



SEN Support Handbook



brought to you by Student Support & Career Services

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1. Introduction & TP's Vision

Introduction

In line with Enabling Masterplan 2030 (EMP2030), Temasek Polytechnic (TP) is committed to supporting students with Special Educational Needs (SEN). TP strives to provide equal opportunities through an integrated and holistic approach, and to equip students with necessary skills to be meaningfully employed upon graduation.

TP's Vision in SEN Support

The Polytechnic aspires to develop an inclusive community that promotes a culture of openness, understanding and interdependence to enable students with SEN to:

- Access a positive school experience.
- Acquire life skills to access meaningful employment upon graduation.

2. Obtaining Support for SEN

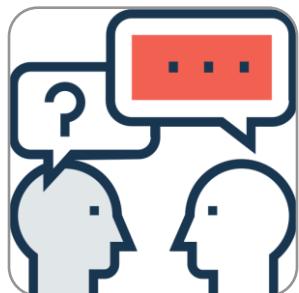
A. Types of SEN

SEN include and are not limited to the following:



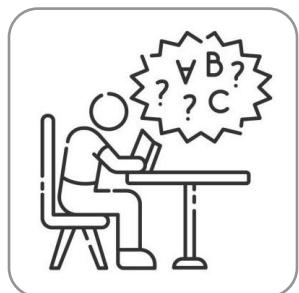
Physical and sensory difficulties, such as

- Physical impairment
- Hearing loss
- Visual impairment



Social and behavioural difficulties, such as

- Autism Spectrum Disorder (ASD)
- Attention Deficit Hyperactivity Disorder (ADHD)



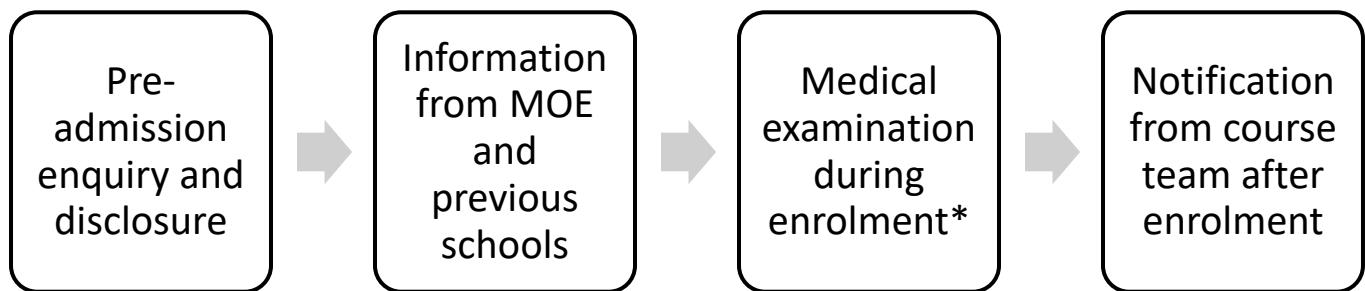
Learning and language difficulties, such as

- Dyslexia
- Dyscalculia
- Developmental language disorders

2. Obtaining Support for SEN

B. Declaration of SEN

- Students are encouraged to declare their SEN conditions upon admission to TP, to facilitate timely support for their learning needs.
- For incoming students, this process usually involves the following steps:



*Self-declaration form / Doctor's certification

For more information or to discuss specific needs in detail, please contact the Care Persons or SEN Support Office (email: sen@tp.edu.sg / phone: 6780 5959).

2. Obtaining Support for SEN

Specification of support required from TP

- Prior to course commencement, TP may contact the student, their parents and respective School through the SEN Support Office. With this, TP can further understand the student's needs, clarify course expectations and discuss necessary support.



Students should provide the following information where available:

- Medical or assessment report
- SEAB report
- Access Arrangements or special accommodations in previous schools
- Affiliation with any Voluntary Welfare Organisations (VWOs) or case manager

- To ensure that specific needs are met, TP will review students' needs and consider necessary recommendations as guided by medical or professional assessments.

