



جباتن قنديدقن خاص

JABATAN PENDIDIKAN KHAS
KEMENTERIAN PENDIDIKAN
NEGARA BRUNEI DARUSSALAM

A GUIDEBOOK FOR PARENTS & TEACHERS ON SPECIAL EDUCATION

A Special Education Needs Department (AScEND)

Ministry of Education





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Foreword

Assalamualaikum warahmatullahi wabarakatuh,

Alhamdulillah, All Praise be to Allah, by whose Grace and Blessings have permitted us again at A Special Education Needs Department (AScEND) to reach another milestone in our journey towards achieving inclusive education for all. This year we are proud to introduce the first edition of the Special Education Guidebook for Parents and Teachers.

The Special Education Guidebook for Parents and Teachers represents one of many key strategic initiatives that we have initiated to assist parents and educators with relevant information that can help them advocate for their child's needs. It contains the most current and accurate information available regarding AScEND and is meant to serve as a resource for parents, educators, and relevant stakeholders.

Some experienced Special Education Needs Teachers (SEN teachers - formerly SENA teachers), Home-Room Teachers (HRT), Resource Teachers, and school leaders were among the key contributors in developing this Guidebook. This Guidebook was also developed to emphasize the important role of the 2 kinds of educators: parents and teachers, and the realization that effective partnerships between both parties are crucial in ensuring inclusive and equitable quality education is achieved for their children.

This Guidebook is therefore designed to assist you in explaining the world of special education. In particular, the guidebook will contain comprehensive information on what to do if your child has special educational needs; what programs and services are available for your child; complete details on the school placement process; and other additional information relating to alternative educational pathways for your child.

We hope that this publication will provide some useful insights for educators and at the same time will assist families in obtaining the supports and services that their children with special educational needs will require to succeed in school.

Eddy Fazlin Bin Haji Amdan
Acting Head, A Special Education Needs Department
Ministry of Education

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INTRODUCTION

What is Inclusive Education?

In line with global trends towards inclusion in education, Brunei Darussalam embraced the concept of Inclusive Education in 1994.

Inclusion in education or inclusive education is a concept and process of addressing and responding to the diversity of needs of all learners.



It is essentially about **access**, **participation** and **achievement** of all regardless of their disability, gender, ethnicity, religion or geographical location. It ensures that all children:

- ☑ Actively and sustainably participate in the learning and work process;
- ☑ Feel welcomed and accepted;
- ☑ Achieve academically and socially in learning environments that is most appropriate to them.



- ⊗ It is not simply about enrolling children with disabilities and other learning needs into regular schools;
- ⊗ It is not always about physical access and their placement.

Among the subgroups of learners that fall under inclusive education are as follows:



What is Special Education?

The Ministry of Education (MOE) recognises that special education is one of the education provisions under MOE that can assist to fulfil access, participation and achievement of students with special educational needs.

Special education refers to any appropriate adjustments, supplemental instructions, or a different education provision put in place specifically for students with special educational needs.

Special Education Policy Guidelines (1997)

In 1997, the MOE published the Special Education Policy Guidelines (based on the principles of inclusive education) which provided the initial framework for the development of an education system to respond to the needs of students with special needs. It asserts that:

- All children are able to learn when they are provided with an appropriate learning environment.
- Appropriate learning environment includes regular school with an inclusive orientation that can respond to their unique individual needs.

Special Education Framework (2021)

The Special Education Framework is a supplemental document to the Special Education Policy guidelines of 1997 which provides an updated pictorial overview of what is needed to ensure that students with special needs can fully participate and achieve their potential.

It also serves as a source of reference for the implementation, monitoring and evaluation of special education programmes and support services to students, parents, teachers and relevant stakeholders.

National Education Policy (1993) & Compulsory Education Act (2007)

The education system in Brunei Darussalam strongly promotes access to education for all children regardless of their ability, which is reiterated in the following national policies and legislation:

National Education Policy (1993)

12 years of education for a child from the age of 6:

- 1 year of pre-school
- 6 years of primary school
- 3 years of lower secondary education
- 2 years of upper secondary, or vocational / technical education.

Appropriate provisions should be put in place in government schools to respond to the diversity of needs. Such provisions are a distinct feature that is based on the principles of inclusive education.

Compulsory Education Act (2007)

A child of compulsory school age, that is "a child above the age of 6 years who has not yet attained the age of 15 years" shall attend school regularly as a pupil.

There are exceptions for children with severe and profound needs who may be required to attend specific learning centres run by Non-Government Organisation (NGO).

A SPECIAL EDUCATION NEEDS DEPARTMENT



ESTABLISHMENT

- 1994 • MOE embraced the concept of inclusive education.
- The Special Education Unit (SEU) was established.
- 1 JUNE 2021 • SEU was upgraded to A Special Education Needs Department (AScEND)



SIGNIFICANT MILESTONE

To promote an inclusive learning environment for children with special educational needs within the Sultanate.



ROLE OF AScEND

To assist in the planning, co-ordination and implementation of special education programmes and services within schools for students with special educational needs.



Our Vision

Quality Inclusive Education,
Excellent Special Needs
Students



Our Mission

To ensure quality programme
and services which allow special
educational needs students to
achieve their fullest potential.

Strategic Objectives of AScEND

1

Develop a sustainable capacity building framework for officers and educators.

2

Improve management of resources to enhance quality education for students with special educational needs at all levels.

3

Enhance strategic alliances with relevant stakeholders for shared accountability of students with special educational needs.

