Which school for my child?

Ministry of Education
SINGAPORE

A Guide for Parents of Children with Special Educational Needs



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Dear Parents,

This guide is written to help you decide on the educational setting that can best support your child.

Children with Special Educational Needs (SEN) need supports for their educational journey. For most, these supports can be provided within a mainstream school. Some of our children may need more intensive and customised supports that can only be offered by Special Education (SPED) schools. Children with SEN can realise their full potential and lead meaningful and purposeful lives if they are given educational support that meet their needs.

This guide aims to help you understand:

- What special educational needs are
- How you can support your child
- The support available in mainstream and SPED schools
- How to apply to a mainstream or SPED school

We hope that this guide will serve as a useful companion as you navigate this journey to explore the most appropriate educational support for your child. It is not meant to be a substitute for professional advice. Remember that every child is different and apply the information in this guide to your child accordingly.

Yours sincerely,
Special Educational Needs Division, MOE



A Step-By-Step Guide



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Chapter 1:

Understanding your child's needs and getting support

Children have different strengths, interests, and needs. Some children may need additional help and support to learn or adapt socially.

They may need more help than their peers in areas such as reading, communicating, or making friends.



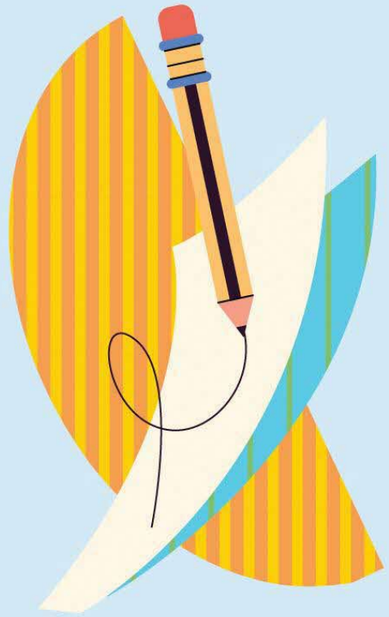
1.1 Understand Special Educational Needs (SEN)

Understanding your child's strengths, interests, and needs can help you identify the right kind of support for them.

Find out more about your child's needs by speaking to your child's teachers and professionals working with your child.

You can read books on SEN written by professionals to understand more about your child's needs. You can also access websites of trustworthy organisations (e.g., national organisations).

To better understand your child's needs and the educational setting that is most appropriate for them, you should seek the advice of a qualified professional.



Based on Professional Practice Guidelines (2018)[1], a student is considered to have SEN when criteria (a), (b) and (c) below are <u>all</u> fulfilled:

a. **Diagnosed with a disability condition** (e.g., learning, developmental or physical/ sensory impairment)

AND

b. **Displays**

- Greater difficulty in learning as compared to most peers of the same age <u>OR</u>
- Difficulty accessing education provisions catered for majority of peers of same age <u>OR</u>
- Some areas of impairment, in terms of social, academic, physical, or sensory functioning (i.e., the student is not on par with most of their peers)

AND

c. **Requires different and/or additional resources** beyond what is generally available for most of their peers of the same age.

[1]The Professional Practice Guidelines was developed through a multi public-agency consensus of professionals involved in the assessment and provision of advice for students with SEN, including professionals from MOE, the Ministry of Social and Family Development, SPED schools, and government hospitals. You may access it via this link: https://www.moe.gov.sg/-/media/files/special-education/professional-practice-guidelines.pdf

1.2 Find a qualified professional

A qualified professional can help you better understand your child's needs and the educational setting that is most appropriate for them.



If your child is below seven years of age, you may consult **professionals** (e.g., doctors, psychologists, therapists) in **government/restructured hospitals** for a professional assessment.

If your child is currently enrolled in a mainstream school (e.g., Primary School), you may consult **psychologists** from the **Ministry of Education (MOE)** through your child's form teacher.

Alternatively, you may get your child assessed by qualified professionals in private practice.

Check the credentials of the professional who will assess your child. The professional should have relevant qualifications and experience as their professional judgement will influence recommendations for your child's education.

A psychological assessment should be conducted by a qualified psychologist.[2]

[2]https://singaporepsychologicalsociety.org/members-directory/

1.3 Get your child assessed

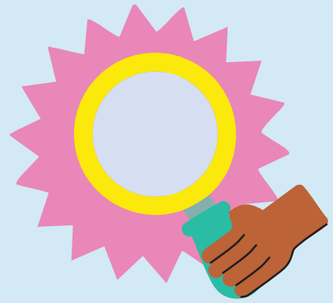
A professionally-conducted assessment of your child would typically include:



A **variety** of assessments



Interviews with parent(s), your child, and other relevant parties such as teachers



A careful analysis of findings from **different sources**

Bring information on your child (e.g., medical records, school reports) when you meet the professional.