2. Obtaining Support for SEN

C. Disclosing Needs to Others

- Students with SEN are encouraged to share early about their needs, where their condition(s) may affect their ability to participate in class and CCA.
- This disclosure empowers one to self-advocate for one's needs and helps others (tutors, peers) to understand the supports which one needs to access a positive school experience.
- Students may contact the SEN Support Office for help with self-advocating and disclosing needs.
- Refer to [page 8](#) for a guide on what information one can include in their disclosure of needs.
- Refer to [page 9](#) for a template for disclosing needs via e-mail to one's tutors, and [Annex A](#) (pages 23 – 26) for sample e-mails. Students who intend to disclose needs via class presentation may contact the SEN Support Office for assistance.

2. Obtaining Support for SEN

How to disclose needs to others

Students may consider including these points in their disclosure of needs to others, such as tutors and peers:

1. Self-introduction

- “I am [name]. I enjoy [interests, hobbies]. I am in [CCA].”

2. Strengths

- Share some strengths in the context of school activities.
 - e.g., “I am good at organising information.”

3. Challenges faced and strategies to manage

- Share how one can manage challenges due to one’s needs through strategies which have been effective, and thus apply one’s strengths.
 - e.g., “I have profound hearing loss in my right ear. When people speak to me near my left ear, I can hear them well and follow our conversations.”

4. Accommodations and supports

- State the accommodations and supports which one needs to participate in and excel at school activities.
 - e.g., “Please face me and speak slowly so that I can understand you better.”

2. Obtaining Support for SEN

E-mail template for disclosure of needs to tutors

To: TUTOR 1 <tutor1@tp.edu.sg>, TUTOR 2
<tutor2@tp.edu.sg> (*add all tutors in current semester*)

Subject: [Name] – Sharing About Myself and My Needs

Dear tutors,

I am [name (student number)], and I am enrolled in your subject/module (*select one*) this semester. I am writing to share some details about myself, and some supports which I would need to aid my learning.

I am from [name of diploma programme, and CCA if any]. I enjoy [hobbies] in my free time. In school, I find that I am good at [strengths].

During classes, I encounter difficulties such as [challenge due to needs]. However, [existing strategy for challenge] helps me to manage this issue, such that I can perform my tasks accurately.

I would need your help to implement the following supports so that I can do well in your classes:

- [Support #1]
- [Support #2] (*add more as required*)

Thank you very much for helping me to learn better.

Yours sincerely,
[Name]

3. SEN Support @ SSCS

A. Empowering Self-Determined Students

TP strives to render support in collaboration with both students and key partners, such as academic staff and caregivers, to support the gradual development of students' independence. This empowers students to exercise self-determination and acquire life skills towards work-readiness.

Self-determined students would possess adequate self-awareness and the ability to consistently practice self-regulation, goal-setting and self-advocacy.

Students should thus expect to practice these skills in the following ways:

- Students who require support are responsible for accessing accommodations and services at TP.
- Students should be proactive in seeking support from SEN Support Office where required.
- Students should be open to acknowledging areas where they require support, and collaborating with SEN Support Office to address their needs.
- Students are encouraged to self-advocate to receive supports for a positive school experience.

3. SEN Support @ SSCS

B. Key Support Services

1. Provide individualised and/or group coaching for students facing learning and social challenges
2. Coordinate support with respective Academic Schools/Centres for needs relating to physical accessibility, learning supports and access arrangements for examinations
3. Facilitate internship and school-to-work transition supports
4. Facilitate assistive technology assessment or support services for learning needs using SEN Fund

3. SEN Support @ SSCS

C. SEN Fund



- Assistive Technology (AT) refers to any item, equipment or product system that helps to maintain or improve an individual's functioning.
- TP has an AT library which allows students to loan and trial AT devices as part of the AT assessment process.

- Eligible students can use the Ministry of Education's SEN fund to purchase Assistive Technology (AT) devices and/or support services.
- Criteria for eligibility:
 - Singapore Citizen
 - Full-time diploma student, or incoming student with a confirmed place in TP's enrolment
 - Has declared SEN to TP, with a statement of diagnosis from relevant medical professionals
- Students who are eligible for and require SEN funding may contact the SEN Support Office for assistance.

3. SEN Support @ SSCS

D. The Sanctuary

- A calm room near the Plaza, The Sanctuary offers a quiet space for students to manage overstimulation or heightened emotion. This supports the practice of self-regulation to help students regain balance and well-being.
- Operating hours
 - Mon to Fri: 8.30 am to 5.30 pm
 - Closed on weekends, public holidays & eves of major public holidays
- Access is granted based on student needs. Students who require access may contact the SEN Support Office or Connexions@TP for assistance.