UNDERSTANDING YOUR CHILD'S NEEDS

Who are Students with Special Educational Needs?

Students with special educational needs in the context of Brunei Darussalam refer to **students with disabilities** who may have one or more of the following impairments based on the diagnosis given by a qualified medical practitioner:



Display learning or cognitive ability that is significantly lower than average intellect



Have a physical and/or sensory impairment (e.g. Visual Impairment or Hearing Impairment)



Exhibit behavioural, emotional and/or social difficulties



Have speech, language and communication difficulties



Have medical or health conditions that interferes with their everyday function

This does not include learning difficulties / learning disabilities that are identified subsequent to assessments done by professionals.

Categories of Needs

The needs of children diagnosed with a particular disability may be classified under one or more categories/areas as below:



1) Cognition & Learning

- Learning Difficulty (mild / moderate / severe / profound)
- Specific Learning Difficulty (e.g. Dyslexia, Dyscalculia, Dysgraphia)



2) Behaviour, Emotional & Social Development

- Attention Deficit Hyperactive Disorder (ADHD)
- Behaviour Difficulties
- Emotional Difficulties



3) Communication & Interaction

- Social Communication
- Receptive Language
- Expressive Language



4) Sensory and/or Physical

- Hearing Impairment
- Visual Impairment
- Physical Impairment



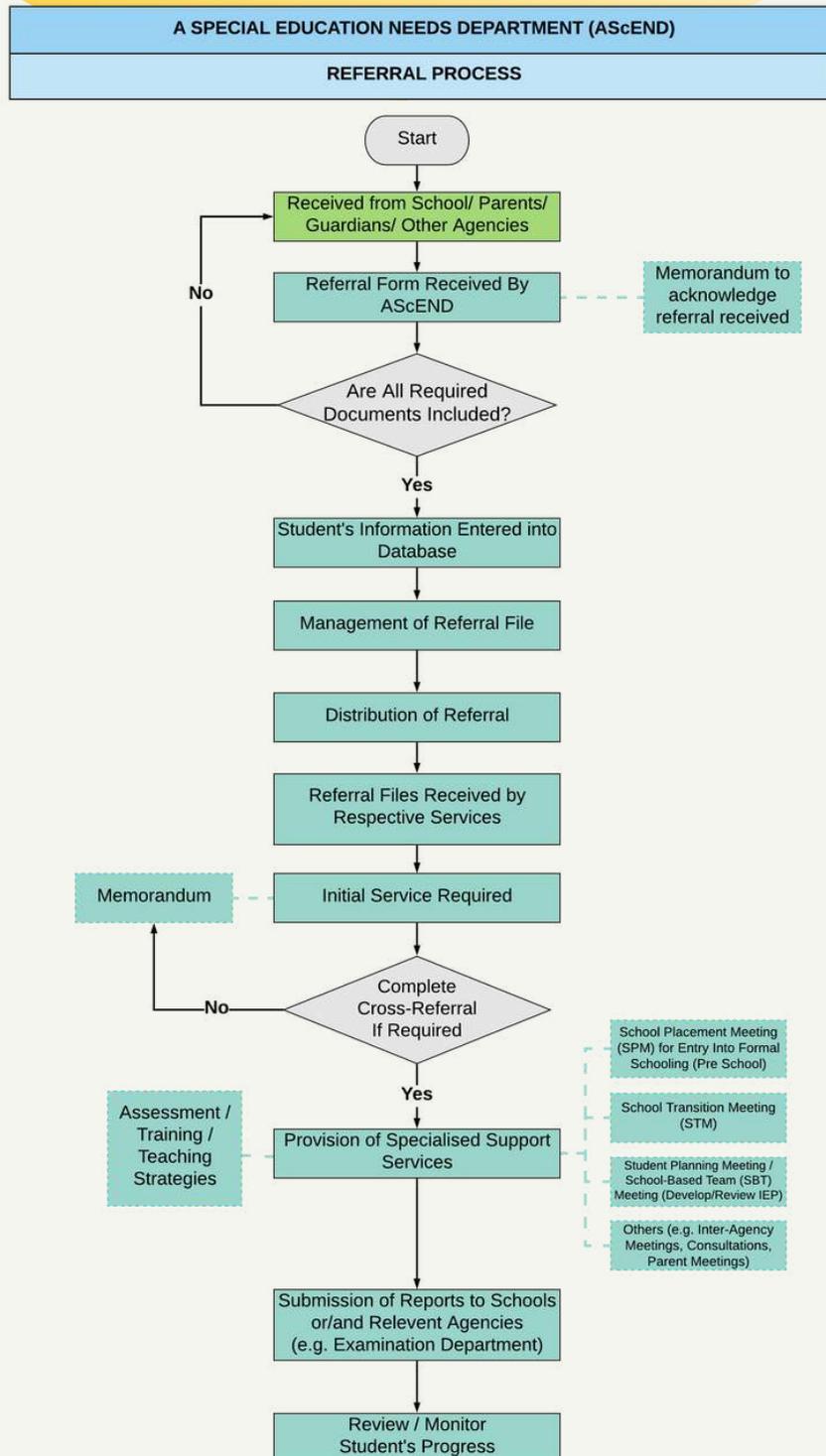
5) Medical & Health

- Health & medical conditions that impacts on student's learning

Regardless of their diagnosis, every child has his/her own individual rate of physical, emotional, social, and intellectual development. It is important to examine beyond the child's diagnosis to determine their actual needs.

For instance, no one child with autism is the same because each one may differ from one another in their learning, communication and interaction needs or behaviour, emotional and social development.