Following the assessment, you can expect to receive a report that may include:

1. A **holistic profile** of your child, including their strengths and needs in physical development, communication, learning, and/or social-emotional functioning
2. A **clear diagnosis** of your child's SEN

   Bear in mind that a diagnosis does not change your child; rather, it gives you a better understanding of your child's needs.
3. Your child's **educational needs**
4. Practical and effective recommendations for **intervention** and **support** for your child

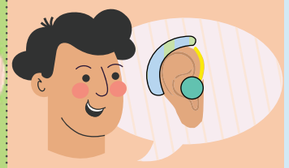
1.4 Learn about your child's needs

Your child may be assessed to have **one or more** of the following areas of needs:

BROAD AREAS OF NEEDS







EXAMPLES OF COMMON DIAGNOSES OF SEN

Speech/ Language & Literacy

- Dyslexia
- Language Disorder

Social, Emotional, Behavioural

- Attention Deficit Hyperactivity Disorder (ADHD)
- Autism Spectrum Disorder (ASD)
- Social Communica-tion Disorder (SCD)

Sensory, Mobility

- Hearing Loss
- Visual Impairment
- Cerebral Palsy
- Multiple Disabilities

- Intellectual Disability (ID)

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

Diagnosis of SEN	Specific Difficulties
Dyslexia	• Reading • Spelling • Writing
Language Disorder	• Understanding and/or using spoken vocabulary • Understanding lengthy spoken explanations • Telling a complete story
Attention Deficit Hyperactivity Disorder (ADHD)	• Inattention • Hyperactivity • Impulsivity
Autism Spectrum Disorder (ASD)	• Social communication and interaction (e.g., back-and-forth conversations, eye contact, developing relationships) • Restricted and repetitive behaviours and interests (e.g., rigid thinking patterns, excessive interest in a certain topic)
Social Communication Disorder (SCD)	• Using language for social purposes (e.g., greetings) • Changing speech to suit different social contexts • Understanding information that is implied but not explicitly stated (e.g., metaphors, sarcasm)

Diagnosis of SEN	Specific Difficulties
Intellectual Disability (ID)	• Adaptive functioning[3], which is the ability to handle daily demands in life independently • Cognitive functioning, which is the ability to concentrate, formulate ideas, reason, and remember
Hearing Loss	• Complete or partial loss of the ability to hear
Visual Impairment	• Partial loss of vision or blindness • Severe decrease in ability to see, which cannot be corrected with standard spectacles or contact lenses
Cerebral Palsy	• Poor muscle coordination • Decreased ability to move and control movements
Multiple Disabilities	• More than one significant disability

Although these are common diagnoses, every child is different. Two children with the same diagnosis may have very different needs and may progress at a different pace.



Children make the best progress when they receive support that meets their individual needs.

[3]Includes communication, self-care, motor and social skills

1.5 Clarify your child's needs and support plans

Discuss with the professional what support your child needs. These are some questions you may want to ask:

About the possible diagnosis and overall treatment

- What area(s) of difficulty should I focus on first?
- How should I explain my child's SEN to them and to other family members?
- What are the therapy options[4] available to my child? Which would you recommend, and why?
- What kind of progress can I expect for my child over the next few years?



About home-based intervention

- What interventions and strategies can I use at home?
- What resources can you recommend?
- How can I continue to work with professionals helping my child?



About educational placement and school-based support

- What are the school options that I should consider for my child?
- What support is available in mainstream and/or SPED schools that can help my child?



[4]Therapy services (e.g., occupational therapy, physiotherapy, and speech-language therapy) should be provided by Allied Health Professionals (governed by the Allied Health Professions Act 2011).

1.6 Get support

Many parents experience a range of emotions as they try to understand their child's SEN. These could include anxiety, grief, anger, fear, guilt, surprise, relief, acceptance, and hope.

Parent Support Groups (PSGs) can be a source of comfort and mutual understanding, as parents who have gone through similar experiences can offer valuable information and advice.

There may be a PSG in your child's school that you can approach. There are also non-profit organisations, such as SPARK[5], for parents of children with ADHD.

SPARK



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

Other organisations that could support your child are:

Children Health Services

KK Women's and Children's Hospital[6]

National University Hospital[7]

Child Guidance Clinic[8]

Khoo Teck Puat – National University Children's Medical Institute[9]

Community-based Agencies

Family Service Centres:
Community-based resource centres offering a broad range of community services for families in need

SG Enable[10]

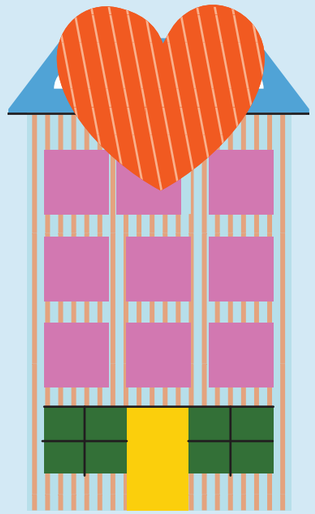
Enables persons with disabilities by providing referral services, grants, and employability training

Social Service Agencies (SSAs)

Early Intervention Programme for Infants & Children (EIPIC) Centres:
Provides developmental and therapy services for infants and preschool-aged children at risk of moderate to severe developmental delays

SHINE Children and Youth Services:
Provides social work and educational psychology services to children, youth, and their families

Disability-specific SSAs:
E.g., Autism Resource Centre (ARC), Dyslexia Association of Singapore (DAS), and Down Syndrome Association



[6]https://kkh.com.sg/
[7]https://www.nuh.com.sg/
[8]https://www.imh.com.sg/Clinical-Services/Outpatient-Clinics/Pages/Child-Guidance-Clinic.aspx
[9]https://www.nuh.com.sg/care-at-nuh/specialties/paediatrics
[10]https://www.sgenable.sg/Pages/Home/aspx

Chapter 2:

Considering the options

In Singapore, the Compulsory Education (CE) Act[11] makes schooling compulsory for children who are Singapore Citizens residing in Singapore and of "compulsory school age"[12].

