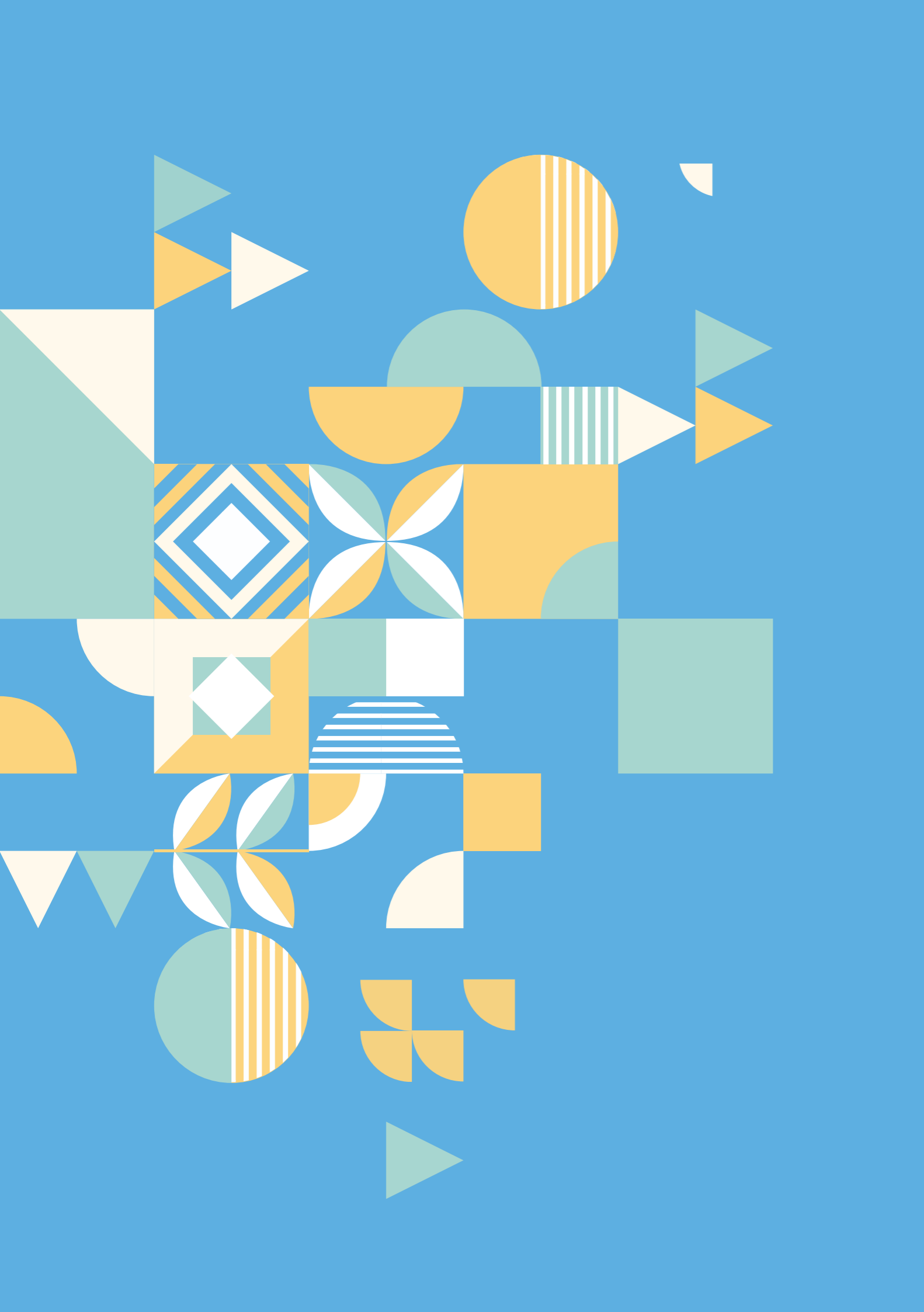




# Removing Barriers: Joint-care Guide on SEN/ Disability Support

A Guide for HKU Staff

Revised Edition



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## Foreword

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# Foreword

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This is the second “joint-care” guidebook compiled by the Centre of Development and Resources for Students (CEDARS) over a span of two years. Diverse student profile is one of the key characteristics of HKU campus. We notice that professors, teachers and colleagues are increasingly concerned about the needs of students with SEN (Special Educational Needs) as well as available support and services. This guidebook contains basic information and resources to get you ready to support your students with SEN.

We have been mounting efforts to establish a holistic and personalised support framework for students with SEN so that they can develop and flourish in a caring, compassionate and enriching learning environment.

Please partner with us. By virtue of your frequent and close interactions with students, you probably are the most informative advisor and/ or advocate on the distinctive learning needs and issues confronted by students with SEN. You can see each student as a unique person beyond the SEN label and encourage them to seek support. Please get in touch with the designated staff at our Counselling and Person Enrichment Section (CoPE) to learn more about our customised support services.

We are now extending our support beyond classroom learning to employment preparation. Social integration for students with SEN is an onerous responsibility. Please join hands to remove barriers and pave the way for students with SEN.

Professor Samson Tse  
Dean of Student Affairs  
Professor in Mental Health

June 2022



## Introduction

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# Introduction

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Since the formalization and expansion of our support services for students with disabilities or Special Educational Needs (SEN) in 2010, the University has observed a continuous rise in the number of students identifying as having such needs. Over the years, the diversity and complexity of their conditions have grown substantially. This growth reflects not only greater awareness but also the increasing importance of comprehensive and personalized support systems.

These young adults navigate immense challenges as they adjust to university life and pursue their aspirations. At **SEN Support**, under the Counselling and Person Enrichment Section (CoPE) of CEDARS, we believe that disability does not define an individual. We strive to address each student's unique needs and empower them to achieve their full potential. Beyond the provision of direct services and resources, we are committed to cultivating an inclusive and caring campus culture for students.

Achieving this vision requires collective effort across the University. While **SEN Support** serves as the initial contact point for students, active engagement of the Faculties and other University units is equally crucial in addressing the rising demand. To strengthen collaboration, we have developed and enhanced this Guide, offering practical and accessible reference for staff members of all levels. You are most welcome to explore the Guide, share it with colleagues, and participate in our joint-care training sessions.

Thank you for your unwavering support throughout the development of our SEN services. Your contributions are vital in fostering a more inclusive and stigma-free learning environment at HKU. We look forward to working together to create meaningful and positive changes for our students and the university community.

Dr. Iris Lam  
Director of Counselling and Person Enrichment  
June 2025



## How to Use this Guide?

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## How to Use this Guide?

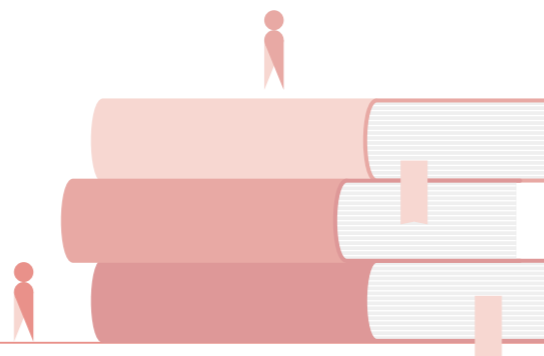
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This Guide is developed for staff members who would like to know how the University supports students with Special Educational Needs (SEN), and what they can do to ensure equal opportunities are provided to these students.

Students with SEN usually require special accommodations in their study and learning, as well as their campus engagement. Common questions encountered in providing support to students with SEN and the recommended accessibility practices on building an inclusive campus are consolidated in this Guide. You may wish to go through the whole Guide to prepare yourself in supporting students with SEN. Alternatively, you may refer to specific topics from time to time as needs arise. If you have questions not answered in this Guide, you are more than welcome to contact the SEN Support Services under CEDARS-CoPE.

