and September / October.
Contact Person(s)	Ms Neo Ling Sim Operation / Student Affairs Manager

Pathlight School

<p>Admission Criteria</p>	<p><u>Age</u></p> <ul style="list-style-type: none"> ▪ At the time of admission to Pathlight, the student should be at the age of 7 to 16 years old in that calendar year. <p><u>Nationality</u></p> <ul style="list-style-type: none"> ▪ Admission is open to Singapore Citizens and Singapore Permanent Residents Please note that in line with mainstream schools' Primary 1 registration procedures, Singapore Citizens will get absolute priority over Permanent Residents for admission. ▪ Non-Singapore Citizen or Non-Permanent Resident may apply for admission to Pathlight School subject to Ministry of Education's terms and conditions. <i>In accordance to these terms and conditions, Singaporean children with special needs are given priority of places and there are no Singaporean disabled children on the waiting list. As we always have a waitlist of Singapore citizens for a place in Pathlight, we are not able to serve non-citizens at the moment.</i> <p><u>Primary Diagnosis of Autistic Spectrum Disorder (ASD)</u></p> <ul style="list-style-type: none"> ▪ The child needs to be diagnosed with mild to moderate Autistic Spectrum Disorder. ▪ This should be supported by a diagnostic report or written statement from a relevant medical professional or psychologist. <p><u>Applicants must be assessed to show readiness to access Singapore mainstream curriculum in a structured group learning environment (average class size of 8-12 students)</u></p> <ul style="list-style-type: none"> ▪ Cognitive ability: <ul style="list-style-type: none"> ○ Applicants need to be assessed to have a non-verbal IQ 70 and above. ○ In the event that the student's verbal ability is below an IQ of 70 or cannot be ascertained during the psychological assessment, evidence must be provided to support the student's ability to meet the language demands of the mainstream curriculum. Examples of relevant support can include: <ul style="list-style-type: none"> • Speech & Language Assessment of the student's receptive language and comprehension skills. • Literacy & Numeracy Assessment indicating that student has the necessary pre-academic/academic
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	<p>skills for the grade of entry.</p> <ul style="list-style-type: none"> ○ Important points to note for assessments/reports: <ul style="list-style-type: none"> ● The assessment(s) must be conducted within 2 years of the application ● Applicant must be at least 4 years 6 months old at the time of assessment ● The cognitive assessment must be conducted using one of the following tests: <ul style="list-style-type: none"> ○ Wechsler Scales ○ Stanford-Binet Intelligence Scales ○ British Ability Scales ▪ Adequate joint attention for group learning and following group instructions ▪ Adequate self-help skills, including independence in toileting and feeding ▪ At the time of admission, the student should not present with behavioural challenges or co-morbid conditions that will disrupt group learning or pose significant safety concerns for the individual and others. <p>Please refer to the school's website: http://pathlight.org.sg/admissions/application.php for updated and specific information on the documents and reports that need to be submitted as part of the application.</p> <p>Applicants who meet identified criteria are required to attend a screening assessment to ascertain placement suitability.</p>
<p>Typical Intake Cycles</p>	<ul style="list-style-type: none"> ▪ Majority of admissions are at the beginning of the academic year (January), with school screening assessments taking place from June – November in the year preceeding admission. ▪ Screening assessments and admissions are also conducted throughout the year pending available vacancies for different cohorts.
<p>Fees and Financial schemes</p>	<ul style="list-style-type: none"> ▪ \$500 per month (Fees cover a core mainstream curriculum and non-academic core curriculum. See value-added services below.) <p><u>Financial Schemes</u></p> <ul style="list-style-type: none"> ▪ MOE SPED FAS ▪ School based fee subsidy ranging from 100% subsidy to 10% subsidy ▪ Bursaries for pocket money, transport, uniforms, textbooks, stationeries and enrichment programmes ▪ Poor & Needy Fund

	<p><i>*40% of our students receive financial support from the school. This is in line with our belief that no child if found suitable for Pathlight, should be deprived of an education due to financial difficulties</i></p>
<p>School Programmes</p>	<p>Pathlight School offers the following <u>Academic Tracks</u>. These tracks follow MOE mainstream curriculum leading to PSLE and GCE national examinations, coupled with non- academic curriculum of equipping students with life readiness skills beyond the school-years (ie. good work habits, emotional management and social and communications skills).</p> <p><u>Preparatory Track</u> A 1-year programme to prepare children for inclusion into a typical mainstream school or Pathlight School's Primary Programme</p> <ul style="list-style-type: none"> • Academic instruction leading to Primary 1 • Specialised courses such as gymnastics, computer skills, social skills, daily living skills etc • Self-organization routines (e.g. managing bag, time management, etc) • Self-regulation and work habits <p><u>Primary Track</u> To educate the students in mainstream primary school curriculum and additional life readiness skills</p> <ul style="list-style-type: none"> • Academic instruction leading to PSLE qualifications • Specialised courses such as gymnastics, computer skills, social skills, project management skills, presentation skills etc • Self-organization routines (e.g. managing bag, time management, etc) • Self-regulation and work habits <p><u>Secondary Track</u> To educate students in the mainstream secondary school curriculum and life readiness skills to prepare them for life in post secondary institutions.</p> <ul style="list-style-type: none"> • Academic instruction leading to GCE 'O' level / 'N' level qualifications • Specialised courses in IT and Design, project management, social & thinking, daily living and planning for post-secondary institutions/career pursuits. • Holistic development of students through organized CCA activities and CIP projects. • A 2-year graduation programme that incorporates academic instruction, exam preparation and development

