

**Number of Non-Chinese Speaking (NCS) Ethnic Minority (EM) Students  
with Special Educational Needs (SEN) in Public Sector Ordinary Schools**

Under the prevailing practice, for SEN students with transient or mild learning difficulties, ordinary schools will provide Tier-1 support to them through quality teaching in regular classrooms and deployment of existing resources. Schools may not necessarily submit the information of those students to the Education Bureau. As such, the data submitted by the schools on the number of students with SEN may not reflect the actual situation. Hence, we will not adopt this as the basis for working out the percentage of NCS students with SEN among the total number of students.

Type of SEN \ School Year	Number of NCS EM Students		
	2011/12	2012/13	2013/14
Specific Learning Difficulties	39	50	68
Intellectual Disability	65	74	90
Autism Spectrum Disorders	11	15	17
Attention Deficit / Hyperactivity Disorder	7	10	22
Physical Disability	3	3	4
Visual Impairment	1	1	2
Hearing Impairment	10	11	9
Speech and Language Impairment	60	73	84
Total	196	237	296

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Students whose spoken language at home is not Chinese are broadly categorised as NCS students. In other words, figures have excluded those students whose ethnicity is not Chinese but with Chinese as spoken language at home.