Children need to attend a national primary school regularly unless they have been granted exemption. A national primary school refers to a government or government-aided school, or government and community-funded SPED school.

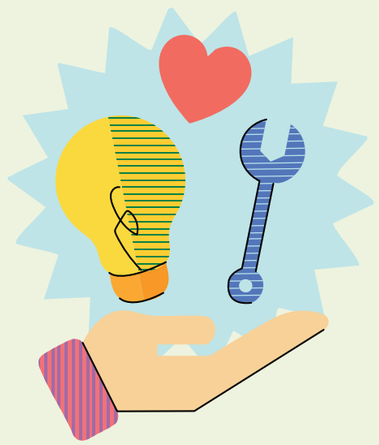




CE Act

The CE Act places the responsibility on parents to ensure that children regularly attend school, and parents are considered to have fulfilled their CE obligations if their children complete primary education.

With effect from 2019, the CE Act includes children[13] with moderate-to-severe SEN. Parents will be able to fulfil their CE obligations by enrolling their child in a government and community-funded Special Education (SPED) school and ensuring that they complete their primary education there.



Financial Assistance Schemes

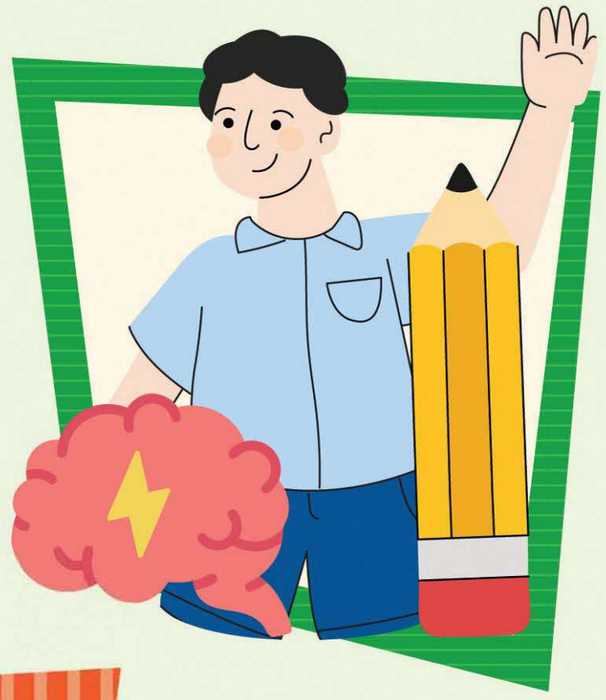
Financial assistance schemes[14] are available in both mainstream and SPED schools to ensure that no child is denied an education because of their financial situation. You may approach the school staff directly if your family requires financial assistance for your child's education.

Financial Assistance Schemes

[11]For more information on the CE Act "compulsory school age", please visit https://www.moe.gov.sg/primary/compulsory-education
[12]Above the age of 6 years but below the age of 15 years
[13]Born after 1st January 2012
[14]https://www.moe.gov.sg/financial-matters/financial-assistance

2.1 Understand the recommended educational placement

The professional will make a recommendation of the type of school best suited to support your child's needs, based on their level of **cognitive** and **adaptive** abilities.



Cognitive abilities refer to the ability to think, concentrate, formulate ideas, reason, and remember.



Adaptive skills[15] refer to the ability to handle daily demands in life independently.

[15]Includes communication, self-care, motor, and social skills

Recommended Mainstream School Placement

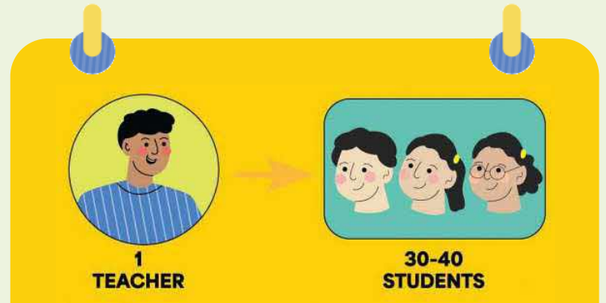
Your child may be recommended to attend a mainstream school if they:

- are assessed to have the **cognitive abilities** and **adaptive skills** to access the national curriculum and mainstream learning environment; and
- only require some additional educational support due to SEN such as dyslexia, ADHD, mild ASD, language, sensory, or physical impairments.