	<p>of foundation life readiness skills to move into post-secondary institutions.</p> <ul style="list-style-type: none"> ○ This means students will take an additional year to complete their GCE qualifications compared to their peers in typical mainstream schools. ● Satellite School Model, endorsed and supported by MOE. Pathlight Secondary School students have classrooms based within mainstream secondary schools to facilitate increased opportunities for integration. <ul style="list-style-type: none"> ○ There are currently 4 levels of integration: Physical, social, academic and professional. ○ Our satellite partners are Chong Boon Secondary School and Bishan Park Secondary School. <p>In addition to the academic tracks, Pathlight offers a <u>Vocational Track</u>: To educate students in modified academics and provide vocational training, leading to nationally certifiable courses like ISC in Baking and WSQ in Hard Floor Cleaning</p> <p><i>(Please note that as of now; this track is not open to external applications as it is reserved only for existing Pathlight students, who because of their autism needs, may not be able to continue pursuing the mainstream academics.)</i></p>
<p>Support Services Available</p>	<p>A Pathlight education comprises a Core Component in which all the academic subjects taught in mainstream schools except Mother Tongue are taught by our teachers trained in mainstream subjects and Autism. It also includes a Value-Added Component, comprising a configuration of offerings depending on the age, learning profile and aptitude of the students as follows:</p> <ol style="list-style-type: none"> i. Social and Thinking Skills training ii. Info Tech (IT) and Design training iii. Daily Living Skills e.g. learning journeys to public places and facilities like malls, food courts and use of public transportation iv. Gymnastics v. Worksite vocational training vi. Moral Education vii. Behavioural Support for students viii. Work Habits curriculum infused throughout the entire school day ix. Exam and test-taking skills training x. Formal assessment and application to the Singapore Examination Assessment Board (SEAB) for students' National Examination Special Access Arrangements

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	xi. Transition support for school leavers
Open House (if any)	Quarterly
Contact Person(s)	Ms Shae Hung Yee Student & Corporate Affairs Manager Email: hungyee.shae@pathlight.org.sg Tel: 64599 951

St Andrew's Autism School

Admission Criteria	<ul style="list-style-type: none"> ▪ Diagnosis of autism ▪ Ability to function in a 1:3 setting in a class of 6 ▪ Toilet-trained ▪ Between 7 and 18 years old
Typical Intake Cycles	Term 1, Term 2 annually. Possibly Term 3.
Fees and Financial schemes	<p><u>Fees</u> \$350 per month</p> <p><u>Financial Schemes</u></p> <ul style="list-style-type: none"> ▪ MOE SPED Financial Assistance Scheme ▪ SAAC Financial Assistance Scheme
School Programmes	<p>Programmes addressing personal care and daily living skills and safety awareness, functional literacy and numeracy with social-emotional skills and vocational skills. Children and teens able to access reading and drama learn via enhanced language, communication and interaction programmes.</p> <p>The students receive enhanced recreational experiences and learn leisure skills through co-curricular activities (CCA), adaptive physical education and training in the expressive arts through dance, art and music lessons. Embedded activities like projects as well as community-referenced learning (CRL) enable students to practise self-regulation, social and communicative skills as well as acquire generalisation skills and confidence to access community resources.</p> <p>The school works closely with the Day Activity Centre / Adult Services unit to align programmes and practices to enable transition of suitable youth to post-school pathways at the Centre/SAAC. The Anglican community services are being tapped to afford more opportunities for the school children, and the adults.</p>
Support Services Available	<ul style="list-style-type: none"> ▪ Assessment and Intervention Team services ▪ Family and Pastoral Care Services ▪ Day Consultation Medical Clinic ▪ Expressive Art Services (Dance, Art, ADPE Programmes) ▪ Music Therapy ▪ Occupational Therapy ▪ Parent Support Network ▪ Psychology Associate Services ▪ Social Work Services ▪ Speech and Language Therapy ▪ Transition Service to SAAAS Adult Day Activity Centre
Open House (if any)	Informal school tour once every 3 months during the term break (please check with us for the relevant dates)
Contact Person(s)	<p>Mrs Susan Lai (Assessment Specialist)</p> <p>Ms Nikki Poo (Admin Manager)</p> <p>Or email enquiry@saac.org.sg</p>

Rainbow Centre (Margaret Drive School / Yishun Park School)

Admission Criteria	<p><u>For all admissions</u></p> <ul style="list-style-type: none"> ▪ The child should be a Singapore Citizen or Permanent Resident of Singapore. ▪ Foreign students may apply, subject to MOE requirements, which may result in payment of higher fees. <p><u>For STEP - Students diagnosed with autism</u></p> <ul style="list-style-type: none"> ▪ A psychological report completed within 2 years from date of referral is required. ▪ Applicants must submit application form with medical report ▪ The child must be between 7 and 18 years of age <p><u>PPMD - Students with multiple disabilities</u></p> <ul style="list-style-type: none"> ▪ Applicants must submit application form with medical report ▪ The child must be between 7 and 18 years of age
Typical Intake Cycles	All year round
Fees and Financial schemes	<p>STEP - \$125 - \$250 PPMD - \$60</p> <p>Families with PCI < \$950 may apply for financial assistance</p>
School Programmes	<ul style="list-style-type: none"> ▪ STEP (Structured Teaching for Exceptional Pupils) for students with autism ▪ PPMD (Programme for Pupils with Multiple Disabilities) for students with multiple disabilities
Support Services Available	<ul style="list-style-type: none"> ▪ Occupational Therapy ▪ Physiotherapy ▪ Speech and Language Therapy ▪ Art Therapy ▪ Music Therapy ▪ Psychological Services ▪ Social Work Services
Open House (if any)	NIL
Contact Person(s)	Ms Tan Sze Wee, Vice-Principal & Head of Family Life Services