Entrance of The Sanctuary



4. Activities & Programmes



SEN Orientation

- Students can learn more about SEN Support and additional resources in TP whilst connecting with one another



School Transition Enhancement Programme (STEP)

- Students can develop essential skills to ease their transition into TP
- Communication skills; Study skills; Time management; Stress management



Let's Hang Out

- Small-group sessions where students can relax, make friends and hone their social skills as part of collaborative learning in TP

Like A Pro Training Series

- Students can enhance a diverse range of executive functioning skills to thrive within and beyond TP



5. Internship and School-to-Work Transition Supports

A. Internship Support

SEN Support Office will work with students and their School (Care Persons, Liaison Officers, etc.) for early planning and preparation for Student Internship Programme (SIP).

Students who require internship preparation and support may contact the SEN Support Office in advance for assistance. Students are required to consent to the sharing of their SEN status with relevant personnel.

Internship Preparatory Workshop

- Takes place annually in March
- Develop essential skills and resources to enhance internship experience
- Learn about professional workplace communication and behaviour
- Hone resume writing and interview skills with qualified HR practitioners

Internship Sourcing and Ongoing Support

SEN Support Office works together with Liaison Officers and relevant external partners as required to implement needed supports during internship.

5. Internship and School-to-Work Transition Supports

B. School-to-Work Transition Support

SEN Support Office will work with students, their School (Care Persons, Liaison Officers, etc.) and external partners for school-to-work transition support.

Talent Explorer Programme (TEP) by

TomoWork

- Introductory programme for students to explore careers and industries in growth sectors whilst networking with peers



Talent Accelerator Programme by

TomoWork

- Extended programme for students to develop skills, gain real-world experience and prepare for the workforce through projects, workshops and mentorship by industry professionals

Employment assistance by SG Enable

- Provides employment opportunities and support for graduates

Students who require school-to-work transition support may contact the SEN Support Office for assistance.



5. Internship and School-to-Work Transition Supports

B. School-to-Work Transition Support

Through 1:1 mentoring, students can tap on industry mentors' knowledge and work experience to hone key skills and readiness for the workplace, whilst building professional networks.



Microsoft APAC Enabler

Mentoring

- Hear from an alumnus about this

6. SENvocates

- An interest group open to all TP students who are passionate about advocating for inclusion and supporting individuals with SEN.
- SENvocates are involved in:
 - **Raising awareness** of disabilities.
 - Creating an **enriching school experience** for fellow TP students with SEN.
 - Fostering an **inclusive community** through experiential activities.
 - **Collaborating** with external organisations to drive meaningful projects related to SEN.