## List of Useful Contacts

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# List of Useful Contacts

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## SEN Support (under CEDARS - Counselling and Person Enrichment)

Tel: (852) 3910-3200 | Email: cedars-SEN@hku.hk

Address: Room 123, Main Building

## Counselling and Person Enrichment Section (CEDARS-CoPE)

Tel: (852) 3917 8388 | Email: cedars-cope@hku.hk

Address: Room 301-323, Main Building

## Equal Opportunity Unit (EOU)

Tel: (852) 3917 1768 | Email: eounit@hku.hk

Address: Room 107, 1/F, Main Building

## Centre of Development and Resources for Students (CEDARS)

Tel: (852) 3917 2305 | Email: cedars@hku.hk

Address: 3/F, Meng Wah Complex

## HKU Libraries

Tel: (852) 3917 2202 | Email: libis@hku.hk

## Estates Office

Tel: (852) 3917 2882 (24-hour Security Control Centre) | Email: estates@estates.hku.hk

## University Health Service

Tel: (852) 2549 4686 (Medical appointment)  
(852) 3917 1999 (Emergency - During office hours) | Email: uhealth@hku.hk

Address: 2/F, Meng Wah Complex

# 01 Understanding SEN

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# Understanding SEN

## 1.1 What does “SEN” or “Disabilities” stand for?

Special Educational Needs (SEN) applies to students who have significantly greater difficulty in learning than most others of the same age. They are not able to benefit from the school education made generally available for their counterparts without additional support or adaptations in the content of studies. Hence, SEN can cover a wide range of needs including physical or mental disabilities and cognition or educational impairments, including:

### Physical and Sensory Disabilities

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Physical Impairment (PI)

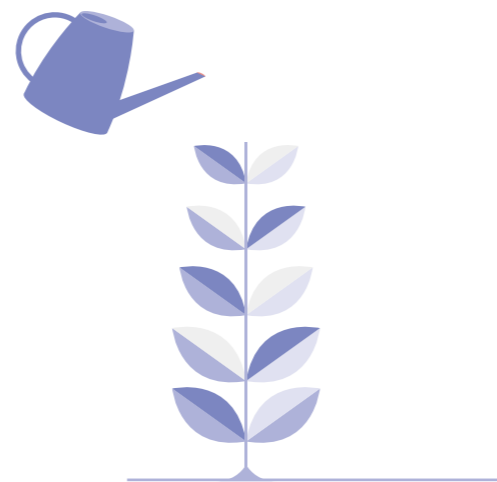
### Learning and Developmental Disabilities

- Specific Learning Difficulties (SpLD)
- Attention Deficit/ Hyperactivity Disorder (AD/HD)
- Autism Spectrum Disorder (ASD)
- Developmental Coordination Disorder (DCD)

### Mental Illnesses

### Others

- Chronic medical illness, acquired brain injury, and more than one type of disabilities



Under the Disability Discrimination Ordinance (Cap. 487), a disability means total or partial loss of a person’s bodily or mental functions, total or partial loss of a part of the body, the presence of organisms causing disease or illness (such as HIV), the malfunction, malformation or disfigurement of a part of a person’s body, or a disorder, illness or disease that affects a person’s perception of reality, emotions or judgment or that results in disturbed behaviour, and learning difficulties.

While we acknowledge that “Disability” and “SEN” are not identical terminologies, they are commonly used interchangeably.

SEN Support coordinates services to assist students with SEN in accessing equal learning opportunities at HKU. Given our belief in the ability of each student, our services focus on helping students reach their maximum potential and demonstrate their abilities, instead of emphasising on how their conditions have “disabled” them.

### Reference

Department for Education and Skills. (2001, November). *Special Educational Needs Code of Practice*. Special Educational Needs Code of Practice. Retrieved April 6, 2022, from [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/273877/special\\_educational\\_needs\\_code\\_of\\_practice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/273877/special_educational_needs_code_of_practice.pdf)

Engage Education. (2019, November 8). *What does SEN stand for?* <https://engage-education.com/blog/what-does-sen-stand-for/#>

Equal Opportunities Commission. (n.d.). *FAQ - THE DISABILITY DISCRIMINATION ORDINANCE AND I*. <https://www.eoc.org.hk/en/discrimination-laws/disability-discrimination/faq/the-disability-discrimination-ordinance-and-i>

The Hong Kong University of Science and Technology. (n.d.). *FAQ about SEN*. <https://sen.hkust.edu.hk/page.php?sid=2>

The Organisation for Economic Co-operation and Development. (2012, May 14). *Special Educational Needs (SEN)*. <https://www.oecd.org/els/family/50325299.pdf>



The reasonable accommodations are very important for me to show what I have learnt from the courses. They allow me to demonstrate my knowledge fairly.



Anonymous,  
Student



## 1.2 How does HKU categorise different types of SEN?

At HKU, we generally categorise SEN as the following **types**:

### Type I

#### Physical and Sensory Disabilities

This includes more “visible” disabilities, including Visual Impairment (VI), Hearing Impairment (HI), and Physical Impairment (PI).

### Type III

#### Mental Illnesses

This includes psychological and mental disorders that are documented with relatively long-term conditions, such as chronic depression, anxiety disorders, obsessive compulsive disorders, psychotic disorders, etc. These conditions may change during the illness course due to various reasons.

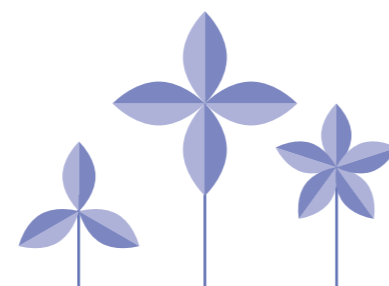
### Type II

#### Learning and Developmental Disabilities

This type of disabilities is less “visible”, but would affect students throughout their course of development and may last for a life-time. The manifestation of symptoms may change following different developmental stages. It includes Specific Learning Difficulties (SpLD), Attention Deficit/ Hyperactivity Disorder (AD/HD), Autism Spectrum Disorder (ASD), and Developmental Coordination Disorder (DCD).

### Other Disabilities

This includes chronic medical illness, acquired brain injuries, and multiple-type of disabilities.



# 02 Registration and Assessment

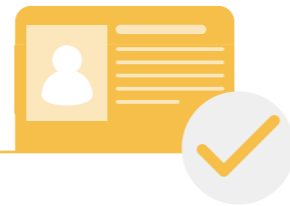
# Registration and Assessment

## 2.1 Where can students get SEN Support?

“SEN Support” under CEDARS is the major contact point for students with SEN. Students may reach out to CEDARS-SEN Support through email (cedars-SEN@hku.hk) or phone ((852) 3910 3200).

## 2.2 Who are eligible for the service?

Any students with disabilities/ SEN conditions are eligible to register for SEN Support services under CEDARS. They have to present valid and up-to-date supporting documents to prove the presence of a disability/ SEN diagnosis. For the types of disabilities/ SEN that are supported by us, please refer to the question “How does HKU categorise different types of SEN?” (Refer to p.13).



## 2.3 How can a student approach the service?

### Channel 1: Master registration during admission

Newly admitted students, upon receiving their HKU Portal account details, are required to complete the Master Registration. They will be asked to declare their disability if applicable.

Students who have declared their disability during Master Registration will receive a welcoming email. They will be invited to formally register to SEN Support and to meet with a SEN Case Manager to discuss their needs.

Declaring a disability during Master Registration **does not** automatically register the student to SEN Support. It is the student’s rights and responsibilities to reply to the welcoming email and complete the service registration.

### Channel 2: Self-approach to the service

Students can contact CEDARS SEN Support directly to request for the online registration form.

Upon receipt of the completed registration form and the supporting document(s), a SEN Case Manager will contact the student for follow-up.

### Channel 3: Staff referral

With students’ permission, staff can refer students to SEN Support by writing to (Email) cedars-SEN@hku.hk.

## 2.4 What are the requirements for the supporting documents provided by students?

Students are required to provide valid, sufficient and up-to-date documents to register to the service and to support their request for special arrangements or reasonable accommodations. Details are stipulated in the **Guidelines on Documentary Evidence**.



### Guidelines on Documentary Evidence

<https://www.cedars.hku.hk/form/SEN/SENDocGuidelines.pdf>

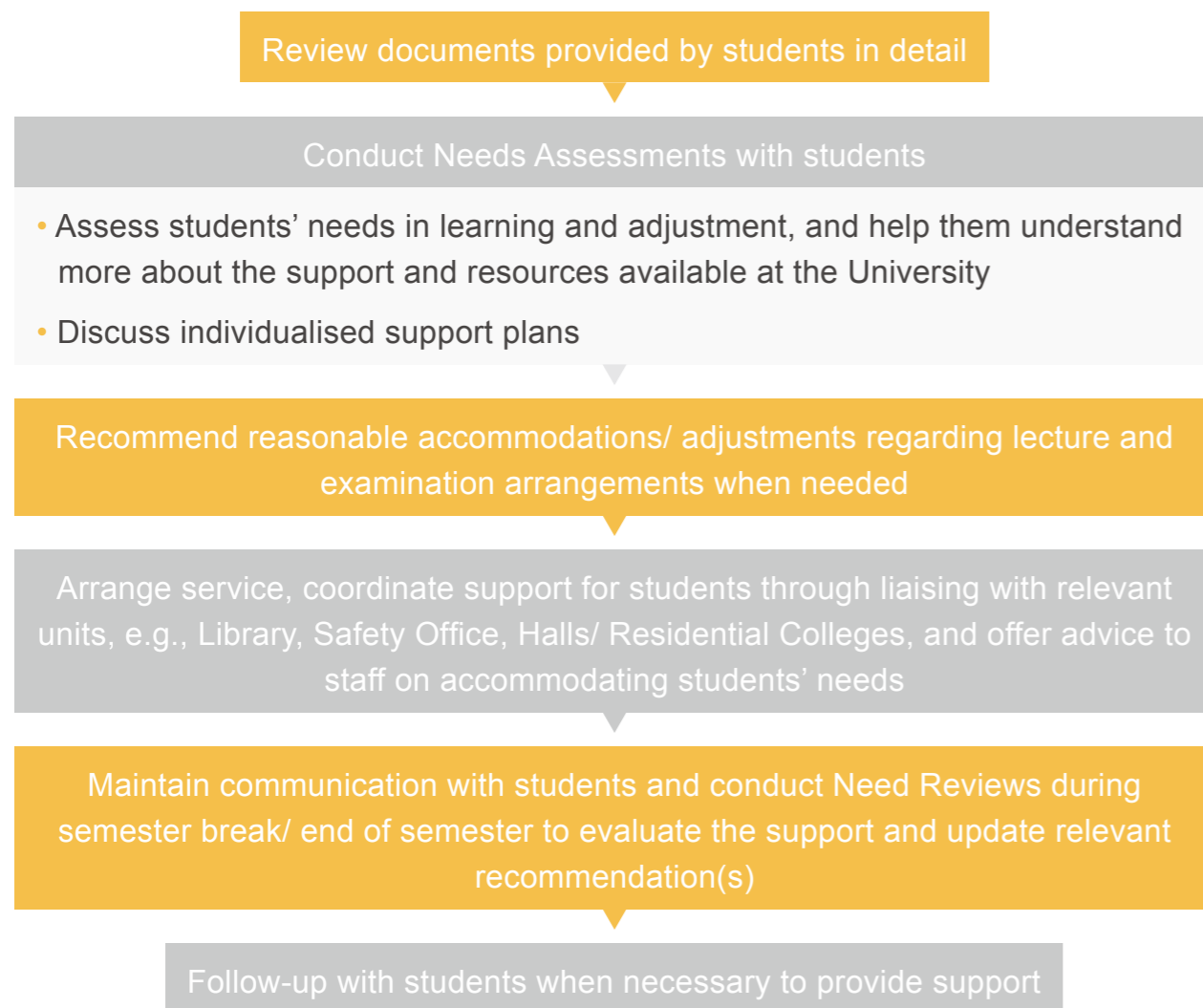
## 2.5 What will be offered to the student after registration?

