

Every child **MATTERS**



## St. Andrew's Mission School eOpen House 2021



**ST. ANDREW'S  
AUTISM CENTRE**



# WELCOME



- All participants would be muted during the presentation
- Participants may pose questions via [pigeonhole.at](https://pigeonhole.at) during the presentation
- Questions will be addressed during the Q&A session after parents' sharing



# AGENDA




- **About St. Andrew's Autism Centre**
- **St. Andrew's Mission School (SAMS)**
- **SAMS Curriculum**
- **Facilities at Interim Campus**
- **Admission Matters**
- **Short Break (10 mins; pose questions via [pigeonhole.at](https://pigeonhole.at))**
- **Parent Sharing**
- **Q&As**
- **A Few Words from SAAC CEO**



# ST. ANDREW'S AUTISM CENTRE (SAAC)

## Integrated Services

- **Special School** *(started 2006)*
  - 7 to 18 years old
  - Functional, customised curriculum
-  **St. Andrew's Mission School** *(new school starting 2022)*
  - 7 to 21 years old
  - Mainstream curriculum on primary and secondary levels
- **Adult Autism Services**
  - Day Activity Centres (DACs)
    - Located in Siglap and Sengkang
    - 19 to 55 years old
  - Residential Services *(started 2019)*
    - Catering to adults with autism without alternative care arrangements
- **Parent Support Group and Chaplaincy**





**ST. ANDREW'S  
AUTISM CENTRE**

## **Our Vision**

Enabling people with autism to lead dignified and meaningful lives.

## **Our Mission**

Enriching the lives of people with autism and their families through quality education, training and care, distinguished by Christian love and compassion.

