



BN(O) CHILDREN WITH **SEND** **ADDRESSING EDUCATIONAL** **AND CAREGIVING NEEDS**



英國港僑協會
HONGKONGERS IN BRITAIN

Initiative
SAFE
移英港人政策研究計劃

**JULY
2024**

Table of Contents

1. Executive summary	3
1.1. Background	3
1.2. Major findings	3
1.3. Recommendations	4
2. Introduction	5
2.1. The BN(O) visa Hongkongers in the UK	5
2.2. SEND landscape and policies	5
3. Method and data	7
3.2.1. A Tool to measure Parenting Self Efficacy (TOPSE)	8
3.2.2. Short Form Zarit Burden Interview (ZBI-12)	8
4. Major findings	10
4.1. Demographics	10
4.2. Special educational needs	14
4.3. Challenges to accessing support	16
4.4. Parenting experience	20
4.4.1. Emotion and affection	21
4.4.2. Play and enjoyment	23
4.4.3. Empathy and understanding	24
4.4.4. Control	25
5. Recommendations	30
5.1. The local authorities should shorten the waiting time of the EHC assessment and plan of BN(O) children with SEND needs	30
5.2. The improvement of parenting support for BN(O) parents with SEND children	31
5.3. The empowerment of the role and functions of SENCO at school level	31
5.4. A practical approach: Play as an intervention to achieve BN(O) SEND children's development and their parents' self-efficacies	33
6. Conclusion	35

Appendix 1: The Questionnaire

Appendix 2: Descriptive Statistics

Main Contributors

Wing-sun Chan (Ph.D.)
Research Lead of Initiative SAFE, HKB

Victor Ng (Ph.D.)
Researcher of Initiative SAFE, HKB

Cheryl Ng
Data analyst of Initiative SAFE, HKB

Project Supervisor

Julian Chan
Co-founder and Director, HKB

Jason Chao
Director, HKB

About Hongkongers in Britain

Hongkongers in Britain (HKB) is a civil-society organisation established in July 2020, and is a registered Company Limited by Guarantee in the UK. It is the first Hongkonger expat/diaspora & community-building group set up in the UK since the UK announced the introduction of a Welcome Programme for Hongkongers. HKB's primary objectives are to provide assistance, advice and support for the Hongkonger community coming to/arrived in the UK, and enabling them to settle, integrate, and contribute towards UK society. In brief, HKB is:

- A medium between Hongkongers and local communities in the UK.
- A forum to allow people to create connections.
- A platform to inspire activities socially, culturally and economically.
- A British community for Hongkongers.

With a network of over 38,000 followers on Facebook, dedicated Telegram Channel and Twitter page, combined with a well-established network from a large number of partner organisations, HKB can reach a large audience that may be otherwise difficult to reach via public/official means, and to collect data, information, and suggestions from Hongkongers considering to move to or have arrived in the UK, supporting their settling and integration into the UK.

1. Executive summary

1.1. Background

Due to the rapid deterioration of human rights and freedoms in Hong Kong and the introduction of the British Nationals (Overseas) (BN(O)) visa scheme since January 2021, there are over 140,000 Hong Kong people who have migrated to the United Kingdom as of the end of March 2024. Hongkongers in Britain (HKB) published a study in 2023 on the educational needs among the BN(O) visa holder children (“the children”) during their resettlement. The results show that there are service gaps to support children with Special Educational Needs and Disabilities (SEND). This study, therefore, follows up on this topic by conducting a survey with the parents of BN(O) children with SEND. The survey focuses on four aspects:

- o The needs and challenges of BN(O) children with SEND and their parents in navigating the education system.
- o The experience of BN(O) SEND children and their parents in accessing and using the school’s SEND support services.
- o The parenting experience of the parents of BN(O) children with SEND.
- o The caregiving burden of the parents of BN(O) children with SEND.

1.2. Major findings

- Education needs
 - o Compared to the national average, the percentages of BN(O) children with SEND receiving Education, Health, and Care plans (EHC plans) and their assessment over 20 weeks are significantly higher.
 - o The school’s SEN Coordinator (SENCO) is the key person to help the BN(O) children and their parents to navigate SEN support from schools.
 - o School support varied significantly across different types of SEND needs.
 - o There is a statistically significant difference in the support for the SEND children amongst different age groups.
 - o Amongst the SEND needs, “Cognition and Learning” and “Sensory and/or Physical” needs played a significant role in predicting the support received at school.
- Parenting experience
 - o Parents that have children with a development disorder have lower parenting self-efficacy in “emotion and affection”, “play and enjoyment”, “empathy and understanding” and “control” than those who have children without a development disorder.
 - o Parents who have children with mental health difficulties have lower parenting self-efficacy in control than those who have children without any mental health difficulties.

- Caregiving burden
 - “Communication and Interaction”, “Mental Health Difficulties”, and “Development Disorder” significantly predict a caregiving burden.
 - “Play and Enjoyment”, “Empathy and Understanding”, and “Control” significantly predict a caregiving burden.
 - We also found that higher caregiving burden correlates with a lower self-efficacy for the parent.

1.3. Recommendations

Our recommendations include three major aspects based on the “Special Educational Needs and Disability Code of Practice” of the UK Government.

- Local authorities should shorten the waiting time of the EHC assessment and plan.
 - The school and local authorities should address the delay of assessment and EHC plan by reviewing the existing EHC assessment and plan the workflow for BN(O) SEND children and identify the reasons that delay the process.
- Local authorities should improve the carer support of SEND children
 - Local authorities should think of ways to ensure the BN(O) parents with SEND children are accessing the dedicated support for the parents.
 - Local authorities should support the carer centres can provide a culturally sensitive and tailoring (i.e. language, culture, parenting style developed in Hong Kong, ways of communication, and cultural taboos, etc.) communication with BN(O) caregivers of SEND children when providing training, support, and professional assistance for them.
 - Local authorities should also reduce the barriers (e.g., confidence and transportation) the access to the local carer centre among the BN(O) caregivers of SEND children.
- Local authorities should emphasise and strengthen the role and functions of the SENCO in the school.
 - Local authorities have to ensure that the SENCOs have sufficient cultural knowledge about the learning and parenting culture of the BN(O) Hongkonger communities.
 - Schools should empower their SENCOs in terms of professional support network and training.
- Local authorities should explore using play as an intervention to enhance children’s development and parents’ self-efficacy.
 - Local authorities and schools should think of proactive and creative ways to co-produce a better supportive environment for the development of SEND students.

2. Introduction

2.1. The BN(O) visa Hongkongers in the UK

Due to the rapid deterioration of human rights and freedoms in Hong Kong and the introduction of the British Nationals (Overseas) (i.e., BN(O)) visa scheme since January 2021, there are over 140,000 Hong Kong people who have migrated to the United Kingdom as of the end of March 2024.¹ Many of them are families with school-age children. In February 2023, Hongkongers in Britain (HKB) published a study on the educational needs among the BN(O) visa holder children (“the children”) during their resettlement. The results showed that there are service gaps to support children with Special Educational Needs and Disabilities (SEND).² This study, therefore, follows up specifically on this topic by conducting a survey with the parents of BN(O) children with SEND. The survey focuses on four aspects of SEND of BN(O) children. These are:

1. The needs and challenges of BN(O) children with SEND and their parents in navigating the education system.
2. The experience of BN(O) SEND children and their parents in accessing and using the school’s SEND support services.
3. The parenting experience of the parents of BN(O) children with SEND.
4. The caregiving burden of the parents of BN(O) children with SEND.

This research report comprises four sections. First, it introduces the SEND landscape and policies of the United Kingdom and the issue of BN(O) children with SEND. It then introduces the method of this study. The major findings will then be discussed, which is followed by our recommendations for the stakeholders.

2.2. SEND landscape and policies

The SEND Code of Practice of the UK government defines SEND in England as a learning difficulty or disability that a child or young person has, and it requires special educational provision.² In 2023, the UK government identified around 1.6 million school children in England as having SEND, accounting for 17% of the total. In England, the levels of support that a SEND child receives will depend on their educational needs. Children and young people with a “basic” level of SEND will receive special educational need support (SEN Support). For school-age children, this level of support typically involves services such as a special learning programme and extra help from a teacher. An enhanced level of support is called the “Education, Health and Care Plans” (EHC plan), which provides a SEND child with more substantial support. If a child needs extra support, parents, school or healthcare

¹ “Safe and Legal (Humanitarian) Routes to the UK.” n.d. GOV.UK. <https://www.gov.uk/government/statistics/immigration-system-statistics-year-ending-march-2024/safe-and-legal-humanitarian-routes-to-the-uk>.

² Department for Education and Department of Health, Special Educational Needs and Disability Code of Practice: 0 to 25 Years (London: Department for Education, 2015), accessed July 6, 2024, <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>.

professionals can request their local authority to assess if that child needs an EHC plan.³

In England, local authorities and schools provide SEN support to SEND children. Every local authority must publish a plan called a “local offer” which clearly states what SEN services they can provide across education, health and social care. Local authorities are also required to consult young people with SEND and their parents regarding SEN support.⁴ Every mainstream school identifies students with SEND and tries its best to provide the support that SEND students need. This includes, but is not limited to, the school assigning a dedicated staff member (the SEN co-ordinator, or SENCO) to coordinate SEN support services and ensuring that students with SEND can participate in learning activities that also involve non-SEN students.⁵ As education is a devolved matter, every devolved authority (Scotland, Wales and Northern Ireland) has their own SEND policy. For example, the Scottish Education Act 2004 states that education authorities have the duties to identify students with additional support for learning and provide the support that they need.⁶

Regarding the situation of Hong Kong students in the UK, HKB conducted a study about the educational needs of UK Hongkongers in 2022.⁷ Over half of the surveyed parents claimed that their children’s schools have not effectively accommodated the special educational needs of their children. However, most of them claimed they were confident in telling the school about their children’s needs. The study suggests that there should be more support and engagement with the students with special educational needs and their families. The current study, therefore, aims to provide a more in-depth exploration of the issue and offers some policy recommendations based on the findings.

³ Robert Long and Nerys Roberts, "Special Educational Needs: Support in England," Parliament.uk, 2019, <https://researchbriefings.files.parliament.uk/documents/SN07020/SN07020.pdf>.

⁴ Ibid.

⁵ Ibid.

⁶ Scottish Government, "Schools: Additional Support for Learning," Gov.scot, 2019, <https://www.gov.scot/policies/schools/additional-support-for-learning/>.

⁷ Hongkongers in Britain. 2023. SAFE: Educational Needs. February 10, 2023. <https://hongkongers.org.uk/2023/02/education-need/>.

3. Method and data

To understand the needs and challenges of young SEND Hongkongers and their families, this study conducted a survey with parents of BN(O) children with SEND. This self-administered online survey was conducted between 13 February 2024 and 22 March 2024. It targeted Hong Kong parents who have migrated to the UK in recent years and have children with SEND. The survey comprised 78 questions, which are divided into six sections: screening questions, educational needs and challenges, experience of service access, parenting experience, parents' caring burden and socio-demographics. The questionnaire was published on an online survey platform – SurveyMonkey.⁸ HKB recruited the respondents mainly through its social media platforms. 136 respondents successfully completed the survey, who come from different areas across the UK (see Diagram 3.1).

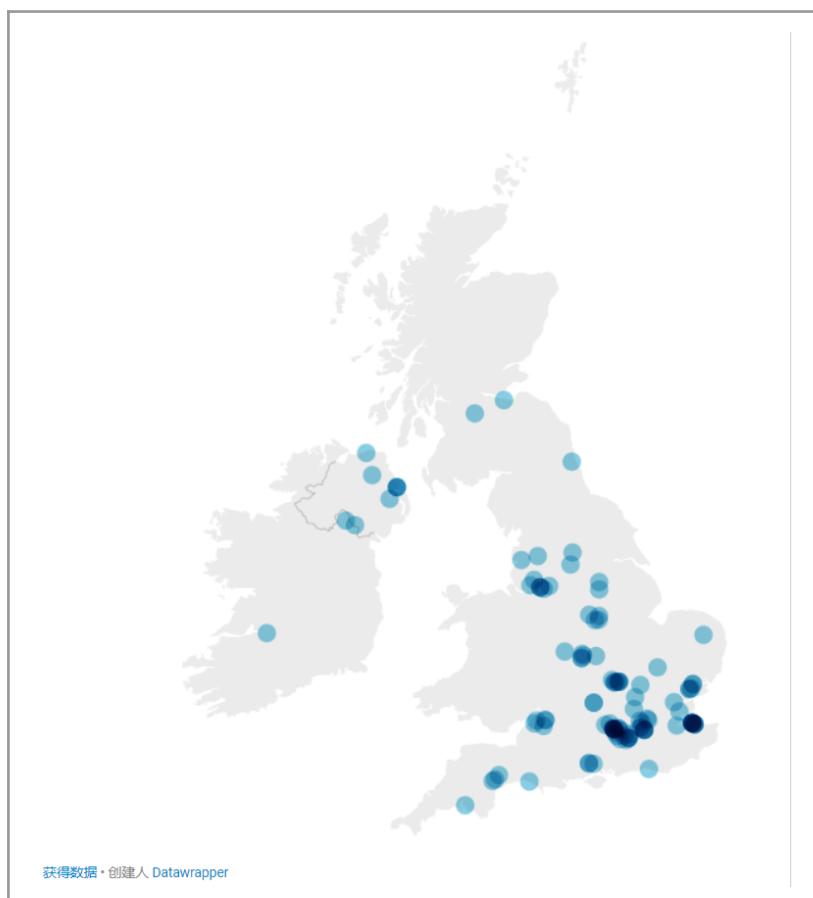


Diagram 3.1: Geographic distribution of respondents

All participants were informed about the research objectives, data usage, and privacy protection policy and provided written consent before completing the survey. To protect participants' privacy, the research team collected only minimal and necessary personal information, avoiding any personally identifiable information.

⁸ SurveyMonkey, "SurveyMonkey: The World's Most Popular Free Online Survey Tool," SurveyMonkey, 2024, <https://uk.surveymonkey.com/>.

3.2. Measurements of parenting experience and caregiving burden

The design of the “parenting experience” and “caregiving burden” section of the survey is based on two validated measurements. The “parenting experience” section is based on the “A Tool to measure Parenting Self Efficacy”.⁹ The “caregiving burden” section is based on the “Short Form Zarit Burden Interview (ZBI-12)”.¹⁰ The two validated measurements are introduced below.

3.2.1. A Tool to measure Parenting Self Efficacy (TOPSE)

Professionals in the UK and many other countries use TOPSE, a tool designed to measure parenting self-efficacy, to evaluate various parenting programs and interventions. TOPSE¹¹ comprises 48 self-efficacy statements covering eight parenting domains: emotion and affection, play and enjoyment, empathy and understanding, control, discipline and boundary setting, pressures of parenting, self-acceptance, and learning and knowledge. Each domain includes six statements. Parents rate their agreement with each statement on a Likert scale from 0 to 10, where 0 means “completely disagree”, and 10 means “completely agree”. In this study, we adopted four domains: Emotion and affection (nine items), Play and enjoyment (seven items), Empathy and understanding (nine items), and Control (nine items).

3.2.2. Short Form Zarit Burden Interview (ZBI-12)

The ZBI-22 was developed by Zarit, Reever and Bach-Peterson in 1980.¹² Bedard et al. (2001) proposed a shortened version of the ZBI which has 12 items and suggested that it is as valid and reliable as the original 22-item ZBI.¹³ Recently, Higginson et al. found that the short-form ZBI (ZBI-12) is valid for different caregiving conditions.¹⁴

⁹ TOPSE. n.d. “How to Access TOPSE.” TOPSE. <https://www.topse.org.uk/site/how-to-access-topse/>.

¹⁰ Bédard, Michel, D. William Molloy, Larry Squire, Sacha Dubois, Judith A. Lever, and Martin O’Donnell. 2001. “The Zarit Burden Interview.” *The Gerontologist* 41 (5): 652–57. <https://doi.org/10.1093/geront/41.5.652>.

¹¹ . n.d. “HOW to ACCESS TOPSE.

¹² Zarit, Steven H. 1988. *The Hidden Victims of Alzheimer’s Disease: Families under Stress*. New York: New York University Press.

¹³ Bédard, Michel, D. William Molloy, Larry Squire, Sacha Dubois, Judith A. Lever, and Martin O’Donnell. 2001. “The Zarit Burden Interview.” *The Gerontologist* 41 (5): 652–57. <https://doi.org/10.1093/geront/41.5.652>.

¹⁴ Higginson, Irene J., Wei Gao, Diana Jackson, Joanna Murray, and Richard Harding. 2010. “Short-Form Zarit Caregiver Burden Interviews Were Valid in Advanced Conditions.” *Journal of Clinical Epidemiology* 63 (5): 535–42. <https://doi.org/10.1016/j.jclinepi.2009.06.014>.

Experts have translated it into various languages including Spanish, Japanese and Chinese.^{15,16,17,18}

¹⁵ Lai, D. W. L. 2007. "Validation of the Zarit Burden Interview for Chinese Canadian Caregivers." *Social Work Research* 31 (1): 45–53. <https://doi.org/10.1093/swr/31.1.45>.

¹⁶ Haghpanah, Sezaneh, Shiva Nasirabadi, Fariborz Ghaffarpasand, Rahmatollah Karami, Mojtaba Mahmoodi, Shirin Parand, and Mehran Karimi. 2013. "Quality of Life among Iranian Patients with Beta-Thalassemia Major Using the SF-36 Questionnaire." *Sao Paulo Medical Journal* 131 (3): 166–72. <https://doi.org/10.1590/1516-3180.2013.1313470>.

¹⁷ Martín-Carrasco, M., P. Otermin, V. Pérez-Camo, J. Pujol, L. Agüera, M.J. Martín, A.L. Gobart, S. Pons, and M. Balañá. 2010. "EDUCA Study: Psychometric Properties of the Spanish Version of the Zarit Caregiver Burden Scale." *Aging & Mental Health* 14 (6): 705–11. <https://doi.org/10.1080/13607860903586094>.

¹⁸ Arai, Yumiko, Nanako Tamai, and Eiji Yano. 2003. "The Short Version of the Japanese Version of the Zarit Caregiver Burden Interview (J-ZBI_8)." *Nippon Ronen Igakkai Zasshi. Japanese Journal of Geriatrics* 40 (5): 497–503. <https://doi.org/10.3143/geriatrics.40.497>.

4. Major findings

4.1. Demographics

In this study, the valid respondents were 136. 96.6% of respondents were BN(O) visa holders. 83.6% of respondents are female. 76.7% of the respondents were between the ages of 41 and 55. 75.2% of respondents have a university degree or above. 77.7% of respondents are from middle and upper classes. Each respondent, on average, has 1.73 children in his/her respective family. The mother is the primary caregiver to most of the respondents' children (82.8%). The following are diagrams that show the demographic features of the respondents.