7. Campus Accessibility

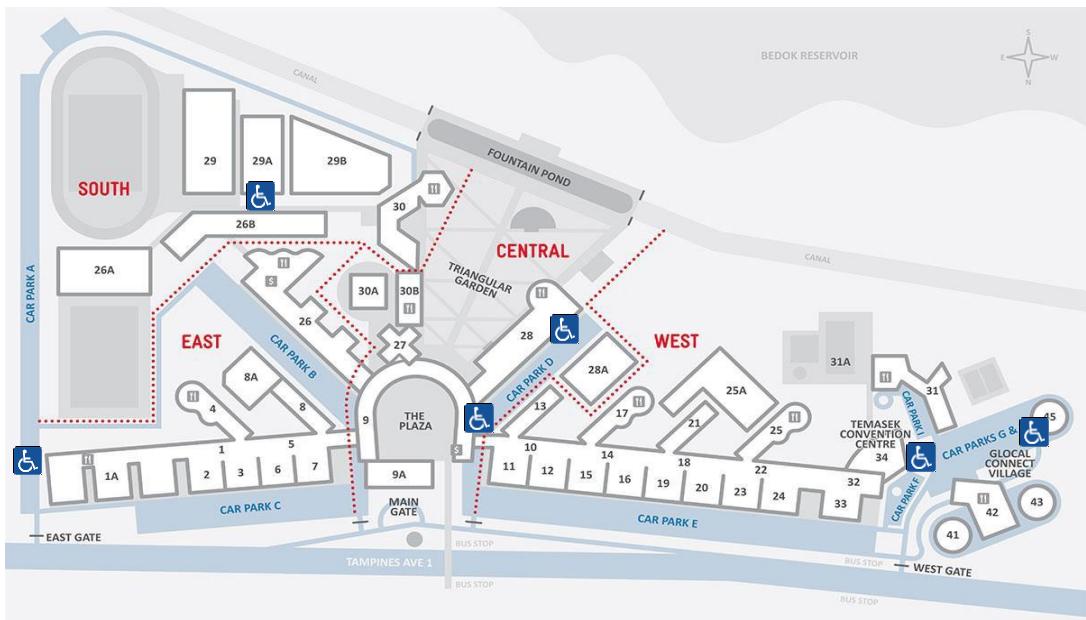
- TP Campus Map

- ❖ Wheelchair-Accessible Toilets

- Locations are listed in Annex B (pages 27 – 28)

- ❖ Wheelchair-Accessible Parking Spaces are located:

- Between Blk 28 & Blk 13
- Beside Blk 28A
- Temasek Tourism Academy, Blk 29A
- In front of Blk 42



- TP's campus is being improved towards providing accessible infrastructure and facilities. Please contact the SEN Support Office for orientation and mobility support around campus.

8. Emergency Evacuation

Emergency Evacuation Plans

The care of students with severe SEN is considered via a Personal Evacuation Plan (PEP), which is prepared jointly by the Course Chair / Care Person and the student. Students who have concerns about emergency evacuation due to disability may speak with their Course Chair / Care Person or contact the SEN Support Office to determine the specific procedures to fit their needs.

❖ Holding Areas for Persons with Disabilities (PWDs)

- Located at all levels of lift lobbies
 - Blk 1A
 - Blk 8A
 - Blk 25A
 - Blk 28A
 - Blk 29A
 - Admin Blk 9 Lobbies C & D
 - Library



9. Crisis Hotlines

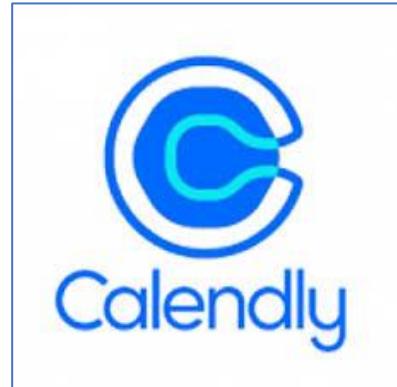
- **Samaritans of Singapore (SOS) – 24/7**
 - Hotline: 1767
 - CareText [via WhatsApp]: 9151 1767
- **Institute of Mental Health (IMH) – 24/7**
 - Hotline: 6389 2222

For emergency services because of a life-threatening situation, please call **995** or **999**. For urgent care after office hours and on weekends, please contact the nearest hospital emergency department (A&E).