Upon receipt of the full set of registration forms and supporting documents, the application will be reviewed. The student will be assigned to a SEN Case Manager, who will invite the student for a needs assessment meeting.

All registrants will be invited to attend a needs assessment meeting. During the meeting, the student and the Case Manager will discuss the special educational needs and concerns of the student and explore possible ways to accommodate these needs. Together, they will devise an individualised support plan based on the outcome of the meeting and the documentary evidence provided. The Case Manager will also serve as the contact point for liaising with the Faculties and other support units on related SEN Support-related issues.

It may cover study support, such as exam accommodations, classroom arrangements, lecture recordings, assignment arrangements, other related support such as library services, special housing arrangements, counselling or specialist referrals, funding support, peer programmes, etc., depending on the student’s condition and unique needs.

## 2.6 How do SEN Case Managers support students?



## 2.7 What are the roles and responsibilities of students?

SEN Support is a mutual process. Students' inputs are equally important. SEN Support does not provide services unilaterally. Students are expected to:

- Register with us as early as possible to ensure there is sufficient time for SEN Support to process their application and arrangements (as some services may take up to 8 weeks to process), and for the Faculties/ support units to prepare for those arrangements. To apply for special accommodation in centrally arranged examinations, students must register by the deadline specified on the SEN Support website.
- Provide valid, website sufficient, and up-to-date documentation that matches with the requirements stipulated in the **Guidelines on Documentary Evidence** (Refer to p.16)

- Actively engage in the discussion of support plan and implementation process, such as providing relevant information regarding their condition, checking with their course teachers on the arrangements prior to assessments, etc.
- Maintain communication with the SEN Case Manager on any changes to their needs and/ or arising difficulties, and provide updated supporting documents when necessary; and
- Take the initiative to approach course teacher(s) regarding specific needs in class, e.g., arrangement of in-class test, other support needed from lecturer(s)

## 2.8 What if students were not diagnosed with a disability but are suspected of having one?

If students suspect that their difficulties are related to an undiagnosed disability, they can contact SEN Support to discuss their concerns. A screening service and/ or referral to other assessment services may be provided when deemed appropriate.

## 2.9 How are students' privacy protected?

It is the students' discretion to offer their personal information to SEN Support or not. They can approach or withdraw at any time without any consequences.

SEN Support complies with the University's policies of personal data privacy protection. Students' personal data is collected for providing support services and resources related to their disability or SEN condition(s). Unless otherwise specified, provision of personal data is voluntary. However, failure to provide relevant personal data may affect the provision of related support or assistance.

Students' personal data will be kept confidential and handled by the authorised staff members of CEDARS. Relevant information of their disability/ SEN condition(s) may be transferred to their home Faculty or other departments/ units of the University on a need-to-know basis for the purpose of service arrangement. Faculties and support units shall take the necessary steps to protect the privacy of these student data.



### 3.1 What kind of learning support will be provided by SEN Support?

To support students with SEN to overcome barriers and enjoy the full experience of university education, SEN Support works with different units and service providers in HKU to offer all rounded support for students, both inside and outside the classroom.



Here are some examples of the support services offered

- Recommendations on special examinations or class arrangements
- Note-taking and transcription service and support
- Referral for Panopto or lecture capture services
- Lending of equipment or learning software
- Referral to special library support
- Internship programmes and employment preparation
- Referrals to specialist services (e.g., counselling and psychological support)
- Eligibility assessment and referral for housing placement
- Suggestions on available financial resources

### 3.2 How do I know if a special allowance should be offered to a student who told me he/ she has a SEN condition that affects study? Should I ask him/ her for a proof of disability/ SEN condition?

Students with SEN condition should possess supporting documents regarding their condition, in the form of assessment reports, medical certificates, or any other documents issued by specialists of the student's area of SEN/ disability. When a student asked for special arrangements due to a SEN condition, you may ask the student to provide relevant proof.

If the student has difficulty providing such documents, you may refer the student to SEN Support, who would advise the student on how to acquire valid documents. You are also welcomed to approach SEN Support for any questions regarding student's SEN condition and support.

In case the student is registered for SEN Support in the University, they should have already submitted valid documentation with sufficient and up-to-date information to prove their condition. With the student's permission, the information can be disclosed to you on a need-to-know basis.

### 3.3 How do I know if certain special requests from students (e.g., deadline extension) are reasonable or not? What is reasonable accommodation/ adjustment? Why is it important?

Accommodations are reasonable when they reduce the barriers brought by students' disability condition without undermining certain standards. Reasonable academic accommodation/ adjustment refers to the accommodation of existing academic programme that allows students with SEN to demonstrate their abilities and achieve their maximum potential. They are important as they help "level the playing field" by ensuring a fair and equitable access for all students instead of undermining academic integrity or the core requirements of a course or programme. In other words, the adjustments should not change the basic academic standards.

With the belief of "one size doesn't fit all", HKU is dedicated in meeting the diverse needs of students with SEN regarding their learning and adjustment by developing individualised support plans and recommending reasonable accommodations/ adjustments.

After students registered with SEN Support, an individualized support plan containing the reasonable accommodations for a student may be issued. These recommendations are made based on prudent reviews of a student's supporting documents and the SEN Case Manager's needs assessment. Related professionals or experts may also be consulted on individual cases when necessary. The support plan will be sent to respective Faculties and the Examinations Office for approval and implementation. Students will also receive a copy of the support plan for retention.

We encourage students to review their needs with the SEN Case Manager regularly to ensure that the recommendations are up-to-date and reasonable. The validity of the support plan depends on the student's condition and will be clearly stated on the letter. Students are responsible for communicating with their Case Manager to review their needs and renew the letter before or at the beginning of a new academic year.

### 3.4 If a student with SEN requests for special adjustments that are not mentioned in the support plan, what should I do?

Course teachers shall have the discretion to decide whether certain adjustments could be granted to a student with SEN even if it is not mentioned in the plan, as long as the course requirements and teaching content are kept within the academic framework reasonably.

For example, a student with reading and writing difficulties may request to type an in-class assignment instead of handwriting, this is regarded as reasonable accommodation as the student still fulfils the lecture requirement, just through a different input method; on the other hand, if a student with the same condition requests to be fully exempted from an in-class assignment, it may be regarded as unreasonable. Similarly, a student with mood disorder may require extended time for completing an assignment due to a sudden mood

swing, this is regarded as reasonable; however, it could be regarded as unreasonable if the student fails to submit the assignment after the extended deadline, unless further supporting evidence is presented.

For enquiries, you can contact the student's SEN Case Manager. We also encourage you to discuss with the respective student directly about his/ her learning needs in class, as well as the detailed arrangement of academic adjustments when needed.

“

I know I can learn as well as other students if I can be given reasonable support, including special academic arrangement, due to my SEN condition.

”

Anonymous,  
Student



### 3.5 If a student with SEN enquires about taking sick leave for an examination, should I approve right away?

There are specific regulations in the University that govern leave of absence in assessments. Supporting evidence, usually in the form of a certificate signed by a registered medical practitioner (e.g., family doctor, general practitioner, psychiatrist), is required.

You may refer to the student handbooks for details. The relevant regulations can be found below. Alternatively, you can obtain information or seek advice from the Faculty Office or the Examinations Office.