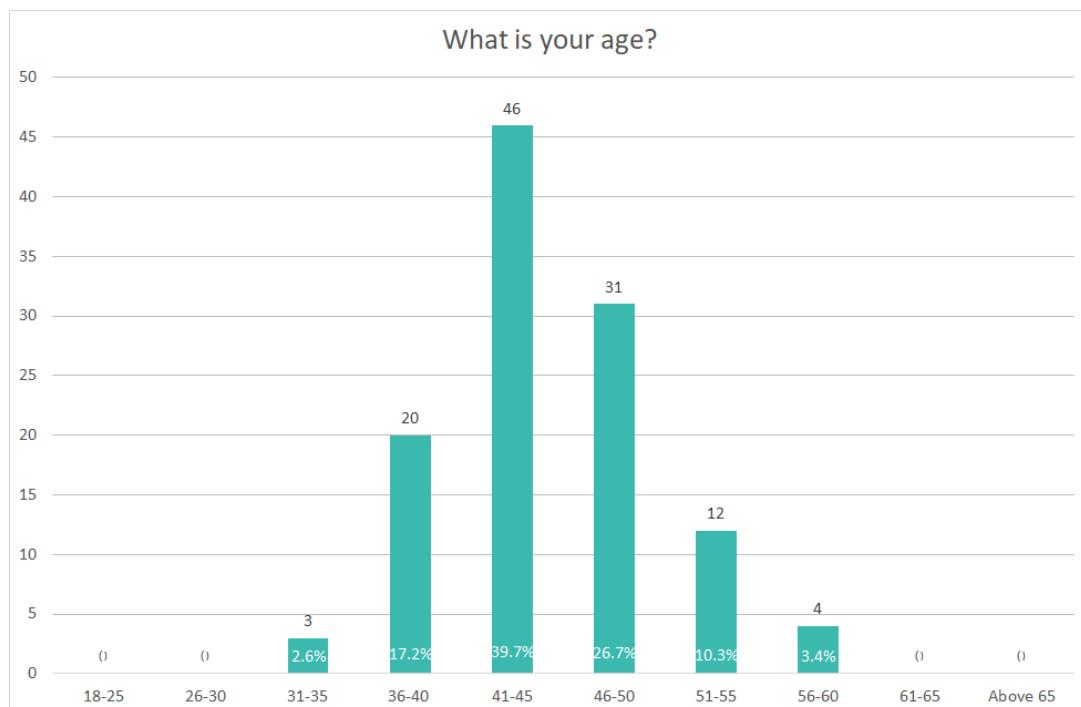


Diagram 4.1 Age

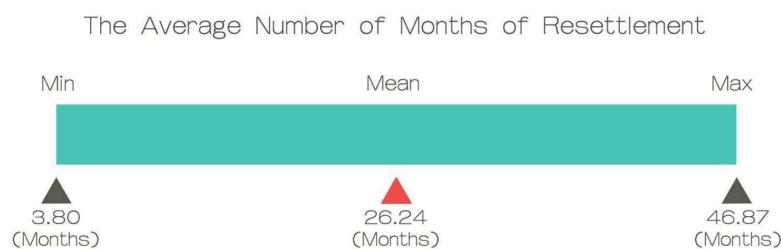


Diagram 4.2 duration of resettlement (minimum, maximum, and average)

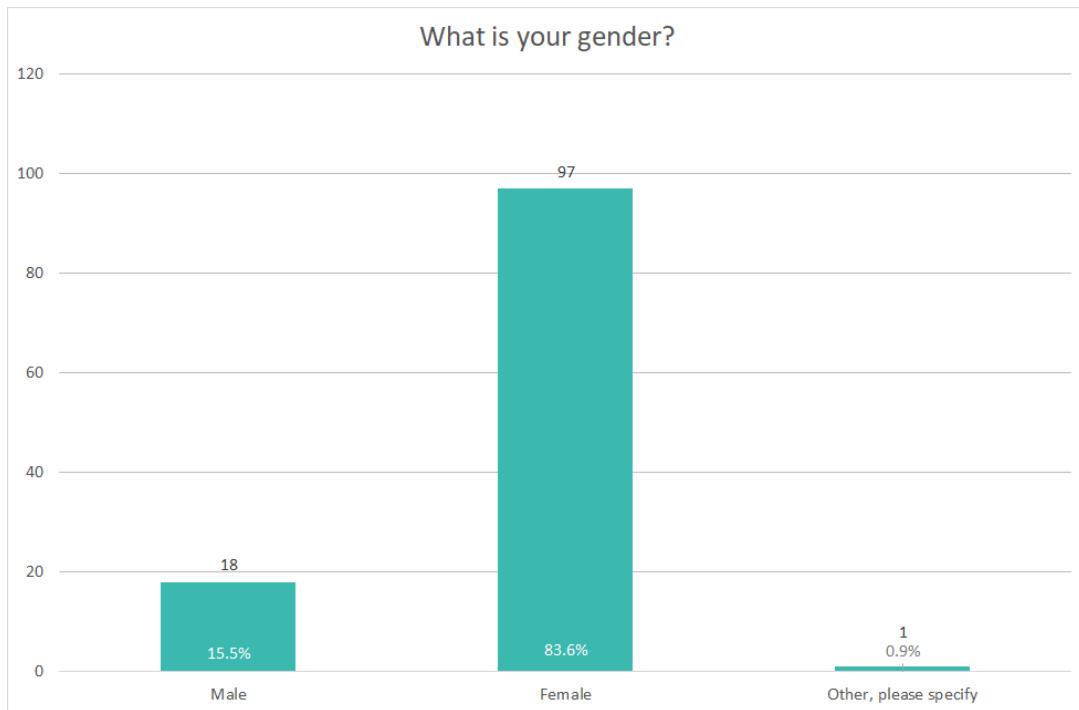


Diagram 4.3 gender

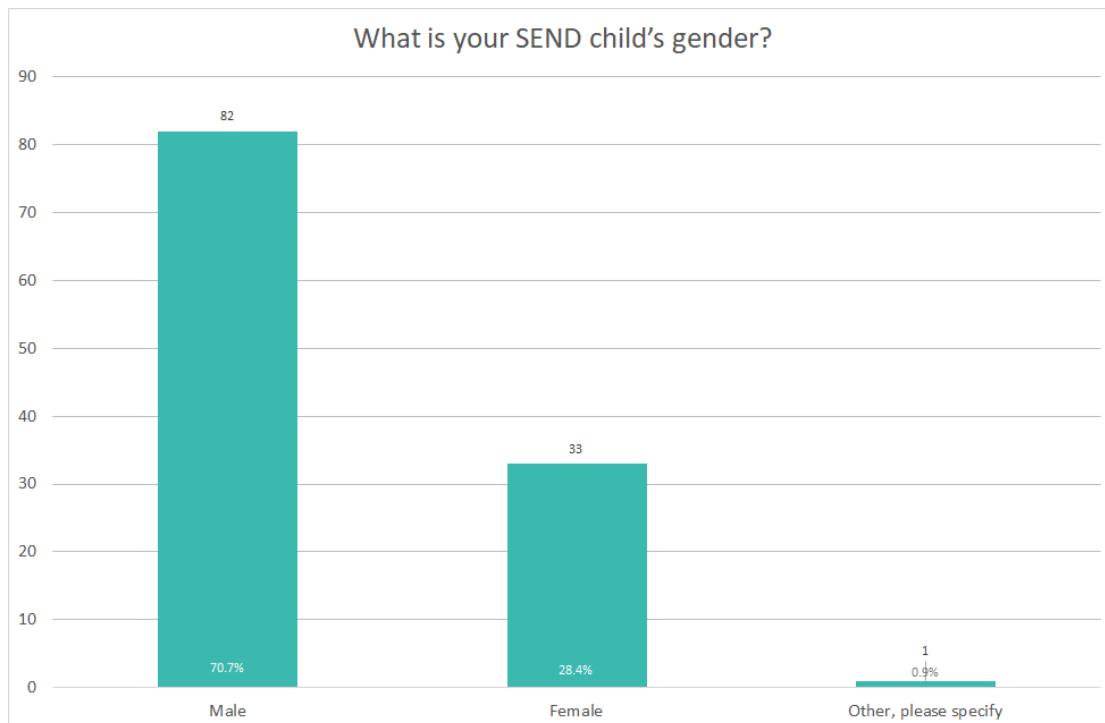


Diagram 4.4 gender of children with SEND needs

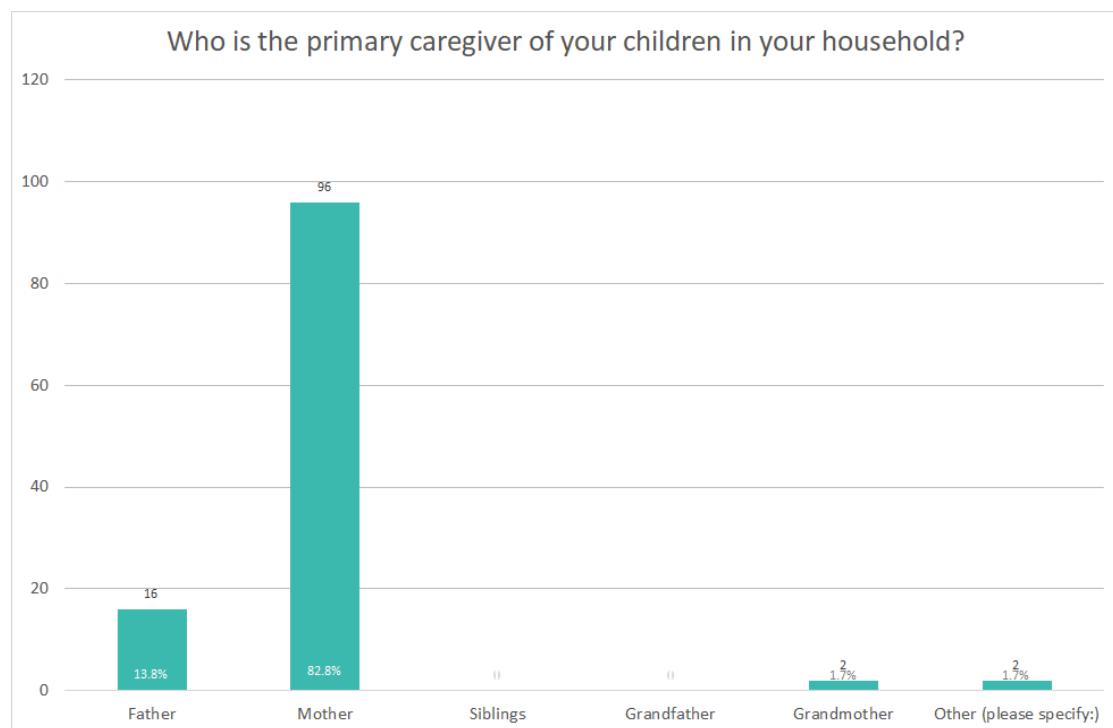


Diagram 4.5 major caregiver of the children with SEND needs

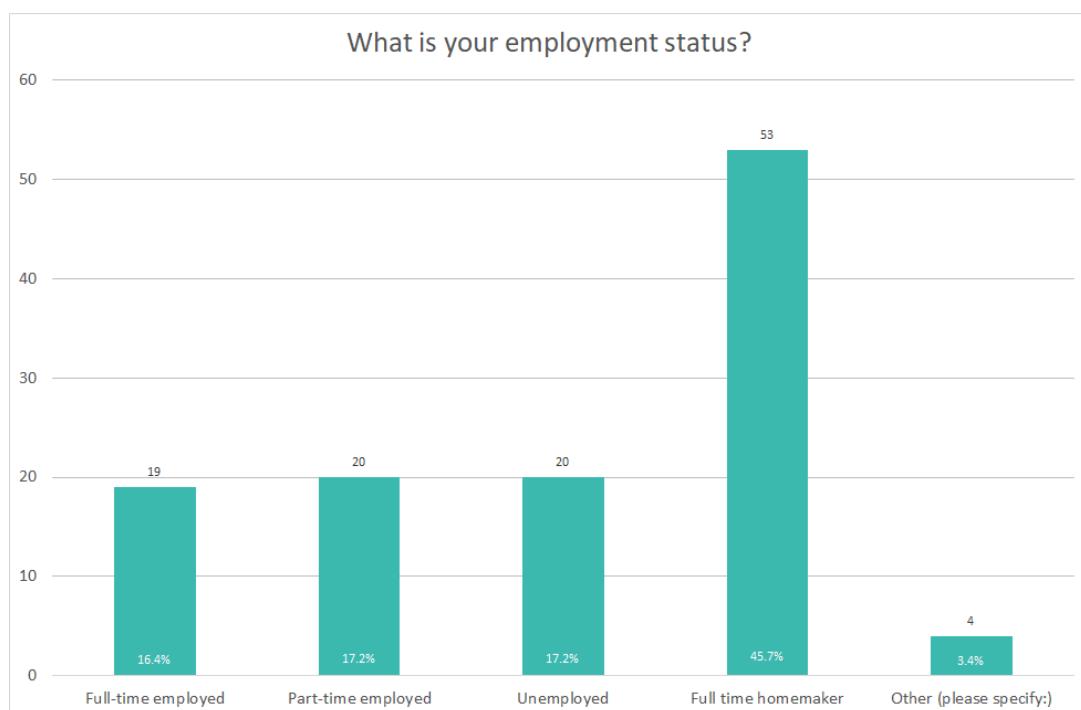


Diagram 4.6 employment status

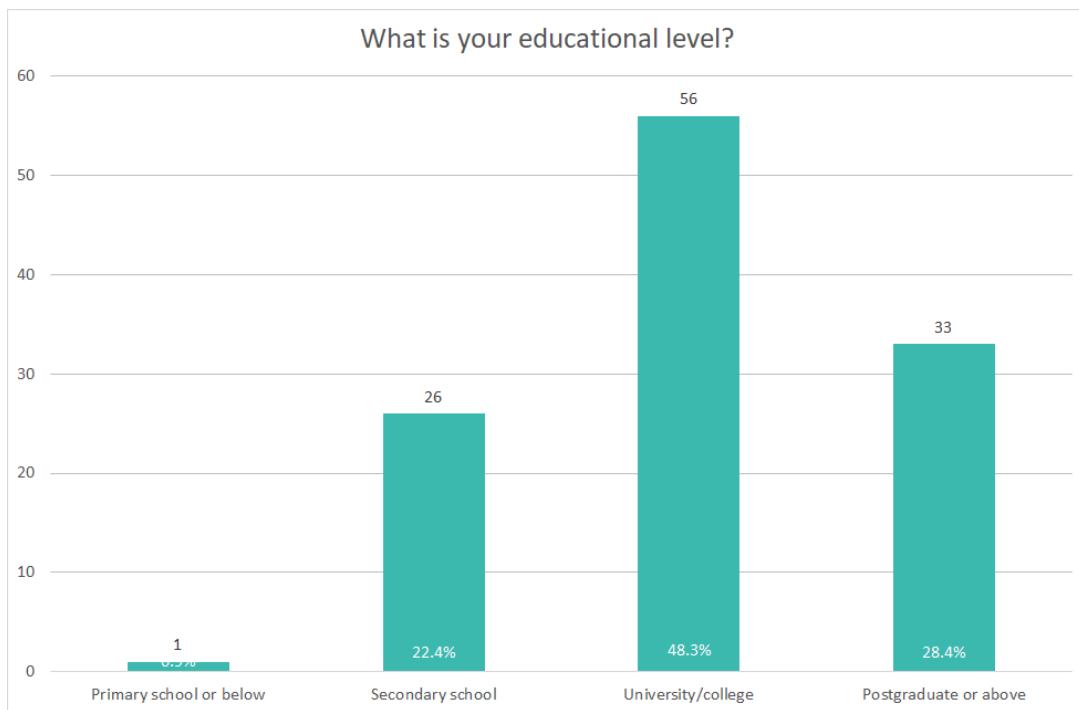


Diagram 4.7 education levels

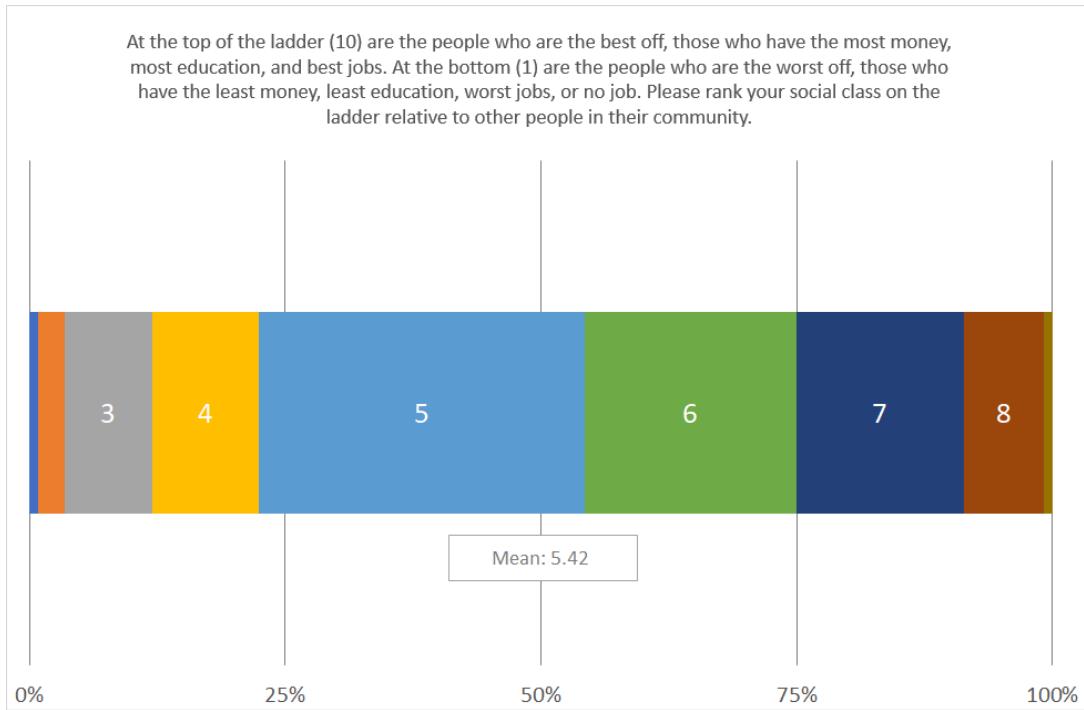


Diagram 4.8 Subjective social status (0 refers to the worse off and 10 refers to the better off)

4.2. Special educational needs

All valid respondents claim that their children have SEND. Nearly half (47.1%, n=47) of them claimed that their children have already been confirmed SEND in Hong Kong while 34.6% (n=47) claimed that their children were confirmed with SEND in the UK. 13.2% (n=18) claimed that they or the school believe their children have SEND but they have not yet undergone formal assessment.