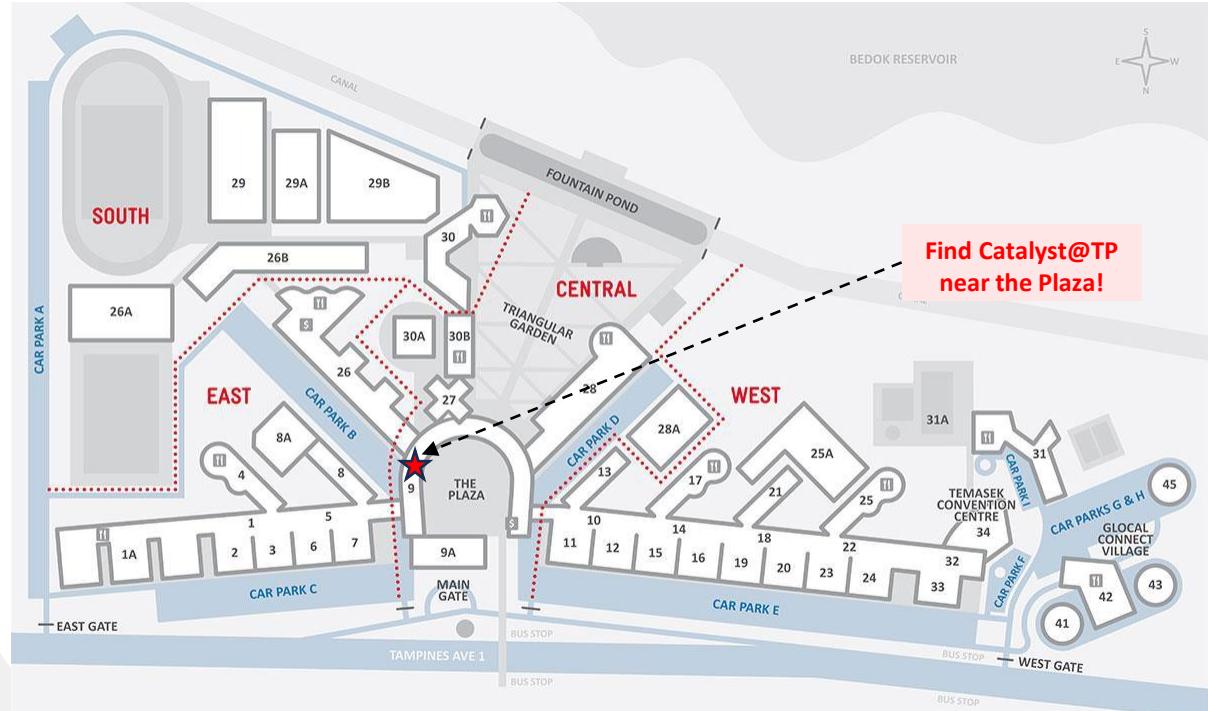
10. Contact Us

SEN Support @ SSCS

- Hotline: 6780 5959
- Email: sen@tp.edu.sg
- [Website](#)
- Address
 - Catalyst@TP
Blk 9 Level 2 (beside Lobby C)
- Operating hours
 - Mon to Fri: 8.30 am to 5.30 pm
 - Closed on weekends & PH
- Follow [TP Oei](#) to stay up to date on important info and resources by TP



Book a consultation session with us [here](#)



Annex A

Sample E-mails for Disclosing Needs

Sample #1

To: Yamada Taro <yamada_taro@tp.edu.sg>, Erika Mustermann <erika_mustermann@tp.edu.sg>

Subject: Bob Tan – Sharing About Myself and My Needs

Dear tutors,

I am Bob Tan (2500080A), and I am enrolled in your subject this semester. I am writing to share some details about myself, and some supports which I would need to aid my learning.

I am from the Common Business Programme and I like to take photos of flora and fauna. I have hearing loss in both ears, but I am managing well with hearing aids and FM system.

I am good at following written instructions. However, I tend to miss steps when the instructions are spoken. Having important information shown on the screen helps me to ensure that I have all the details, such that I can accurately complete my tasks.

I would be grateful if you could implement the following supports to help me do well in your classes:

- Use shorter sentences and speak slowly and clearly
- Visualise important information like key points on the screen
- Let me sit nearer to tutors, and groupmates for group work

Thank you for supporting me in my learning at TP.

Yours sincerely,
Bob Tan

Annex A

Sample E-mails for Disclosing Needs

Sample #2

To: Joe Schmo <joe_schmo@tp.edu.sg>, Juana dela Cruz <juana_dela_cruz@tp.edu.sg>

Subject: Jane Lee – Sharing About Myself and My Needs

Dear tutors,

I am Jane Lee (2502000H), and I am enrolled in your module this semester. I am writing to share some details about myself, and some supports which I would need to aid my learning.

I am from the Common Science Programme and I joined TP Sustainability Interest Group recently. In my free time, I enjoy reading about animals in the wild.

I enjoy meeting new people and I am good at coming up with cool ideas. However, I may not always grasp social cues at once. I can better understand what people mean to tell me when they express their thoughts directly, in a literal manner.

I would be grateful if you could incorporate the following supports so that I can do well in your classes:

- Be patient with me and use literal language
- Assist me when forming groups for projects, and monitor group discussions

Thank you for supporting me in my learning at TP.

Yours sincerely,
Jane Lee

Annex A

Sample E-mails for Disclosing Needs

Sample #3

To: Anna Kowalska <anna_kowalska@tp.edu.sg>, Hans Mayer <hans_mayer@tp.edu.sg>

Subject: Alice Ng – Sharing About Myself and My Needs

Dear tutors,

I am Alice Ng (2500700C), and I am enrolled in your subject this semester. I am writing to share some details about myself, and some supports which I would need to do well in class.