They could be supported by:

1. **Personnel with specialised training** such as *Teachers trained in Special Needs (TSNs)* and *Special Educational Needs Officers (SEN Officers)* to help students with SEN integrate into the school environment.
2. **Support programmes and interventions** that cater to different levels and learning needs:
   - *Learning Support Programme (LSP)* and *Learning Support for Mathematics (LSM)* for Primary 1–2 students who require additional support in English language/literacy skills and numeracy skills respectively.
   - *School-based Dyslexia Remediation (SDR)* programme for Primary 3–4 students with dyslexia.
   - *TRANsition Support for InTegration (TRANSIT)* for identified Primary 1 students with social and behavioural difficulties. Students learn self-management skills supported by a curriculum which covers classroom work habits, social and communication skills and emotional regulation skills.
3. **Barrier-free accessibility**[16] to help children with physical disabilities better access the learning environment.

Barrier-free Accessibility

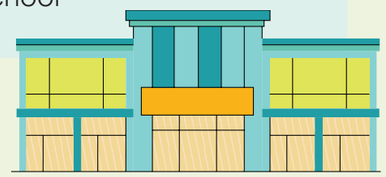


In mainstream schools, the **national curriculum** is offered in classes with 1 teacher teaching **30 to 40 students**.

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

4. **Educational support services** for children with visual impairment, hearing loss, and/or physical impairment.
    - Personnel from SSAs visit schools to assess students' needs and recommend appropriate educational provisions. They also provide consultation to teachers to help them better understand these students' learning and social needs.
    - Assistive technology devices such as Remote Microphone - Hearing Assistive Technology (RM-HAT), text-to-speech software, and magnifiers are also made available to support their learning needs.
5. **Designated mainstream schools** provide specialised support for children with moderate to profound hearing loss or visual impairment.

Type of SEN	School
Hearing Loss (Signing approach[17])	Mayflower Primary School[18] Beatty Secondary School
Hearing Loss (Oral approach[19])	Canossa Catholic Primary School[20] Outram Secondary School St. Anthony's Canossian Secondary School
Visual Impairment[21]	Ahmad Ibrahim Secondary School Bedok South Secondary School Dunearn Secondary School



[17]Signing is the primary method of communication and instruction.
[18]Starting from the 2022 K1 cohort, children with hearing loss who would benefit from early signing instruction will receive dedicated support at the MOE Kindergarten at Mayflower Primary School.
[19]Focuses on developing the skills of speaking and listening for communication and instruction.
[20]From 2025, Canossa Catholic Primary School (CCPS) is the designated mainstream primary school for students with HL (Oral Approach), following the restructuring of Canossian School (CS) with CCPS. CS was a Special Education school which offered the national curriculum for students with HL (Oral Approach), before it ceased operations at the end of 2024.
[21]Primary school-aged students may attend Lighthouse School (SPED school which offers national and customised curriculum)

Recommended SPED School Placement

Your child may be recommended to attend a SPED school if they are assessed to:

- require more intensive and customised support.
- be able to benefit from additional support in **developing adaptive skills** to cope in group settings and/or a **customised curriculum**.
- require a **higher level of educational support** due to SEN such as ASD, ID, significant sensory or physical impairments, or multiple disabilities.



They could be supported by:

1. **Curriculum customisation** and **support**, so that teachers can provide better attention and support to individual students.
2. **Specialised personnel** who may include:

Speech and language therapists to support students with speech and language difficulties

Occupational therapists to equip students with adaptive living skills

Psychologists to provide assessment and intervention support

Social workers to provide family life support services (e.g., counselling, provision of financial assistance, caregiver and sibling support)

3. **Specialised provisions** and **customised facilities** which may include modulation rooms, vocational training rooms, and occupational therapy rooms - the facilities vary from school to school, depending on the needs of their students.
4. **Partnership with mainstream schools** where there are joint activities for students to interact and learn from one another.

In SPED schools, every student has an **Individual Education Plan (IEP)** that is **tailored to their unique learning needs**. This could be based on the national curriculum, or a customised curriculum, depending on the curriculum that the school offers and your child's needs.

SPED schools are guided by MOE's SPED Curriculum Framework **'Living, Learning and Working in the 21st Century'** to develop customised and quality curriculum[22] for achieving the desired outcomes of SPED: leading independent lives, learning continuously and contributing meaningfully in society.

The customised curriculum specifies the SPED desired outcomes of **Living, Learning and Working (LLW)** in **seven core learning domains** (Communication and Language, Numeracy, Social-Emotional Learning, Daily Living Skills, Vocational Education, Arts and Physical Education), with **Character and Citizenship Education** as the foundation for a values-based SPED and Information and Communications Technology as an enabler for teaching and learning in SPED.

Customised curriculum in SPED schools[22]



Besides offering the customised curriculum, there are also SPED schools that offer the National Curriculum (NC) for students who can cognitively access NC. These schools include Pathlight School and St. Andrew's Mission School, that support students with Autism who are found suitable to access the NC.