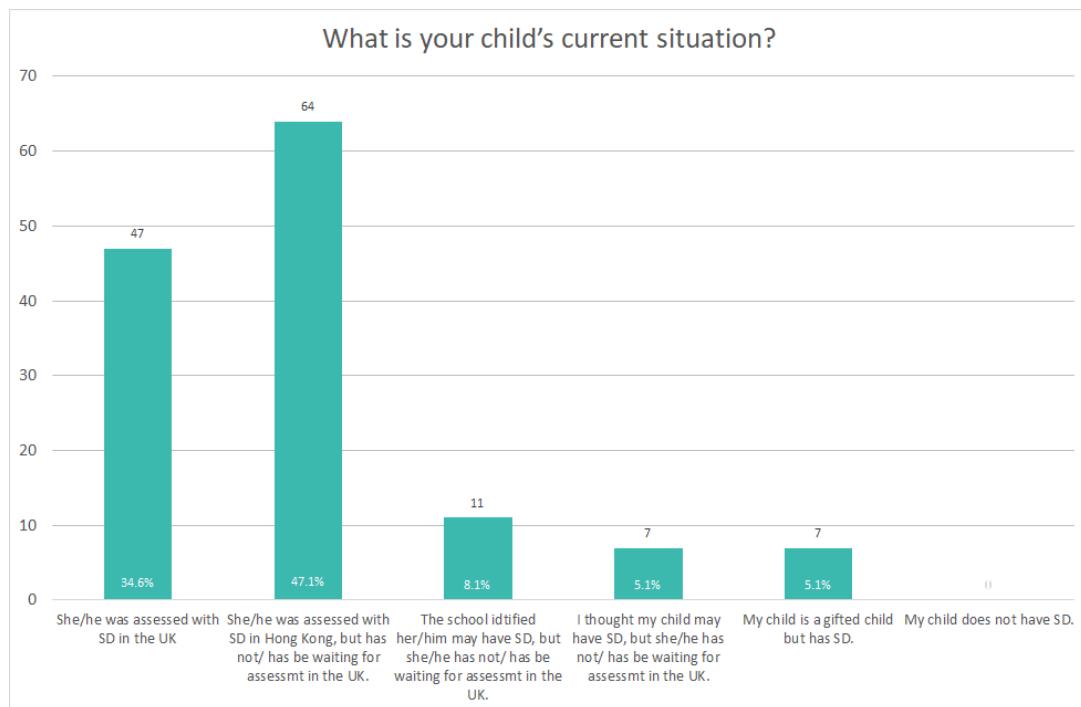


Diagram 4.9 Their children's current situation

In terms of the type of SEND, 59.6% (n=81) of respondents claimed that their children have needs in communication and interaction such as difficulties in speech and language. 38.2% (n=52) of respondents claimed that their children have needs in cognition and learning difficulties. A significant portion (52.9%, n=72) of the respondents claimed that their children have social and emotional difficulties. A portion (14%, n=19) of the respondents claimed that their children have mental health difficulties. Half (50%, n = 68) claimed that their children have developmental disorders such as autism. 16.9% of respondents claimed that their children have sensory and/or physical needs.

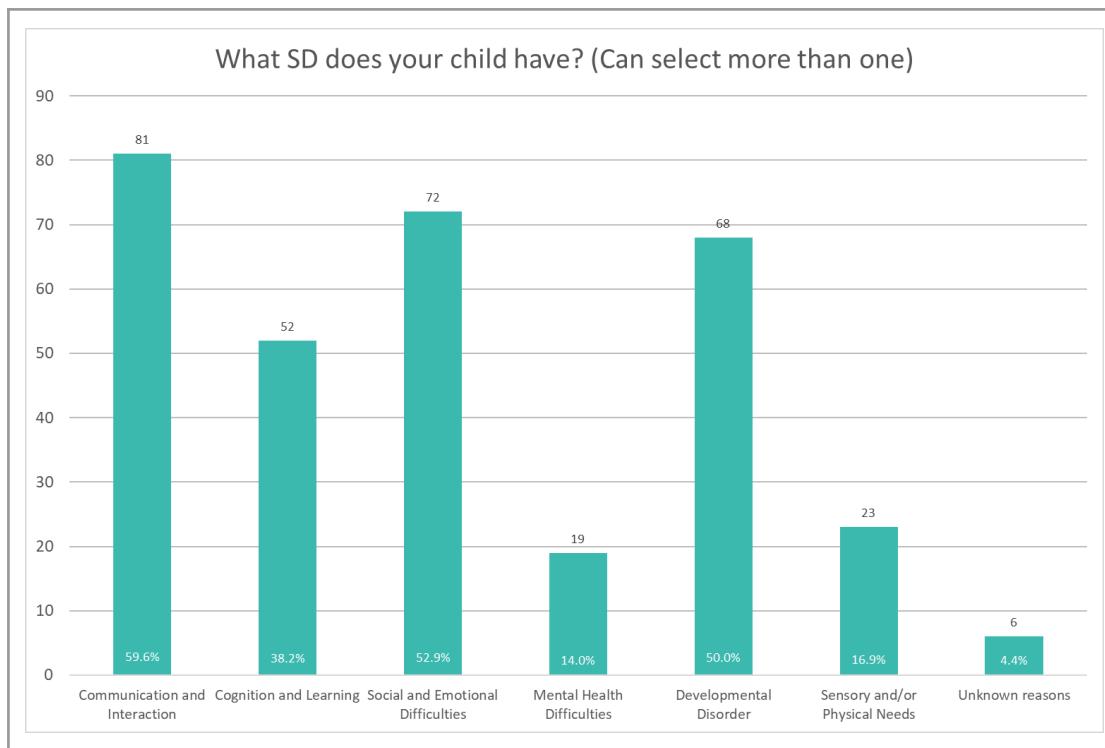


Diagram 4.10 The SEND needs

Respondents with children under the age of five showed that the most crucial special learning supports needed are a written progress check (36.4%, n=4) and a written assessment in the summer term of their child's first year of primary school (36.4%, n=4). Respondents with children between 5 to 15 showed that the most crucial special learning supports needed are extra help from a teacher or assistant (70.1%, n=75) and help to communicate with other children 60.7% (n=65).

As mentioned above, if a SEND child in England needs extra support, he or she can be offered an EHC plan, which provides a SEND child with extra support. Our survey asked the respondents if their children have received an assessment to decide if their children need an EHC plan. 43.2% (n=51) says "No" while 30.5% (n=36) says "Yes". Another 22.0% (n=26) said their children are still waiting to be assessed.

The survey further asked the respondents how long their children are waiting or had waited for the EHC plan assessment. The answers are not very satisfying. The percentage of BN(O) children with SEND waiting over 20 weeks (5 months) for an EHC plan assessment is significantly higher than the national average. On average, their waiting time is 69.2 weeks (17.3 months) (maximum = 72 months; minimum = 1 month; Median = 12 months). Amongst the respondents, 78.6% (n = 56) have waited for over 20 weeks, while the national average is only 50.3% in 2023.¹⁹ The percentage

¹⁹ Gov.uk, "Create Your Own Tables, Table Tool," n.d. <https://explore-education-statistics.service.gov.uk/data-tables/education-health-and-care-plans/2024?subjectId=dc0e6591-ce67-4905-7b35-08dc860967f1>.

of BN(O) SEND children who wait for over 20 weeks to get the EHC plan assessment is 60% more than the national average.

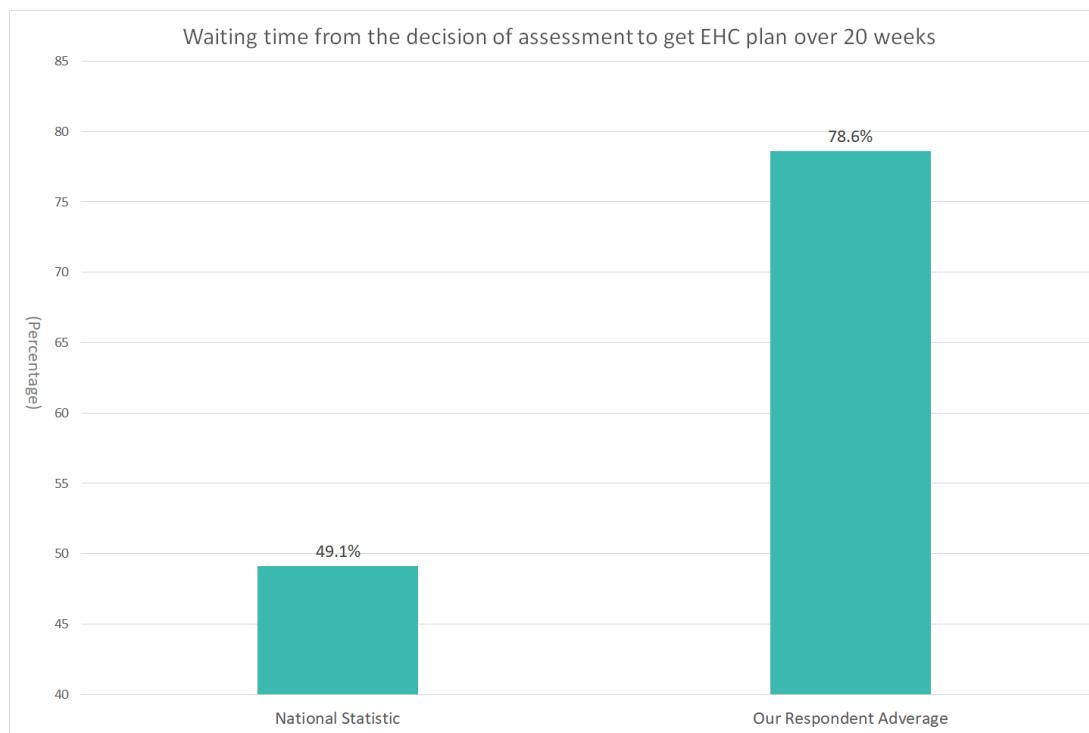


Diagram 4.11 The percentage difference of the waiting time over 20 weeks to get the EHC plan assessment between the national statistics and our respondents

4.3. Challenges to accessing support

This study found that access to the school's SEN Coordinator (SENCO) is critical in helping BN(O) children and their parents to navigate support from schools. We listed 13 items about the support that SEND children and their parents may receive at school. These are:

ES13	The school tells me about my child's learning and progress.
ES14	I know the staff who support my child.
ES15	The school and I work together to plan how my child's needs will be met.
ES16	I am involved in reviewing my child's needs.
ES17	Teachers skipped subjects for my child.
ES18	Teachers simplified the assignment.
ES19	Teachers shortened the assignment.

ES20	Teachers provided extra learning aids in class (e.g., word bank, calculator, etc.).
ES21	Teacher extended the teaching time.
ES22	The teacher arranged a flexible setting in doing tests and exams for my child.
ES23	The teacher played the audiobooks rather than reading printed books.
ES24	The teacher moved the class/test to a room that is physically accessible.
ES25	My child was given rest breaks in class or extended time on tests.

Table 4.1 The list of 13-item school support

In the analysis, we summed up the scores of those 13 items that the respondents' answers "yes" (1 score) and "no" (0 score).

Respondents (n=114) who have contacted SENCO in their children's school or nursery had an 84% higher average score of receiving support from school (n=85; Mean=4.5882, SD=2.560), while those who have not contacted SENCO in their children's school or nursery had a lower average scores of receiving support from school (n=29; Mean=2.483, SD=3.06618), $t(3.324)$, $df=42.110$, $p<0.001$. It shows that SENCO is the key resource person in accessing support for SEND children.

We also found that more support at school correlates with better emotion and affection in parents' self-efficacy (n=128; Pearson correlation= 0.185; $p<0.05$).

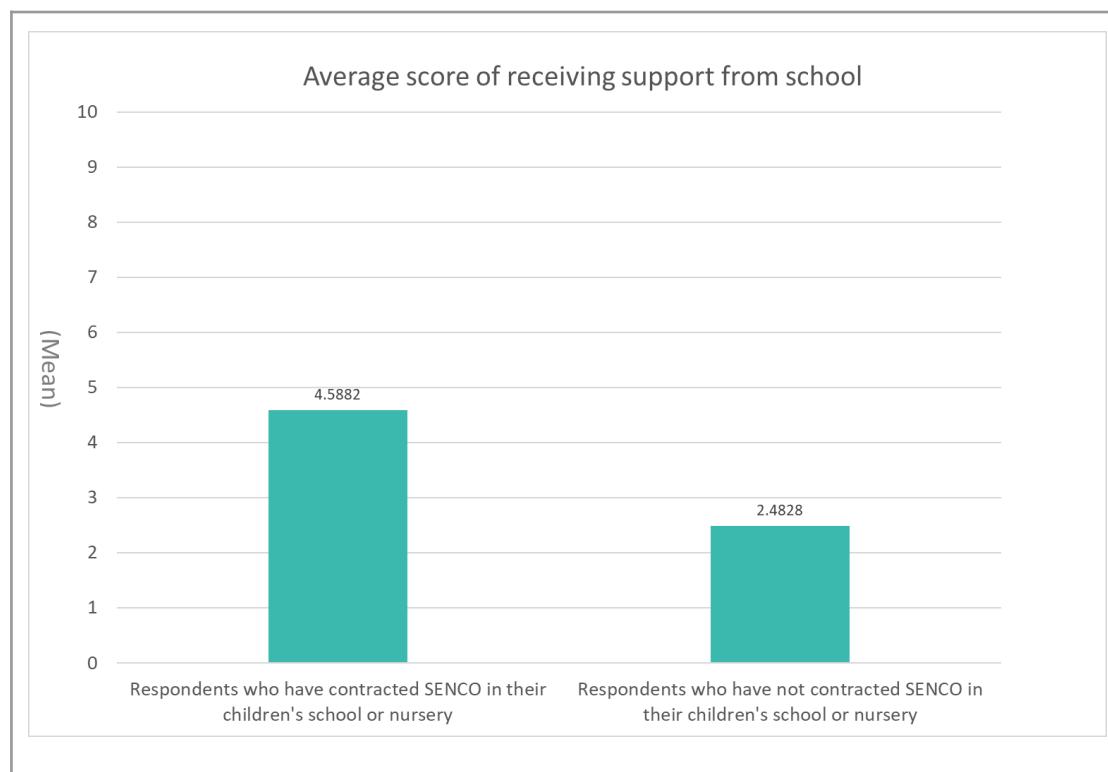


Diagram 4.12 the average score of receiving support from school or nursery

We also found that there is a statistically significant difference between children's age groups in the SEND support received. We divided the respondents into three age groups (0 to 4 years old, 5 to 15 years old, and 16 years old or more). After weighting the cases to adjust the number between three age groups, we conducted a one-way ANOVA test with a significance level of 0.05 using the 13 items above that the respondents' answers "yes" (1 score) or "no" (0 score). We got an F-statistics of 5.367 ($p<0.005$), which shows a significant difference in the SEND support received between the three age groups of SEND children (0 to 4 years old, mean=3.2727; 5 to 15 years old, mean=4.1308; 16 or above, mean=2.7222). We conducted a subsequent post-hoc test, which reveals a difference in the means between the 5 to 15 years old group and the 16 years old or above group (Mean difference=1.409, Standard Error=0.439, $p=0.004$). This finding suggests that there is a need to examine if the current service and support is sufficient and appropriate for BN(O) SEND children of different age groups.

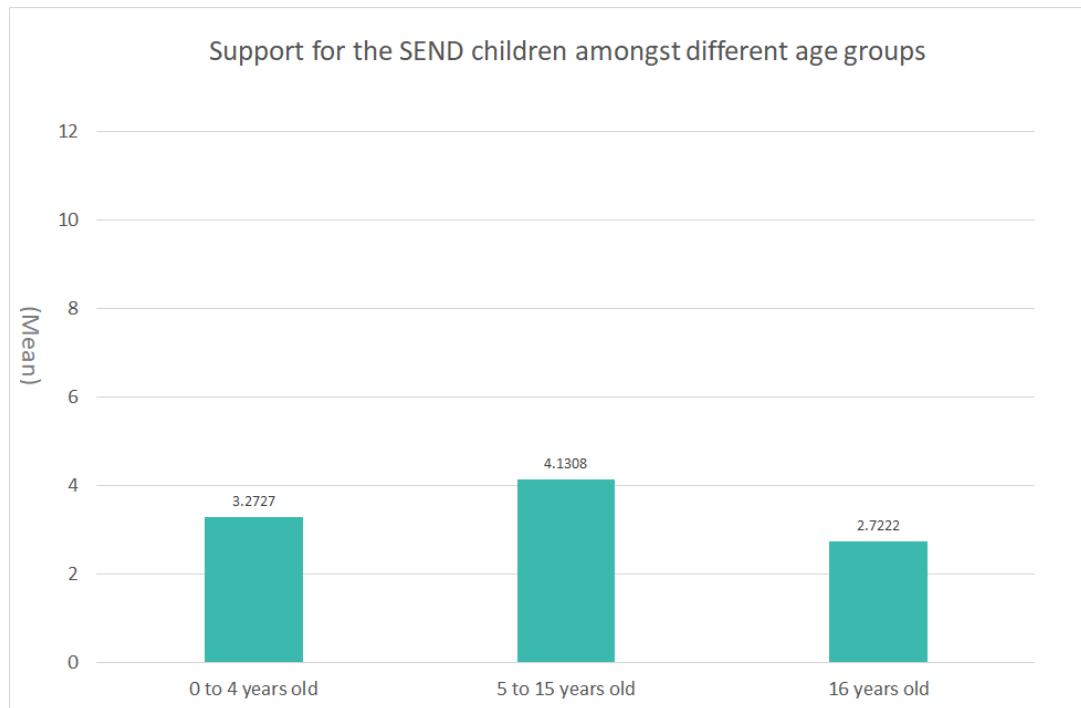
**Diagram 4.13 the average number of supports among different age groups of children with SEND needs**

Table 3.3 shows the six SEND needs that we examined in this study. These are:

1. Communication and Interaction
2. Cognition and Learning
3. Social and Emotional Difficulties

4. Mental Health Difficulties
5. Developmental Disorder
6. Sensory and/or Physical Needs

We found that the school support provided varied depending on the specific SEND needs. Among them, Cognition and Learning and Sensory and/or Physical Needs significantly received more support at school. The findings suggest a need to examine if the current service and support suffices to address the needs of different SEND needs.