#### Absence from Examinations

[http://www.exam.hku.hk/b\\_examregulations.php#absence](http://www.exam.hku.hk/b_examregulations.php#absence)



#### Postgraduate Handbook (Coursework Programmes)

<http://www.handbook.hku.hk/tpg>



#### Undergraduate Handbook

<http://www.handbook.hku.hk/ug>



#### Handbook for MPhil / PhD Programmes (HKU Portal Login required)

[https://gradsch.hku.hk/current\\_students/handbook](https://gradsch.hku.hk/current_students/handbook)



I appreciate CEDARS has different resources provided for students, such as the loan of equipment. They allow me to learn more independently.



Anonymous,  
Student

### 3.6 How do Faculty SEN Contact Persons help students with SEN and course teachers?

There is one SEN Contact Person in each Faculty. The roles of the contact person include the following:



Receive student information and relevant recommendation letters issued by the SEN Support on behalf of the Faculty



Disseminate student information or recommendation letter to relevant staff on a need-to-know basis



Facilitate implementation of reasonable accommodations/ adjustments

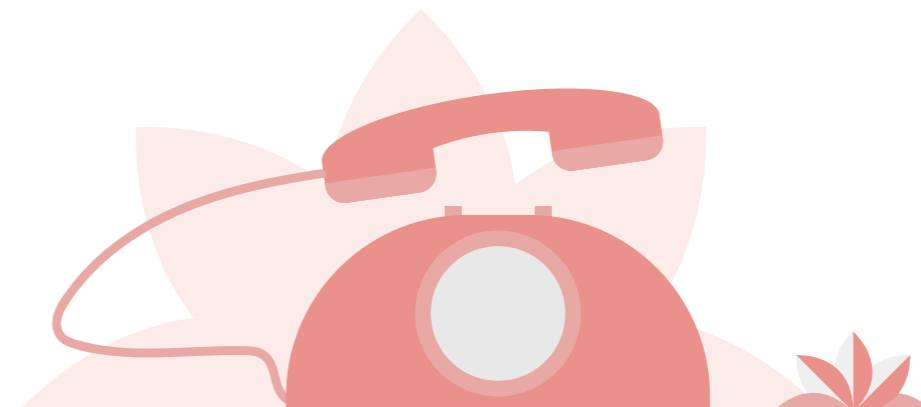


Be the first contact point in the Faculty to liaise with the SEN Support on matters related to students with disabilities/ SEN



#### List of Faculty SEN Contact Person

<https://www.cedars.hku.hk/cope/sen-support/learning>



### 3.7 What are some common special arrangements students with SEN may request in classes/ assignments?

Common special arrangements	How it helps
Early availability of course materials	<ul style="list-style-type: none"> <li>• Assist students with slower processing speed or difficulties following lecture content/ lecturer’s elaboration in before-class preparations</li> <li>• Allow sufficient time for conversion of lecture materials into accessible format, particularly for students with Physical or Sensory Impairments</li> </ul>
Accessible classrooms/ venues	<ul style="list-style-type: none"> <li>• Allow students with mobility challenges or wheelchair users to reach the classrooms/ learning venues</li> </ul>
Recording of lectures or note-taker assistance	<ul style="list-style-type: none"> <li>• Assist students with difficulties in taking notes due to slower processing speed or difficulties following lecture content/ lecturer’s elaboration, or those with motor coordination challenges, in reviewing lecture content</li> <li>• When lecture recordings cannot be provided, a note-taker may be either arranged by SEN Support or course teacher</li> </ul>
Flexible assignment deadlines	<ul style="list-style-type: none"> <li>• Assist students who need more time in processing lecture content, who have deficits in executive functioning, or those who require longer time in typing assignments</li> </ul>

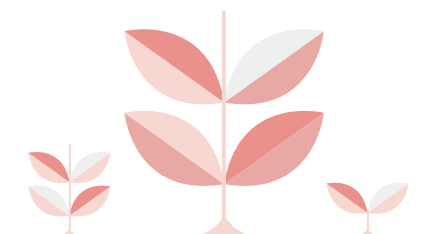
!! **“One size doesn’t fit all”.** Students’ disability/ SEN conditions vary from one person to another. Therefore, the recommended arrangements may be different among students with the same type of disability. If you are unsure whether the arrangements are sufficient to the students or not, you may either ask the student directly or consult the SEN Case Manager who issued the support plan.

### 3.8 What are some common special arrangements students with SEN may need in exams or assessments?

Common special arrangements	How it helps
Extra time allowance	Assist students with slower processing speed, concentration difficulties, anxiety disorders, or motor coordination challenges in completing exams
Rest break	Allow students to rest in view of the extra physical or mental efforts they need to pay in exam because of their conditions
Special exam venue	Provide accessible, separate or individual exam venue to cater for students’ diverse needs, e.g., use of wheelchair, a quiet venue to avoid distractions, and use of equipment, etc.
Special format for question paper/ answer sheet	Enable students to read questions or give answers due to Visual Impairments, or reading or writing difficulties
Use of computer	Enlarge font size to assist students with low vision and to provide text-to-speech function to assist students with writing difficulties, such as fine motor/ hand coordination problems

### 3.9 Apart from implementing the recommendations advised by SEN Support, what else can I do to support their learning?

Your role is vital in creating an accessible learning environment. Students with SEN generally find it most helpful for teaching staff to provide reasonable academic accommodations in class and assessments/ exams to them as noted in the support plan. They usually expect this as the most basic support for them to enjoy equal opportunity in learning.





You may consider the suggestions below, which may facilitate the learning of all students:

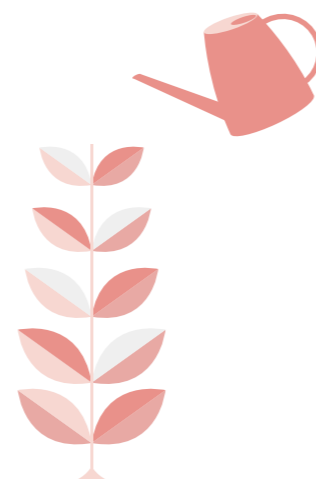
- Provide course materials in advance
- Record the lectures which allows students to revisit or take notes after class and to catch up with points that were missed out
- Insert subtitles in recorded lectures to help students review after class
- Create course materials such as slide decks and PDFs readable by specific devices that assist student learning i.e., voice activated glasses which can instantly read text from a book and smartphone screen
- Be aware of the separate or extra space that students may need when they are using alternative modes of assessment or using assistive devices (braille device)
- Set up discussion boards with pre-set questions to be released at the appropriate time using Moodle, the centrally managed Learning Management System (LMS) at HKU. For synchronous discussions, all students can self-identify as they begin comments to clarify who are speaking in the discussion
- Make websites or communication platforms accessible. You may refer to EOU for tips of making websites accessible

Sometimes you may find it difficult to figure out the appropriate ways to address course-specific special requests made by students with SEN. You may also be unsure about whether it is fair or not to provide certain allowances to a student. In such circumstances, please consider getting further information from the student or seeking consultation from the SEN Case Manager for clarifications.



#### Web Accessibility (Equal Opportunity Unit)

<https://www.eounit.hku.hk/en/education-materials/leaflet/web-accessibility>



#### Reference

Lei, L. (n.d.). *Teaching Support for Inclusive Learning*. Teaching Support for Inclusive Learning. <https://share.descript.com/view/SgfKol8DmFg>

### 3.10 What can I be aware of when communicating with students with SEN?

“Am I being too insensitive?”

“Should I reach out to the student and ask if he/ she needs help? Will this be offensive?”

“Am I overstepping their personal boundaries and invading their privacy?”

#### Here are 5 general tips when interacting with a person with SEN:

1. Disabilities can be invisible and vastly different for each person. Do not assume that a student can or cannot do something because of his/ her disability.
2. It is fine to ask if a student needs assistance. Respect his/ her choice if the student refuses to respond or declines your help, but there is nothing wrong in asking about someone's needs in a respectful way when needed.
3. Use **inclusive language** and try to be “person-first”. For example, instead of using terms like “wheelchair-bound” or “deaf”, try using “a wheelchair user” and “a person with hearing impairment”. Focus on the person, not the disability. (For details, refer to the table on p.29 - 31.)
4. Talk to the student directly, not through their caregiver or companion (if they are accompanied by one).
5. When providing service or organising events, it is advisable to ask participants to contact you directly if they need alternative arrangements.

#### ?? What is Inclusive Language?

While language is a powerful tool that can draw us closer together or drive us further apart, inclusive language should be adopted to promote an inclusive culture. This is particularly important in reports, job positions, facilities, programmes, and official documents.

There is currently no universally accepted set of terminology. The table in p.29 shows some generally accepted terms and phrases that center the perspectives of those who are often stereotyped.

Always bear in mind that a person with a disability is no different from everybody else: we all need respect and each of us is different.

To understand more about the features of each type of disability, useful support and more specific tips for communication, please download or refer to the SEN Leaflets on SEN Support website.