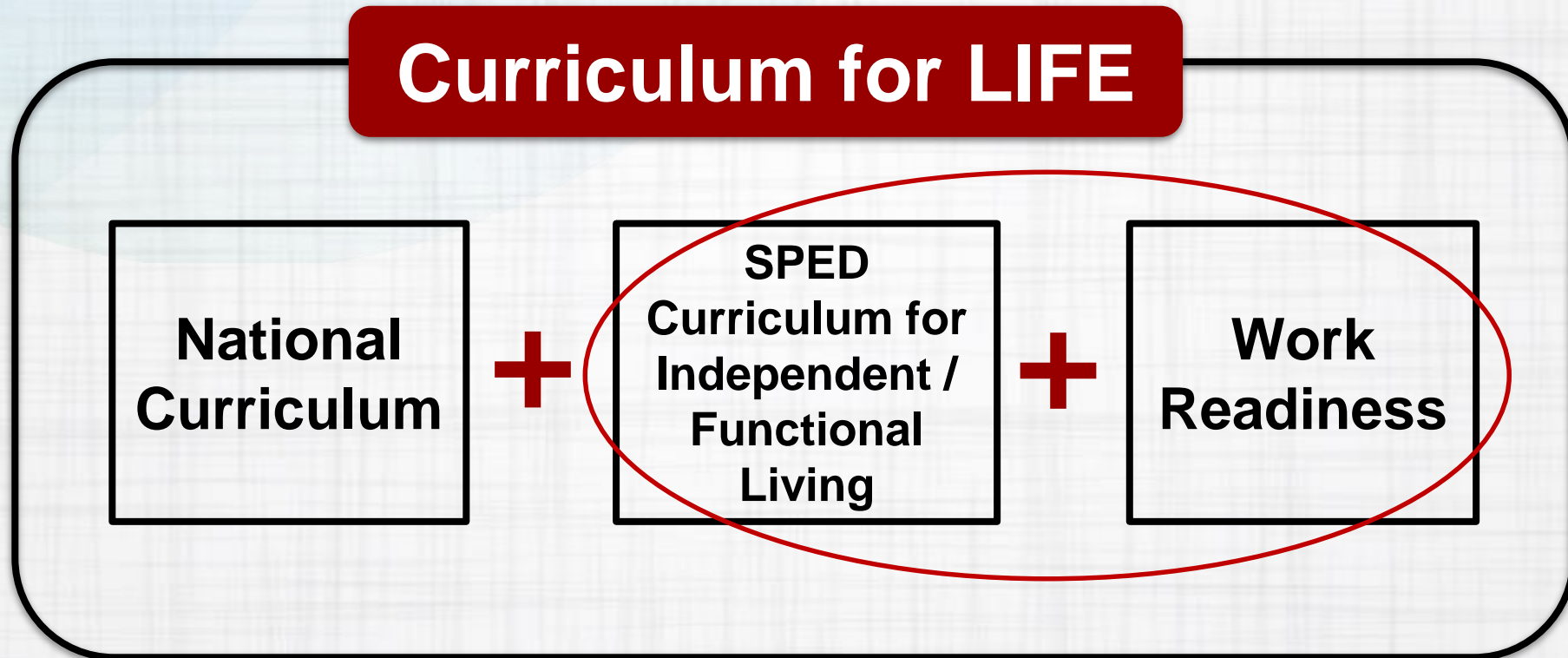


# ST. ANDREW'S MISSION SCHOOL

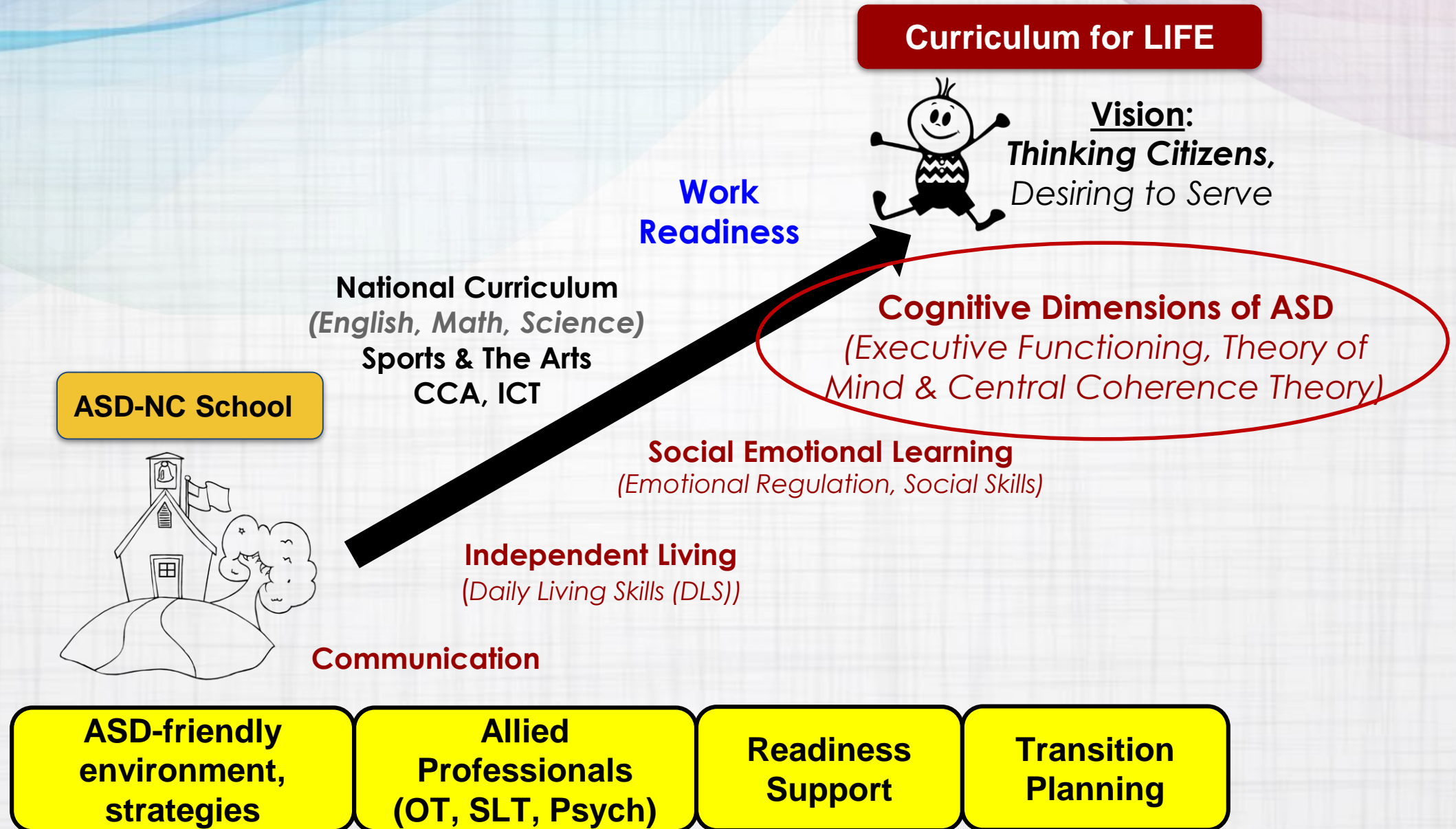
## NEW AUTISM SCHOOL (NATIONAL CURRICULUM)