REFERRAL PROCESS



NOTE: The information contained in the above flow chart is subject to change and for general guidance on the referral process of students with special educational needs only. The application and actual process may vary slightly as time and circumstances dictate.

List of Documents Needed for Referral Form

- Student's birth certificate / identity card
- Parents'/guardian's identity cards
- Student's and parents'/guardian's information
- Headmaster/Headmistress/Principal's signature
- Official school stamp
- Medical report (where applicable)
- Diagnostic/ screening test results (where applicable)
- Teacher and/or parent reports
- School assessment results
- School attendance records
- Outcomes of previous school intervention programmes
- Evidence of intervention (for students without medical diagnoses)



Referral forms must include signed parental consent prior to referral to AScEND.

Assessments

Purpose of assessments:

- To determine suitable education goals, instructional strategies and specialised support services to support the learning of students with special educational needs as well as maximise their learning potential in schools;
- Integrate information from a number of sources (health, socio-emotional status, developmental history);
- Assess overall intellectual functioning, specific cognitive abilities, pre-academic or academic skills and socio-emotional status;
- Assess learning strengths and weaknesses, and their implications on learning;
- Contribute to the process of planning, evaluating and monitoring students' IEPs

Types of Assessments:

Psycho-educational Assessments

by Educational Psychologists

Speech & Language Assessments

by Speech & Language Therapists

Fine & Gross Motor Assessments & Environmental Accessibility Assessments

by Occupational Therapists

Dyslexia Assessments

by Specific Learning Difficulties (Dyslexia) Specialist Support Services

School-Based Team (SBT)

WHAT?

An on-going team of school-based personnel which has a formal role to play as a problem-solving unit in assisting classroom teachers to develop and implement instructional and/or management strategies and to coordinate support resources for students with special educational needs within the school.

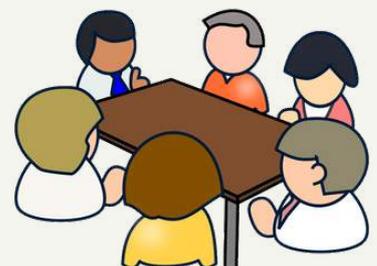
WHO?

Members of SBT include:

- Principal / Headmaster/mistress
- Deputy Principal / Assistant Headmaster/mistress
- Senior Academic Teacher
- Relevant teachers of the student (SEN Teacher / Resource Teacher / SENSE / Home Room Teacher / Teacher Assitant / Class Teacher / Subject Teachers)
- Relevant support staff of the school
- Parents/ guardians
- Professionals from AScEND and/or other agencies (where appropriate)
- Student (where appropriate)

WHY?

SBTs are tasked to ensure that Individual Education Plans (IEPs) are prepared, implemented and evaluated regularly.



BENEFITS OF SBT

Uses the collective knowledge, strengths and talents of all members.

It provides direct assistance to teachers.

It provides an action-oriented approach to solution finding.

Student Planning Meeting

Student Planning Meeting

For students who will be requiring learning support or intervention from SEN Teacher.

School Placement Meeting

For students who will be starting formal schooling.

School Transition Meeting

For students who will be transitioning from primary to secondary schools.

Students entering Pra



Year 7 students



Designated Priority Levels (DPLs)

The Designated Priority Levels (DPL) is a practical guide which sets out to objectively identify the different levels of students' needs that are not solely based on diagnoses. It sets out **to identify the needs of the students** in the specific domains as follows:



1) Learning Support

How much teacher support does the student require in class?



2) Curriculum Adaptation

To what extent does the curriculum need to be modified, simplified or differentiated for the student?



3) Physical Adaptation

Any changes, additions or modifications required for the student to access the physical learning environment (school facilities / classroom)?



4) Specialised Resources

Does the student require any specialised material, device or equipment to support their learning?



5) Access Arrangements

Does the student require any special exam arrangement(s) to be able to demonstrate their knowledge and abilities?

Each of these domains has its own scoring criteria which leads to the designation of Priority Levels for students with special educational needs. The designated Priority Levels are then used to determine whether the students' needs are best met in a Centre of Excellence (CoE) or a non-CoE mainstream school.

There are 5 Priority Levels (PLs) that determine a student's level of needs: Priority Level 1 (Diagnosis Only), Priority Level 2 (Mild), Priority Level 3 (Moderate), Priority Level 4 (Severe) and Priority Level 5 (Profound), as shown in the scoring rubric below:

TOTAL SCORE	0	1	2	3	4	5	6	7	8	9	10	11	12
PRIORITY LEVEL	Diagnosis only		Mild				Moderate		Severe			Profound	
	PL 1		PL 2				PL 3		PL 4			PL 5	

Students on PL1 and PL2 would remain in their respective schools because they are able to follow the curriculum with minimal or regular support from their teachers (Escoto-Kemp & Matzin, 2019).

Students on PL3 (and in some special cases PL4) are best placed in a Centre of Excellence (CoE) mainstream primary school to ensure that their specific needs are adequately supported with appropriate, skilled human resources, required physical adaptations and specialised resources.

Primary school students on PL4 and PL5 would be selected for placement in special schools.

Pre-Vocational Programme Priority Levels

When students from PL3 (and in some special cases, PL4) enter the secondary level at Year 7, some of them will be selected to enroll in the Pre-Vocational Programme instead. Their needs are classified into five categories as follows:



1) Independent Living Skills

These are daily activities which develop a student's independent living skills and include: money management, grocery shopping, basic cooking, household chores, time management.