Take a Quiz now at  
Psychometer - Are you Using  
Socially Inclusive Language?  
<https://psyax.cedars.hku.hk>



SEN leaflets  
<https://www.cedars.hku.hk/cope/sen-support/awareness>

Terms To Avoid	Suggested Alternatives
Use of person-first and identity-first language rather than condescending terms	
<ul style="list-style-type: none"> <li>Person with deafness</li> <li>Person who is deaf</li> <li>Hearing-impaired person</li> <li>Person who is hearing impaired</li> </ul>	<ul style="list-style-type: none"> <li>Deaf person</li> <li>Hard-of-hearing person</li> <li>Person who is hard-of-hearing</li> </ul>
<ul style="list-style-type: none"> <li>Person with hearing loss</li> <li>Person with deafness and blindness</li> </ul>	<ul style="list-style-type: none"> <li>Deaf-Blind person</li> </ul>
<ul style="list-style-type: none"> <li>Person with blindness</li> <li>Visually challenged person</li> <li>Sight-challenged person</li> </ul>	<ul style="list-style-type: none"> <li>Person with visual impairment</li> <li>Blind person</li> <li>Person who is blind</li> </ul>
<ul style="list-style-type: none"> <li>Wheelchair-bound person</li> </ul>	<ul style="list-style-type: none"> <li>Wheelchair user</li> <li>Person who uses wheelchair</li> </ul>

<ul style="list-style-type: none"> <li>Physically challenged</li> <li>Mentally challenged</li> <li>Mentally retarded</li> <li>Handi-capable</li> </ul>	<ul style="list-style-type: none"> <li>Person with a disability</li> <li>Person who has a disability</li> <li>Disabled person</li> <li>People with intellectual disabilities</li> <li>Physically disabled person</li> <li>Person with a physical disability</li> </ul>
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Terms To Avoid	Suggested Alternatives
Use emotionally neutral expressions rather than stereotypically associated sense of pain, hopelessness, and any medical label	
<ul style="list-style-type: none"> <li>Suffer from</li> <li>Victim of</li> </ul>	<ul style="list-style-type: none"> <li>Has [name of condition] e.g., has mobility disability</li> </ul>

Terms To Avoid	Suggested Alternatives
Avoid using term "disabled" to describe the access and facilities available for students with SEN	
<ul style="list-style-type: none"> <li>Disabled toilet</li> <li>Disabled access</li> <li>Disabled elevator</li> </ul>	<ul style="list-style-type: none"> <li>Accessible toilet</li> <li>Barrier-free access</li> <li>Ramp</li> <li>Elevator</li> </ul>

Terms To Avoid	Suggested Alternatives
Use terms that reflect a clear recognition of the proactive attitudes and the responsibility of the university for inclusion and support of students with disability. To regard students with disability as contributing university members instead of a burden	
<ul style="list-style-type: none"> <li>Caring campus</li> <li>Showing love and help</li> </ul>	<ul style="list-style-type: none"> <li>Accessible campus</li> <li>Inclusive campus</li> <li>Responsibilities of the university for inclusive practices and accessibility service</li> </ul>

Terms To Avoid	Suggested Alternatives
Avoid slogan wordings that may reinforce the misunderstanding that people with disabilities are “incomplete” when promoting volunteer work and helping behaviour	
<ul style="list-style-type: none"> <li>You complete the life of students with disabilities</li> <li>Your volunteering makes students with disabilities shine</li> </ul>	<ul style="list-style-type: none"> <li>Recognising people with disabilities as capable individuals</li> <li>Accessibility for all</li> </ul>
Terms To Avoid	Suggested Alternatives
Use terms that describe the job nature of university staff who are responsible for coordinating accessibility services instead of “SEN helper”	
<ul style="list-style-type: none"> <li>SEN helpers</li> </ul>	<ul style="list-style-type: none"> <li>Auxiliary assistants; assistant; helpers</li> <li>Sign language interpreters</li> <li>Notetakers</li> <li>Lab assistants</li> <li>Scribes</li> <li>Accessibility service managers</li> <li>Accessibility service coordinators</li> <li>Access consultants</li> </ul>

**Reference**

American Psychological Association. (2021). *Inclusive language guidelines*. <https://www.apa.org/about/apa/equity-diversity-inclusion/language-guidelines.pdf>

The University of Hong Kong. (2022, February 4). *Guideline on fostering practices for disability inclusion at higher education institutions (Trial Version, November 2021)*. DataHub. [https://datahub.hku.hk/articles/educational\\_resource/Guideline\\_on\\_fostering\\_practices\\_for\\_disability\\_inclusion\\_at\\_higher\\_education\\_institutions\\_Trial\\_Version\\_November\\_2021\\_/17032685](https://datahub.hku.hk/articles/educational_resource/Guideline_on_fostering_practices_for_disability_inclusion_at_higher_education_institutions_Trial_Version_November_2021_/17032685)



**3.11 What are the assistive devices and equipment available for students to use?**

SEN Support sources and procures assistive devices and products that can help students with SEN to learn more independently. There are both software and hardware available for students with SEN to borrow.

For hardware, we have tablet computers, microphones, FM systems, footrests, height adjustable tables and other equipment available for borrowing. For software, currently we have programs that support speech-to-text, screen reading and note-taking. Students can borrow these equipment and products upon registration for the SEN Support Service, together with a referral from his or her Case Manager.



The most updated list of equipment and software available can be found at our website

<https://www.cedars.hku.hk/cope/sen-support/assistive-technology>



Zoomax Snow 8 HD Plus Handheld video magnifier (With text-to-speech function)



Roger TableMic



Roger MyLink



Classic Inspiro FM Transmitter with iLapel mic



Adjustable Foot Rest



## What is Assistive Technology (AT)?

Assistive technology generally refers to devices, equipment or features that are assistive, adaptive or rehabilitative for people to carry out their daily activities or access services with less or no assistance, and hence enable them to lead more productive and independent lives.

Examples of available AT:

**Glean** combines lecture notes, visual aids and audio-recording in one workspace. Recordings are automatically divided into segments which allows us to rearrange, group or label them.

**JAWS® Screen Reading Software** reads the text displayed on a speech synthesiser or braille display.

**Microsoft Immersive Reader** is an accessibility tool that provides a variety of options to enhance one's reading experience by improving accessibility and reading comprehension.

### Major functions:

- Read texts aloud and change the speed of reading
- Change font size, text spacing, and background colour
- Split words into syllables
- Highlight verbs, nouns, adjectives, and sub-clauses

Immersive Reader is free and available in many Microsoft products, including Microsoft Teams, Microsoft Word and Outlook. Please note that some features vary by application and version.



## How to create accessible word documents?

### 1. Use headings

- To convert text to a heading in Microsoft Word, you must use the built-in Heading styles like “Heading 1” and “Heading 2”, available under Styles in the Home tab

### 2. Add Alternative Text for Images

- Right click on the image and select Edit Alt text
- The Alt text should communicate the content or function of the image using only a few words or a short sentence
- Avoid using phrases such as “picture of”, “graphic of” as screen reading software automatically identifies that an element is an image when reading the page

### 3. Create Accessible Tables

- Use the Insert Table command and select the number of rows and columns to create a table
- Try to use simple table layouts in Word
- More complex tables will only be accessible if provided through HTML or PDF

### 4. Use Lists

- Lists should be created using Word's built-in tools for ordered (numbered) and unordered (bulleted) lists
- Without using these tools, a list is not really a list, which makes the content more difficult for screen reader users to fully understand

### 5. Provide Meaningful Link Text

- To add link text to an existing link in Word:
  - Select the link, right-click and select Edit Hyperlink
  - Change the Text to display to a more meaningful description. For instance, the text to display for <https://hku.hk/> would be “The University of Hong Kong”

### 6. Use the Accessibility Checker

- Microsoft products have a built-in accessibility checker which helps the document author test the overall accessibility of the document
- The checker provides inspection results, feedback about the importance of each item, and tips on how to repair issues

### 7. Other Tips

- Use sufficient contrast for text and background colours
- Ensure that colour is not the only means of conveying information
- Include table of contents for longer documents



### 3.12 Do I need to facilitate students' use of assistive devices or equipment?

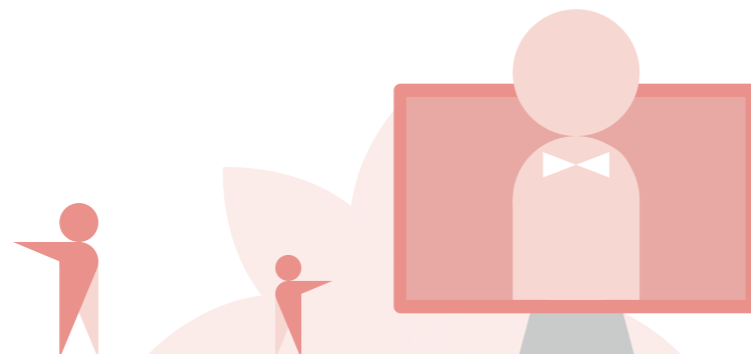
Most students with SEN can fully operate their assistive devices or equipment without others' help. For example, assistive devices like wheelchairs, clutches or hearing aids are regarded as a part of the student. We should not try to operate or touch it without permission.