- Appointed by MOE in December 2020
- 75 places per cohort; first batch of Primary One students in 2022
- Interim site in Yusof Ishak Secondary School (Bukit Batok);  
permanent campus in Clementi in 2027
- Mainstream curriculum; life and vocational skills training to  
prepare for independent living and work
- Experienced SPED and mainstream subjects teaching staff
- Strong support structure with Allied Professionals
- Capacity for 500 primary and 350 post-primary places

# WHAT WILL THE CURRICULUM LOOK LIKE?

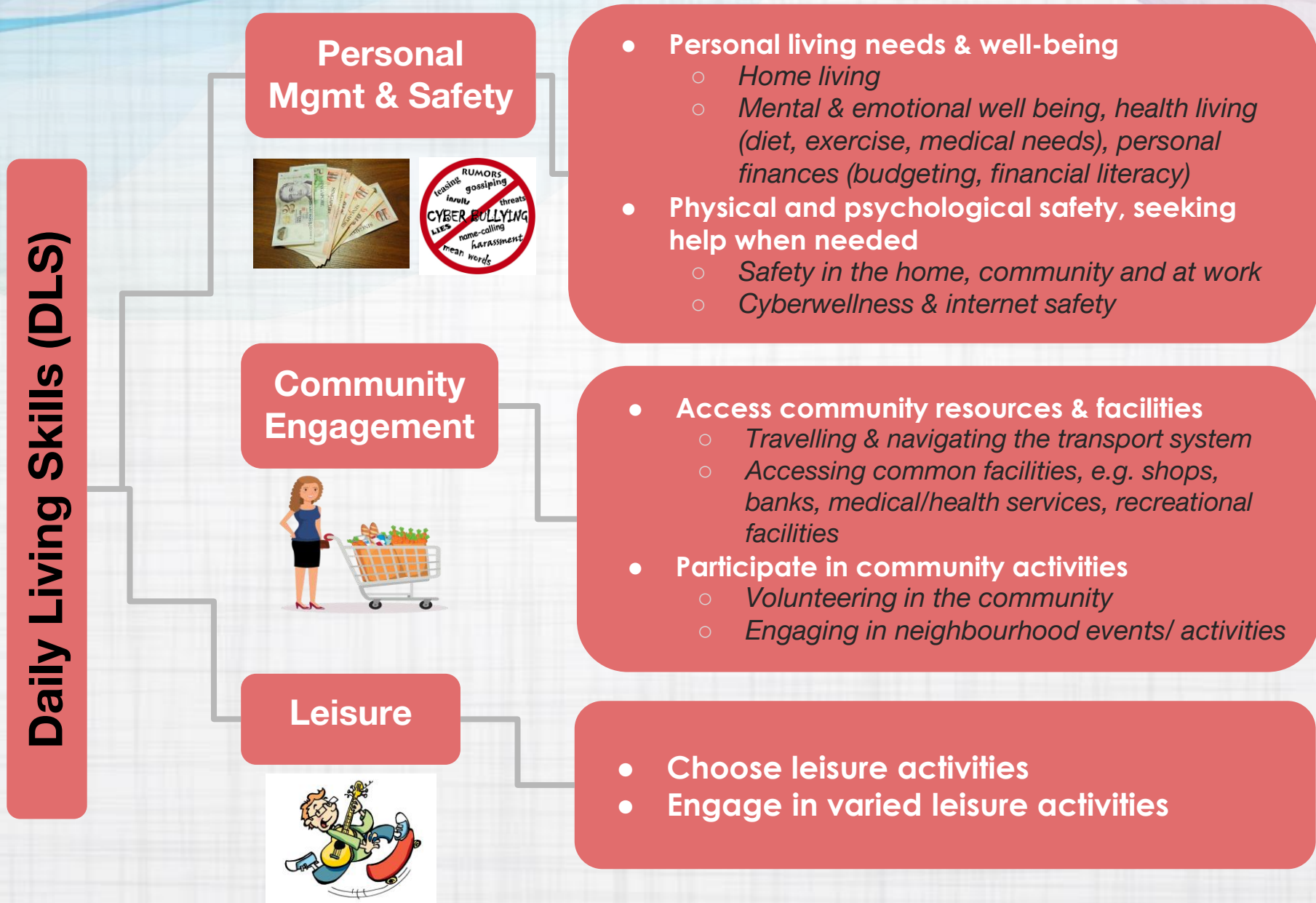


# THE CURRICULUM — EDUCATIONAL FRAMEWORK





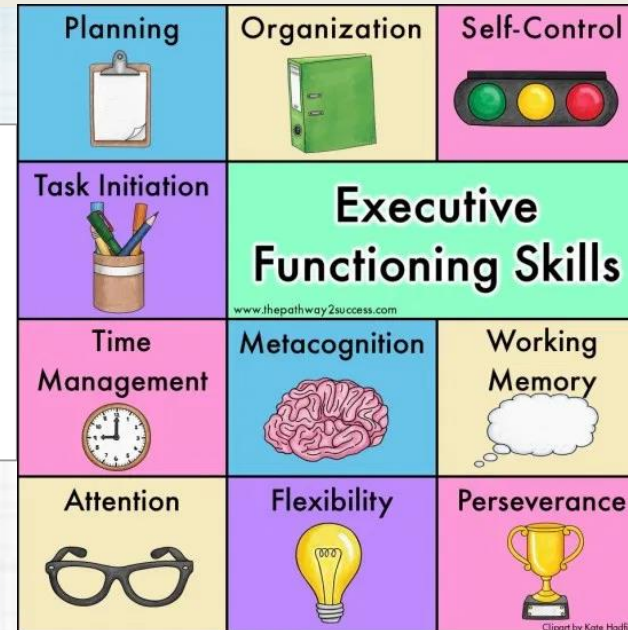
# INDEPENDENT LIVING - DAILY LIVING SKILLS (DLS)



# COGNITIVE DIMENSIONS OF ASD

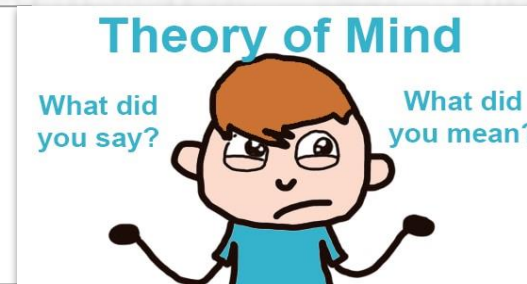
## Executive Functioning:

- Flexibility  
(e.g. adjusting to changes)
- Planning & Organisation
- Problem Solving



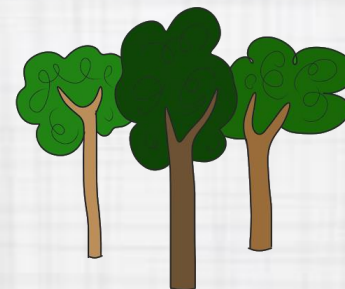
## Theory of Mind:

- Perspective-taking
- Weighing intentions of others



## Weak Central Coherence Theory:

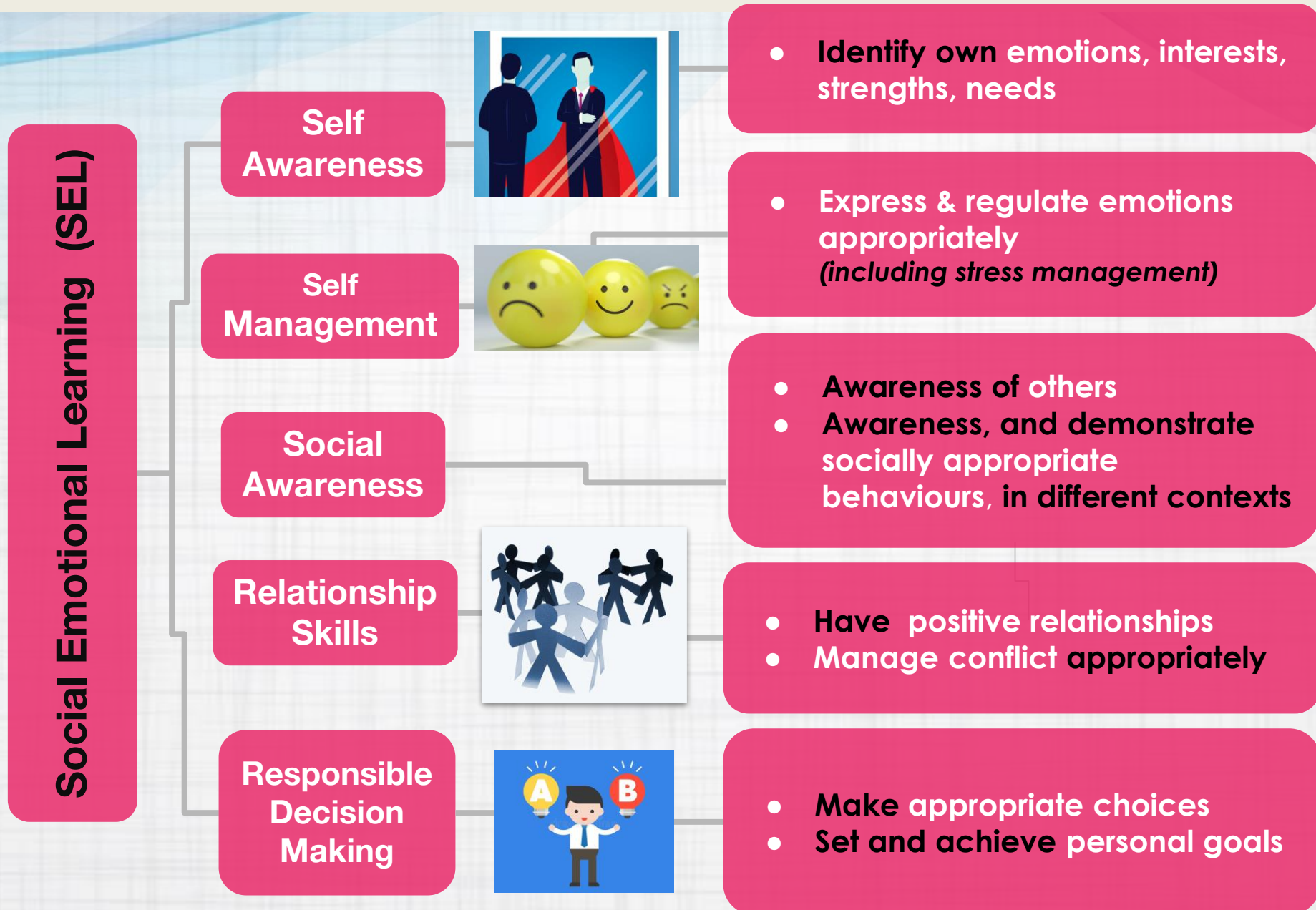