2) Self-Care Skills

These are skills which are required to develop a student's functional and adaptive behaviors to develop their level of independent functioning such as feeding, grooming, dressing/undressing, hygiene and toileting.



3) Functional Academic Skills

How much learning support does the student require to develop basic literacy and numeracy skills?



4) Physical Adaptation

Any changes, additions or modifications required for the student to access the physical learning environment (school facilities / classroom)?



5) Specialised Resources

Does the student require any specialised material, device or equipment to support their learning?

These help to ensure students:

- Develop required targeted skills;
- Achieve independence in life;
- Enter paid employment or establish a business which contributes to Brunei's economy (where possible).

Who are responsible in designating Priority Levels?

Members of the School-Based Team (SBT) which include the Headmaster/Headmistress, Principal, SEN teacher, parents/guardians and professionals from AScEND. Ideally this is carried out prior to setting up the Individualised Education Plan (IEP).

Individualised Education Plan (IEP)

- A written plan formulated and implemented to meet specific educational needs of a student with identified special educational needs.
- Set out to build students' strengths while remediating or compensating for identified areas of specific needs.
- The IEP is developed and agreed by **members of the SBT** which include the Headmaster / Headmistress, Principal, teachers involved in teaching the student, parents/guardians, professionals from AScEND, and where appropriate, the student.
- During the IEP meeting, the following will be discussed:

- ✓ Home life
- ✓ Goals and objectives
- ✓ Student's educational history
- ✓ Current level of educational performance
- ✓ Resources

- ✓ Adaptations and/or modifications
- ✓ Student's learning styles / how their disability affects their learning
- ✓ Teaching strategies
- ✓ Evaluation
- ✓ Time for review

IEP Process:



Formal Review of IEPs
with parents / guardians, teachers and AScEND professionals every 3 months, 6 months or as required, which may arise due to changes in students' needs or circumstances.



Consultations
with parents to determine the most appropriate and enabling program placement for students with SEN.



Agreed Learning Outcomes
for the students.



Re-assessment & Revision
of student programmes and placements. This may include alternative assessment procedures, rather than currently used standardised examination practices.



Implementation
of programmes in accordance with goal expectations and services specified in IEPs.

Essential information included in IEPs:

- ✓ Assessed level of academic performance
- ✓ Relevant medical & background information, areas of specific needs
- ✓ Long term goals and short term objectives
- ✓ Services to be provided by AScEND or other agencies (if applicable)
- ✓ Required classroom accommodations (any changes to expectations, instruction and evaluation)
- ✓ Recommended strategies, materials, resources, facilities or equipment
- ✓ Transition plans (if required)
- ✓ Review dates to discuss progress and further planning

Support Services

The existing support services currently available at AScEND include:

- 1) Educational Psychology Services
- 2) Speech and Language Therapy Services
- 3) Occupational Therapy Services
- 4) Support Services for Students with Hearing Impairment
- 5) Support Services for Students with Visual Impairment
- 6) Support Services for Students with Specific Learning Difficulties
- 7) Learning Support Services (Primary Level)
- 8) Learning Support Services (Secondary Level)

Special Education Programmes

The following education settings depict how special education in Brunei Darussalam is being delivered:

Regular classrooms with an adapted or modified curriculum or additional teaching support such as a Teacher Assistant (TA).

Small classes within a regular school such as in the Learning Assistance Centre (LAC) or Pre-Vocational programme.

Placement in a **specialised setting** such as a centre for students with profound and complex needs.

Special education provisions in the form of programmes have been made available by the MOE through AScEND to include students with special educational needs. A special education programme should be customised to address each student's needs.

Two programmes, in particular, have been implemented in regular primary and secondary government schools:

1) Learning Assistance Programme (LAP)

The LAP is a whole school-based approach to provide learning assistance to students with special educational needs in the majority of government primary schools. It is run in the Learning Assistance Centre (LAC) by the Special Education Needs (SEN) Teacher based on the learning objectives set out in the IEP of the student.

2) Pre-Vocational Programme (PVP)

The 5-year PVP in government secondary schools nationwide is an alternative pathway that provides opportunities to students with special educational needs who:

- May have varying cognitive and learning needs;
- Require a curriculum that is modified and/or adapted according to their ability(ies).

This will enable them to acquire various independent living skills and basic vocational skills which can empower them to become independent adults.

Special Educators

Special educators provide a continuum of services, in which students with various disabilities receive multiple degrees of support based on their individual needs. Special Educators in the context of Brunei Darussalam include the following:

Special Education Needs (SEN) Teacher

- A qualified teacher with relevant specialist skills and knowledge in the field of special education;
- A key teaching staff in both primary and secondary government schools in developing and maintaining IEPs;
- Provide curriculum adaptations and individualised instruction for students with special educational needs.

A teacher can become a SEN Teacher if he/she attends an undergraduate and/or postgraduate in special education / inclusive education.

Resource Teacher

- Assist in the adaptations / modifications of the curriculum so that students with special educational needs can have access to learning;
- Develop various resources and appropriate teaching aids to support a distinct group of students (e.g. dyslexia, hearing impairment or visual impairment);
- Equipped with the necessary skills and training to support a specific group of students (e.g. dyslexia, visual impairment etc).

Home Room Teacher (HRT)

- Trained teachers who support a wide range of students under the Pre-Vocational Programme (i.e. students who do not follow the mainstream pathway and are not in the regular classroom setting);
- Attend induction training sessions that are focused upon the essential practices in special education such as teaching strategies, classroom management, assessment and evaluation, educational visits, school-based work training sessions and job placements;
- Engage and collaborate with private sector to promote job placement opportunities for students under the Pre-Vocational programme.