#### !! There are ways that we can support students using assistive technology

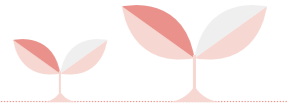
- Allow students with SEN to use their assistive devices or equipment in class or examinations
- Facilitate their usage in class or on campus such that they may operate at its optimal level. For example: taking turns to speak in a group discussion to facilitate users of hearing aids
- Gain a brief understanding of how assistive equipment works. For example, some basic knowledge of how screen readers assist people with visual impairment to read gives us insights on how to prepare more accessible files and documents by including features like structured headlines and machine-readable text

### 3.13 How does Lecture Capture/ Panopto benefit students with SEN?

Material accessibility is important for the learning of students with SEN. The Lecture Capture Service, which is powered by Panopto video capture system, is used for recording lectures and events for subsequent viewing by students. This learning support greatly assists students to do video recording, playback, video management, editing, sharing, and inside-video search in times of COVID-19 pandemic during which all face-to-face classes were suspended and moved online in universities.



The shift from face-to-face to online teaching may bring about challenges to all university members. However, it is also an opportunity for instructors to design accessible course materials and carry out classes in accessible ways from the beginning which in return, largely benefits students with SEN by offering them a barrier-free learning environment.



#### Reference

The University of Hong Kong. (2022, February 4). *Guideline on fostering practices for disability inclusion at higher education institutions (Trial Version, November 2021)*. DataHub. [https://datahub.hku.hk/articles/educational\\_resource/Guideline\\_on\\_fostering\\_practices\\_for\\_disability\\_inclusion\\_at\\_higher\\_education\\_institutions\\_Trial\\_Version\\_November\\_2021\\_/17032685](https://datahub.hku.hk/articles/educational_resource/Guideline_on_fostering_practices_for_disability_inclusion_at_higher_education_institutions_Trial_Version_November_2021_/17032685)

### 3.14 Are there any tips to facilitate online learning for students with SEN?

As the new mode of online teaching and learning becomes more prominent, students may need to adjust their learning strategies to learn more effectively. Below are some tips on how staff can facilitate students with specific types of disabilities/ SEN in online learning.

#### Visual Impairment (VI)

Students with VI are better supported with the use of assistive technology, such as screen reader and audio book, in online learning. Below are some tips on increasing the accessibility of online resources:

- Provide proper descriptions of images, graphs, diagrams and photographs, etc.
- Upload written materials such as Microsoft Word documents or readable PDF files
- Collect feedback from students regarding their usage of e-learning systems as well as the accessibility of materials. It would be good if testing is done with the students beforehand
- Choose more accessible learning tools, e.g., those with consistent designs, proper headings, contrasting colors, accessible (readable) graphics (or provide description of the graphics) and fewer frames
- Attend trainings/ talks on how to cater for the online learning challenges of students with VI

### Hearing Impairment (HI)

Online learning allows students with HI to hear sounds in their preferred way (e.g., setting appropriate volume for lecture videos) and learn at their own pace. To better assist their learning, you may consider the following:

- Add/ enhance some features within the online learning environment:
  - Upload the lecture materials online ahead of time so that students could have enough time to review the materials and follow through online learning more efficiently
  - Insert captions for online videos (including pre-recorded lectures, live-streaming, or films). There are tools that allow users to generate captions of a reasonable quality with relative ease, e.g., live captions feature on Zoom
  - Provide transcriptions of the online lecture for later reference/ review
- Arrange peer support: study group, buddy system with normal hearing (NH) students of the same class; students with HI could email/ text students with NH to clarify class materials when needed
- Arrange real-time interactive chat rooms for small-sized tutorial classes (have one facilitator, usually the lecturer, and other students can type their questions/ comments which can be read by everyone)

- Encourage students to provide feedback about the effectiveness of their online learning specifically (support forum, etc.)
- Additional time on essays or exams could be considered on a case-by-case practice

### Physical Impairment (PI)

In general, online learning is advantageous for students who only have mobility challenges. Students with lower limb mobility challenges are less limited to the environmental barriers in online learning since they access learning (both lectures and tutorials) in a virtual way. On the other hand, students with fine motor impairments may find it difficult to take notes rapidly on electronic devices. Below are some ways to facilitate their learning in general:

- Check with students on the settings of the online lessons in advance and advise them to better set up their devices, e.g., desktops/ laptops, to enhance the efficiency in attending lectures
- Allocate time for students to ask questions and discuss during the lecture (e.g., during breaks)
- Consider keeping the lecture video available online for a period after class for students to review them when needed
- Allow the use of software like speech-to-text and speech recognition to enhance note taking efficiency



- Beware of the formats of electronic resources provided to students. Word documents or PDFs with word format (in contrast to image format) are easier for students to jot notes on them in general

### Specific Learning Disabilities (SpLD)

Course materials are more available and accessible in online learning. Students can make use of assistive tools, e.g., text-to-speech function, to assist their reading and comprehension. They can also complete and submit their coursework or assessment through typing instead of hand-writing which eases their writing difficulties. Some students with slower processing speed could have more time to plan for their answers (both verbal and written) in online discussion. However, students may find it difficult when online learning/ discussion is conducted solely through written expression. To facilitate them:

- Allow/ encourage the use of text-to-speech function for writing during online discussion

- Suggest students to open browser with online dictionary/ type the answer for online discussion on Microsoft Word to perform spelling and grammar checking before submission

- Recap important points in online discussion verbally

- Allow students to choose whether to engage in online discussion by written or verbal expression when possible, e.g., during small group discussion

- Use more visual stimulation, e.g., pictures/ graphs/ videos, to assist elaboration

### Attention-Deficit/ Hyperactivity Disorder (AD/HD)

Depending on the student's home or study environment, online learning may provide a less restricted environment for students with AD/HD as they can have more flexibility and privacy in attending lectures, e.g., they may prefer standing/ walking (to release their energy) while listening to the lecture. Some students

may need to engage in tasks of a different nature, e.g., class discussion and listening to lecturer's elaboration, to sustain their attention. On one hand, they may feel more comfortable to do so without lecturer and classmates nearby. On the other hand, online learning requires more self-motivation and self-management, which could be challenging to students with AD/HD. There are ways to increase their learning efficiency:

- Encourage students to choose a quiet and familiar place with less novel distractions for online learning
- Set alarm for lecture time and keep calendar with deadlines, assign a place to store the mobile phone during lecture, etc.
- If possible, you may break down big tasks (e.g., group assignment) or goals into smaller tasks with different deadlines or steps to keep them engaged
- Pair students up with other classmates/ buddies or arrange tutor to support students on learning tasks. They can communicate with each other on various social media platforms or communication apps
- Give more frequent reminders on deadlines of tasks

### Autism Spectrum Disorder (ASD)

It is sometimes easier for students with ASD to learn at a place where they are more familiar with and with less people around. They tend to be more comfortable presenting ideas online, especially via text than facing people. However, they may need more time to adapt to new learning schedules and changes. More self-organisation skills are thus required. In addition, they may feel uncomfortable when asked to turn on the camera on Zoom, with the feeling of their private space being intruded and monitored. The following support could help them adjust to online learning:

- Allow extra time for preparation and presentation
- When it is necessary for the students to enable their video function (e.g., to practice/ demonstrate some skills), try to arrange it in small groups (with other students, or with lecturers/ tutors only) when possible
- Develop a structured teaching framework of a lecture or on how assessments will be done, which learning elements and formats would be included, more specific instructions on assignments, etc.
- Offer advice in arranging course schedule and how to balance between different activities, e.g., study, engagement in interests, etc.