- Seeing the bigger picture



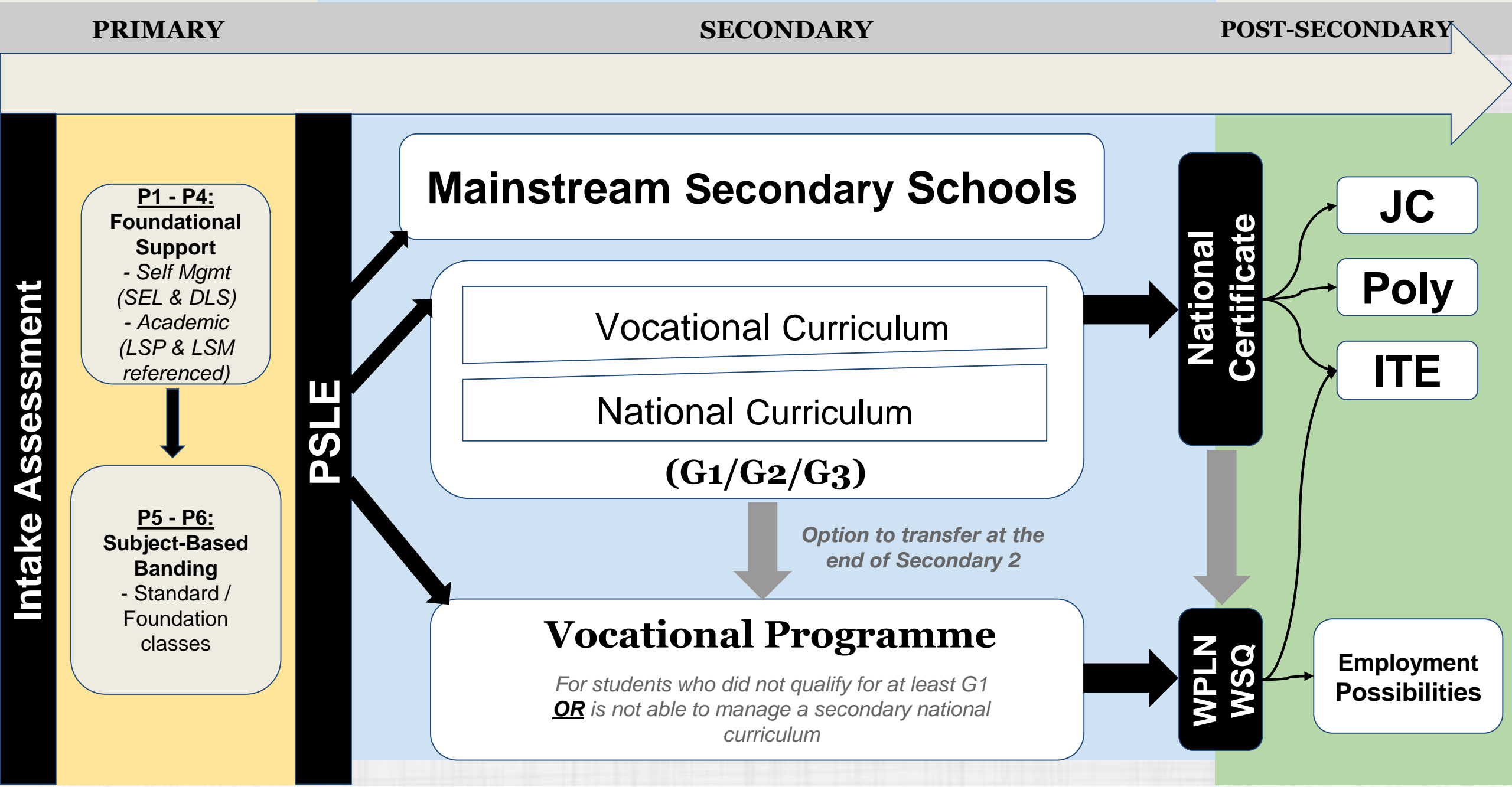
'FOREST' vs  
'many individual trees'