Based on your child's SEN profile, the professional will recommend a SPED school[23] that best meets their needs. For more information on SPED school education, you may refer to the QR code:

List of SPED schools supporting different needs[23]

[22]https://www.moe.gov.sg/special-educational-needs/curriculum
[23]https://www.moe.gov.sg/special-educational-needs/sped-schools

2.2 Learn more about the schools

With the professional's recommendation, you can go on to learn more about the **specific support** available in school(s) that meets the needs of your child. To learn more, you can:



You may also refer to the following resources:

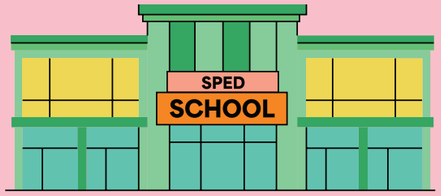
Mainstream schools

Primary School Education Guide[24]

SPED schools

A guide to government and community-funded SPED schools in Singapore and their programmes[25]





[24]https://www.moe.gov.sg/primary/curriculum
[25]https://www.moe.gov.sg/special-educational-needs/sped-schools

2.3 Keep in mind other considerations

If the professional has recommended a school type where more than one school is available, you can also **consider the following** when identifying a school for your child:



Your child's interests

Consider your child's non-academic interests (e.g., sports, music, technology), and find out if the school offers CCAs and activities that match these interests.

School identity

Consider each school's unique strengths, such as the school's vision, mission, culture, and Parent Support Group(s).

2.4 List of SPED schools

You may refer to the table below for a list of SPED schools that can support your child's primary diagnosed condition.

REGION	SCHOOL	ADDRESS
Autism Spectrum Disorder (ASD) with intellectual impairment		
Ang Mo Kio	APSN Chaoyang School**	10 Ang Mo Kio Street 54, Singapore 569184
Bedok	AWWA School @ Bedok	50 Bedok Reservoir Crescent, Singapore 479225
Bedok	APSN Katong School**	900 New Upper Changi Road, Singapore 467354
Bedok	MINDS Towner Gardens School	1B Lengkong Lima, Singapore 417557
Bukit Batok	Eden School	101 Bukit Batok West Ave 3, Singapore 659168
Bukit Batok	Eden School (Campus 2)	1 Bukit Batok West Ave 2, Singapore 659203
Bukit Merah	APSN Tanglin School**#	143 Alexandra Road, Singapore 159924*
Choa Chu Kang	APSN Delta Senior School**#^	3 Choa Chu Kang Grove, Singapore 688237
Clementi	Grace Orchard School**	170 West Coast Road, Singapore 127443*
Eunos	Maitri School	95 Jalan Eunos, Singapore 419529*
Hougang	AWWA School @ Napiri	11 Lorong Napiri, Singapore 547532
Marine Parade	St. Andrew's Autism School	1 Elliott Road, Singapore 458686
Queenstown	MINDS Lee Kong Chian Gardens School	802 Margaret Dr, Singapore 149311
Queenstown	Rainbow Centre Margaret Drive School	501 Margaret Drive, Singapore 149306
Sembawang	Rainbow Centre Admiral Hill School	21 Admiralty Lane, Singapore 756944
Sengkang	MINDS Fernvale Gardens School	7 Fernvale Road, Singapore 797635
Tampines	Metta School**^	30 Simei St 1, Singapore 529949

REGION	SCHOOL	ADDRESS
Autism Spectrum Disorder (ASD) with intellectual impairment *(continued)*		
Woodlands	MINDS Woodlands Gardens School	30 Woodlands Ring Road, Singapore 737883
Yishun	Rainbow Centre Yishun Park School	15 Yishun Street 61, Singapore 768548

Autism Spectrum Disorder (ASD) with no intellectual impairment *(These schools offer the national curriculum)*		
Ang Mo Kio	Pathlight School (Ang Mo Kio)	5 Ang Mo Kio Ave 10, Singapore 569739
Ang Mo Kio	Pathlight School 3	2 Ang Mo Kio Street 44, Singapore 569250*
Bukit Batok	St. Andrew's Mission School	11 Bukit Batok Street 25, Singapore 658712*
Choa Chu Kang	Anglo-Chinese School (Academy)[26]	3 Teck Whye Crescent, Singapore 688845*
Tampines	Pathlight School (Tampines)	4 Tampines Street 91, Singapore 528907

Mild Intellectual Disability		
Ang Mo Kio	APSN Chaoyang School	10 Ang Mo Kio Street 54, Singapore 569184
Bedok	APSN Katong School	900 New Upper Changi Road, Singapore 467354
Bukit Merah	APSN Tanglin School	143 Alexandra Road, Singapore 159924
Choa Chu Kang	APSN Delta Senior School	3 Choa Chu Kang Grove, Singapore 688237
Clementi	Grace Orchard School	70 West Coast Road, Singapore 127443*
Tampines	Metta School	30 Simei St 1, Singapore 529949

[26]Anglo-Chinese School (Academy) will only be operational from the first quarter of 2026.