Special Education Needs Support Educators (SENSE)

- Teachers from government or private schools who have completed a brief in-house training session conducted by AScEND;
- Plan and implement appropriate learning intervention programs for students with special educational needs in their respective schools;
- Typically recruited to fill vacancies in government schools that do not have sufficient SEN teachers.

Teacher Assistant (TA)

- Support regular, SEN and HRT teachers by helping to supervise activities in the classroom / LAC / PVP on an individual, small group or whole class basis;
- Work on a one-to-one basis with students with special educational needs based on the objectives documented in the students' IEPs;
- Possess basic knowledge on special education after attending the introductory training sessions given by AScEND.

In-School Learning Centres

1) Learning Assistance Centre (LAC)

The LAC is the place in a school where specialized learning takes place and includes:

- Students' work which are displayed to show their progress over time;
- Various teaching materials, learning /teaching games, toys and books are available;
- Student's files containing their IEP, various professional reports (if available), assessment and evaluation results, and samples of students' work;
- The SEN teacher's daily plan book consisting of the teaching / learning content for each group of students as well as the daily and weekly timetable for individual or groups of students.

2) Model Inclusive School (MIS)

There are 5 Model Inclusive Schools (MIS) at the primary level and 4 MIS at the secondary level. A specialist room is set up within a building annex of the MIS equipped with:

- Specialized learning equipment and teaching resources to provide quality inclusive education for a wide range of students with special needs.

- Intensive and individualised structured learning support and services provided by relevant officers from AScEND in collaboration with the SEN teachers, resources teachers and teacher assistants on a regular basis.

The aim is to equip such students with the relevant learning skills so that they have the necessary competencies to participate actively in learning with their age peers in the classroom.

3) Centre of Excellence (COE)

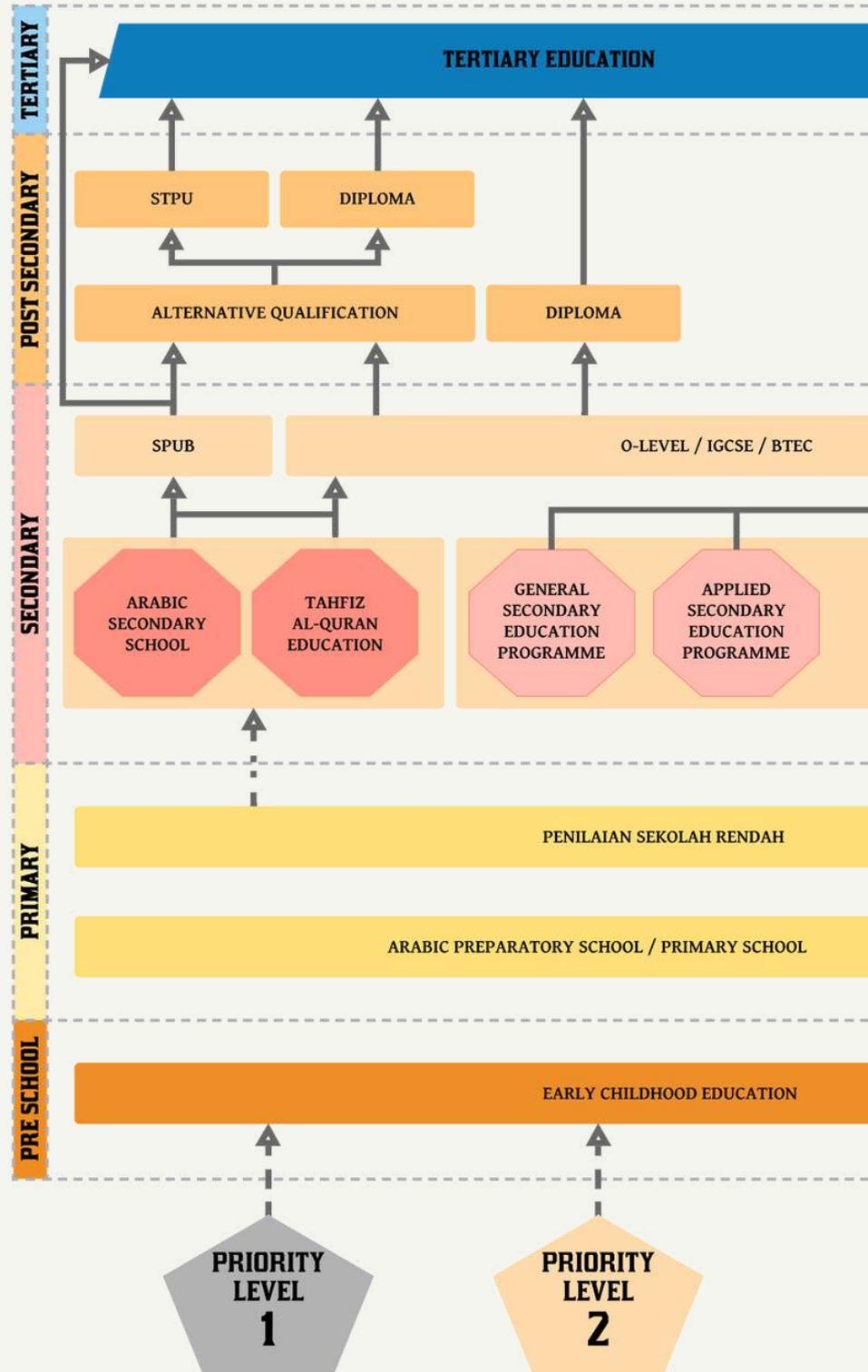
- In January 2019, AScEND embarked on a major centralization initiative to set up Centres of Excellence (COEs) for Inclusive Education.