II. SPED SCHOOLS FOR MILD INTELLECTUAL DISABILITY

APSN Chaoyang School

<p>Admission Criteria</p>	<p><u>Age</u></p> <ul style="list-style-type: none"> ▪ Student will turn 7 – 12 years of age during the year of admission into APSN Chaoyang School (CYS). <p><u>Nationality</u></p> <ul style="list-style-type: none"> ▪ The child should be a Singapore Citizen or Permanent Resident of Singapore. ▪ Foreign students may apply for admission to APSN schools subject to MOE requirements <p><u>Diagnosis</u></p> <ul style="list-style-type: none"> ▪ Diagnosis of Mild Intellectual Disability (MID): <ul style="list-style-type: none"> ○ IQ range 50-70 with concurrent significant limitations in adaptive behaviour as expressed in conceptual, social and practical adaptive skills (2 standard deviations below the mean) ○ The limitations being present before the age of 18 years ▪ Applicants with ASD must: <ul style="list-style-type: none"> ○ Have a primary diagnosis of MID ○ Be diagnosed with ASD only within the mild to moderate range ▪ The student should not have another significant disability, which may affect their ability to cope within the context of an APSN school. ▪ At the time of admission to a school, the student should be physically mobile and completely independent in toileting. <p>(Required supporting documents and further info may be found on the APSN website: http://www.apsn.org.sg/admissions/)</p>
<p>Typical Intake Cycles</p>	<p>Termly intake cycles (i.e. Jan / Mar / Jun / Sep)</p>
<p>Fees and Financial schemes</p>	<p><u>Fees</u></p> <ul style="list-style-type: none"> ▪ Singaporean and PR - \$20 per month ▪ Foreigner - \$2409 per month (subject to annual review by MOE) <p><u>Financial Schemes</u></p> <ul style="list-style-type: none"> ▪ MOE SPED Financial Assistance Scheme ▪ School-based Financial Assistance Scheme ▪ School Pocket Money Fund

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School Programmes	<ul style="list-style-type: none"> ▪ Functional Academics – Literacy, Numeracy, IT & Mother Tongue ▪ Life Skills – (including PATHS programme for SEL & i-café) ▪ Aesthetics (Performing & Visual Arts programme) / PE ▪ CCA
Support Services Available	<ul style="list-style-type: none"> ▪ Occupational Therapy ▪ Speech and Language Therapy ▪ Psychological Services ▪ Social Work Services
Open House / Public Talks	Kindly refer to APSN website www.apsn.org.sg for latest updates.
Contact Person(s)	Admission Officer Tel: 64796252 Email: hq_ar@apsn.org.sg

APSN Delta Senior School

<p>Admission Criteria</p>	<p><u>Age</u></p> <ul style="list-style-type: none"> ▪ 16 to 18 years of age (as at 1st Jan) upon admission <p><u>Nationality</u></p> <ul style="list-style-type: none"> ▪ The child should be a Singapore Citizen or Permanent Resident of Singapore. <p><u>Profile</u></p> <ul style="list-style-type: none"> ▪ Has an IQ level of 50-70 with concurrent significant limitations in adaptive behaviour as expressed in conceptual, social and practical adaptive skills ▪ WPLN scores of at least: <ul style="list-style-type: none"> ○ Level 2 in Listening ○ Level 2 in Reading ○ Level 1 in Numeracy ▪ Is assessed to possess adequate level of work readiness (this includes work attitude, work habits, interpersonal and communication skills, self management, etc) ▪ Has demonstrated at least 95% attendance and punctuality in the last 12 months of his/her sending school ▪ Has not committed any major offences in the last 12 months of his/her sending school ▪ At the time of admission to a school, the student should be physically mobile and completely independent in toileting. <p>(Required supporting documents and further info may be found on the APSN website: http://www.apsn.org.sg/wp-content/uploads/2011/07/Guidelines-for-Admission-to-APSN-Schools-and-CFA2.pdf)</p>
<p>Typical Intake Cycles</p>	<p>Yearly intake cycles in January</p>
<p>Fees and Financial schemes</p>	<p><u>Fees</u></p> <ul style="list-style-type: none"> ▪ Singaporean and PR - \$20 per month <p><u>Financial Schemes</u></p> <ul style="list-style-type: none"> ▪ MOE SPED Financial Assistance Scheme ▪ School-based Financial Assistance Scheme ▪ School Pocket Money Fund
<p>School Programmes</p>	<p>Vocational Training in Food & Beverage, Hospitality Service and Horticulture</p>
<p>Support Services Available</p>	<ul style="list-style-type: none"> ▪ Occupational Therapy ▪ Speech and Language Therapy ▪ Psychological Services ▪ Social Work Services