REGION	SCHOOL	ADDRESS
Moderate to Severe Intellectual Disability		
Bedok	MINDS Towner Gardens School	1B Lengkong Lima, Singapore 417557
Queenstown	MINDS Lee Kong Chian Gardens School	802 Margaret Dr, Singapore 149311
Sengkang	MINDS Fernvale Gardens School	7 Fernvale Road, Singapore 797635
Woodlands	MINDS Woodlands Gardens School	30 Woodlands Ring Road, Singapore 737883

Multiple Disabilities		
Hougang	AWWA School @ Napiri	11 Lorong Napiri, Singapore 547532
Jurong	Cerebral Palsy Alliance Singapore School (West)	6A Jurong West Street 52, Singapore 649297*
Pasir Ris	Cerebral Palsy Alliance Singapore School (East)	65 Pasir Ris Drive 1, Singapore 519529
Queenstown	Rainbow Centre Margaret Drive School	501 Margaret Drive, Singapore 149306

Sensory Impairment		
Toa Payoh	Lighthouse School	51 Toa Payoh Rise, Singapore 298106

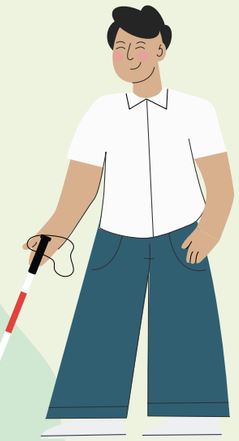
*Interim site
**Caters to students who have ASD with mild Intellectual Disability
#Does not offer Junior/Primary programmes
^Also offers vocational certification for students who have ASD with mild Intellectual Disability (aged 16 to 18 years

List of SPED Schools[27]

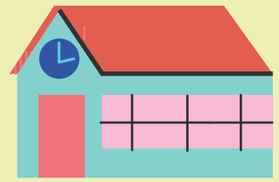
[27]https://www.moe.gov.sg/special-educational-needs/sped-schools

Map of SPED Schools





- Rainbow Centre Admiral Hill School
- MINDS Woodlands Gardens School
- Rainbow Centre Yishun Park School
- Anglo-Chinese School (Academy)
- MINDS Fernvale Gardens School
- APSN Delta Senior School
- APSN Chaoyang School
- Eden School (Campus 2)
- AWWA School @ Napiri
- Pathlight School 3
- Cerebral Palsy Alliance Singapore School (East)
- Cerebral Palsy Alliance Singapore School (West)
- Eden School
- St. Andrew's Mission School
- Pathlight School (Ang Mo Kio)
- Pathlight School (Tampines)
- Metta School
- AWWA School @ Bedok
- Lighthouse School
- Maitri School
- MINDS Towner Gardens School
- APSN Katong School
- Grace Orchard School
- Rainbow Centre Margaret Drive School
- St. Andrew's Autism School
- MINDS Lee Kong Chian Gardens School
- APSN Tanglin School









- Autism Spectrum Disorder (ASD) with intellectual impairment
- Autism Spectrum Disorder (ASD) with no intellectual impairment
- Mild Intellectual Disability
- Moderate to Severe Intellectual Disability
- Multiple Disabilities
- Sensory Impairment

Note: All information is accurate at the time of print. For the most updated information, you may refer to the school's website.

Chapter 3:

Applying for a place in a school

Once you have identified the school that will best meet the needs of your child, you can proceed to apply for a place in the school.



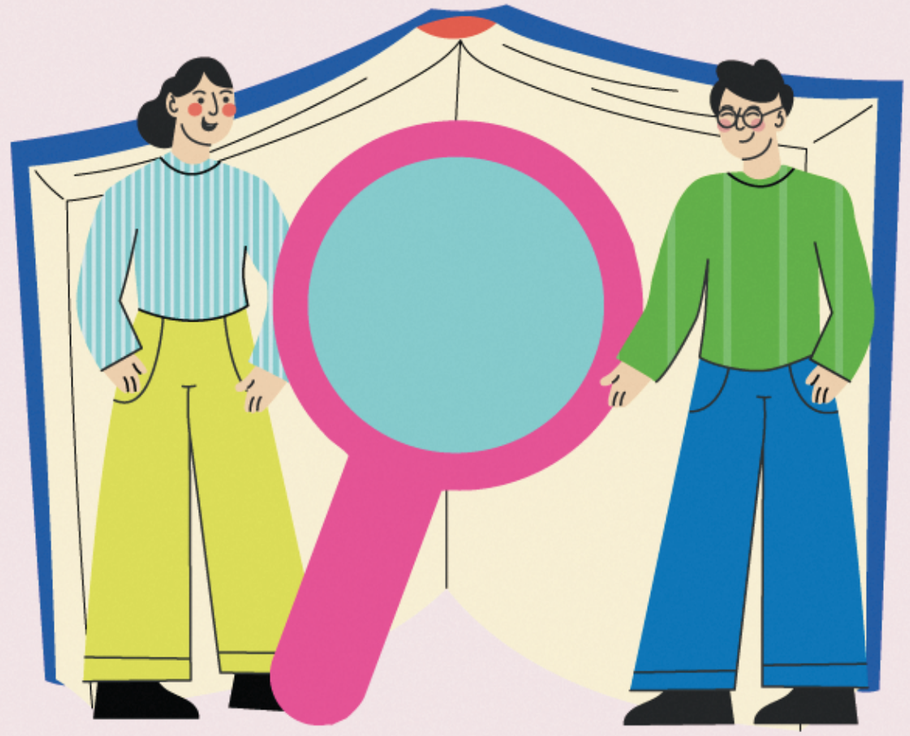
3.1 Get details of the application process

If your child would be better supported in a **mainstream school**, take part in the:

Primary One Registration Exercise[28]

If your child would be better supported in a **SPED school**, find out details of the:

SPED School Application Process[29]