Area	Description
1	Communication and Interaction. Children and young people with speech, language, and communication needs (SLCN) who have difficulty understanding and communicating with others (e.g., speech, language and communication needs and/or autism)
2	Cognition and Learning (e.g. a range of conditions such as dyslexia, dyscalculia and dyspraxia)
3	Social and Emotional Difficulties (e.g., withdrawn or isolated, hyperactive and lack concentration, immature in relation to social skills, displaying behaviour that challenges which could arise from other complex special needs)
4	Mental Health Difficulties (e.g., anxiety or depression or they could be self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained)
5	Developmental Disorder (e.g., disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder and may be frustrated and struggle with school routines and relationships)
6	Sensory and/or Physical Needs (e.g., physical disability, vision impairment, hearing impairment, multi-sensory impairment (both hearing and vision difficulties), and dyspraxia)

Table 4.2 Six areas of SEND needs

Multiple linear regression was used to test if different SEND needs significantly predict the support received at school (the 13-item score).

The fitted regression model was: The support received at school = $3.047 + 0.885$ (Communication and Interaction) + 1.211^* (Cognition and Learning) – 0.481 (Social, and Emotional Difficulties) - 0.659 (Mental Health Difficulties) - 0.280 (Development Disorder) + 1.923^* (Sensory and/or Physical Needs).

The overall regression was statistically significant (Adjusted $R^2 = 0.122$, $F(6, 129) = 4.139$, $p = < .001$).

Cognition and Learning ($\beta = 1.211$, $p = < 0.05$) and Sensory and/or Physical needs ($\beta = 1.923$, $p = < 0.05$) played a significant role in predicting the support received at school.

	Unstandardised B (β)	Standardised coefficient Beta (Beta)	Sig.
Constant	3.047		<0.001
Communication and Interaction	0.885	0.152	0.081
Cognition and Learning	1.211	0.205	0.013*
Social and Emotional Difficulties	-0.481	-0.084	0.334
Mental Health Difficulties	-0.659	-0.080	0.346
Development Disorder	-0.280	-0.049	0.564
Sensory and/or Physical Needs	1.923	0.252	0.003*
Adjusted R Square = 0.122 F(6, 129) = 4.139 Sig. F change, $p = < .001$			
* $p = < 0.05$			

Table 4.3 The linear regression of the SEND needs on the support received at school

It was found that Communication and Interaction ($\beta = 0.855$, $p = 0.081$), Social, and Emotional Difficulties ($\beta = -0.481$, $p = 0.334$), Mental Health Difficulties ($\beta = -0.659$, $p = 0.346$), Development Disorder ($\beta = -0.280$, $p = 0.546$), did not significantly predict the support received at school. The finding showed that we need to examine deeper into the children with different SEND needs, especially those with “Cognitive and Learning” and “Sensory and/or Physical” SEND needs.

4.4. Parenting experience

The data of parenting experience were collected from a sample of 128 participants who responded to four dimensions of scales designed to measure parents’

self-efficacy adopted from TOPSE).²⁰ These are “emotion and affection” (6-item 10-point Likert scale), “play and enjoyment” (6-item 10-point Likert scale), “empathy and understanding” (6-item 10-point Likert scale), and “control” (5-item 10-point Likert scale). The Likert scale is 0 equates to completely disagree and 10 equates to completely agree.

Descriptive statistics were computed. The mean score of “emotion and affection” was 45.83 (out of 60) with a standard deviation of 9.23, indicating a moderate level of parent self-efficacy in managing emotion and affection with their children. To assess the internal consistency, Cronbach’s alpha was calculated and found to be 0.77, suggesting acceptable reliability.

The mean score of “play and enjoyment” was 40.63 (out of 60) with a standard deviation of 11.09, showing a moderate level of parent self-efficacy in play and enjoyment with their children. To assess the internal consistency, Cronbach’s alpha was calculated and found to be 0.91, suggesting excellent reliability.

The mean score of “empathy and understanding” was 40.16 (out of 60) with a standard deviation of 10.48, showing a moderate level of parent self-efficacy in empathy and understanding with their children. To assess the internal consistency, Cronbach’s alpha was calculated and found to be 0.92, suggesting excellent reliability.

The mean score of “control” was 28.63 (out of 50) with a standard deviation of 8.55, showing a moderate level of parent self-efficacy in controlling the situation about their children. To assess the internal consistency, Cronbach’s alpha was calculated and found to be 0.83, suggesting good reliability.

We did t-tests to compare the mean scores between the present and absence of different SEND needs (see Table 3.3) for every dimension of the parents’ self-efficacy scale.

4.4.1. Emotion and affection

Parents who have children with development disorder and sensory and/or physical SEND needs have significant lower parenting self-efficacy in emotion and affection.

Parents who have children with a development disorder have lower parenting self-efficacy in emotion and affection (Mean=44.11, SD=10.28) than those who have children without development disorder SEND need (Mean=47.55, SD=7.75), t(2.136), df=126, p=0.017. The finding shows that more parenting support for building up emotional and affection relationships should be provided for the parents who have children with a development disorder.

²⁰ TOPSE. “TOPSE,” n.d. <https://www.topse.org.uk/site/topse/>.

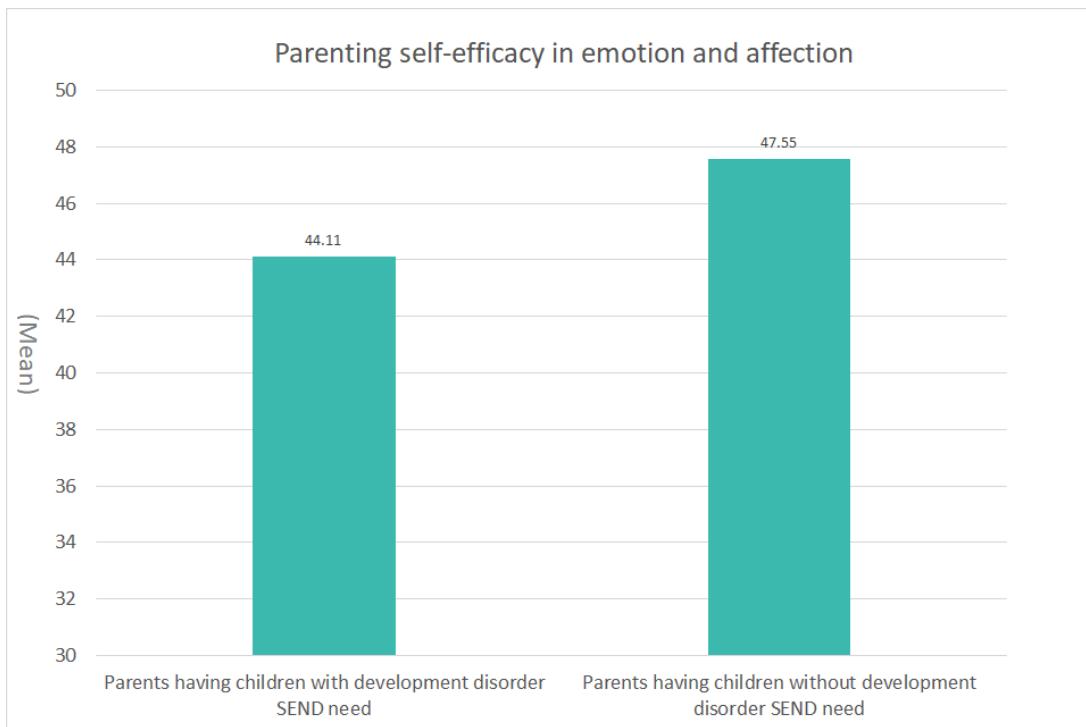


Diagram 4.14 The comparison of means of parenting self-efficacy “emotional and affection” between having children with and without development disorder need

Parents who have children with sensory and/or physical SEND need have lower parenting self-efficacy in emotion and affection (Mean=49.14, SD=7.92) than those who have children without development disorder SEND needs (Mean=45.14, SD=9.37), $t(-2.08)$, $df=34.39$, $p=0.02$. The finding shows that more parental support for building up emotional and affection relationships should be provided for the parents who have children with sensory and/or physical SEND needs.

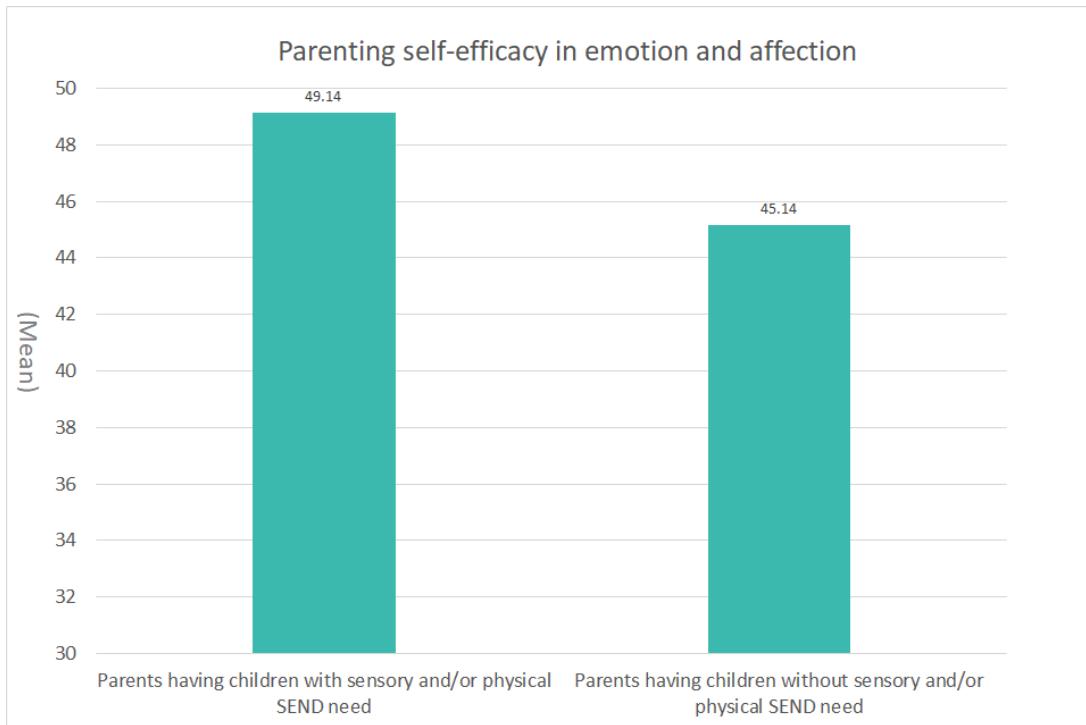


Diagram 4.15 The comparison of means of parenting self-efficacy “emotion and affection” between having children with and without sensory and/or physical SEND needs

4.4.2. Play and enjoyment

Parents who have children with development disorder SEND needs have lower parenting self-efficacy in play and enjoyment (Mean=38.05, SD=12.18) than those who have children without development disorder SEND needs (Mean=43.22, SD=9.28), $t(2.70)$, $df=117.723$, $p=0.004$. The finding shows that more parenting support for facilitating play and enjoyment experience should be provided for the parents who have children with a development disorder.

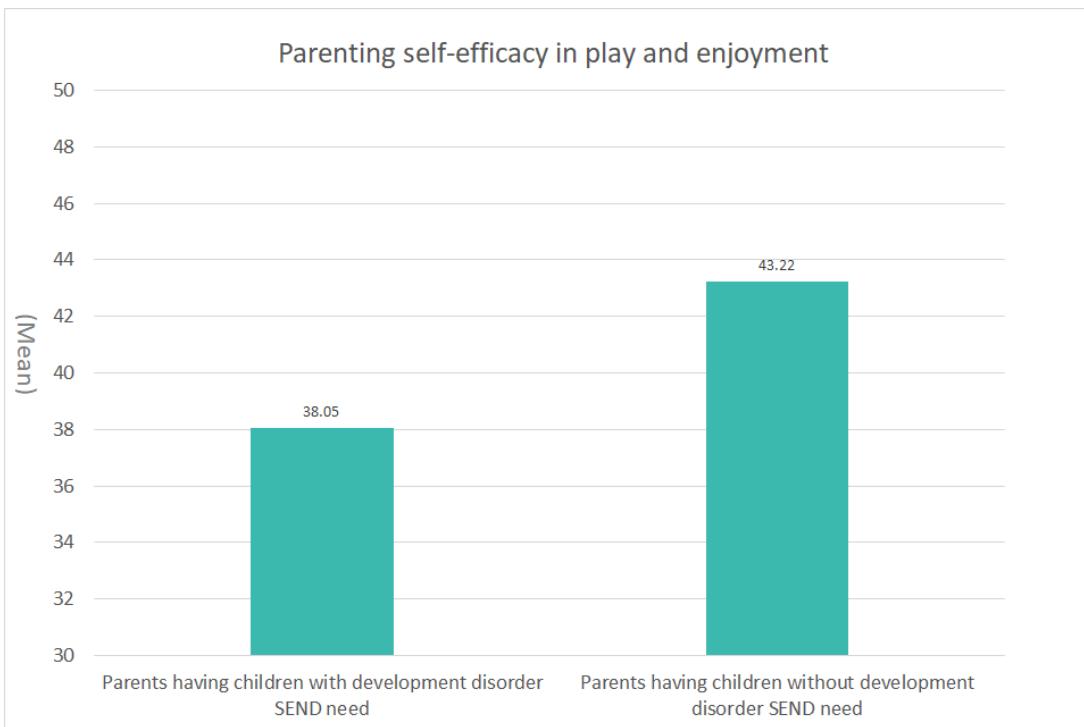


Diagram 4.16 The comparison of means of parenting self-efficacy “play and enjoyment” between having children with and without a development disorder SEND needs

4.4.3. Empathy and understanding

Parents who have children with development disorder SEND needs have lower parenting self-efficacy in empathy and understanding (Mean=38.17, SD=11.22) than those who have children without development disorder SEND needs (Mean=42.16, SD=9.35), $t(2.183)$, $df=122.01$, $p=0.02$. The finding shows that more parenting support for developing empathy and understanding about the children should be provided for the parents who have children with a development disorder.

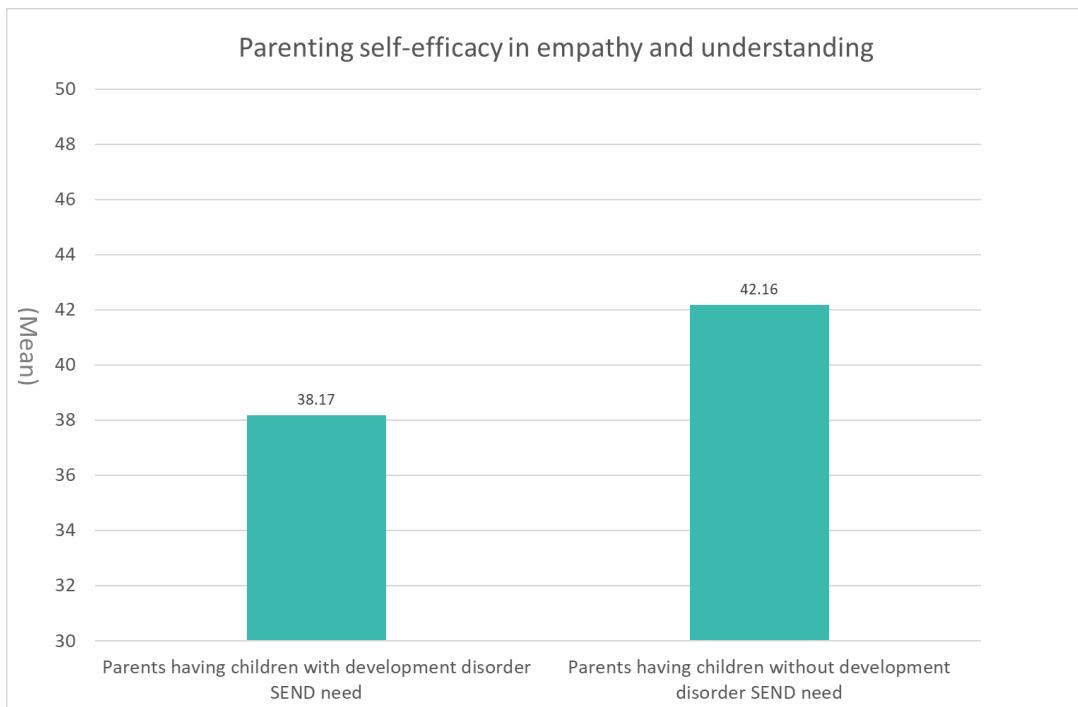


Diagram 4.17 The comparison of means of parenting self-efficacy “empathy and understanding” between having children with and without development health difficulty SEND needs

4.4.4. Control

Parents who have children with mental health difficulties SEND needs have lower parenting self-efficacy in control (Mean=22.29, SD=10.97021) than those parents who have children without mental health difficulties SEND needs (Mean=29.6036, SD=7.72), t (3.420), df=126, p<0.001. The finding showed that more parenting support for the capacity of control in different parenting situations, particularly the parents who have children with mental health difficulties SEND needs.

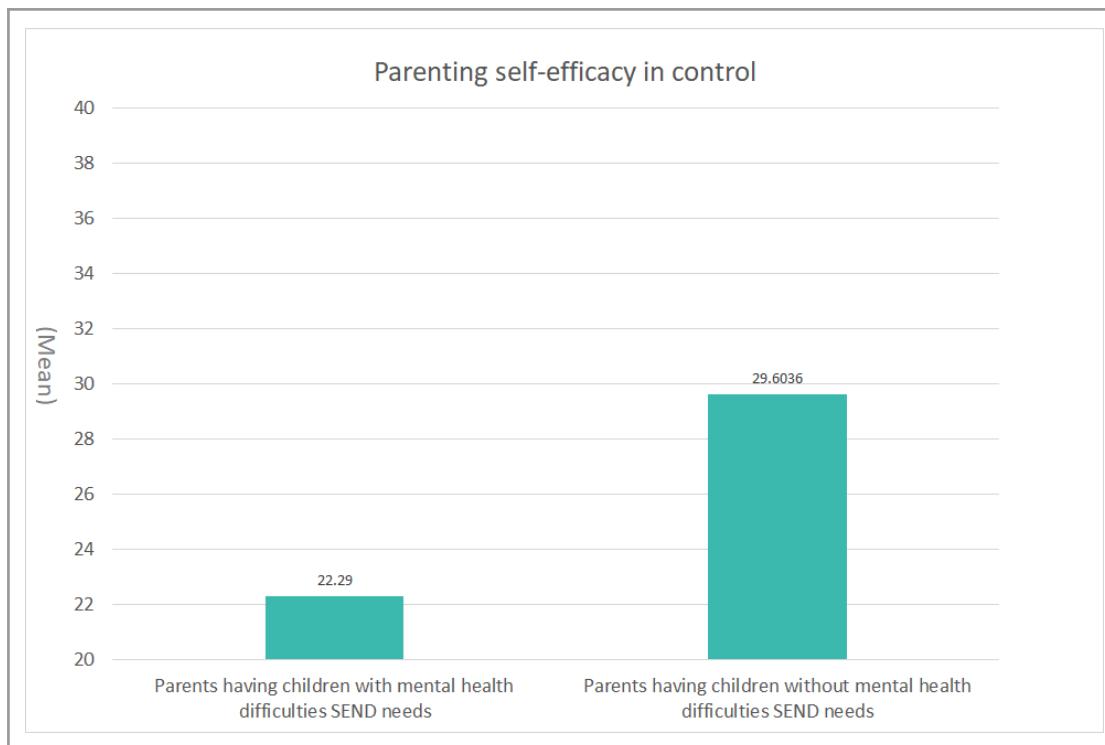


Diagram 4.18 The comparison of means of parenting self-efficacy “control” between children with and without mental health difficulty SEND needs

Parents who have children with a development disorder have lower parenting self-efficacy in control (Mean=27.2031, SD=8.40102) than those who have children without a development disorder (Mean=30.06, SD=8.51), $t (1.913)$, $df=125.98$, $p<0.03$. The finding showed that more parenting support for strengthening control over different parenting situations should be provided for the parents who have children with a development disorder.