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	▪ Art Therapy
Open House / Public Talks	Kindly refer to APSN website www.apsn.org.sg for latest updates.
Contact Person(s)	Admission Officer Tel: 64796252 Email: hq_ar@apsn.org.sg

APSN Katong School

<p>Admission Criteria</p>	<p><u>Age</u></p> <ul style="list-style-type: none"> ▪ The student will turn 7 – 18 years of age during the year of admission into APSN Katong School. <p><u>Nationality</u></p> <ul style="list-style-type: none"> ▪ The child should be a Singapore Citizen or Permanent Resident of Singapore. ▪ Foreign students may apply for admission to APSN schools subject to MOE requirements. <p><u>Diagnosis</u></p> <ul style="list-style-type: none"> ▪ Diagnosis of Mild Intellectual Disability (MID): <ul style="list-style-type: none"> ○ IQ range 50-70 with concurrent significant limitations in adaptive behaviour as expressed in conceptual, social and practical adaptive skills (2 standard deviations below the mean) ○ The limitations being present before the age of 18 years ▪ Applicants with ASD must: <ul style="list-style-type: none"> ○ Have a primary diagnosis of MID ○ Be diagnosed with ASD only within the mild to moderate range ▪ The student should not have another significant disability, which may affect their ability to cope within the context of an APSN school. ▪ At the time of admission to a school, the student should be physically mobile and completely independent in toileting. <p>(Required supporting documents and further info may be found on the APSN website: http://www.apsn.org.sg/wp-content/uploads/2011/07/Guidelines-for-Admission-to-APSN-Schools-and-CFA2.pdf)</p>
<p>Typical Intake Cycles</p>	<p>Monthly intake cycles</p>
<p>Fees and Financial schemes</p>	<p><u>Fees</u></p> <ul style="list-style-type: none"> ▪ Singaporean and PR - \$20 per month ▪ Foreigner - \$2409 per month (subject to annual review by MOE) <p><u>Financial Schemes</u></p> <ul style="list-style-type: none"> ▪ MOE SPED Financial Assistance Scheme ▪ School-based Financial Assistance Scheme ▪ School Pocket Money Fund
<p>School Programmes</p>	<ul style="list-style-type: none"> ▪ Programme for Students with Mild Intellectual Disability (For students aged 7-16 years)

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	<ul style="list-style-type: none"> ▪ Programme for Students with Mild/Moderate Autism (For students aged 7-12 years) ▪ Transition Programme (For students aged 16-18 years) <p><i>In all the programmes above, Katong School offers a comprehensive curriculum in the area of functional academics (literacy and numeracy), social development and vocational education (for age 13 and above).</i></p>
Support Services Available	<ul style="list-style-type: none"> ▪ Occupational Therapy ▪ Speech and Language Therapy ▪ Psychological Services ▪ Social Work Services
Open House / Public Talks	Kindly refer to APSN website www.apsn.org.sg for latest updates.
Contact Person(s)	Admission Officer Tel: 64796252 Email: hq_ar@apsn.org.sg

APSN Tanglin School

<p>Admission Criteria</p>	<p><u>Age</u></p> <ul style="list-style-type: none"> ▪ The student will turn 13 – 18 years of age during the year of admission into APSN Tanglin School. <p><u>Nationality</u></p> <ul style="list-style-type: none"> ▪ The child should be a Singapore Citizen or Permanent Resident of Singapore. ▪ Foreign students may apply for admission to APSN schools subject to MOE requirements. <p><u>Diagnosis</u></p> <ul style="list-style-type: none"> ▪ Diagnosis of Mild Intellectual Disability (MID): <ul style="list-style-type: none"> ○ IQ range 50-70 with concurrent significant limitations in adaptive behaviour as expressed in conceptual, social and practical adaptive skills (2 standard deviations below the mean) ○ The limitations being present before the age of 18 years ▪ Applicants with ASD must: <ul style="list-style-type: none"> ○ Have a primary diagnosis of MID ○ Be diagnosed with ASD only within the mild to moderate range ▪ The student should not have another significant disability, which may affect their ability to cope within the context of an APSN school. ▪ At the time of admission to a school, the student should be physically mobile and completely independent in toileting. <p>(Required supporting documents and further info may be found on the APSN website: http://www.apsn.org.sg/wp-content/uploads/2011/07/Guidelines-for-Admission-to-APSN-Schools-and-CFA2.pdf)</p>
<p>Typical Intake Cycles</p>	<p>Monthly Intake Cycles</p>
<p>Fees and Financial schemes</p>	<p><u>Fees</u></p> <ul style="list-style-type: none"> ▪ Singaporean and PR - \$20 per month ▪ Foreigner - \$2409 per month (subject to annual review by MOE) <p><u>Financial Schemes</u></p> <ul style="list-style-type: none"> ▪ MOE SPED Financial Assistance Scheme ▪ School-based Financial Assistance Scheme ▪ School Pocket Money Fund
<p>School</p>	<p><u>Functional Academics</u></p>

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<p>Programmes</p>	<ul style="list-style-type: none"> ▪ Literacy ▪ Numeracy ▪ Science ▪ Information Communication Technology <p><u>Personal Social</u></p> <ul style="list-style-type: none"> ▪ Visual & Performing Arts ▪ Physical Education ▪ Social Emotional Competencies ▪ Co-curricular Activities <p><u>Vocational Education</u></p> <ul style="list-style-type: none"> ▪ Food & Beverage ▪ Horticulture ▪ Housekeeping & Hospitality Services ▪ Retail Operations
<p>Support Services Available</p>	<ul style="list-style-type: none"> ▪ Occupational Therapy ▪ Speech and Language Therapy ▪ Psychological Services ▪ Social Work Services
<p>Open House/ Public Talks</p>	<p>Kindly refer to APSN website www.apsn.org.sg for latest updates.</p>
<p>Contact Person(s)</p>	<p>Admission Officer Tel: 64796252 Email: hq_ar@apsn.org.sg</p>