# SOCIAL EMOTIONAL LEARNING (SEL)



# PROPOSED EDUCATIONAL PATHWAYS



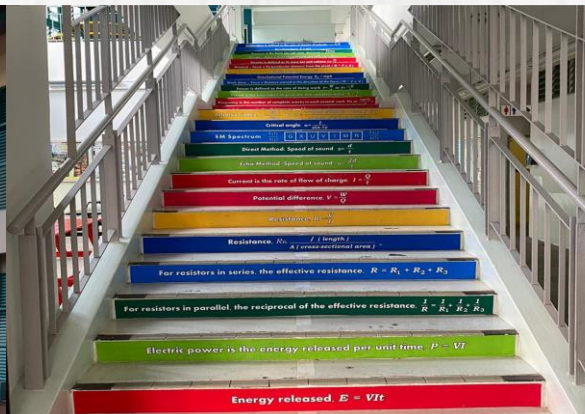


# A DAY IN THE LIFE OF A STUDENT OF SAMS

Day/ Time	0800	0830	0900	0930	1000	1030	1100	1130	1200	1230	1300
Mon	EL	EL	EL	EL	Recess	FTGP	CCE	MA	MA	DLS	DLS
Tues	MA	MA	MA	DLS	Recess	EL	EL	EL	PAL / CCA		
Wed	Assembly	EL	EL	EL	Recess	MA	MA	SEL	SEL	Art	Art
Thurs	PE	PE	SEL	SEL	Recess	MA	MA	EL	EL	EL	EL
Fri	EL	EL	EL	EL	Recess	Music	Music	MA	CCE	PE	PE

# THE NEW SCHOOL ENVIRONMENT

- Interim site at 11 Bukit Batok Street 25, currently Yusof Ishak Secondary School (*to-be-vacated*)
- Permanent site at Clementi from 2027
- Retrofitted and repurposed for SPED teaching and learning
- Specialised room and shared calm room between classes
- Key facilities include:
  - Auditorium as PAL room
  - Indoor Sports Hall
  - OT/ SLT Room





# THE NEW SCHOOL ENVIRONMENT



## *The Foyer*





# THE NEW SCHOOL ENVIRONMENT



*Common  
Space*



# THE NEW SCHOOL ENVIRONMENT



*The Quadrangle*

*School Canteen*





# THE NEW SCHOOL ENVIRONMENT



***Basketball  
Court***

***Multi-Purpose  
Hall***





# THE NEW SCHOOL ENVIRONMENT

## *Green Garden*



*Auditorium -  
PAL Room*





# THE NEW SCHOOL ENVIRONMENT

## *The Classrooms*





# ADMISSION CRITERIA

## Age at Admission:

- 7-9 years old (birth years: 2013, 2014, 2015) upon admission into Primary One in 2022

## Nationality:

- Priority for Singaporean Citizens, Singapore PRs and International Students in that order
- Singapore Permanent Residents (PR) and international students may also apply for admission, subject to vacancy availability
- PR and international student applications **will be processed from September onwards**, after we have processed applications from Singapore citizens.