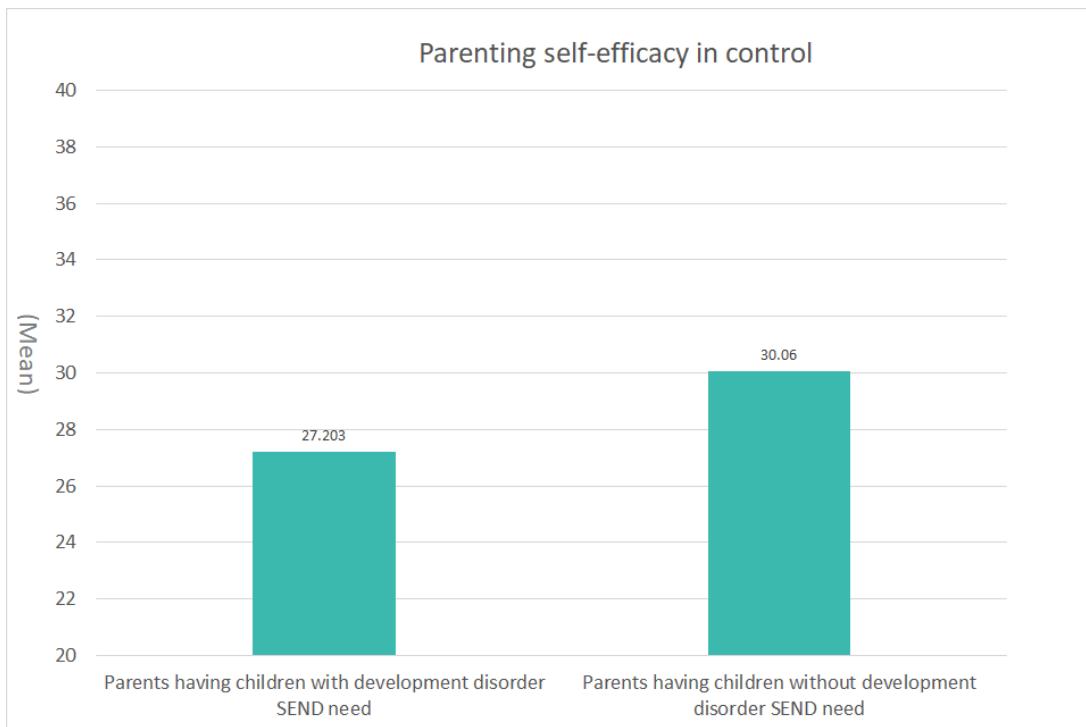


Diagram 4.19 The comparison of means of parenting self-efficacy “control” between children with and without development disorder SEND needs

Caregiving burden

The data about the caregiving burden was collected from a sample of 123 participants who responded to the 12-item Zarit scale of caregiver burden (0 to 4 Likert scale).²¹ Descriptive statistics were computed. The mean score of scale was 25.74 (out of 48) with a standard deviation of 9.02, indicating a moderate to high level of caregiving burden. To assess the internal consistency, Cronbach's alpha was calculated and found to be 0.91, suggesting excellent reliability.

Multiple linear regression was used to test if different SEND needs significantly predicted the caregiving burden (the 12-item Zarit scale of caregiver burden).²²

The fitted regression model was: The caregiving burden = 19.528 + 4.114*(Communication and Interaction) -1.362 (Cognition and Learning) + 2.612 (Social and Emotional Difficulties) + 6.050* (Mental Health Difficulties) + 3.337*(Development Disorder) + 1.295 (Sensory and/or Physical Needs).

The overall regression was statistically significant (Adjusted R² = 0.153, F(6, 116) = 4.68, p = < .001).

²¹ “Zarit Burden Interview Assessing Caregiver Burden.” n.d.

<https://wai.wisc.edu/wp-content/uploads/sites/1129/2021/11/Zarit-Caregiver-Burden-Assessment-Instruments.pdf>.

²² Ibid

It was found that Communication and Interaction ($\beta = 4.114$, $p = < 0.05$), Mental Health Difficulties ($\beta = 6.050$, $p = < 0.05$), and Development Disorder ($\beta = 3.337$, $p = < 0.05$) significantly predicted the caregiving burden.

It was found that Cognition and Learning ($\beta = -1.362$, $p = 0.385$), Social and Emotional Difficulties ($\beta = 2.612$, $p = 0.108$), and Sensory and/or Physical Needs ($\beta = 1.295$, $p = 0.529$), did not significantly predict the support received at school.

The finding showed that we need to pay additional attention to the SEND needs of Mental Health Difficulties, Communication and Interaction, and Development Disorder parents, which predicts the higher possibility of a caregiving burden.

	Unstandardised B (β)	Standardised Coefficients Beta (Beta)	Sig.
Constant	19.528		<0.001
Communication and Interaction	4.114	0.222	0.016*
Cognition and Learning	-1.362	-0.074	0.385
Social and Emotional Difficulties	2.612	0.145	0.108
Mental Health Difficulties	6.050	0.233	0.009*
Development Disorder	3.337	0.186	0.038*
Sensory and/or Physical Needs	1.295	0.055	0.529
Adjusted R Square = 0.153; F(6, 116) = 4.68; Sig. F change, $p = < .001$			
$*p = < 0.05$			

Table 4.4 The linear regression model of SEND needs on the caregiving burden

Another multiple linear regression was used to test if different parenting efficacy aspects significantly predicted the caregiving burden (the 12-item Zarit scale of caregiver burden).²³

The fitted regression model was: The caregiving burden = $40.453 - 0.014$ (Emotion and Affection) - 0.273^* (Play and Enjoyment) + 0.329^* (Empathy and Understanding) - 0.546^* (Control).

²³ Ibid

The overall regression was statistically significant (Adjusted $R^2 = 0.303$, $F(4, 118) = 14.24$, $p = <.001$).

It was found that Play and Enjoyment ($\beta = -0.273$, $p = <0.05$), Empathy and Understanding ($\beta = 0.329$, $p = < 0.05$), and Control ($\beta = -0.568$, $p = < 0.05$) significantly predicted the caregiving burden.

It was found that Emotion and Affection ($\beta = -0.014$, $p = 0.898$), so it is insignificant to predict the support received at school.

	Unstandardised B (β)	Standardised Coefficients Beta (Beta)	Sig.
Constant	40.453		<0.001
Emotion and Affection	-0.014	-0.015	0.898
Play and Enjoyment	-0.273	-0.334	0.009*
Empathy and Understanding	0.329	0.387	0.003*
Control	-0.568	-0.546	<0.001*
Adjusted R Square = 0.303; $F(4, 118) = 14.24$; Sig. F change $p = < .001$			
$*p=<0.05$			

Table 4.5 The linear regression model of parenting self-efficacy on the support received at school

The finding showed that we need to provide additional support for parents developing empathy and understanding of their children. We also need to spend more effort on nurturing the “preventive factors”, “Control” and “Play and Enjoyment”, which are of importance to reducing caregiving burdens.

5. Recommendations

5.1. The local authorities should shorten the waiting time of the EHC assessment and plan of BN(O) children with SEND needs

The waiting time of the BN(O) SEND children's EHC assessment and plan is far longer than the national standard. The national standard of the EHC assessment and plan is 20 weeks, which the government promises in paragraph 9.39 of the "Special Educational Needs and Disability Code of Practice: 0 to 25 Years Statutory Guidance for Organisations Which Work with and Support Children and Young People Who Have Special Educational Needs or Disabilities".²⁴ But we found that the BN(O) children with SEND needs in our survey had to wait for on average 17.3 months (69.2 weeks). 78.6% of respondents have waited for over 20 weeks, while the national statistics is 50.3% in 2023.²⁵ We recommend that the school and local authorities address the delay of assessment and EHC plan by reviewing the existing EHC assessment and plan workflow for BN(O) SEND children and find out the reasons that delay the process.

The statutory guideline lists four exceptions that the local authorities can use more than 20 weeks to issue the EHC plan.²⁶ These are:

- appointments with people from whom the local authority has requested information are missed by the child or young people (this only applies to the duty of partners to comply with a request under the EHC needs assessment process within six weeks).
- the child or young people are absent from the area for a period of at least four weeks.
- exceptional personal circumstances affect the child or his/her parents, or the young people.
- where the educational institution is closed for at least 4 weeks, which may delay the submission of information from the school or other institution (this does not apply to the duty on partners to comply with a request under the EHC needs assessment process within six weeks).

We recommend that the local authorities minimise the possibilities of falling into the exceptions because of miscommunication, delay of coordination, and delay of sharing information to the parents (paragraph 9.30 to 9.34 in the "Special Educational Needs and Disability Code of Practice").

²⁴ Department for Education. 2015. "Special Educational Needs and Disability Code of Practice: 0 to 25 Years Statutory Guidance for Organisations Which Work with and Support Children and Young People Who Have Special Educational Needs or Disabilities". https://assets.publishing.service.gov.uk/media/5a7dc85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf.

²⁵ "Create Your Own Tables." 2024. Explore-Education-Statistics.service.gov.uk. Accessed July 7, 2024. <https://explore-education-statistics.service.gov.uk/data-tables/education-health-and-care-plans/2024?subjectId=dc0e6591-ce67-4905-7b35-08dc860967f1>.

²⁶ "Special Educational Needs and Disability Code of Practice.", 2015.

Also, the local authorities should think of effective ways to work with the BN(O) children with SEND needs and their parents to support the children (paragraph 5.37 in the “Special Educational Needs and Disability Code of Practice”).

5.2. The improvement of parenting support for BN(O) parents with SEND children

The findings of this survey show the BN(O) parents that have SEND children face obvious challenges of parenting skills and caregiving burden. With regard to the findings of parenting skills, the capacity of control over a variety of parenting situations is a significant challenge. Local authorities should think of ways to ensure that BN(O) parents with SEND children are accessing the dedicated support for the parents (paragraph 10.13 in the “Special Educational Needs and Disability Code of Practice”).

Every local area has established charity-based carer centres to provide carer support for different caregivers.²⁷ Not only do the carer centres provide information but also deliver training and professional assistance for caregivers, such as emotional support and advice.²⁸ The local authorities should support the carer centres can provide a culturally sensitive and tailoring (i.e. language, culture, parenting style developed in Hong Kong, ways of communication, and cultural taboos, etc.) communication with BN(O) caregivers of SEND children when providing training, support, and professional assistance for them. Informed by our previous study, the local authorities should also reduce the barriers (e.g., confidence and transportation)²⁹ the access to the local carer centre among the BN(O) caregivers of SEND children.

5.3. The empowerment of the role and functions of SENCO at school level

The findings showed that SENCO is the key person to coordinate support at school for BN(O) students and their parents. Better support at school relates to better parent’s emotional and affection relationship with their children. Therefore, the local authorities should ensure that BN(O) students with SEND needs and their parents can connect with SENCO at their schools and that SENCOs can perform a functional role to support BN(O) students with SEND needs and their parents (paragraph 5.54 and 5.56 in the “Special Educational Needs and Disability Code of Practice”). For example, the SENCOs need to address the language barriers of the BN(O) children with SEND needs and their parents in learning and navigating the support service, particularly when children are waiting for the EHC plan. The SENCOs also need to enhance the cultural sensitivity and tailoring³⁰ in the communication with the children and parents by considering their support service received in Hong Kong.

²⁷ “Carer Services near You.” n.d. Carers.org. <https://carers.org/help-for-carers/carer-services-near-you>.

²⁸ “Carers Support Centre.” 2017. April 20, 2017. <https://www.carerssupportcentre.org.uk/>.

²⁹ “SAFE: Educational Needs - Hongkongers in Britain.” 2023. Hongkongers.org.uk. February 10, 2023. <https://hongkongers.org.uk/2023/02/education-need/>.

³⁰ Griffith, Derek M, Caroline R Efird, Monica L Baskin, Monica Webb Hooper, Rachel Davis, and Ken Resnicow. 2023. “Cultural Sensitivity and Cultural Tailoring: Lessons Learned and Refinements after Two Decades of Incorporating Culture in Health Communication Research.” Annual Review of Public Health 45 (1). <https://doi.org/10.1146/annurev-publhealth-060722-031158>.

However, the current study reveals that SENCOs face several challenges and barriers in providing support to SEND children. SENCOs may not have sufficient time to support SEND students and parents.³¹ They felt challenged under the ambiguity of ‘expertise’. Usually, they are in the perceived “expert” position but may not be an expert on the issue.³² Other studies found that the school’s priority of inclusion agenda limits their functions and roles of coordinating support when they deliver the support.³³

Regarding the significant difference of the EHC plan waiting time, local authorities should ensure that BN(O) children with SEND needs and their parents receive equal professional support at schools (Paragraph 5.55 in the “Special Educational Needs and Disability Code of Practice”). Since BN(O) students with SEND needs and their parents have additional needs relating to cultural differences during their resettlement, local authorities must ensure that SENCOs have sufficient cultural knowledge about the learning and parenting culture of the BN(O) Hongkonger communities (Paragraph 6.2 in the “Special Educational Needs and Disability Code of Practice”).

The schools should empower their SENCOs in terms of professional support network and training. Some commonly recommended methods for supporting students with (SEND) are:³⁴

1. Actively take part in local SENCO clusters, facilitating the sharing of strategies and collaborative problem-solving across schools with BN(O) children and parents.
2. Utilise assistant psychologists with the help of community interpreters within the school to support targeted and specialist interventions.
3. Transparently share the use of SEND funding to assist in the review of provision for BN(O) children who are waiting for the EHC plan.
4. Conduct regular reviews of the provision, including participating in the peer cluster review programme involving BN(O) SEND children’s parents.
5. Offer thorough cultural sensitivity and tailoring training for teaching and support staff, which includes the school’s own effective methods, the knowledge of experienced staff, and input from external professionals like speech and language therapists, occupational therapists, and educational psychologists.
6. Train learning support assistants (LSAS) to encourage the use of effective methods within the LSA team for the BN(O) SEND children.

³¹ Smith, Mia D., and Karen E. Broomhead. 2019. “Time, Expertise and Status: Barriers Faced by Mainstream Primary School SENCos in the Pursuit of Providing Effective Provision for Children with SEND.” *Support for Learning* 34 (1): 54–70. <https://doi.org/10.1111/1467-9604.12237>.

³² Smith, Mia D., and Karen E. Broomhead. 2019.

³³ Kay, Virginia, Marlena Chrostowska, Amanda Henshall, Anne McLoughlin, and Fiona Hallett. 2022. “Intrinsic and Extrinsic Tensions in the SENCo Role: Navigating the Maze of ‘Becoming.’” *Journal of Research in Special Educational Needs* 22 (4). <https://doi.org/10.1111/1471-3802.12572>.

³⁴ “Sharing Good SEND Practice - Cheam High School.” n.d. [Www.cheam.sutton.sch.uk](http://www.cheam.sutton.sch.uk). Accessed June 17, 2024. <https://www.cheam.sutton.sch.uk/2803/sharing-good-send-practice>.

7. Leverage local training opportunities, including ELKLAN³⁵ and emotional literacy support assistant (ELSA)³⁶ training to explore effective support for BN(O) children with SEND needs and their parents.
8. Utilise online training to support new members of the SEND team and maintain a robust line management process of BN(O) children with SEND needs to ensure staff receive the support in their roles.

5.4. A practical approach: Play as an intervention to achieve BN(O) SEND children's development and their parents' self-efficacies

In a frontline practice supporting SEND students, such as early year children, professionals often view play as an effective intervention.³⁷ During play, children can enhance important skills that are required for a child's healthy development.³⁸ For example, the SEND children could have more opportunities to develop their sensory system.³⁹ Play (therapy or workshop) has often proven to be an effective way to create a "safe space" for new immigrants to express their culture, situations, and challenges, such as community norms, gender roles, cultural taboos, toy selection, and parenting styles.^{40,41,42} Therefore, BN(O) children and their parents, as new immigrants, would benefit from play-related activities.

Our findings showed that different SEND needs created challenges for parents' style of parenting. We also found that parent's self-efficacy has an association with caregiving burden, such as control. Studies suggested that more play and game time between parents and SEND children leads to higher parenting self-efficacy

³⁵ "About Elkhan | Elkhan Training Ltd." n.d. www.elkhan.co.uk. <https://www.elkhan.co.uk/AboutUs/>.

³⁶ ELSA Support. 2013. "ELSA: Information and Support - Elsa Support." Elsa-Support.co.uk. 2013. <https://www.elsa-support.co.uk/about-elsa-support/>.

³⁷ "Play Activities to Support Communication and Interaction." n.d. <https://send.eani.org.uk/sites/default/files/2023-07/Play%20Activities%20to%20Support%20Communication%20and%20Interactions.pdf>.

³⁸ Tiny Town. 2022. "Why Are Role Play Centres Important for Children with SEND." Tiny Town. August 30, 2022. <https://www.tinytownuk.co.uk/why-are-role-play-centres-important-for-children-with-send/>.

³⁹ Gascoyne, Sue. 2019. "Community Playthings | Sensory Play for Children with SEN." [Www.communityplaythings.co.uk](http://www.communityplaythings.co.uk). June 2019. <https://www.communityplaythings.co.uk/learning-library/articles/sensory-play-for-children-with-sen>.

⁴⁰ Cochran, Nancy H, William J Nordling, and Jeff L Cochran. 2010. *Child-Centered Play Therapy : A Practical Guide to Developing Therapeutic Relationships with Children*. Hoboken, N.J.: John Wiley & Sons.

⁴¹ Killian, Thomas, Betty Cardona, and Edward F. Hudspeth. 2017. "Culturally Responsive Play Therapy with Somali Refugees." *International Journal of Play Therapy* 26 (1): 23–32. <https://doi.org/10.1037/pla0000040>.