### Mental Illness (MI)

In general, online learning offers a more flexible and safer learning environment for students with MI. It may help reduce the stress and anxiety caused by commuting to school, attending lectures or interacting with others for some students. For those who missed classes due to their mental/ psychological condition, they can make use of the recorded lectures to catch up when available. However, students may need to put in extra effort in building up their organisation and time management skills during online learning. They may also feel that there is a lack of support from peers and teachers. To facilitate them:

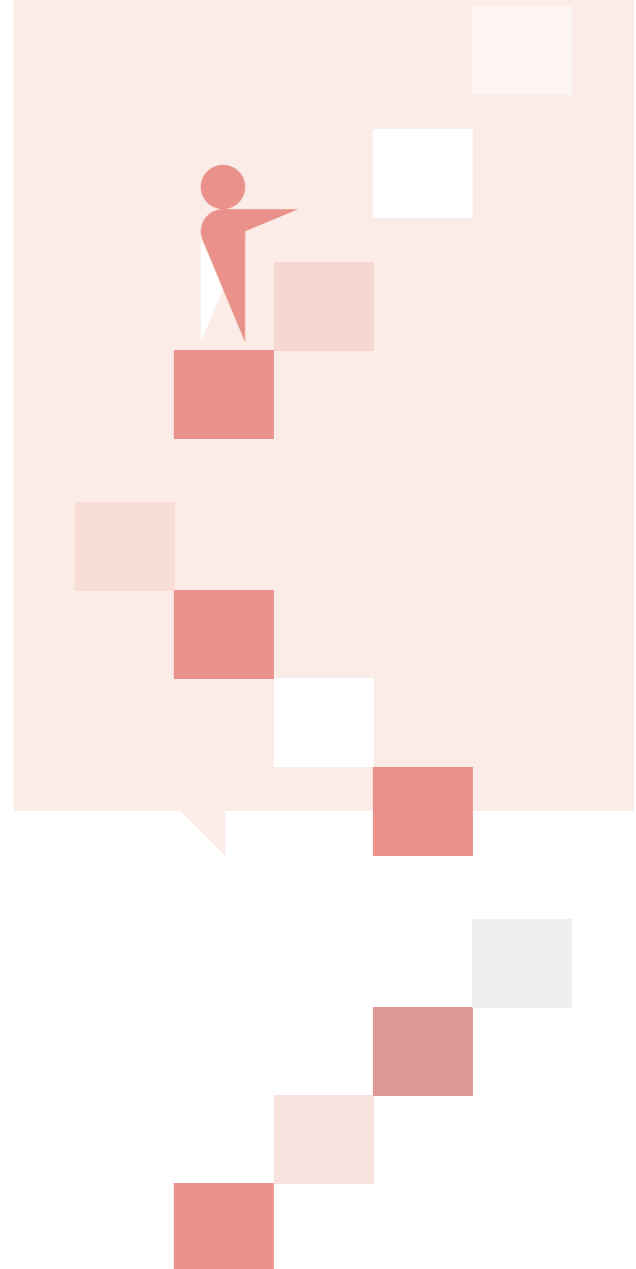
- Provide class learning materials in advance, such as the key learning points of textbook chapters, so as to decrease the demands on students' memory, attention and organisation
- Encourage peer support or arrange pair-up tasks to facilitate peer interactions
- Provide student support resources e.g., University Health Services, CEDARS Counselling and Psychological Services



I am grateful for the Study Room in the Main Library for students with SEN. I hope there will be more study spaces like that.



Anonymous,  
Student



### 3.15 How do Libraries support the learning for students with SEN?

Special learning support services and facilities listed below are provided by Libraries to assist students with SEN. Requests for special library support must be referred by the SEN Case Manager from SEN Support.

- Liaise with publishers to provide electronic textbooks
- Support for converting materials into accessible formats
- Special rooms equipped with assistive technology
  - **Hardware:** Computers with larger monitors, reading aids (e.g., Braille display, magnifier, etc.), and power scanners
  - **Software:** Screen reader software JAWS (which also offers speech synthesisers for English and Chinese languages) and Optical Character Recognition (OCR) software ABBYY
- Special lift access for students with physical disabilities

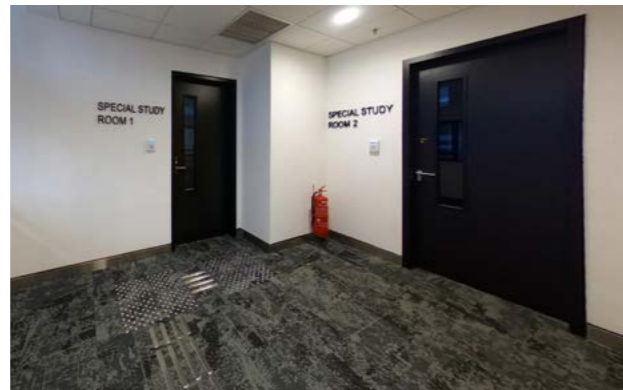
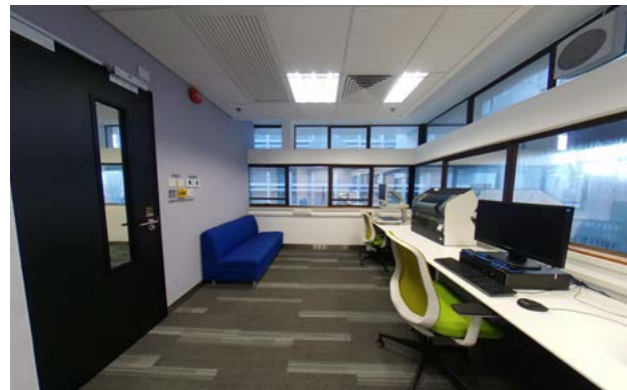
Students can also book study rooms or discussion rooms at the Libraries or Learning Commons if they need a quiet space to study.



#### Book a space

<https://lib.hku.hk/general/e-form/book-a-space.html>

#### Special Study Rooms



### 3.16 How can I help students who ask for accessible routes to the classroom/ exam venue?

The University of Hong Kong is situated across hilly terrain. Accessible ramps are constructed to connect different levels of the campus. Tactile guide paths are built to guide directions. Other accessible facilities include:

- Accessible Entrances of Major Buildings in Main Estate
- Wheelchair Friendly Routes on HKU Main Estate
- Toilets for People with Disabilities
- Carparks and Charging Bay for People with Disability
- Tactile Maps for University Campus
- Shuttle Bus Service (Campus shuttle buses are not equipped with ramps)

Visit the website of Estates Office for more information on campus accessibility.



#### Website of Estates Office

<https://www.estates.hku.hk>

For urgent accessibility assistance, please call the 24-hour Security Control Centre at 3917 2882. Comments and suggestions shall be directed to [estates@estates.hku.hk](mailto:estates@estates.hku.hk).

Students are advised to be familiar with the campus facilities and locations before they start their studies. Contact SEN Support for information on accessible routes to classrooms or examination venues.

# Event and Activity Planning 04

## 4.1 Can we exclude students from events or activities because it costs extra resources to accommodate their needs?

To ensure campus activities are inclusive for all and everyone has equal opportunities to enjoy learning opportunities (including events and activities) both inside and outside classroom, accessibility arrangements should be incorporated into the process of event organisation to the greatest extent possible.




### Reference

Equal Opportunity Unit, The University of Hong Kong. (n.d.). *Disability Discrimination Ordinance - Code of Practice on Education*. <https://www.eounit.hku.hk/images/content/publications/leaflets/disability-discrimination-ordinance-leaflet.pdf>




The University of Hong Kong. (2022, February 4). *Guideline on fostering practices for disability inclusion at higher education institutions (Trial Version, November 2021)*. DataHub. [https://datahub.hku.hk/articles/educational\\_resource/Guideline\\_on\\_fostering\\_practices\\_for\\_disability\\_inclusion\\_at\\_higher\\_education\\_institutions\\_Trial\\_Version\\_November\\_2021\\_/17032685](https://datahub.hku.hk/articles/educational_resource/Guideline_on_fostering_practices_for_disability_inclusion_at_higher_education_institutions_Trial_Version_November_2021_/17032685)




## 4.2 How can we ensure our event is accessible to students with different types of SEN?




Here is a list of good practices when organising events and activities with people with mobility problems, hearing impairments or visual impairments. Every event/ activity varies in nature. Thus, organisers are encouraged to take relevant domains into consideration when they start planning for an event.




Recommended Practices			
<b>Before the event</b>			
Let participants know that accommodations will be arranged when needed, include a statement in your publications A sample statement could be: “If you require accommodations to fully participate in this activity, please contact (name) at (email/ telephone). You will be contacted by our staff to discuss your specific needs.”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>




### Note

 Mobility Problems  Hearing Impairment  Visual Impairment

			
Communicate in advance with potential participants for any specific needs and concerns	•	•	•
Check if they come with care-giver(s)	•	•	•
<b>Accessibility of Venue</b>			
Book accessible parking if needed	•		
For walking aids, it may range from a walking cane to electric-powered wheelchairs	•		•
For venues with limitations (e.g., shortage of stair handrails, ramps, braille signage, automatic doors at entrance), a team member may be assigned to escort participants with specific needs	•		•
Are accessible toilets available?	•		•
Can the venue be easily accessed by public transport?	•	•	•
Is there a drop off area close to the venue?	•	•	•
Are the venue's emergency procedures accessible?	•	•	•
For each use with wheelchair, check whether there is a space with levelled ground to park the wheelchair. This space should be at least 74cm x 130cm with minimum head room of 135cm	•		
In case tables are used as a working/ catering surface for the participants, ensure the height of the tables are sufficient and have enough leg space for wheelchairs to park into (specific dimensions vary according to the type of wheelchair used). An alternative is to prepare chairs or tables with adjustable heights	•		