# ADMISSION CRITERIA

## Profile:

- Diagnosis of Autism Spectrum Disorder (ASD)
- Adequate non-verbal cognitive abilities, verbal and literacy skills to access the language demands of the Singapore mainstream academic curriculum
- Joint attention skills to access learning in a structured group learning environment of 8-12 students

## Other requirements:

- Adequate self-help skills
- No behavioural challenges or co-morbid conditions that will disrupt group learning or pose significant safety concerns for the individual and others

*\*\*Applicants who meet identified criteria are required to attend a screening assessment to ascertain suitability*



# DOCUMENTS REQUIRED FOR APPLICATION

## **Complete SPED Application Form:**

- Section I: To be completed by Referring Agency and Parents
- Section II: School Report (to be completed by a teacher or EIPIC professional)
- Section III: Medical Report (to be completed by a medical doctor)
- Section IV: Psychological Report (to be completed by a psychologist)
  - Note: Psychological assessment has to be conducted within 2 years of date of application

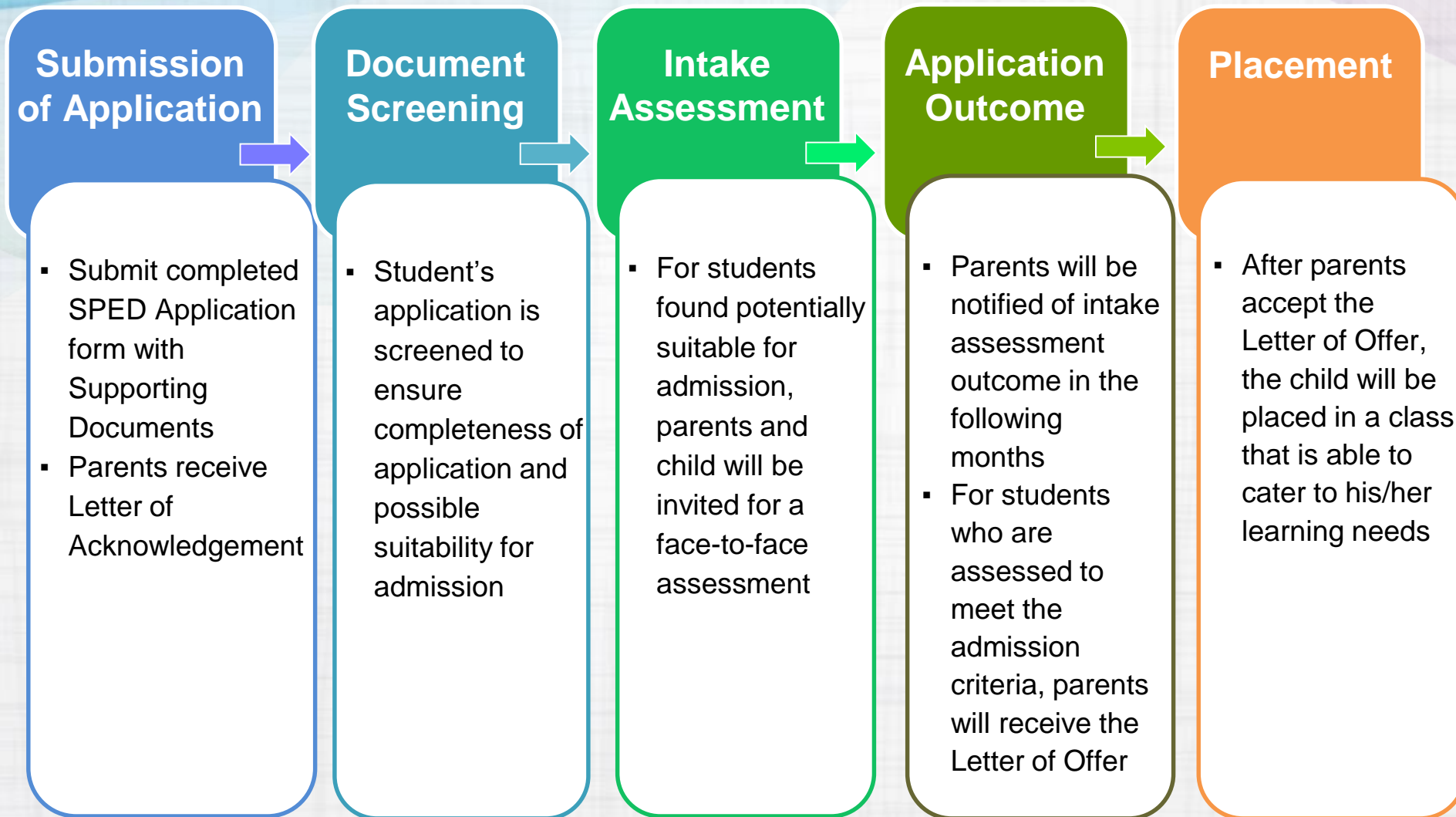
# DOCUMENTS REQUIRED FOR APPLICATION

## Supporting Documents:

- Photocopy of Student's Identification:
  - For Singapore Citizens: Birth Certificate
  - For Singapore Permanent Residents: Singapore Permanent Residents Re-entry Document
  - For International Students: Student Pass (Dependent Pass)
  - Deed Poll (Legal document required if the child has changed his/her name)
- Photocopy of Parents'/Guardian's Identification:
  - For Singapore Citizens and PRs: NRIC/Passport
  - For International Students: Passport **AND** Employment Pass
  - (if applicable)
- Photocopy of Certificate of Legal Guardianship (if applicable)
- Previous Report Book Results / Progress Reports
- Therapy Reports



# ADMISSION PROCESS



# ADMISSION PROCESS

## Submission of Application

- Submit completed SPED Application form with Supporting Documents
- Parents receive Letter of Acknowledgement

### SPED Application Form:

- More information about the application process can be found at:  
<https://www.moe.gov.sg/special-educational-needs/apply>
- SPED Application Form can be downloaded from the same link

### Submission:

- Please submit Complete SPED Application Form AND Supporting Documents to:
  - **Online application:**  
[admissions\\_sams@saac.org.sg](mailto:admissions_sams@saac.org.sg)
- OR
  - **Hardcopy application:**  
[St. Andrew's Mission School Admissions](#)  
[1 Elliot Road, S\(458686\)](#)