COEs are essentially schools that are fitted out with the appropriate infrastructure and facilities, specialise resources and learning equipments together with resource teachers according to the needs of students.

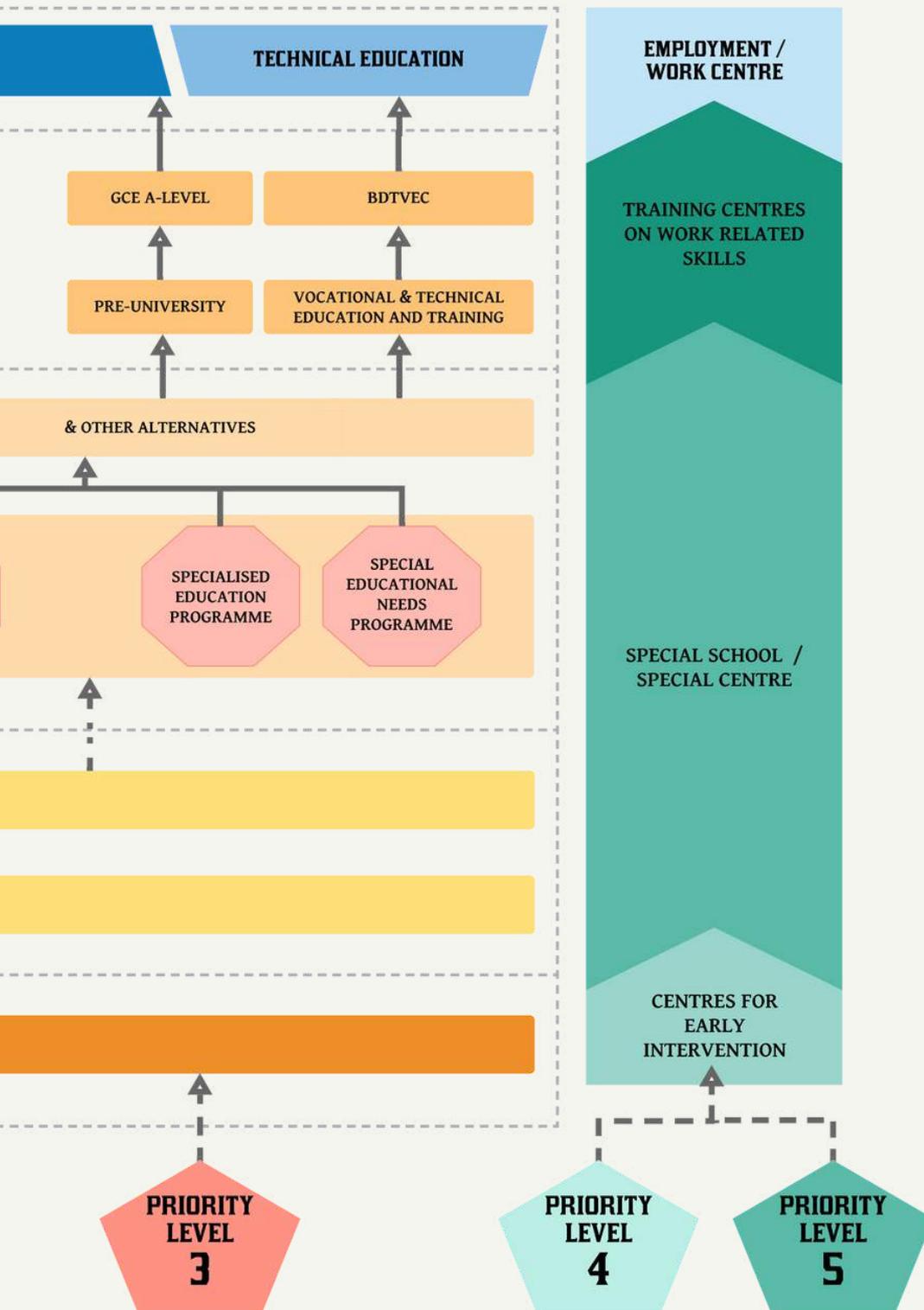
- With this centralisation project, certain students with special needs are relocated accordingly while support services in these schools can be mobilised and implemented more systematically, particularly in terms of frequency and service checks by officers from AScEND.
- Students who are involved in the centralisation process consist of those who follow IEP.

MORE INFORMATION

Educational



Pathways



Special Education Needs Resource Directory

Government Agencies

Ministry of Education

- A Special Education Needs Department (AScEND) – **244 6553**

Ministry of Health

- Child Development Centre (CDC) – **2242424 ext. 7183**
- Eye Clinic, RIPAS – **224 2424 ext. 6239**

Ministry of Culture, Youth and Sports

- ANAK Helpline – **121**
- Kebajikan Helpline – **141**
- Pusat Bahagia – **233 0315**
- Pusat Pembangunan Belia – **239 3681**

Ministry of Religious Affairs

- Unit Pendidikan Khas, Jabatan Pengajian Islam – **223 0100 ext. 10607 / 10608**

Non-Government Agencies

Council for the Welfare of Persons with Different Abilities (MKOKU)