⁴² Stulmaker, Hayley L., and Kimberly M. Jayne. 2017. "Child-Centered Play Therapy Parent Consultation Model: Clinical Implementation and Implications." *Journal of Child and Adolescent Counseling* 4 (1): 3–19. <https://doi.org/10.1080/23727810.2017.1344795>.

levels.^{43,44,45} These findings and the current discussion show that local authorities and schools should explore creative ways to nurture the “preventive factors” that reduce caregiving burdens.⁴⁶ Given that parenting is a cultural-led behaviour, play is an effective way to explore collaboration and start the intervention with the BN(O) parents of SEND children.⁴⁷

Therefore, local authorities and schools should think of proactive and creative ways to co-produce a better supportive environment for the development of SEND students⁴⁸ (paragraph 3.18 to 3.19 in in the “Special Educational Needs and Disability Code of Practice”). For example, community after school or Saturday play workshops for BN(O) children with SEND needs and their parents are the easiest ways to start the engagement, needs identification and explore creative ways of intervention.^{49,50,51}

⁴³ Wilson, Steven R., Patricia E. Gettings, Lisa M. Guntzviller, and Elizabeth A. Munz. 2014. “Parental Self-Efficacy and Sensitivity during Playtime Interactions with Young Children: Unpacking the Curvilinear Association.” *Journal of Applied Communication Research* 42 (4): 409–31. <https://doi.org/10.1080/00909882.2014.911937>.

⁴⁴ Román-Oyola, Rosa, Verónica Figueroa-Feliciano, Yoliannie Torres-Martínez, Jorge Torres-Vélez, Keyshla Encarnación-Pizarro, Samariz Fragoso-Pagán, and Luis Torres-Colón. 2018. “Play, Playfulness, and Self-Efficacy: Parental Experiences with Children on the Autism Spectrum.” *Occupational Therapy International* 2018 (October): 1–10. <https://doi.org/10.1155/2018/4636780>.

⁴⁵ Roy, Rini Grace, and Aneesh Kumar. 2021. “The Mediating Role of Parental Playfulness on Parent–Child Relationship and Competence among Parents of Children with ASD.” *Advances in Autism* ahead-of-print (ahead-of-print). <https://doi.org/10.1108/aia-02-2021-0010>.

⁴⁶ Sheila Dorothy Smith. 2012. *Sandtray Play and Storymaking : A Hands-on Approach to Build Academic, Social, and Emotional Skills in Mainstream and Special Education*. Philadelphia: Jessica Kingsley Publishers.

⁴⁷ Novianti, Ria , Suarman, and Nur Islami. 2023. “Parenting in Cultural Perspective: A Systematic Review of Paternal Role across Cultures.” *Journal of Ethnic and Cultural Studies* 10 (1): 22–44. <https://doi.org/10.29333/ejecs/1287>.

⁴⁸ Durrant, Georgina. 2021. “The Importance of Play for Children with Special Educational Needs • SEN Magazine.” SEN Magazine. December 29, 2021. <https://senmagazine.co.uk/content/activities/complementary-therapy/15850/the-importance-of-play-for-children-with-special-educational-needs/>.

⁴⁹ “Play with Clay Workshop (for SEND Children and Their Carers).” 2024. Library.Live. June 30, 2024. <https://www.library.live/the-library-presents-events/play-with-clay-mzndb>.

⁵⁰ “Family Workshop for Children with SEND at the Autograph Gallery.” 2024. Roman Road LDN. July 5, 2024. <https://romanroadlondon.com/events/workshop-children-with-disabilities-autograph-gallery/>.

⁵¹ “Saturday Play.” n.d. LinkAble. Accessed July 6, 2024. <https://www.linkable.org.uk/pages/saturday-play>.

6. Conclusion

The rapid deterioration of freedoms in Hong Kong and the introduction of the BN(O) Visa Scheme has led to an influx of Hong Kong immigrants coming to the UK. Many of them are families with young children. This study highlighted the service gaps in supporting BN(O) children with SEND. The findings show that BN(O) children with SEND are less likely to receive Education, Health, and Care (EHC) plans assessments within the target of 20 weeks than other school children in England in general. The study also found that although the level of SEND assistance may vary by specific SEND needs and age groups, the SENCO at school may be an important factor in determining the level of support that the Hongkonger SEND children receive.

The situations of respondents in this survey may be similar to SEND children's parents from diverse backgrounds in the UK. With regard to parenting experience, parents of children with developmental disorder needs report a lower self-efficacy in areas such as emotion and affection, play and enjoyment, empathy and understanding, and control, compared to parents of children without developmental disorder needs. Caregiving burdens are higher among parents of children with communication and interaction difficulties, mental health issues, and developmental disorders, correlating with lower parenting self-efficacy. Most importantly, we found the higher caregiving burden correlates with lower parent's self-efficacy. Thus, reducing parents' caregiving burden from enhancing their parenting self-efficacy may be the initial step in communicating and intervening with BN(O) Hongkonger parents who have SEND children.

We also recommend that local authorities expedite the EHC assessment and planning process, empower SENCOs at schools, and explore play-based interventions to support child development and enhance parental self-efficacy. Implementing these recommendations, in line with the Special Educational Needs and Disability Code of Practice, can help bridge the service gaps and better support BN(O) children with SEND and their families.

Appendix 1: The Questionnaire

移英學童家庭特殊教育需要問卷

Survey on the UK Hongkonger Families with Children having Special Educational Needs and Disabilities (SEND)

Hongkongers in Britain (HKB) is trying to understand the situation of the UK Hongkonger families having children with Special Educational Needs and Disabilities (SEND), who recently migrated to the UK from Hong Kong. If you are aged over 18 and the parents having children with Special Educational Needs and Disabilities (SEND). And you migrated to the United Kingdom from Hong Kong after August 2020. Welcome to this survey!

The survey will study the UK Hongkonger families having children with Special Educational Needs and Disabilities (SEND). Questions will cover educational needs and challenges, experience of service access, parenting experience, caregiving burden. The findings will consolidate our future efforts in service provision and policy advocacy. The survey should take around 15-20 minutes to complete. Please be assured that your responses will be kept confidential and anonymised in future reporting of the findings. Your participation in this research is voluntary. You have the right to withdraw at any point during the study, for any reason, and without any prejudice. There is an option at the end of the questionnaire for you to leave a contact in case you are interested in participating in the next phase of the research, which involves focus groups and/or finding dissemination seminars.

By clicking the button below, you acknowledge that your participation in the study is voluntary. You also confirm that you are above the age of 18 and that you are aware that you may choose to terminate your participation in the study at any time and for any reason. Please note that this survey will be best displayed on a desktop or laptop computer. We strongly encourage you to finish the questionnaire once you start because more completed questionnaires directly enhance the quality of the finding. Your participation would also be very helpful to let the UK government understand the situations that UK Hongkonger Families are facing in the settlement experience, who have children with Special Educational Needs and Disabilities (SEND).

If you would like to contact the Research Lead to discuss this research, please email hongkongersinbritain@protonmail.com.

您好！英國港僑協會正進行一項問卷調查，以了解移英學童家庭特殊教育需要狀況。如您是18歲以上的成年人，並於2020年8月後移居英國，歡迎填寫問卷。

這次調查旨在了解移英學童家庭特殊教育需要觀感與經驗，調查結果將有助於本會策劃未來的服務及倡議工作。填寫問卷需時約15至20分鐘，所有資料均會保密及匿名處理。閣下是否參與全屬自願，可以毋須解釋隨時退出。若有興趣繼續參與下一階段的焦點訪談或者研究發佈，歡迎在問卷末留下聯絡資料。

若您年滿十八歲，了解問卷屬自願性質及可隨時退出，請按以下選項進入問卷。問卷在桌上或筆記型電腦屏幕有最佳顯示效果。英國港僑協會鼓勵各位參與者盡力完成問卷，以增強調查結果的質素。您的參與將有助英國政府了解移英學童家庭於定居時面對不同的特殊教育需要。

若欲聯絡此調查之總研究員，請電郵至hongkongersinbritain@protonmail.com。

Filtering question

過濾問題

What is your child's current situation?

[C0]您的孩子目前的狀況是？

1. She/he was assessed with SEND in the UK已在英國接受評估，確定有特殊學習需要。
2. She/he was assessed with SEND in Hong Kong, but has not/ has been waiting for assessment in the UK. 已在香港接受評估，確有特殊學習需，未/正等待於英國接受評估。
3. The school identified her/him may have SEND, but she/he has not/ has been waiting for assessment in the UK. 學校認為孩子有特殊學習需要，未/正等待於英國接受評估。
4. I thought my child may have SEND, but she/he has not/ has been waiting for assessment in the UK. 我認為孩子有特殊學習需要，未/正等待於英國接受評估。
5. My child is a gifted child but has SEND 我的孩子是資優兒童，不過有特殊學習需要
6. My child does not have SEND 我的孩子沒有特殊學習需要

Instruction:

Responses 1, 2, 3, 4, and 5 will be eligible for this study and those respondents will go to the survey. We will filter out response 5 out of this study.

Reply to response 6:

Thank you for your participation! Your child's situation is not within this study. Please continue supporting the future studies by Hongkongers in Britain (HKB).

多謝你的參與! 你孩子的狀況未列入這次研究範圍。請繼續支持英國香港港僑協會未來的研究項目。

Section one: Educational needs and challenges
第一部份: 教育需要和挑戰

1. [EN1] What SEND does your child have? (Can select more than one)
您的孩子有甚麼特殊教育需要? (可選多項)
 - a. *Communication and interaction.* Children and young people with speech, language, and communication needs (SLCN) who have difficulty understanding and communicating with others (e.g., speech, language and communication needs and/or autism) 溝通和互動。有言語、語言和溝通需求 (SLCN) 的兒童和青少年，他們難以理解和與他人溝通 (例如，言語、語言和溝通需求和/或自閉症)
 - b. *Cognition and learning* (i.e., include a range of conditions such as dyslexia, dyscalculia and dyspraxia) 認知和學習，包括一系列狀況，例如讀寫障礙、計算障礙及運動協調障礙
 - c. *Social, emotional and mental health difficulties* (e.g., withdrawn or isolated, hyperactive and lack concentration, immature in relation to social skills, displaying behaviour that challenges which could be arising from other complex special needs) 社交、情緒及心理健康困難 (例如退縮或孤立、過動和缺乏專注、在社交技能方面不成熟、展示可能來自其他複雜特殊需求的挑戰性行為)
 - d. *Mental health difficulties* (e.g., anxiety or depression or they could be self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained) 心理健康困難 (例如焦慮或抑鬱，或可能自我傷害、物質濫用、飲食失調，或醫學上難以解釋的身體症狀)
 - e. *Developmental disorder* (e.g., disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder and may be frustrated and struggle with school routines and relationships) 發展性障礙 (例如注意力不足過動症 (ADD)、注意力不足過動症 (ADHD) 或依附障礙，可能感到沮喪並在學校生活和人際關係中感到困擾)
 - f. *Sensory and/or physical needs* (e.g., physical disability, vision impairment, hearing impairment, multi-sensory impairment (both hearing and vision difficulties), and dyspraxia) 感覺和/或身體需求 (例如，身體殘疾，視覺障礙，聽覺障礙，多感官障礙 (既有聽覺和視覺困難)，以及動作協調障礙)
 - g. Unknown reasons 未知原因
 - h. School or teacher has not recognise as SEND 學校或老師未覺得是特殊教育需要
2. [EN2] What special learning support do your child require (children under 5 years old)? (Can select more than one)
您的孩子需要甚麼學習支援? (可選多項)
 - a. A written progress check 書寫進度檢查
 - b. A child health visitor carrying out a health check 兒童健康訪問員進行健康檢查
 - c. A written assessment in the summer term of your child's first year of primary school 孩子在小學第一年的夏季學期進行書面評估
 - d. Making reasonable adjustments for disabled children, like providing aids like tactile signs 為殘障兒童進行合理的調整，例如提供輔助工具

如觸感標誌

e. Not Applicable 不適用

3. [EN3] What special learning support do your child require (children between 5 and 15 years old)? (Can select more than one)
您的孩子需要甚麼學習支援？(可選多項)

- A special learning programme 特殊學習計劃
- Extra help from a teacher or assistant 老師或助教提供額外協助
- Working in a smaller group 在小組中學習
- Observation in class or at break 在課堂或休息時間進行觀察
- Extra encouragement in their learning 在學習中提供額外的鼓勵
- Help communicate with other children 協助與其他孩子溝通
- Support with physical or personal care difficulties, e.g. eating 人護理方面提供支持, 例如進食
- Not Applicable 不適用

4. [EN4] Have you contacted the college or local council for your child's special learning support (children over 16 years old)? 您是否已經就孩子的特殊學習需要聯絡學校或區政府？(16歲或以上青少年)

- Yes, I have 我已聯絡
- No, I have not 我仍未聯絡
- No, I do not have a need 我覺得沒有需要
- Not Applicable 不適用
- Other, please specify: _____ 其他, 請註明: _____

5. [EN5] From 0 to 10 points, do you think your child has any language communication difficulty with school and professionals? (0 is no difficulty, 10 is very difficult)
您覺得您孩子的跟學校和專業人士有語言溝通的困難嗎 (0分為非常困難, 10分沒有困難)？

Section two: Experience of service access

第二部份:尋求服務經驗

6. [ES6]Have you contacted the SEN co-ordinator, or 'SENCO' in your child's school or nursery? 你會否聯絡過你孩子學校或托兒所的特殊教育需求協調員, 即是SEN協調員(SENCO)?

- a. Yes, I have 我已聯絡
- b. No, I have not 我仍未聯絡
- c. Not applicable 不適用

7. [ES7]Has your child received the education, health and care (EHC) plan assessment?

您的孩子是否正接受「教育、健康及照顧」計劃的評估服務?

- a. Yes 有 (instruction: direct to question 8)
- b. No - I am still waiting 沒有, 仍在等待 (instruction: direct to question 8)
- c. No 沒有 (instruction: direct to question 12)
- d. Not applicable 不適用 (instruction: direct to question 12)

8. [ES8]How long are/were your child waiting for the education, health and care (EHC) plan assessment? ____ Months

請問您孩子等待正式特殊學習需要的評估服務多久? ____ 月

9. [ES9]Has your child got the education, health and care (EHC) plan?

請問您的孩子有被安排「教育、健康及照顧」計劃嗎?

- a. Yes 有 (instruction: direct to question 11)
- b. No - I am still waiting 沒有, 仍在等待 (instruction: direct to question 11)
- c. No 沒有 (instruction: direct to question 12)
- d. Not applicable 不適用 (instruction: direct to question 12)

10. [ES10]How long are/were your child waiting for EHC? ____ Months

請問您孩子等待「教育、健康及照顧」計劃多久? ____ 月

11. [ES11]From 0 to 10 points, do you think education, social, and health care has addressed your child's needs? (0 is none, 10 is fully addressed)

您覺得學校、社會和健康服務已回應了您孩子的需要嗎? (0分為完全沒有被回應, 10分為已完全被回應)?

0									10
---	--	--	--	--	--	--	--	--	----

Does your connection with school match the following situation?

請問你跟學校的連繫有是否乎合以下情況?

	Yes 是	No 否
12. [ES12]The school tells me about my child's learning and progress 學校有告知您孩子的學習進度		

13. [ES13]I know the staff who support my child 我認識照顧我孩子的教職員		
14. [ES14]The school and I work together to plan how my child's needs will be met 學校與您一起計劃如何滿足我孩子的學習需要		
15. [ES15]I am involved in reviewing my child's needs 我有份參與評估我孩子的學習需要		

Did the teacher or school do the following arrangement, based on my child's special educational needs? 就我孩子的特殊學習需要, 老師或學校是否進行了以下的安排?

	Yes 有	No 無	My child does not need this arrangement 我的孩子不需要這樣的安排	Not applicable 不適用
16.[ES16]Teachers skipped subjects for my child. 老師們為我孩子跳過了一些科目。				
17.[ES17]Teachers simplified the assignment. 老師簡化了作業。				
18.[ES18]Teachers shortened the assignment. 老師縮短了作業。				
19.[ES19]Teachers provided extra learning aids in class (e.g., word bank, calculator, etc). 老師在課堂上提供了額外的學習輔助工具(例如, 詞彙庫、計算器等)。				
20.[ES20]Teacher extended the teaching time. 老師延長了教學時間。				
21. [ES21]The teacher arranged a flexible setting in doing tests and exams for my child. 老師為我的孩子安排了靈活的考試環境。				
22. [ES22]The teacher played the audiobooks rather than reading printed books. 老師播放有聲書而非閱讀印刷書籍。				
23. [ES23]The teacher moved the class/test to a room that is physically accessible. 老師把課堂/測驗移到一個可達的房				

間。				
24. [ES24]My child was given rest breaks in class or extended time on tests. 我的孩子被給予在課堂的休息時間或在考試中延長時間。				

25. [ES25]What learning support should the school strengthen? _____
您認為學校應為子女加強何種學習支援？_____

26. [ES26]Does the local council consult your views in providing services relating to SEND? 在提供有關特殊學習需要的服務時，地方議會人員有沒有諮詢您的意見？
 a. Yes 有
 b. No 沒有

27. [ES27]Do you know where to go if you are not satisfied with the provision to support my child's SEND? 假如您不滿意子女接受的特殊學習需要服務，你知道可向誰申訴嗎？
 a. Yes 知道
 b. No 不知道

Section three: Parenting experience

第三部份：家長與子女相處經驗

This section will ask about the parenting experience with SEND children, the measurement includes emotion and affection, play and enjoyment, empathy and understanding, and control.

這部份會問及同你有特殊教育需要的子女相處時經驗，測量範疇包括情感同愛心、遊戲同樂趣、同理心同理解孩子、以及對教養工作的掌控。

How much do you agree with the following statement?

請問你有多同意以下句子？

Play and enjoyment 遊戲和玩樂							
34. [PE34] I am able to have fun with my child. 我能夠和我孩子一起玩得開心。							
35. [PE35] I am able to enjoy each stage of my child's development. 我能夠享受我孩子發展的每一個階段。							
36. [PE36] I am able to have nice days with my child. 我能夠和我的孩子度過愉快的日子。							
37. [PE37] I can plan activities that my child will enjoy. 我能夠計劃一些我孩子會喜歡的活動。							
38. [PE38] Playing with my child comes easily to me. 和孩子一起玩對我來說很自然。							
39. [PE39] I am able to help my child reach their full potential. 我能夠幫助我的孩子發揮他們的全部潛能。							
Empathy and understanding 同理心同理解孩子							
40. [PE40] I am able to explain things patiently to my child. 我能夠耐心地向我的孩子解釋事情。							
41. [PE41] I can get my child to listen to me. 我能夠讓我的孩子聽我的話。							
42. [PE42] I am able to comfort my child. 我能夠安慰我的孩子。							
43. [PE43] I am able to listen to my child. 我能夠聆聽我的孩子。							

Section four: Caregiving burden

第四部份:照顧工作負擔

This section will ask about the experience of the caregiving burden of SEND children.