I am from the Diploma in Information Technology. I like to explore different neighbourhoods when I have free time. I can complete my tasks quickly, but I frequently feel restless in the classroom. Having small breaks during lessons helps me to concentrate better in class.

I would appreciate having the following supports, with which I can thrive in your classes:

- Allow short movement breaks
- Regular encouragement to motivate me

Thank you for your efforts to meet my learning needs.

Yours sincerely,
Alice Ng

Annex A

Sample E-mails for Disclosing Needs

Sample #4

To: Mario Rossi <mario_rossi@tp.edu.sg>, Yamada Hanako <yamada_hanako@tp.edu.sg>

Subject: Harry Lim – Sharing About Myself and My Needs

Dear tutors,

I am Harry Lim (2500300F), and I am enrolled in your module this semester. I am writing to share some details about myself, and some supports which I would need to do well in class.

I am from the Diploma in Psychology Studies. I am also a member of TP Community Service Club. As I have dyslexia, I usually need more time to read and write information. Chunking texts into smaller segments helps me to process information promptly and better understand concepts. I had extra time for my papers in the GCE O-Level examinations.

I would appreciate having the following supports to enhance my learning in your classes:

- Visualise key points where possible during classes
- Allow me to use my reader pen for printed materials
- Allow me to use my earpiece for text-to-speech software for online materials

Thank you for your efforts to meet my learning needs.

Yours sincerely,
Harry Lim

Annex B

Wheelchair-Accessible Toilets

Blk 1A: East Wing

EW1A-01-130

EW1A-01-25

EW1A-01-26

EW1A-01-50

EW1A-01-55

EW1A-01-71

EW1A-01-130

EW1A-02-68

EW1A-03-49

EW1A-03-75

EW1A-03-76

EW1A-03-93

EW1A-04-11

EW1A-04-118

EW1A-05-126

EW1A-05-13

EW1A-06-117

EW1A-06-19

EW1A-07-141

EW1A-07-16

EW1A-08-104

EW1A-08-108

EW1A-08-17

EW1A-08-76

EW1A-08-88

Blk 1-8: ASC & IIT

IT1-03-33

IT5-03-14

Blk 8A: Temasek Applied Science School

Level 1

Level 2

Level 3

Level 4

Blk 9: Administration

AD09-B2-18

AD09-03-02 (Lobby C)

AD09-03-04 (Lobby D)

Blk 9A: Auditorium Foyer

AD9A-01-14

Blk 10-25: ENG

EN10-03-14

EN14-03-33

EN18-03-52

EN21-03-08

EN22-03-71

Blk 25A: Temasek Aviation Academy

EN25A-01-48

EN25A-02-11

EN25A-03-11

EN25A-04-10

EN25A-05-10

Blk 26: BUS

BS26-04-46

BS26-04-50

BS26-05-32

BS26-05-50

BS26-05-53

BS26-06-27

BS26-06-44

BS26-06-47

Blk 26A: Sports & Arts Centre

26A-01-10

Legend:
Block-Floor-Door

Annex B

Wheelchair-Accessible Toilets

Blk 26B: South Wing

26B-01-16
26B-01-21
26B-01-43
26B-01-76
26B-02-16
26B-02-23
26B-02-52
26B-03-26
26B-03-34

Blk 27: Library

LB27-02-03

Blk 28: DES

DG28-01-23/1
DG28-05-18

Blk 28A: DES

DG28A-01-23/1
DG28A-02-13
DG28A-03-11
DG28A-04-17
DG28A-05-12

Blk 29: Sports Complex

SC29-01-109
SC29-01-125
SC29-02-208A
SC29-02-213

Blk 42: GCV

41-01-03
42-01-28
42-01-35
42-02-14
43-01
45-01-01

Blk 29A: Temasek Tourism Academy

29A-01-10
29A-02-14
29A-02-15
29A-03-09
29A-03-10
29A-04-09
29A-04-10
29A-05-06
29A-05-07
29A-06-09
29A-06-10
29A-07-09
29A-07-10

Blk 30: Student Development Centre

SD30-01-34

Blk 30A: Student Alumni Hub

SW30A-01-09

Blk 31: Temasek Culinary Academy

CA31-01-10
CA31-01-19
CA31-02-54
CA31-03-22

Blk 32-34: ENG

EN32-03-8
EN33-04-16 (MPH)
EN34-03-19

Legend:
Block-Floor-Door