			
For stages, consider using a ramp that is not too steep to ensure accessibility (the slope should not exceed 1:12 between any two points on the ramp)	•		•
Assign a designated team member who could be contacted when assistance is needed and let potential participants know the contact methods on the day of the event	•	•	•
If an interpreter is required, are those identified as deaf or hard of hearing provided with reserved seating in the front so that they can see the interpreter clearly?		•	
Are all obstacles, trip hazards removed i.e., cables are removed and/or taped down?	•		•
For longer events, has a quiet zone for refuge from busyness and noise been created?		•	
Are strobe lights or flashing lights excluded from the event? Strobe lights or flashing lights can cause pain or discomfort for people who are sensitive to light or be distracting to people with ADHD, Autism, or other cognitive disorders			•
Are the heights of standing microphones adjustable? Are lapel microphones provided as an option upon request?	•		
Is a hearing loop and associated technical support available?		•	
Is live captioning provided on all screens?		•	
If appropriate, will the MC/ presenter include small regular breaks to help attendees concentrate?		•	•

			
Can the MC/presenter provide a verbal explanation of the layout, directions to toilets, meal areas, breakout rooms and fire exits? An alternative is to present a readable layout to the participants in advance			•
Are videos and presentations audio described?			•
Is the presentation pace slowed down, using pauses to allow attendees who are deaf or hard of hearing, to process and keep up with the presentation?		•	
<b>Accessibility of Invitation, Publications and Communications</b>			
Inclusive language is being used throughout the invitation, registration process and promotional materials	•	•	•
Provide, as part of the invite or return registration, confirmation information on accessing the venue including accessible parking, general parking, public transport and venue drop off points	•	•	•
Are the digital invitations accessible? If physical invitations are provided, ensure they are accessible or alternatively provide an accessible digital version?			•
Are all websites accessible?			•
Is text written in a plain font e.g., Arial and a minimum 12 point type size?			•

			
<b>On the day of the event</b>			
Introduce the designated team member to the participants with specific needs	•	•	•
Brief staff and volunteers of the event with basic awareness and information about the needs of the attendees	•	•	•
Ensure the venue is accessible	•	•	•
Ensure accessibility enhancing measures were sufficiently implemented	•	•	•
<b>After the event</b>			
Check if the people with disabilities need assistance (e.g., showing the way to the transportations, accompanying the person to access the vehicle) when they leave the venue	•	•	•
<b>Other considerations</b>			
Is there someone involved in the planning or who can fulfil an advisory capacity that has lived experience?	•	•	•
Have you considered the need for budget to address access requirements?	•	•	•

#### Reference

Queensland Government. (n.d.). *Event checklist*. [https://www.forgov.qld.gov.au/\\_\\_data/assets/word\\_doc/0026/183293/event-checklist.docx](https://www.forgov.qld.gov.au/__data/assets/word_doc/0026/183293/event-checklist.docx)



## Stair Climbers on campus

To enhance accessibility within HKU, there are two stair climbers available. They help people such as wheelchair users reach locations that are only accessible through stairs. They can therefore attend lectures, join activities or events that take place in those locations without worrying about the physical barriers.

The stair climber requires a trained staff to operate. If you would like to use one, or will be hosting an event in a location that is inaccessible to wheelchair users, you may contact:

- Integrated Facilities Management Operators (Tel: 3910 8123) for Centennial Campus
- SEN Support (Tel: 3910 3200) for areas near Chong Yuet Ming Amenities Centre



Stair Climber in the Chong Yuet Ming (CYM) Amenities Centre



Stair Climber Demonstration



## 4.3 What are the financial support for students with SEN?

In response to a call for donation to celebrate the Silver Jubilee of HKU Class of 81 in 2006, Mr. Henry Chan made a generous donation that helped hundreds of students with Special Educational Needs (SEN) with the establishment **of the Henry Chan Inclusive Education Fund**. On top of directly benefitting students, the Fund also empowered HKU to enhance the scope and capacity of service provided to students with SEN.

In 2019, Mr. Henry Chan made another donation to set up the **K.B. Chen Inclusive Education Fund**, envisioning a sustainable source of support for the generations of students to come.

CEDARS administers the two inclusive education funds that support students with SEN to procure learning equipment or services. Students with SEN can apply for the Fund under the following schemes:

### Applications that are considered in two rounds per academic year

- K.B. Chen Inclusive Education Award for Students with Disabilities/SEN

### Applications that are considered throughout the year

- K.B. Chen and Henry Chan Inclusive Education Grant for Students with Disabilities/SEN



Staff can refer students to the website of SEN Support to know more about the application details of the funds.  
<https://www.cedars.hku.hk/cope/sen-support/sen-funding>

 The Registry also invites applications for scholarships specifically for students with SEN

- Li Kwan Hung Education Fund
- HKSAR Government Scholarship Fund - Endeavour Merit Award
- Sir Edward Youde Memorial Overseas Fellowship/Scholarship for Disabled Students
- Sir Edward Youde Memorial Fellowship/Scholarship for Disabled Students
- S.K.Y. Lee & Lee Chi Hung Scholarship for Hearing Impaired Students
- T. M. Gregory Memorial Scholarship
- The Hong Kong Jockey Club Scholarships (SEN quota)
- BEA Inspiring Student Scholarship



Visit HKU Scholarships for scholarships that are currently open for applications:  
<https://aas.hku.hk/scholarship-opportunities/>

#### Other university financial resources



**CEDARS Financial Resources**  
<https://www.cedars.hku.hk/index.php?route=information/funding>



**HKU Scholarships**  
<https://www.scholarships.hku.hk>

#### 4.4 What are the accessible routes to reach the office of SEN Support?

SEN Support is under the Counselling and Person Enrichment (CoPE) Section of CEDARS.



**Accessible routes to CEDARS-CoPE office**  
<https://www.cedars.hku.hk/cope/sen-support/accessible-campus>



CEDARS staff are patient and supportive in my study at HKU. They are willing to cater for my needs and communicate with other staff in the university on my support plan.



Anonymous,  
Student



#### 4.5 Are peers mobilised to support students with SEN?

SEN Support is dedicated to promoting an inclusive campus, with the aim of removing social barriers through encouraging peer engagement.

Social Barrier is a type of barrier that is invisible. They often result from a lack of understanding that leads us to ignore, judge, assume, and even draw people with disabilities further away from us, such as assuming people with SEN/ disability are less capable.

Peer Impact Network (PIN) nurtures students with comprehensive training of practical skills and opportunities to support one another. It aims to cultivate a caring and inclusive environment at HKU and the wider community by fostering cultural integration, promoting mental health, and raising awareness about Special Educational Needs.



### Campus Tour

Students with visual or physical impairments may have difficulties navigating the HKU campus. Peer Supporters can offer their assistance by organizing campus tours to major campus facilities, classrooms or any campus locations that they wish to visit. Peer Supporters can also introduce accessible routes and facilities to help them adjust to the campus.

### Note Taking Service

Some students, such as students with visual impairment, fine-motor problems or difficulties in listening and writing simultaneously, may struggle with notetaking during lectures. Peer Supporters can provide note-taking assistance by jotting and sharing lecture notes or transcribing audio-recordings of lectures. SEN Support may also engage Faculties and teaching staff's effort in recruiting a student from the same class to be a note-taker.

### Peer Buddy

Some students with SEN would like to connect with like-minded peers for emotional or learning support, gain tips to enrich their university experience or boost social confidence. SEN Support matches students with Peer Supporters based on their background, interest or needs. SEN Support also offers guidance to Peer Supporters who would like seek advice on how to be a more supportive peer buddy.

### Peer Language Tutoring

Students looking to improve their language skills and enhance social confidence can participate in Peer Language Tutoring Programmes. Peer Supporters who are proficient in either Cantonese or English can serve as Language Tutors. They can utilise their language proficiency to support and connect with fellow students in a stress-free environment.

## 4.6 Is there any career preparation support for students with SEN?

SEN Support believes that people with disabilities/ SEN should enjoy equal employment rights as others in society. We have been working with different corporates, organisations and colleagues from the Careers and Placement Section of CEDARS to coordinate various internship programmes for our students in the past years. We have received highly positive feedback from the employers on our students' abilities and work performances.

Through coordinating the Internship Programmes, we aim to promote inclusion at the workplace and to enable our students to unleash their potential in a barrier-free environment. To facilitate smooth employment, SEN Support will liaise with the employers on recruitment arrangements and communicate with them on necessary work accommodations.



### **Internship and Career Opportunities for students with SEN**

<https://www.cedars.hku.hk/cope/sen-support/sen-internship>

## 4.7 What else can I do to support students with SEN?

- Join workshops and training to enhance your knowledge and awareness of the needs of these students
- Refer students to the various resources
- Let us know how HKU can enhance the support to students with SEN (email: CEDARS-SEN@hku.hk)
- Follow our Instagram account @hkucedars.cope



### **Community resources for students with SEN**

<https://wp2.cedars.hku.hk/sen-resources>

## SEN Leaflets and Videos

A series of online and printed materials are made available for staff and students to know more about disability-related issues and to join our social inclusion efforts. We have produced a set of leaflets on specific types of disabilities with communication tips, and a number of awareness-raising videos that features the SEN-PIN initiatives.



The leaflets and videos can be accessed on the SEN Support website:

<https://www.cedars.hku.hk/cope/sen-support/awareness>





*cedars*

Centre of Development and Resources for Students  
學生發展及資源中心

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