這部份會問及照顧有特殊教育需要子女所帶照顧工作的負擔。

	Never 從不	Rarely 很少如此	Sometimes 有時候	Quite frequently 經常如此	Nearly always 總時如此
52. [PE52] Do you feel that because of the time you spend with your child that you don't have enough time for yourself? 您是否覺得因為您的孩子花費太多時間，以致沒有足夠的時間留給自己？	0	1	2	3	4
53. [PE53] Do you feel stressed between caring for your child and trying to meet other responsibilities (work/family)? 您是否覺得在照顧您的孩子和您的家庭、工作上其他責任會有衝突？					
54. [PE54] Do you feel angry when you are around your child? 當您在您的孩子周圍時，您是否覺得生氣？					
55. [PE55] Do you feel that your child currently affects your relationship with family members or friends in a negative way? 您是否覺得您的孩子對您和其他家人、朋友的關係有負面影響？					
56. [PE56] Do you feel strained when you are around your					

child? 當您的孩子在您周圍時，您是否覺得緊張 (有壓力)？				
57.[PE57]Do you feel that your health has suffered because of your involvement with your child? 您是否覺得因為投入照顧您的孩子而影響自己的健康？				
58.[PE58]Do you feel that you don't have as much privacy as you would like because of your child? 您是否覺得因為您的孩子而沒有自己的隱私？				
59.[PE59]Do you feel that your social life has suffered because you are caring for your child? 您是否覺得因為要照顧您的孩子而犧牲自己的社交生活？				
60.[PE60]that you have lost control of your life since your child's SEND situation? 您是否覺得從得悉孩子的特殊學習需要後，您失去對您生活的控制？				
61.[PE61]Do you feel uncertain about what to do about your child? 您是否不確定如何照顧您的孩子？				
62.[PE62]Do you feel you should be doing more for your child? 您是否覺得應該為您的孩子再多做一些？				
63.[PE63]Do you feel you could do a better job in caring for your child? 您是否覺得在照顧孩子方面您還可以做得更好？				

Section five: Participants' demographic backgrounds
第五部份:參加者人口特徵

64. [PD64]What is your age?
請問您自己現在的年齡是(歲)?

- a. 18 - 25
- b. 26 - 30
- c. 31 - 35
- d. 36 - 40
- e. 41 - 45
- f. 46 - 50
- g. 51 - 55
- h. 56 - 60
- i. 61 - 65
- j. > 65

65. [PD65]Your gender is?
請問您的性別是？

- a. Male 男性
- b. Female 女性
- c. Other (please specify:) 其他 (請註明:)

66. [PD66]When did you move to the UK? _____ year _____ month
您是何時移居英國？_____ 年 _____ 月

67. [PD67]What is your immigration status in the UK?
您以甚麼身分移居英國？

- a. BN(O) visa holder 英國國民(海外)簽證持有人
- b. British Citizen 英國公民
- c. Tier 4 general student visa Tier 4 學生簽證
- d. Working holiday visa 英國工作假期計劃
- e. Other (please specify :) 其他 (請註明:)

68. [PD68]Did your children move to the UK with you at the same time?
您與子女是同時移居英國嗎？

- a. Yes 是
- b. No 否

69. [PD69]Where are you residing (please fill in the first part of your postcode, e.g., KT1, W6, M20) _____
您現居於英國何處？(請輸入郵區編號首部分, 例如KT1、W6、M20) _____

70. [PD70]Which local authority are you staying in (e.g., Borough of Warrington, City of Bristol)?
您現居於英國哪個地方行政區(例如: Borough of Warrington, City of Bristol)?

71. [PD71]How many children do you have? _____
請問您有多少名子女？_____

72. [PD72]How old is your SEND child (if you have more than one SEND child, please fill in the information of the eldest one)? _____

請問您有特殊教學需要的子女幾多歲？_____

73. [PD73]What is your SEND child's gender?

請問您有特殊教學需要的子女性別？

- a. Male 男性
- b. Female 女性
- c. Other (please specify:) 其他 (請註明:)

74. [PD74]Who is the primary caregiver of your children in your household?

請問哪位是家中的首要子女照顧者 (主力負責照顧子女的人)？

- a. Father 父親
- b. Mother 母親
- c. Siblings 兄弟姊妹
- d. Grandfather 公公/爺爺
- e. Grandmother 婆婆/嫲嫲
- f. Other (please specify:) 其他(請注明:)

75. [PD75]What is your employment status?

請問您現時的就業狀況是？

- a. Full-time employed全職就業
- b. Part-time employed兼職就業
- c. Unemployed 待業
- d. Full-time homemaker全職家庭主婦/夫
- e. Other (please specify:) 其他(請注明:)

76. [PD76]What is your spouse's employment status?

請問您配偶現時的就業狀況？

- a. Full-time employed全職就業
- b. Part-time employed兼職就業
- c. Unemployed 待業
- d. Partner in HK / not much involved in day-to-day childcare 太空人
- e. Full-time homemaker全職家庭主婦/夫
- f. Other (please specify:) 其他(請注明:)

77. [PD77]What is your educational level?

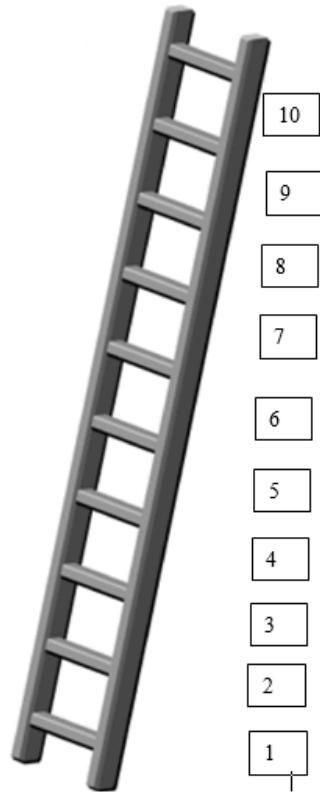
請問您自己的教育程度是？

- a. Primary school or below 小學或以下
- b. Secondary school 中學
- c. University//Tertiary 大學／大專
- d. Graduate school or above 研究院或以上

78. [PD78]At the top of the ladder (10) are the people who are the best off, those who have the most money, most education, and best jobs. At the bottom (1) are the people who are the worst off, those who have the least money, least education, worst jobs, or no job. Please rank your social class on the ladder relative to other people in their community.

在梯子的頂端(10)是那些處境最佳的人，他們擁有最多的金錢、最高的教育水平和最好的工作。在底部(1)是處境最差的人，他們擁有最少的金錢、最低的教育水平、最差的工作或者沒有工作。請將您的社會階層在這個梯子上相對於社區其他人進行排序。

0									10
---	--	--	--	--	--	--	--	--	----



End
問卷完

If you are interested in joining part two of the research project – a virtual focus group and/or the study finding dissemination seminar, which collects your opinion about the UK Hongkonger Families with Children having Special Educational Needs and Disabilities (SEND). Please leave us your email address. Hongkongers in Britain will contact you in due course. The focus group is expected to take place near the end of April 2024, and the finding dissemination seminar will be in June 2024. If you do not wish to take part, please leave blank and click 'Next' to finish this survey.

Again, Hongkongers in Britain would like to thank you for your participation. We wish you a pleasant life in the UK!

Email address: _____

如果閣下有興趣參加本研究第二部份的網上聚焦小組與/或研究結果發佈，發表有移英學童家庭特殊教育需要的意見，請填寫閣下的電郵地址，英國港僑協會將會主動跟你聯絡。網上聚焦小組預計於2024年4月進行，研究結果發佈將會於2024年6月舉行。如果閣下不希望參與上本研究第二部份的網上聚焦小組，請留空下面的空格，按「下一步」完成問卷。

英國港僑協會再次多謝閣下參與這次研究！祝居英生活愉快！

電郵地址: _____

Support information:
求助資料:

[General information about support]

Appendix 2: Descriptive Statistics

Code	Question	Answer	Count	Percentage	N
C0	您的孩子目前的狀況是？	She/he was assessed with SD in the UK已在英國接受評估，確定有特殊學習需要。	47	34.6%	136
		She/he was assessed with SD in Hong Kong, but has not/ has been waiting for assessment in the UK. 已在香港接受評估，確有特殊學習需，未/正等待於英國接受評估。	64	47.1%	
		The school identified her/him may have SD, but she/he has not/ has been waiting for assessment in the UK. 學校認為孩子有特殊學習需要，未/正等待於英國接受評估。	11	8.1%	
		I thought my child may have SD, but she/he has not/ has been waiting for assessment in the UK. 我認為孩子有特殊學習需要，未/正等待於英國接受評估。	7	5.1%	
		My child is a gifted child but has SD 我的孩子是資優兒童，不過有特殊學習需要	7	5.1%	
		My child does not have SD 我的孩子沒有特殊學習需要	0	0.0%	
EN1	您的孩子有甚麼特殊教育需要？(可選多項) What SD does your child have? (Can select more than one)	Communication and interaction. Children and young people with speech, language, and communication needs (SLCN) who have difficulty understanding and communicating with others (e.g., speech, language and communication needs and/or autism) 溝通和互動。有言語、語言和溝通需求 (SLCN) 的兒童和青少年，他們難以理解和與他人溝通 (例如，言語、語言和溝通需求和/或自閉症)	81	59.6%	136
		Cognition and learning (i.e., include a range of conditions such as dyslexia, dyscalculia and dyspraxia) 認知和學習，包括一系列狀況，例如讀寫障礙、計算障礙及運動協調障礙	52	38.2%	
		Social, emotional and mental health difficulties (e.g., withdrawn or isolated, hyperactive and lack of concentration, immature in relation to social skills, displaying behaviour that challenges which could be arising from other complex special needs) 社交、情緒及心理健康困難 (例如退縮或孤立、過動和缺乏專注、在社交技能方面不成熟、展示可能來自其他複雜特殊需求的挑戰性行為)	72	52.9%	
		Mental health difficulties (e.g., anxiety or depression) or they could be self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained) 心理健康困難 (例如焦慮或抑鬱，或可能自我傷害、物質濫用、飲食失調，或醫學上難以解釋的身體症狀)	19	14.0%	
		Developmental disorder (e.g., disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder and may be frustrated and struggle with school routines and relationships) 發展性障礙 (例如注意力不足過動症 (ADD)、注意力不足過動症 (ADHD) 或依附障礙，可能感到沮喪並在學校生活和人際關係中感到困擾)	68	50.0%	
		Physical and/or sensory needs (e.g., physical disability, vision impairment, hearing impairment, multi-sensory impairment (both hearing and vision difficulties), and dyspraxia) 視覺和/或身體需求 (例如，身體殘疾，視覺障礙，聽覺障礙，多感官障礙 (既有聽覺和視覺困難)，以及動作協調障礙)	23	16.9%	
		Unknown reasons 未知原因	6	4.4%	
EN2	How old is your SEND child (if you have more than one SEND child, please fill in the information of the eldest one)? 請問您有特殊教學需要的子女幾多歲？(如有多於一名子女有特殊教育需要，請填寫最年長那一名)	Children between 0 and 4 years old 0-4歲	11	8.1%	136
		Children between 5 and 15 years old 5-15歲	107	78.7%	
		Children over 16 years old 16歲或以上青少年	18	13.2%	
EN3	What special learning support do your child require (child under 5 years old)? (Can select more than one) 您的孩子需要甚麼學習支援？(可選多項)	A written progress check 書寫進度檢查	4	36.4%	11
		A child health visitor carrying out a health check 兒童健康訪問員進行健康檢查	2	18.2%	
		A written assessment in the summer term of your child's first year of primary school 孩子在小學第一年的夏季學期進行書面評估	4	36.4%	
		Making reasonable adjustments for disabled children, like providing aids like tactile signs 為殘障兒童進行合理的調整，例如提供輔助工具如觸感標誌	3	27.3%	
		Not Applicable 不適用	4	36.4%	
EN4	What special learning support do your child require (child between 5 and 16 years old)? (Can select more than one) 您的孩子需要甚麼學習支援？(可選多項)	A special learning programme 特殊學習計劃	58	54.2%	107
		Extra help from a teacher or assistant 老師或助教提供額外協助	75	70.1%	
		Working in a smaller group 在小組中學習	54	50.5%	
		Observation in class or at break 在課堂或休息時間進行觀察	39	36.4%	
		Extra encouragement in their learning 在學習中提供額外的鼓勵	59	55.1%	
		Help communicate with other children 協助與其他孩子溝通	65	60.7%	
		Support with physical or personal care difficulties, e.g. eating 人護理方面提供支持，例如進食	10	9.3%	
		Not Applicable 不適用	3	2.8%	
EN5	Have you contacted the college or local council for your child's special learning support (child over 6 years old)? 您是否已經就孩子的特殊學習需要聯絡學校或區政府？(6歲或以上青少年)	Yes, I have 我已聯絡	1	100.0%	1
		No, I have not 我仍未聯絡	0	0.0%	
		No, I do not have a need 我覺得沒有需要	0	0.0%	
		Not Applicable 不適用	0	0.0%	
		Other, please specify: _____ 其他，請註明: _____	0	0.0%	
EN6	From 0 to 10 points, do you think your child has any language communication difficulty with school and professionals? (0 is no difficulty, 10 is very difficult) 您覺得您孩子的跟學校和專業人士有語言溝通的困難嗎 (0分為非常困難，10分沒有困難)？	0	12	10.2%	118
		1	10	8.5%	
		2	3	2.5%	
		3	13	11.0%	
		4	4	3.4%	
		5	22	18.6%	
		6	8	6.8%	
		7	18	15.3%	
		8	13	11.0%	
		9	6	5.1%	
		10	9	7.6%	

ES7	Have you contacted the S co-ordinator, or 'SCO' in your child's school or nursery? 你曾否聯絡過你孩子學校或托兒所的特殊教育需求協調員，即是S協調員 (SCO) ?			
	Yes, I have 我已聯絡	85	72.0%	
	No, I have not 我仍未聯絡	29	24.6%	118
	Not applicable 不適用	4	3.4%	
ES8	Has your child received the education, health and care (EHC) plan assmnt? 您的孩子是否正接受「教育、健康及照顧」計劃的評估服務？			
	Yes 有 (instruction: direct to question 8)	36	30.5%	
	No - I am still waiting 沒有，仍在等待 (instruction: direct to question 8)	26	22.0%	118
	No 沒有 (instruction: direct to question)	51	43.2%	
	Not applicable 不適用 (instruction: direct to question)	5	4.2%	
ES9	How long are/were your child waiting for the education, health and care (EHC) plan assmnt? __ Months 請問您的孩子等待正式特殊學習需要的評估服務多久？__ 月			
	adv	8.76		
	max	36		
	min	1		
	mode	2		
	median	6		
ES10	Has your child got the education, health and care (EHC) plan? 請問您的孩子有被安排「教育、健康及照顧」計劃嗎？			
	Yes 有 (instruction: direct to question)	33	53.2%	
	No - I am still waiting 沒有，仍在等待 (instruction: direct to question)	23	37.1%	62
	No 沒有 (instruction: direct to question)	5	8.1%	
	Not applicable 不適用 (instruction: direct to question)	1	1.6%	
ES11	How long are/were your child waiting for EHC? __ Months 請問您的孩子等待「教育、健康及照顧」計劃多久？__ 月			
	adv	8.75		
	max	36		
	min	0		
	mode	6		
	median	6		
ES12	From 0 to 0 points, do you think education, social, and health care has addressed your child's needs? (0 is none, 0 is fully addressed) 您覺得學校、社會和健康服務已回應了您孩子的需要嗎？(0分為完全沒有被回應，0分為完全被回應) ?			
	0	8	10.0%	
	1	4	5.0%	
	2	2	2.5%	
	3	10	12.5%	
	4	5	6.3%	
	5	11	13.8%	80
	6	19	23.8%	
	7	8	10.0%	
	8	5	6.3%	
	9	3	3.8%	
	10	5	6.3%	
ES13	The school tells me about my child's learning and progress. 學校有告知您孩子的學習進度			
	Yes 是	93	68.4%	
	No 否	43	31.6%	136
ES14	I know the staff who support my child. 我認識照顧我孩子的教職員			
	Yes 是	94	69.1%	
	No 否	42	30.9%	136
ES15	The school and I work together to plan how my child's needs will be met. 學校與您一起計劃如何滿足我孩子的學習需要			
	Yes 是	61	44.9%	
	No 否	75	55.1%	136
ES16	I am involved in reviewing my child's needs. 我有份參與評估我孩子的學習需要			
	Yes 是	60	44.1%	
	No 否	76	55.9%	136
ES17	Teachers skipped subjects for my child. 老師們為我孩子跳過了一些科目。			
	Yes 有	36	26.5%	
	No 無	34	25.0%	
	My child does not need this arrangement 我的孩子不需要這樣的安排	40	29.4%	136
	Not applicable 不適用	26	19.1%	
ES18	Teachers simplified the assignment. 老師簡化了作業。			
	Yes 有	34	25.0%	
	No 無	32	23.5%	
	My child does not need this arrangement 我的孩子不需要這樣的安排	41	30.1%	136
	Not applicable 不適用	29	21.3%	
ES19	Teachers shortened the assignment. 老師縮短了作業。			
	Yes 有	29	21.3%	
	No 無	38	27.9%	
	My child does not need this arrangement 我的孩子不需要這樣的安排	41	30.1%	136
	Not applicable 不適用	28	20.6%	