Grace Orchard School

<p>Admission Criteria</p>	<p><u>Age</u> The child needs to be between 6 and 16 years old at the time of application. A child above the age of 16 years and 11 months is not eligible for admission.</p> <p><u>Nationality</u> The child has to be a Singapore citizen or Permanent Resident of Singapore.</p> <p><u>Profile</u></p> <ul style="list-style-type: none"> ▪ The child has been assessed to have mild intellectual disability, defined as significantly sub-average intellectual functioning in the range of 50 to 70 as assessed on an individually administered intelligence (IQ) test, and limitations in adaptive behaviour as expressed in conceptual, social and practical adaptive skills. ▪ The child should not have another significant disability that may affect his or her ability to cope with and benefit from the school's programmes and curriculum. Examples include, but not limited to, visual and hearing impairment, severe speech impairment or psychosis. ▪ The child, at the time of admission, should be physically mobile and completely independent in toileting. <p>In addition to the abovementioned, applicants with ASD must also satisfy the following criterion:</p> <ul style="list-style-type: none"> ▪ The child has been formally diagnosed with Mild Autistic Spectrum Disorder.
<p>Typical Intake Cycles</p>	<p>January & July</p>
<p>Fees and Financial schemes</p>	<p><u>Fees</u></p> <ul style="list-style-type: none"> ▪ \$20 (MID) & \$200 (ASD) <p><u>Financial Schemes:</u></p> <ul style="list-style-type: none"> ▪ School bus fee / Public transport fee ▪ School Pocket Money Fund (SPMF) meal card ▪ Grace Orchard School meal card ▪ School uniforms / P.E. attire / CCA uniforms / Pre-vocational t-shirt ▪ School shoes and white socks ▪ Assessment books ▪ Enrichment programme ▪ Medical outpatient clinic visits ▪ Medical checkup – application to vocational school

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	<ul style="list-style-type: none"> ▪ Other miscellaneous items such as spectacles
School Programmes	<ul style="list-style-type: none"> ▪ Functional Academics – Literacy, Numeracy, ICT ▪ Daily Living Skills – Self-Help Skills, Community Living Skills, Social Skills ▪ Vocational Education – Basic Vocational Skills Training, Work Exposure/Experience programme, Vocational Assessment, Vocational Guidance, Soft Skills ▪ Recreation and Aesthetics – <ul style="list-style-type: none"> ○ Co-Curricular Activities (CCAs) – Physical Education, Art & Craft, Music ○ Sports – Badminton, Basketball, Soccer ○ Performing Groups – Choir, Dance Club, Reaching Excellence through Circus Art (RECA), West Band ○ Uniform Group – Boy’s Brigade ○ Clubs – Bloomers (Flower arrangement), Grace Club, Horticulture, Multimedia, Visual Arts ○ Character Building – Social Emotional Learning (PATHS), Character Education
Support Services Available	<ul style="list-style-type: none"> ▪ Occupational Therapy ▪ Speech and Language Therapy ▪ Psychological Services ▪ Social Work Services ▪ Art Therapy
Open House (if any)	Feb & July (Information session – no school tour)
Contact Person(s)	Geraldine Tan (Administration Executive)

Metta School

<p>Admission Criteria</p>	<p><u>Age</u></p> <ul style="list-style-type: none"> ▪ The applicant is between 7 to 16 years of age upon admission (education is provided until the age of 18) ▪ For <u>Vocational Programme</u>, the applicant is between 16 to 18 years of age (as at 1st January) upon admission. <p><u>Nationality</u></p> <ul style="list-style-type: none"> ▪ Admission is open to Singapore Citizens and Singapore Permanent Residents. ▪ Foreign students may apply for admission, subject to vacancy availability and the terms and conditions of MOE <p><u>Diagnosis</u></p> <ul style="list-style-type: none"> ▪ Metta School provides special education for children with Mild Intellectual Disability (MID) and/or children with mild autism. ▪ The applicant’s IQ is within the “Mild Intellectual Disability” (MID) range (IQ: 50 – 70). ▪ The applicant does not have another severe disability, such as visual impairment or hearing impairment, so he/she will be able to access the school programmes. ▪ The applicant is independent in toileting. <p>In addition to the abovementioned, applicants with ASD must also satisfy the following criterion:</p> <ul style="list-style-type: none"> ▪ The child has been formally diagnosed with Autism Spectrum Disorder. <p><u>Additional criterion for Vocational Programme</u></p> <ul style="list-style-type: none"> ▪ The applicant has achieved a Level 2 in WPL-Reading, a Level 2 in WPL-Listening, and a Level 1 in WP-Numeracy prior to his/her application. ▪ The applicant is an independent traveller.
<p>Typical Intake Cycles</p>	<p><u>For ASD and MID Programmes</u></p> <p>The intakes are in the beginning of 1st, 2nd and 3rd term of the school calendar. However, intakes are subject to availability of vacancies.</p> <p><u>FOR VOCATIONAL PROGRAMME</u></p> <p>All application documents are to be submitted 6 months before the commencement of vocational training in January each year. Cut off date for application submission: 30th June.</p>
<p>Fees and Financial schemes</p>	<p><u>Fees</u></p> <ul style="list-style-type: none"> ▪ School fees: \$20 per month