[28]https://www.moe.gov.sg/primary/p1-registration
[29]https://www.moe.gov.sg/special-educational-needs/apply

3.2 Prepare important documents

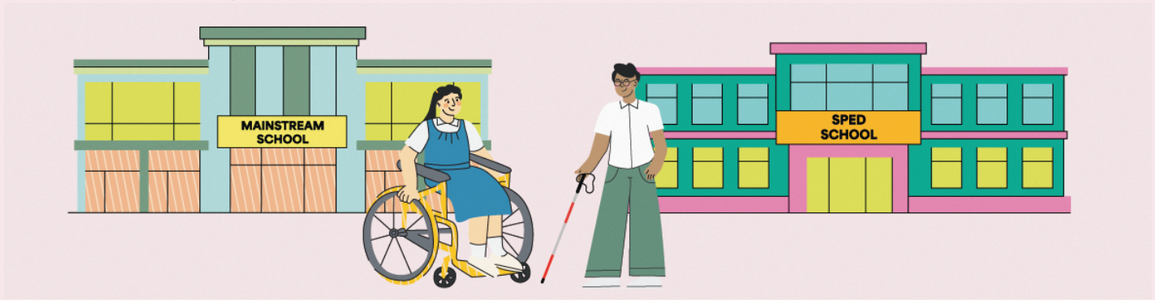
Mainstream Schools:

To apply for a **mainstream school**, please ensure that you prepare the necessary documents, as listed on https://www.moe.gov.sg/primary/p1-registration.

SPED Schools:

To apply for a **SPED school**, please submit your application online at https://go.gov.sg/spedschoolapplform[30]. Do take note of the submission deadline of the school of your first choice.

When completing the form, please refer to the accompanying user guide at https://www.moe.gov.sg/-/media/files/special-education/sped-school-application-user-guide.pdf.



[30]This is a standard form that has to be completed for all children applying to any of the government and community-funded SPED schools.



The referring agency will be able to assist you in completing the form and submitting it to the relevant SPED school.

Referring agencies include:

- Government and government-aided schools
- SPED schools
- Government/restructured hospitals
- EIPIC Centres
- Private professionals (who have worked closely with your child)

Applications can only be processed if all required documents are received in order. Missing or inaccurate information may result in delays in processing.

For more details on admission criteria or processes, please visit the respective SPED schools' websites.

3.3 Note important dates

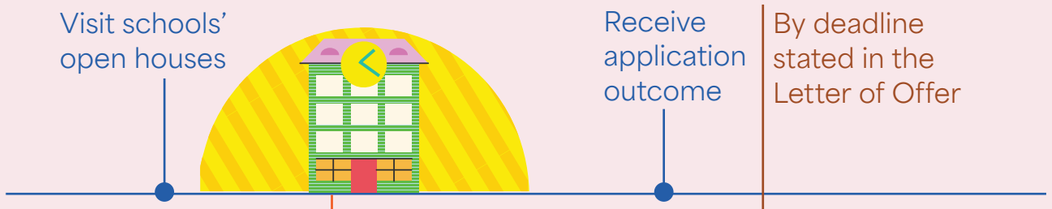
Mainstream Schools:

Once you have shortlisted the mainstream school(s) for your child, check which registration phase[31] your child is eligible for and the dates to register your child.

SPED Schools:

Once you have shortlisted the SPED school(s) for your child, you can find out more from their respective websites. Some SPED schools hold Open Houses where interested parents are encouraged to visit.

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



Get your child assessed

Ensure that your child is assessed **at least six months** before the closing date of application so that you will have all the documents ready in time.

Submit application by school's deadline

Different SPED schools have different student admission intake timelines for the year; some may have more than one student intake per year.

Some SPED schools might have admission deadlines as early as the first half of the year, so it is important to check the deadline early.

Register your child

Register your child at the school according to the timeline in the Letter of Offer to confirm placement.



While waiting for a confirmed place in the SPED school, you should continue to **work closely** with your child's **current school** to support their learning.

If the SPED school you have indicated in the application form is **unsuitable** for your child, the SPED school will seek advice from the **Multi-Agency Advisory Panel (MAAP)**[32] to recommend an **alternative SPED school** that can meet your child's learning needs.

[31]https://www.moe.gov.sg/primary/p1-registration/registration-phases-key-dates

[32]Comprises specialists and professionals from MOE, the SPED schools and government-funded hospitals.

Chapter 4:

Supporting your child's transition

The experience of going to a new school, be it a mainstream or SPED school, can be both exciting and stressful.

Some children may find this experience challenging due to the many changes they have to go through, especially for those with SEN. The family plays an important role in helping your child cope with the changes and transition to a new educational setting.



4.1 Work closely with current and new schools

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

The Current School

Before your child enrols in the new school, discuss with your child's current teachers on ways to help them transition to the new school. Maintain this communication throughout the transition process to ensure their smooth transfer to the new school.

The New School

Upon enrolling your child in the new school, work closely with the new school to support your child's transition.

Understand the new school

Attend orientation and/or induction programmes to find out more about the school culture and practices, special educational needs provisions, as well as any additional support to help your child transit smoothly. Speak to your child's teachers and allied educators (e.g., SEN Officer, School Counsellor etc.) to find out about the school routines (e.g., your child's class timetable) and programmes.