# ADMISSION PROCESS

## Intake Assessment

- For students found potentially suitable for admission, parents and child will be invited for a face-to-face assessment

### Preparation for Intake Assessment:

- Pre-Assessment Package
  - Visual Schedule
  - Social Narrative
- Bring along materials stated in the invite letter
  - Any Augmentative and Alternative Communication (AAC) devices used on a regular basis
  - Snack and water bottle

### Intake Assessment:

- Group-based assessment
- Group activities and short written component



# **Parent Sharing**

by Ms Ang Mei Ling



## PARENT SHARING

What advice do you have for the parents who have children with ASD and are looking for mainstream school or curriculum?

- Observe your child, know his/her strengths and the areas which require extra support.
- Select a suitable environment which can support his/her learning to maximise their potential.
- Be open with the school about the diagnosis if possible in order to obtain the required support.
- Have patience. Take necessary study breaks, walk away when patience run out.
- Stress causes anxiety which is an obstacle to learning.
- Mainstream curriculum is may not be easy every child. Our children may have to put in extra effort to learn other skills on top of the academics
- eg. Handwriting, attention span, overcome sensory issues, perspective taking, social skills, language skills, inference skills etc
- Acknowledge their effort to learn to build their resilience, do not focus solely on grades. As they grow older, you will realise that life skills and work habits are more important when they leave school.
- Be their cheerleader, build confidence and self esteem. Discover their strengths, stay positive.
- Pace yourself, it is a long journey ahead. Give yourself a pat on the back for all your effort in working with your child. You are doing a good job!



# **Parent Sharing**

by Mdm Cindy Neo



## **PARENT SHARING**

What advice do you have for the parents who have children with ASD and are looking for mainstream school or curriculum?

- 1) Make decisions based on your child's needs, not the mainstream way
- 2) Always put ourselves in the child's shoes
- 3) Give FULL support and observe all details (behaviour changes) if sending kids to mainstream
- 4) Our kid's mental health is most important!

**All the best to you parents in your journey with your child**

# IN SERVICE OF THE COMMUNITY



*St. Andrew's Autism Centre is a service of  
St. Andrew's Mission Hospital which was founded in 1913*



**Thank You**

 [saac.org.sg](http://saac.org.sg)

 [sg.SAAC](https://www.facebook.com/sg.SAAC)

 [saacsg](https://www.instagram.com/saacsg)