	<ul style="list-style-type: none"> ▪ May to December deductible from Edusave Account subject to approval ▪ Insurance: \$3 per year <p><u>Financial Schemes</u></p> <ul style="list-style-type: none"> ▪ MOE SPED Financial Assistance Scheme ▪ Metta School Financial Assistance Scheme complements the SPED FAS and provides assistance in the following benefits: <ul style="list-style-type: none"> ○ Transportation subsidy ○ School Uniform & Stationery ○ Grocery Assist ○ Other financial needs e.g. medical on case-to-case basis
<p>School Programmes</p>	<p><u>Autism Spectrum Disorder (ASD) Programme</u></p> <p>This programme caters for the learning and developmental needs of children from age 7 to 18 years old. It aims to develop and improve individual skills in social interaction & communication, behavioural & emotional development, cognitive as well as adaptive daily-living skills.</p> <p>Students with ASD are placed in a structured and conducive classroom setting where learning is fully maximized and independent skills are greatly enhanced. Structured teaching is adopted coupled with other strategies including Picture Exchange Cards, daily schedule, work system and physical & visual structure.</p> <p><u>Basic and Career Programme (B and C)</u></p> <p>The B and C Programme cater to students aged 7 to 18 years. The curriculum comprises 3 core learning areas:</p> <ol style="list-style-type: none"> a) Functional Academics – Basic skills in Literacy, Numeracy (Reading Mastery & Corrective Reading, Workplace Literacy & Numeracy), Mother Tongue and Information Technology (IT) b) Independent Living Skills – Self-help, Health/Moral/Sexuality Education, Home Economics, Social Competence/Work Exposure & Vocational Education (Vocational Guidance & Soft Skills) c) Aesthetics & Sports – Physical Education, Art, Performing & Visual Arts including Chinese Orchestra, Gamelan, Handbells, Guitar, Angklung, Wushu, Hip Hop Dance, Percussion, Choir, Pottery, Photography,

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	<p>Batik Painting, Art & Crafts, Mosaic Art and Chinese Calligraphy</p> <p><u>Vocational Programme (V)</u></p> <p>The V Programme caters to students aged 17 to 21 years. The school is an Approved Training Centre to conduct ITE Skills Certificate courses in Baking, Food Preparation and Housekeeping. It prepares students for the ITE Skills Certificate comprising two components: the Off-the-Job where students learn technical concepts & knowledge in a classroom setting and On-the-Job training where students acquire practical skills under the guidance of an experienced supervisor in an actual work environment.</p>
<p>Support Services Available</p>	<ul style="list-style-type: none"> ▪ Psychological services ▪ Social Work services ▪ Speech Therapy services ▪ Occupational Therapy services ▪ Job Placement services
<p>Open House (if any)</p>	<ul style="list-style-type: none"> ▪ Monthly school tour & briefing of school programmes held on last Friday of the month 3:30 – 4:30pm conducted by our Allied Health Professional (AHP) staff. ▪ Orientation for parents/caregivers of new students in December, prior to commencement of new academic year.
<p>Contact Person(s)</p>	<p>Name: Mr Leonard Lau Designation: Senior Psychologist Telephone: 67885800 Ext 110 Fax: 67885507 Email: leonard@mettaschool.edu.sg Website: www.mettaschool.edu.sg</p>

III. SPED SCHOOLS FOR MODERATE TO SEVERE INTELLECTUAL DISABILITY

MINDS (Fernvale Gardens School / Lee Kong Chian Gardens School / Towner Gardens School / Woodlands Gardens School)

<p>Admission Criteria</p>	<p>MINDS Special Schools provide special education to children with intellectual disability, aged 6+ to 18 years including children diagnosed with Autism Spectrum Disorder.</p> <p><u>ADMISSION CRITERIA</u></p> <p>1) Open to any child with intellectual disability who has at least <u>one parent who is</u></p> <ul style="list-style-type: none"> ▪ Singaporean OR a Permanent Resident OR ▪ An Employment Pass Holder OR a Three-year Permit Holder, subject to approval from Ministry of Education. <p>2) Foreign students may apply for admission subject to MOE requirements.</p> <p>3) At point of admission, student should be ambulatory</p> <p><u>DOCUMENTS REQUIRED FOR APPLICATION</u></p> <p>1. Application Form 2. Medical Report 3. Psychological Report</p> <p>Please send application to : Central Referral Coordinator MINDS Headquarters 800 Margaret Drive, Singapore 149310 Tel: 6479-5655 Fax: 6479-0706</p>
<p>Typical Intake Cycles</p>	<p>January, March and July</p>
<p>Fees and Financial schemes</p>	<p>School Fees</p> <ul style="list-style-type: none"> ▪ School and supplementary fees of \$14 per month by cash or GIRO. ▪ Fees may be paid through Student's Edusave Account, Baby Bonus and Post-Secondary Education Account. <p>Financial Assistance Scheme (available if families meet eligibility criteria)</p> <ul style="list-style-type: none"> ▪ MOE SPED Financial Assistance Scheme ▪ School Transport Subsidy. ▪ School Pocket Money Fund ▪ Ad Hoc donations and food rations.