Share information about your child

Be open in sharing information about your child so that the new school knows how to plan and provide support for them. These include their strengths, areas of needs, current/prior support received and likes/dislikes (e.g., likes learning through pictures and videos, dislikes places that are too bright).

Collaborate to ensure effective support

Collaborate with the school to ensure consistency in the teaching and support for your child at home as well as in school.

Communicate frequently

Maintain open communication (calls, emails, meetings) with school personnel. Let the school know how best they can work with you.

4.2 Prepare your child for transition

1. Familiarise your child with the environment



You can help your child become more settled into the new school environment by getting them to **visit the school** and **attend orientation/induction** programmes. Show your child a photograph of the school or browse through the school's webpage.

You can also talk to them about **daily school routines**, such as the flag-raising ceremony, recess, and assembly.

2. Help your child adjust to the new school

You can help your child adapt to the new school environment by:



- Teaching your child some of the **appropriate, expected behaviours** (e.g., listening and following instructions, paying attention during lesson time, keeping hands and feet to self).



- Teaching your child **basic self-care and communication skills** (e.g., asking for help, toileting, communicating needs and wants).



- Establishing **good daily routines** for your child (e.g., packing their school bag the night before, sleeping early, eating a healthy breakfast before school).

3. Encourage your child

Transitioning to a new school can be difficult for your child. It is important that you encourage your child so that they feel positive and confident about entering a new school.

- **Discuss concerns**
  Take time to discuss and address any concerns that your child may have about the transition. Be empathetic with your child and affirm their emotions (e.g., it's okay to be nervous on your first day of school).

  Reassure your child that they can always go to you, or their teachers should they face any difficulty in school.

- **Be positive**
  Positive encougagement through words and action, and share that school is a fun and enjoyable place to be.

- **Build excitement**
  Manage your child's worries about starting at a new school by balancing it with something they can look forward to.

You can build excitement in your child by:



4.3 What skills would your child need in school?

Based on your child's level of **cognitive** and **adaptive** abilities, the professional will make a recommendation on the type of school best suited to support your child's needs.

The professional would either recommend your child to attend a mainstream school or SPED school.

During a school day, students in mainstream schools would be required to:



SPED schools may customise support provided to students for the above tasks, depending on their needs.

4.4 When and how to prepare for school?

Year before Primary 1 registration (K1)

1

Discuss with the professionals and teachers working with your child, their suitability and readiness for school.

Learn more about the schools including the specific supports in mainstream and SPED schools. To learn more, you can:

- Visit the schools' websites
- Arrange school visits
- Attend open houses
- Speak to school personnel at these events

For SPED school application, **ensure your child is assessed** by professionals (e.g., doctors, psychologists, therapists in government/ restructured hospitals) at least six months before the closing date of application to prepare the requisite documents. Please take into consideration the waiting time for getting an appointment for assessment.

Year of Primary 1 registration (K2)

2

Prepare for application (mainstream or SPED school):

- Assess readiness of your child for school
- Prepare requisite documents for application

3

Submit application

- For mainstream school application, participate in the annual Primary One Registration Exercise beginning in July.
- For SPED application, different SPED schools have different admission windows in the year and may have deadlines as early as the first half of the year.



After enrolment in the new school

4 **Work closely with the new school**

- Share information about your child so the school knows how to plan and provide support for your child.
- Communicate openly to let the school know how best they can work with you.
- Collaborate to ensure consistency in the support for your child at home and in school.

5 **Prepare your child for transition**

- Familiarise your child with the school environment.
- Establish good daily routines, basic self-care and communication skills.



Chapter 5:

Educational pathways

These are the pathways that your child may take in their education journey from the age of 7 to 21.

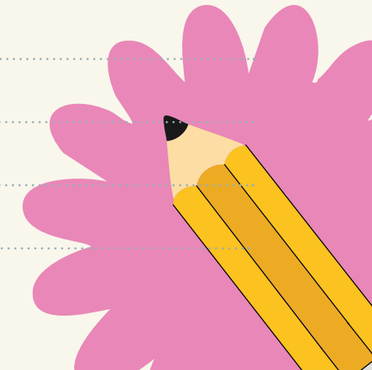
To learn more about the possible pathways[33] your child can take, consult the professional working with your child or your child's school.

Educational Pathways for Students with SEN

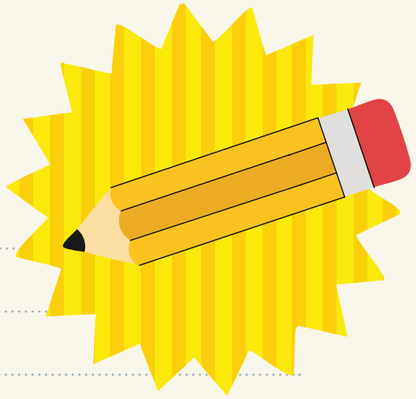


[33]https://www.moe.gov.sg/special-educational-needs/educational-journey

Notes



Notes





Ministry of Education
SINGAPORE

Special Educational Needs Division
Ministry of Education
Singapore

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