- Brunei Darussalam National Association of the Blind (BNAB) – **222 2056**
- Down Syndrome Association (ABLE) – **872 1331 (Hjh Marinah)**
- Learning Ladders Society – **245 7197**
- National Association for the Hearing Impaired (OKP) – **884 9772**
- Persatuan Kanak-Kanak Cacat (KACA) – **223 8337**
- Pusat Ehsan Al-Ameerah Al-Hajjah Maryam – **265 7197**
- Society for the Management of Autism Related Issues in Training, Education and Resources (SMARTER) – **717 2991**
- Special Olympics Brunei Darussalam – **865 9067 / 873 9875**

Learning Centres

- EML International School – **233 3172 / 233 3713 / 822 3712**
- Engage Community – **267 2678**
- Engage Minds Learning – **267 2672**
- Infant Toddler Family (ITF) Physiotherapy – **872 7369**
- Kidz Discovery World – **223 2244 / 824 2244**
- Little Bosses IQDemy – **242 0707 / 879 0707**
- NISAI Brunei – **247 0394 / 812 6214**
- Novelty Intervention Centre – **811 2456**
- OT4Kids – **730 2138**
- Rising Star Child Development School – **245 1830**
- Tarbiyyah Global – **897 8685**

Referral Form (Samples)

Primary Level



B P P (R)

BORANG PERMOHONAN PERKHIDMATAN (PERINGKAT RENDAH)

Sila tandakan (✓) bagi jenis perkhidmatan yang diperlukan di bawah petak RUJUKAN I, II, atau III.

I. PENEMPATAN BERSEKOLAH	II. UMUM	III. PERTIMBANGAN KHAS
<input type="checkbox"/> Kemasukan Pra Sekolah <input type="checkbox"/> Pindah Sekolah <input type="checkbox"/> Kembali bersekolah (setelah lama tidak bersekolah) <input type="checkbox"/> Belum pernah bersekolah (yang berumur 6 tahun keatas)	<input type="checkbox"/> Rujukan semula <input type="checkbox"/> Rujukan baru <i>Sila sertakan Lampiran I & II</i>	<input type="checkbox"/> Penilaian Sekolah Rendah (PSR) <i>Sila sertakan Lampiran I & II</i>

A. KETERANGAN PELAJAR (Sila isi menggunakan HURUF BESAR)

Nama pelajar (seperti dalam surat beranak / kad pengenalan):			
Tarikh lahir (haribulan / bulan / tahun):		Jantina:	<input type="checkbox"/> Lelaki <input type="checkbox"/> Perempuan
No. surat beranak:		No. kad pengenalan (jika ada):	
No. Bru-HIMS (jika ada):		Kerakyatan:	
Diagnosa (jika ada):			

B. KETERANGAN IBU BAPA / PENJAGA (Sila isi menggunakan HURUF BESAR)

Bapa / Penjaga	(seperti dalam kad pengenalan)
Nama:	
Telefon:	Bimbit _____ Pejabat _____
Ibu / Penjaga	(seperti dalam kad pengenalan)
Nama:	
Telefon:	Bimbit _____ Pejabat _____
Alamat tempat tinggal:	
Telefon:	Rumah _____

C. PERSETUJUAN IBU BAPA / PENJAGA

Saya faham bahawa anak saya akan dirujuk ke Jabatan Pendidikan Khas untuk mendapatkan perkhidmatan yang diperlukan seperti di atas. Saya juga faham bahawa

- ujian-ujian dan/atau pencapaian mungkin akan diadakan dalam proses untuk mengenalpasti keperluan anak saya.
- keputusan dari penilaian tersebut serta maklumat yang berkaitan dengan anak saya akan diedarkan, dibincangkan dan dikongsisama dengan pihak yang berkenaan bagi tujuan profesional dan/atau pendidikan.

Saya bersetuju / tidak bersetuju* bagi anak saya menerima perkhidmatan dari Jabatan Pendidikan Khas. (* Sila tandakan (✓) bagi yang berkenaan)

Tandatangan Ibu Bapa / Penjaga: _____ Tarikh: _____
 Nama: _____

Updated Jun 2021

Secondary Level



B P P (M)

BORANG PERMOHONAN PERKHIDMATAN (PERINGKAT MENENGAH)

Sila tandakan (✓) bagi jenis perkhidmatan yang diperlukan di bawah petak RUJUKAN I, II, atau III.

I. PENEMPATAN BERSEKOLAH	II. UMUM	III. PERTIMBANGAN KHAS
<input type="checkbox"/> Pindah sekolah <input type="checkbox"/> Kembali bersekolah (setelah lama tidak bersekolah) <input type="checkbox"/> Belum pernah bersekolah <input type="checkbox"/> Pindah sekolah dari luar negeri	<input type="checkbox"/> Rujukan semula <input type="checkbox"/> Rujukan baru <i>Sila sertakan Lampiran I</i>	<input type="checkbox"/> Student Progress Examination (SPE) <input type="checkbox"/> 'O' Level <input type="checkbox"/> Jun <input type="checkbox"/> 'AS' Level <input type="checkbox"/> Nov <input type="checkbox"/> 'A' Level <i>Sila sertakan Lampiran I</i>

A. KETERANGAN PELAJAR (Sila isi menggunakan HURUF BESAR)

Nama pelajar (seperti dalam surat beranak / kad pengenalan):			
Tarikh lahir (haribulan / bulan / tahun):		Jantina:	<input type="checkbox"/> Lelaki <input type="checkbox"/> Perempuan
No. surat beranak:		No. kad pengenalan (jika ada):	
No. Bru-HIMS (jika ada):		Kerakyatan:	
Diagnosa (jika ada):			