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	<p>Social Workers in each school will work with families to identify the financial needs of the students as well as their families and make the necessary applications as well as referrals to the different agencies.</p>
School Programmes	<p>Programmes:</p> <ul style="list-style-type: none"> ▪ Junior Programme (6+ to 12 years) ▪ Senior Programme (13 to 18 years) ▪ Special Programme (across all ages for those who need high support) <p>Curriculum: Content for all programmes include:</p> <ul style="list-style-type: none"> ▪ English Language ▪ Mathematics ▪ Health Education ▪ Social Competency Skills ▪ Domestic Science ▪ Physical Education ▪ The Arts ▪ Science <p>Senior Programme will also include vocational preparation with work attachments for transition to after school services.</p> <p>Co-Curricular and Enrichment Activities offered include:</p> <ul style="list-style-type: none"> ▪ Uniform groups- Scouts, Brownies and Girl Guides ▪ Sports ▪ ICT Club ▪ Music, Dance and Drama ▪ Art and Craft ▪ Modular activities like educational trips, rockwall climbing, Camping, etc.
Support Services Available	<ul style="list-style-type: none"> ▪ Social Work Services ▪ Physiotherapy ▪ Occupational Therapy ▪ Speech Language Therapy. ▪ Psychological Services
Open House (if any)	<p>Twice a year Parent/Multi-disciplinary Team conferencing</p>
Contact Person(s)	<p>Principal or Social Worker of the respective schools.</p> <p>Contact Numbers:</p> <ul style="list-style-type: none"> ▪ Fernvale Gardens School: 64816697 ▪ Lee Kong Chian Gardens School: 64738332 ▪ Towner Gardens School: 64462612 ▪ Woodlands Gardens School: 64680566

IV. SPED SCHOOLS FOR MULTIPLE DISABILITIES

AWWA School

<p>Admission Criteria</p>	<p><u>Age</u></p> <ul style="list-style-type: none"> ▪ The child must be above 6 years old by 1st January of the year to be admitted into the school that year. <p><u>Nationality</u></p> <ul style="list-style-type: none"> ▪ The child should be a Singapore Citizen or Permanent Resident of Singapore. ▪ Foreign students may apply, subject to MOE requirements, which may result in payment of higher fees. <p><u>Diagnosis</u></p> <ul style="list-style-type: none"> ▪ Special Education Program (SPED): the child needs to be diagnosed with multiple disabilities by a medical doctor ▪ Project Challenge Program (PC): the child needs to be diagnosed with Autism Spectrum Disorder (ASD). This should be supported by a diagnostic or psychological report.
<p>Typical Intake Cycles</p>	<p>Monthly intake (beginning of the month)</p>
<p>Fees and Financial schemes</p>	<p><u>Fees</u> \$86/month (Singaporeans & Permanent Residents)</p> <p><u>Financial Schemes</u></p> <ul style="list-style-type: none"> ▪ Pupils who require financial assistance (FA) will apply through Social Work Department. Percentage of subsidy given is based on Nett Capita Income (PCI). <ul style="list-style-type: none"> ○ (Total Nett Household Income ÷ No. of persons in household) ○ Lowest payable fees currently are \$6.00/month. ▪ MOE SPED Financial Assistance Scheme
<p>School Programmes</p>	<ul style="list-style-type: none"> ▪ Project Challenge (PC): caters to pupils with Autism Spectrum Disorder (ASD) or other behavioural concerns. Project Challenge uses a structured teaching approach to help pupils develop socially appropriate behaviours and to enhance learning and independent living. ▪ Special Education (SPED): caters to pupils with multiple disabilities
<p>Support Services Available</p>	<ul style="list-style-type: none"> ▪ Occupational Therapy ▪ Speech Therapy ▪ Physiotherapy ▪ Psychological Services ▪ Social Work Services ▪ Full-time nurse

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Open House (if any)	Contact: Ms. Teo Geok Ee (awwaschool@awwa.org.sg) Tel : 6 511 5280
Contact Person(s)	Ms. Eunice Chang (Head of Social Work Department) Tel : 6 511 5272 E-mail: eunice_chang@awwa.org.sg

CPAS School

<p>Admission Criteria</p>	<p><u>Age</u></p> <ul style="list-style-type: none"> ▪ At the time of admission to CPAS School, the student should be at the age of 7 to 16 years old in that calendar year <p><u>Diagnosis</u></p> <ul style="list-style-type: none"> ▪ The school accepts students diagnosed with cerebral palsy. ▪ Students with other disabilities (such as Down Syndrome, mild autism, Global Developmental Delay, speech language delay) can be considered after an initial assessment has been conducted by the school personnel and its allied health professionals. Admission will depend on the assessment outcomes.
<p>Typical Intake Cycles</p>	<p><u>2 admission periods</u></p> <ul style="list-style-type: none"> ▪ January ▪ July <p>(Case by case basis)</p>
<p>Fees and Financial schemes</p>	<p><u>Fees</u></p> <ul style="list-style-type: none"> ▪ \$20.00 per month (Singaporean/PR) <i>This amount is also applicable to foreign students. There is a 2-year concessionary period while waiting for the approval of permanent residency status</i> <p><u>Financial Schemes</u></p> <ul style="list-style-type: none"> ▪ MOE SPED FAS ▪ School Pocket Money Fund <p><i>Families can apply for financial assistance if total household income/per capita income meet eligibility criteria of current guidelines or seek assistance from Social Work Department for other financial schemes.</i></p>
<p>School Programmes</p>	<p>All students at CPAS School are guided by a Curriculum Framework for Special Education (SPED) Schools which charts meaningful learning outcomes for living, learning, and working, by the end of their 12 years of special education. 8 core Learning Domains have been identified: Academic (Language, Numeracy, and Science), Social-Emotional, Daily Living, Physical Education and Sports, the Arts, Information Communication Technology, Vocational, and Values and Citizenship Education, to ensure that students receive a comprehensive and holistic education in all SPED Schools.</p> <p>Students can participate (by choice) from a range of CCAs besides other scheduled enrichment activities.</p> <p>Students at CPAS School are separated by age into 2 levels –</p> <ul style="list-style-type: none"> ▪ Junior Levels (age range from 7 years to 12 years)