ES20	Teachers provided extra learning aids in class (e.g., word bank, calculator, etc). 老師在課堂上提供了額外的學習輔助工具（例如，詞彙庫、計算器等）。			
	Yes 有	40	29.4%	
	No 無	42	30.9%	136
	My child does not need this arrangement 我的孩子不需要這樣的安排	27	19.9%	
	Not applicable 不適用	27	19.9%	
ES21	Teacher extended the teaching time. 老師延長了教學時間。			
	Yes 有	11	8.1%	
	No 無	65	47.8%	136
	My child does not need this arrangement 我的孩子不需要這樣的安排	30	22.1%	
	Not applicable 不適用	30	22.1%	
ES22	The teacher arranged a flexible setting in doing tests and exams for my child. 老師為我的孩子安排了靈活的考試環境。			
	Yes 有	23	16.9%	
	No 無	36	26.5%	136
	My child does not need this arrangement 我的孩子不需要這樣的安排	26	19.1%	
	Not applicable 不適用	51	37.5%	
ES23	The teacher played the audiobooks rather than reading printed books. 老師播放有聲書而非閱讀印刷書籍。			
	Yes 有	6	4.4%	
	No 無	48	35.3%	136
	My child does not need this arrangement 我的孩子不需要這樣的安排	40	29.4%	
	Not applicable 不適用	42	30.9%	
ES24	The teacher moved the class/test to a room that is physically accessible. 老師把課堂/測驗移到一個可達的房間。			
	Yes 有	15	11.0%	
	No 無	29	21.3%	136
	My child does not need this arrangement 我的孩子不需要這樣的安排	40	29.4%	
	Not applicable 不適用	52	38.2%	
ES25	My child was given rest breaks in class or extended time on tests. 我的孩子被給予在課堂的休息時間或在考試中延長時間。			
	Yes 有	25	18.4%	
	No 無	41	30.1%	136
	My child does not need this arrangement 我的孩子不需要這樣的安排	27	19.9%	
	Not applicable 不適用	43	31.6%	
ES26	What learning support should the school strengthen? 您認為學校應為子女加強何種學習支援？			
ES27	Have you consulted the local council about the services related to SEND? 您曾否諮詢地方議會人員有關特殊學習需要的服務？			
	Yes 有	47	34.6%	
	No 無	89	65.4%	136
ES28	Do you know where to go if you are not satisfied with the provision to support my child's SEND? 假如您不滿意子女接受的特殊學習需要服務，你知道可向誰申訴嗎？			
	Yes 知道	27	19.9%	
	No 不知道	109	80.1%	136
PE29	I am able to show affection towards my child. 我能夠向我孩子表現出愛意。			
	0	0	0.0%	
	1	2	1.6%	
	2	2	1.6%	
	3	2	1.6%	
	4	1	0.8%	
	5	6	4.7%	128
	6	4	3.1%	
	7	14	10.9%	
	8	32	25.0%	
	9	23	18.0%	
	10	42	32.8%	
PE30	I can recognise when my child is happy or sad. 我能夠辨識出我孩子是快樂還是悲傷。			
	0	0	0.0%	
	1	2	1.6%	
	2	1	0.8%	
	3	1	0.8%	
	4	4	3.1%	
	5	6	4.7%	128
	6	6	4.7%	
	7	12	9.4%	
	8	34	26.6%	
	9	23	18.0%	
	10	39	30.5%	
PE31	I am confident my child can come to me if they're unhappy. 我有信心，如果我孩子不開心，他們會來找我。			
	0	3	2.3%	
	1	2	1.6%	
	2	2	1.6%	
	3	6	4.7%	
	4	3	2.3%	

5	17	13.3%	128
6	10	7.8%	
7	19	14.8%	
8	31	24.2%	
9	15	11.7%	
10	20	15.6%	

PE32	When my child is sad I understand why. 當我孩子感到悲傷時，我能理解原因。			
0	1	0.8%		
1	0	0.0%		
2	4	3.1%		
3	4	3.1%		
4	1	0.8%		
5	19	14.8%	128	
6	13	10.2%		
7	27	21.1%		
8	37	28.9%		
9	9	7.0%		
10	13	10.2%		

PE33	I have a good relationship with my child. 我和我孩子有良好的關係。			
0	2	1.6%		
1	0	0.0%		
2	2	1.6%		
3	2	1.6%		
4	0	0.0%		
5	7	5.5%	128	
6	8	6.3%		
7	14	10.9%		
8	36	28.1%		
9	28	21.9%		
10	29	22.7%		

PE34	I find it hard to cuddle my child. 我發現很難抱抱我的孩子，表達我對孩子的愛。			
0	55	43.0%		
1	12	9.4%		
2	12	9.4%		
3	8	6.3%		
4	4	3.1%		
5	8	6.3%	128	
6	8	6.3%		
7	6	4.7%		
8	10	7.8%		
9	0	0.0%		
10	5	3.9%		

PE35	I am able to have fun with my child. 我能夠和我孩子一起玩得開心。			
0	3	2.3%		
1	0	0.0%		
2	2	1.6%		
3	5	3.9%		
4	2	1.6%		
5	19	14.8%	128	
6	15	11.7%		
7	17	13.3%		
8	28	21.9%		
9	16	12.5%		
10	21	16.4%		

PE36	I am able to enjoy each stage of my child's development. 我能夠享受我孩子發展的每一個階段。			
0	3	2.3%		
1	0	0.0%		
2	4	3.1%		
3	9	7.0%		
4	8	6.3%		
5	16	12.5%	128	
6	11	8.6%		
7	24	18.8%		
8	26	20.3%		
9	11	8.6%		
10	16	12.5%		

PE37	I am able to have nice days with my child. 我能夠和我的孩子度過愉快的日子。			
0	2	1.6%		
1	2	1.6%		
2	2	1.6%		
3	3	2.3%		
4	7	5.5%		
5	12	9.4%	128	

		6	15	11.7%	
		7	23	18.0%	
		8	26	20.3%	
		9	18	14.1%	
		10	18	14.1%	
PE38	I can plan activities that my child will enjoy. 我能夠計劃一些我孩子會喜歡的活動。				
		0	2	1.6%	
		1	2	1.6%	
		2	3	2.3%	
		3	3	2.3%	
		4	6	4.7%	
		5	12	9.4%	128
		6	18	14.1%	
		7	21	16.4%	
		8	22	17.2%	
		9	16	12.5%	
		10	23	18.0%	
PE39	Playing with my child comes easily to me. 和孩子一起玩對我來說很自然。				
		0	3	2.3%	
		1	1	0.8%	
		2	2	1.6%	
		3	2	1.6%	
		4	7	5.5%	
		5	12	9.4%	128
		6	19	14.8%	
		7	17	13.3%	
		8	34	0.2+F318+E32	
		9	12	9.4%	
		10	19	14.8%	
PE40	I am able to help my child reach their full potential. 我能夠幫助我的孩子發揮他們的全部潛能。				
		0	6	4.7%	
		1	4	3.1%	
		2	7	5.5%	
		3	15	11.7%	
		4	6	4.7%	
		5	32	25.0%	128
		6	21	16.4%	
		7	15	11.7%	
		8	18	14.1%	
		9	2	1.6%	
		10	2	1.6%	
PE41	I am able to explain things patiently to my child. 我能夠耐心地向我的孩子解釋事情。				
		0	1	0.8%	
		1	3	2.3%	
		2	3	2.3%	
		3	3	2.3%	
		4	5	3.9%	
		5	27	21.1%	128
		6	20	15.6%	
		7	23	18.0%	
		8	26	20.3%	
		9	9	7.0%	
		10	8	6.3%	
PE42	I can get my child to listen to me. 我能夠讓我的孩子聽我的話。				
		0	5	3.9%	
		1	2	1.6%	
		2	6	4.7%	
		3	7	5.5%	
		4	6	4.7%	
		5	22	17.2%	128
		6	26	20.3%	
		7	26	20.3%	
		8	16	12.5%	
		9	8	6.3%	
		10	4	3.1%	
PE43	I am able to comfort my child. 我能夠安慰我的孩子。				
		0	2	1.6%	
		1	1	0.8%	
		2	2	1.6%	
		3	3	2.3%	
		4	3	2.3%	
		5	15	11.7%	128
		6	18	14.1%	
		7	35	27.3%	

	8	30	23.4%	
	9	11	8.6%	
	10	8	6.3%	
PE44	I am able to listen to my child. 我能夠聆聽我的孩子。			
	0	3	2.3%	
	1	0	0.0%	
	2	6	4.7%	
	3	2	1.6%	
	4	1	0.8%	
	5	11	8.6%	128
	6	14	10.9%	
	7	28	21.9%	
	8	28	21.9%	
	9	16	12.5%	
	10	19	14.8%	
PE45	I am able to put myself in my child's shoes. 我能夠站在我的孩子立場上思考。			
	0	2	1.6%	
	1	2	1.6%	
	2	3	2.3%	
	3	3	2.3%	
	4	4	3.1%	
	5	14	10.9%	128
	6	26	20.3%	
	7	22	17.2%	
	8	30	23.4%	
	9	11	8.6%	
	10	11	8.6%	
PE46	I understand my child's needs 我理解我的孩子的需求。			
	0	2	1.6%	
	1	0	0.0%	
	2	3	2.3%	
	3	2	1.6%	
	4	2	1.6%	
	5	17	13.3%	128
	6	24	18.8%	
	7	23	18.0%	
	8	34	26.6%	
	9	13	10.2%	
	10	8	6.3%	
PE47	As a parent I feel I am in control. 作為一個父母，我感覺我有掌握局面的能力。			
	0	4	3.1%	
	1	2	1.6%	
	2	6	4.7%	
	3	11	8.6%	
	4	6	4.7%	
	5	29	22.7%	128
	6	20	15.6%	
	7	22	17.2%	
	8	25	19.5%	
	9	2	1.6%	
	10	1	0.8%	
PE48	My child will respond to the boundaries I put in place. 我的孩子會對我設定的界限作出回應。			
	0	5	3.9%	
	1	0	0.0%	
	2	7	5.5%	
	3	2	1.6%	
	4	4	3.1%	
	5	20	15.6%	128
	6	23	18.0%	
	7	32	25.0%	
	8	22	17.2%	
	9	7	5.5%	
	10	6	4.7%	
PE49	I can get my child to behave well without a battle. 我能夠使我的孩子表現良好，而不用進行衝突。			
	0	5	3.9%	
	1	5	3.9%	
	2	7	5.5%	
	3	7	5.5%	
	4	11	8.6%	
	5	26	20.3%	128
	6	24	18.8%	
	7	20	15.6%	
	8	13	10.2%	

	9	4	3.1%	
	10	6	4.7%	
PE50	I can remain calm when facing difficulties. 我能夠在面對困難時保持冷靜。			
	0	2	1.6%	
	1	1	0.8%	
	2	5	3.9%	
	3	11	8.6%	
	4	8	6.3%	
	5	28	21.9%	128
	6	23	18.0%	
	7	29	22.7%	
	8	14	10.9%	
	9	4	3.1%	
	10	3	2.3%	
PE51	I can't stop my child behaving badly 我無法阻止我的孩子行為不當。			
	0	5	3.9%	
	1	7	5.5%	
	2	14	10.9%	
	3	16	12.5%	
	4	11	8.6%	
	5	23	18.0%	128
	6	16	12.5%	
	7	17	13.3%	
	8	11	8.6%	
	9	4	3.1%	
	10	4	3.1%	
PE52	I can't stop my child behaving badly 我無法阻止我孩子不好的行為。			
	0	4	3.1%	
	1	7	5.5%	
	2	16	12.5%	
	3	16	12.5%	
	4	11	8.6%	
	5	21	16.4%	128
	6	20	15.6%	
	7	15	11.7%	
	8	11	8.6%	
	9	3	2.3%	
	10	4	3.1%	
PE53	Do you feel that because of the time you spend with your child that you don't have enough time for yourself? 您是否覺得因為您的孩子花費太多時間，以致沒有足夠的時間留給自己？			
	Never從不	7	5.7%	
	Rarely很少如此	10	8.1%	
	Sometimes有時候	46	37.4%	123
	Quite frequently 經常如此	35	28.5%	
	Nearly always 總時如此	25	20.3%	
PE54	Do you feel stressed between caring for your child and trying to meet other responsibilities (work/family)? 您是否覺得在照顧您的孩子和您的家庭、工作上其他責任會有衝突？			
	Never從不	8	6.5%	
	Rarely很少如此	16	13.0%	
	Sometimes有時候	45	36.6%	123
	Quite frequently 經常如此	30	24.4%	
	Nearly always 總時如此	24	19.5%	
PE55	Do you feel angry when you are around your child? 當您在您的孩子周圍時，您是否覺得生氣？			
	Never從不	7	5.7%	
	Rarely很少如此	32	26.0%	
	Sometimes有時候	62	50.4%	123
	Quite frequently 經常如此	15	12.2%	
	Nearly always 總時如此	7	5.7%	
PE56	Do you feel that your child currently affects your relationship with family members or friends in a negative way? 您是否覺得您的孩子對您和其他家人、朋友的關係有負面影響？			
	Never從不	19	15.4%	
	Rarely很少如此	31	25.2%	
	Sometimes有時候	49	39.8%	123
	Quite frequently 經常如此	16	13.0%	
	Nearly always 總時如此	8	6.5%	
PE57	Do you feel strained when you are around your child? 當您的孩子在您周圍時，您是否覺得緊張(有壓力)？			
	Never從不	18	14.6%	
	Rarely很少如此	28	22.8%	
	Sometimes有時候	47	38.2%	123
	Quite frequently 經常如此	18	14.6%	
	Nearly always 總時如此	12	9.8%	

PE58	Do you feel that your health has suffered because of your involvement with your child?您是否覺得因為投入照顧您的孩子而影響自己的健康？	Never從不 Rarely很少如此 Sometimes有時候 Quite frequently 經常如此 Nearly always 總時如此	12 28 49 21 13	9.8% 22.8% 39.8% 17.1% 10.6%	123
PE59	Do you feel that you don't have as much privacy as you would like because of your child?您是否覺得因為您的孩子而沒有自己的隱私？	Never從不 Rarely很少如此 Sometimes有時候 Quite frequently 經常如此 Nearly always 總時如此	22 37 36 17 11	17.9% 30.1% 29.3% 13.8% 8.9%	123
PE60	Do you feel that your social life has suffered because you are caring for your child?您是否覺得因為要照顧您的孩子而犧牲自己的社交生活？	Never從不 Rarely很少如此 Sometimes有時候 Quite frequently 經常如此 Nearly always 總時如此	12 18 47 28 18	9.8% 14.6% 38.2% 22.8% 14.6%	123
PE61	Do you feel that you have lost control of your life since your child's SEND situation?您是否覺得從得悉孩子的特殊學習需要後，您失去對您生活的控制？	Never從不 Rarely很少如此 Sometimes有時候 Quite frequently 經常如此 Nearly always 總時如此	15 20 47 25 16	12.2% 16.3% 38.2% 20.3% 13.0%	123
PE62	Do you feel uncertain about what to do about your child?您是否不確定如何照顧您的孩子？	Never從不 Rarely很少如此 Sometimes有時候 Quite frequently 經常如此 Nearly always 總時如此	6 26 55 21 15	4.9% 21.1% 44.7% 17.1% 12.2%	123
PE63	Do you feel you should be doing more for your child?您是否覺得應該為您的孩子再多做一些？	Never從不 Rarely很少如此 Sometimes有時候 Quite frequently 經常如此 Nearly always 總時如此	0 4 45 46 28	0.0% 3.3% 36.6% 37.4% 22.8%	123
PE64	Do you feel you could do a better job in caring for your child?您是否覺得在照顧孩子方面您還可以做得更好？	Never從不 Rarely很少如此 Sometimes有時候 Quite frequently 經常如此 Nearly always 總時如此	0 6 47 44 26	0.0% 4.9% 38.2% 35.8% 21.1%	123
PD65	請問您自己現在的年齡是(歲)? What is your age?	18-25 26-30 31-35 36-40 41-45 46-50 51-55 56-60 61-65 65 以上 (above 65)	0 0 3 20 46 31 12 4 0 0	0.0% 0.0% 2.6% 17.2% 39.7% 26.7% 10.3% 3.4% 0.0% 0.0%	116
PD66	請問你的性別是？ What is your gender?	男 Male 女 Female 其他，請注明 (other, please specify)	18 97 1	15.5% 83.6% 0.9%	116
PD67	您是何時移居英國？_____年_____月When did you move to the UK? _____ year _____ month				
PD68	What is your immigration status in the UK?您以甚麼身分移居英國？	BN(O) visa holder 英國國民(海外)簽證持有人 英國公民 British Citizen Tier 4 學生簽證 Tier 4 general student visa 英國工作假期計劃 Working holiday visa 其他	112 3 0 0 1	96.6% 2.6% 0.0% 0.0% 0.9%	116
PD69	Did your children move to the UK with you at the same time?您與子女是同時移居英國嗎？	Yes 是	111	95.7%	116

	No否	5	4.3%	110
PD70	你現居於英國何處？(請輸入郵區編號首部分，例如KT1、W6、M20) Where are you currently residing (please enter the first part of your postcode, e.g., KT1、W6、M20)			
PD71	Which local authority are you staying in (e.g., Borough of Warrington, City of Bristol)? 您現居於英國哪個地方行政區(例如：Borough of Warrington, City of Bristol)?			
PD72	How many children do you have? 請問您有多少名子女？	1.73		
	adv	3		
	max	1		
	min	2		
	mode	2		
	median			
PD73	What is your SEND child's gender? 請問您有特殊教學需要的子女性別？			
	男 Male	82	70.7%	
	女 Female	33	28.4%	116
	其他，請注明 (other, please specify)	1	0.9%	
PD74	Who is the primary caregiver of your children in your household? 請問哪位是家中的首要子女照顧者 (主力負責照顧子女的人)			
	Father 父親	16	13.8%	
	Mother 母親	96	82.8%	
	Siblings 兄弟姊妹	0	0.0%	
	Grandfather 公公/爺爺	0	0.0%	116
	Grandmother 婆婆/嫗嫗	2	1.7%	
	Other (please specify:) 其他(請注明：)	2	1.7%	
PD75	請問你現時的就業狀況是？ What is your employment status?			
	全職就業 Full-time employed	19	16.4%	
	兼職就業 part-time employed	20	17.2%	
	待業 unemployed	20	17.2%	116
	全職家庭主婦/夫 Full time homemaker	53	45.7%	
	Other (please specify:) 其他(請注明：)	4	3.4%	
PD76	What is your spouse's employment status? 請問您配偶現時的就業狀況？			
	全職就業 Full-time employed	48	41.4%	
	兼職就業 part-time employed	16	13.8%	
	Unemployed 待業	17	14.7%	
	Partner not in UK 配偶不在英國	7	6.0%	116
	全職家庭主婦/夫 Full time homemaker	15	12.9%	
	Not applicable 不適用	5	4.3%	
	Other (please specify:) 其他(請注明：)	8	6.9%	
PD77	What is your educational level? 請問您自己的教育程度是？			
	小學或以下 Primary school or below	1	0.9%	
	中學 Secondary school	26	22.4%	
	大學／大專 University/college	56	48.3%	116
	研究院或以上 Postgraduate or above	33	28.4%	
PD78	At the top of the ladder (10) are the people who are the best off, those who have the most money, most education, and best jobs. At the bottom (1) are the people who are the worst off, those who have the least money, least education, worst jobs, or no job. Please rank your social class on the ladder relative to other people in their community. 在梯子的頂端（10）是那些處境最佳的人，他們擁有最多的金錢、最高的教育水平和最好的工作。在底部（1）是處境最差的人，他們擁有最少的金錢、最低的教育水平、最差的工作或者沒有工作。請將您的社會階層在這個梯子上相對於社區其他人進行排序。			
	0	0	0.0%	
	1	1	0.9%	
	2	3	2.6%	
	3	10	8.6%	
	4	12	10.3%	
	5	37	31.9%	116
	6	24	20.7%	
	7	19	16.4%	
	8	9	7.8%	
	9	0	0.0%	
	10	1	0.9%	