B. KETERANGAN IBU BAPA / PENJAGA (Sila isi menggunakan HURUF BESAR)

Bapa / Penjaga	(seperti dalam kad pengenalan)		
Nama:			
Telefon:	Bimbit	Pejabat	
Ibu / Penjaga	(seperti dalam kad pengenalan)		
Nama:			
Telefon:	Bimbit	Pejabat	
Alamat tempat tinggal:			
Telefon:	Rumah		

C. PERSETUJUAN IBU BAPA / PENJAGA

Saya faham bahawa anak saya akan dirujuk ke Jabatan Pendidikan Khas untuk mendapatkan perkhidmatan yang diperlukan seperti di atas. Saya juga faham bahawa

- ujian-ujian psikometrik dan/atau pencapaian mungkin akan diadakan dalam proses untuk mengenalpasti keperluan anak saya.
- keputusan dari penilaian tersebut serta maklumat yang berkaitan dengan anak saya akan diedarkan, dibincangkan dan dikongsisama dengan pihak yang berkenaan bagi tujuan profesional dan/atau pendidikan.

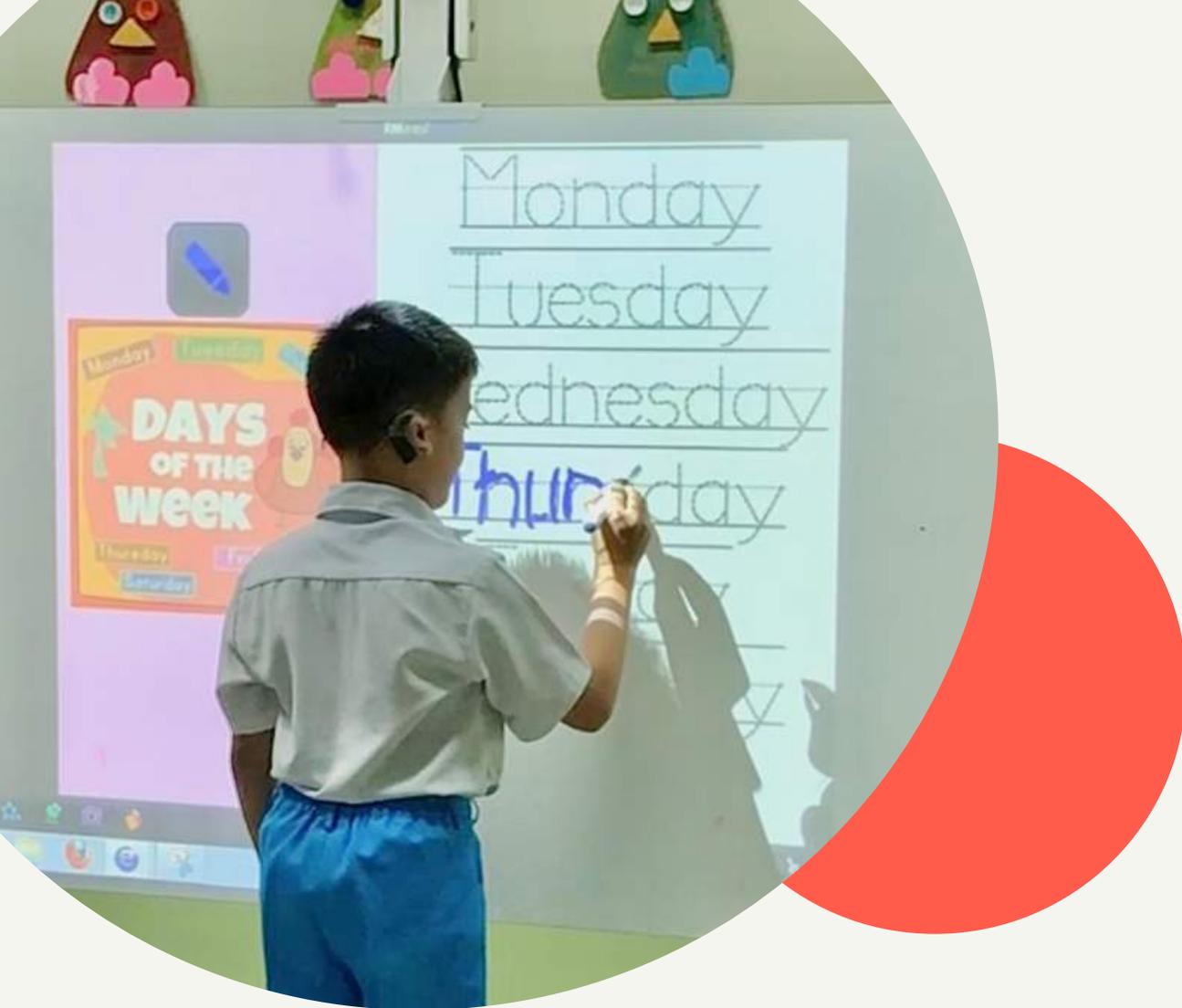
Saya bersetuju / tidak bersetuju* bagi anak saya menerima perkhidmatan dari Jabatan Pendidikan Khas. (* Sila tandakan (✓) bagi yang berkenaan)

Tandatangan Ibu Bapa / Penjaga: _____ Tarikh: _____

Nama: _____

Updated Jun 2021

NOTE: Referral forms can be obtained from SEN Teachers or ASceND.



Contact Us

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