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	<ul style="list-style-type: none"> ▪ Senior Levels (age range from 13 years to 18 years) <p>They are offered 3 educational programmes at SCAS –</p> <ul style="list-style-type: none"> ▪ High Support Programme (students with moderate to high support needs) ▪ Functional Programme (Students with mild to moderate support needs) ▪ Academic Programme (Students with mild support needs, higher cognition level and display ability to handle demands of mainstream curriculum.) <p>All students are assured promotional transfers from junior levels to senior levels. Lateral transfers between programmes are at school’s discretion and from students’ assessment outcomes, where applicable.</p>
Support Services Available	<ul style="list-style-type: none"> ▪ Occupational Therapy ▪ Physiotherapy ▪ Speech and Language ▪ Psychological ▪ Social Work
Open House (if any)	Parental Outreach Programme – April (wef 2012)
Contact Person(s)	<ul style="list-style-type: none"> ▪ Principal & Vice Principal ▪ Social Workers (Tel: 6585 5600)

V. SPED SCHOOLS FOR SENSORY IMPAIRMENTS

Canossian School

Admission Criteria	<ul style="list-style-type: none"> ▪ Diagnosed to have a hearing impairment ▪ Have an IQ of above 75 and able to follow the mainstream primary school curriculum ▪ Does not have other physical or intellectual disability which will affect his/her ability to cope independently within the school environment and/or the mainstream primary school ▪ Students aged between 6 and 14 years old (Canossian School offers mainstream primary school education)
Typical Intake Cycles	Every Semester
Fees and Financial schemes	<p><u>Fees</u></p> <ul style="list-style-type: none"> ▪ \$20 per month <p><u>Financial Schemes</u></p> <ul style="list-style-type: none"> ▪ MOE SPED Financial Assistance Scheme ▪ Canossian School Financial Assistance Scheme (includes transportation) ▪ Cochlear Implant Financial Assistance Scheme ▪ School Pocket Money Fund
School Programmes	<ul style="list-style-type: none"> ▪ Canossian EIPIC (Early Intervention Programme for Infants and Children) ▪ Inclusion Programme (in partnership with mainstream schools: Magdalene's Kindergarten, Canossa Convent Primary School and Macpherson Primary School) ▪ Support Programme (customised learning programme to enable the inclusion of pupils in mainstream kindergarten and primary schools) ▪ Parent Guidance Programme (build the capacity of parents to work with the child) ▪ Individual Conversation (every student is given 10 minutes daily to reinforce the development of listening, spoken language and interactive skills) ▪ Listening Skills Programme (to sharpen students' listening skills of detection, discrimination and comprehension)
Support Services Available	On-site audiological and technical services Habilitation services
Open House (if any)	NIL
Contact Person(s)	Mrs Doris Ang (Habilitation Coordinator) doris@canossian.edu.sg

Lighthouse School

Admission Criteria	<ul style="list-style-type: none"> ▪ Visual Impairment: the applicant must be certified visually-handicapped by a registered ophthalmologist-in-practice. ▪ Hearing Impairment: the applicant must be certified hearing-impaired by a registered ENT specialist doctor. ▪ The student must be aged between 6 and 18 of age.
Typical Intake Cycles	January & July
Fees and Financial schemes	<p><u>Fees</u></p> <ul style="list-style-type: none"> ▪ \$20/- per month <p><u>Financial Schemes</u></p> <ul style="list-style-type: none"> ▪ MOE SPED Financial Assistance Scheme ▪ Lighthouse School's Students' Welfare Fund (for transport and meal subsidies)
School Programmes	<p>The school offers mainstream primary level curriculum for students with an IQ of above 75 and prepares them for the Primary School Leaving Examinations (PSLE). Students who are successful in the PSLE continue their education in designated mainstream secondary schools. Students with IQ below 75 or have additional special needs attend a special programme, which focuses on life skills and pre-vocational skills.</p> <p>The programmes offered by Lighthouse School are as follows:</p> <ul style="list-style-type: none"> ▪ Mainstream programme for students with visual impairment ▪ Mainstream programme for students with hearing impairment ▪ Special programme for visually-impaired students with IQ below 75 ▪ Special programme for hearing-impaired students with IQ below 75. ▪ Mainstream programme for students with autism
Support Services Available	<ul style="list-style-type: none"> ▪ Occupational Therapy ▪ Speech Therapy
Open House (if any)	NIL
Contact Person(s)	Mr Koh Poh Kwang (Principal)