Higher Education Authority

Review of the Fund for   
Students with Disabilities

Appendices – Part 2 – October 2017

Table of Contents

[Higher Education Authority 1](#_Toc481021087)

[Review of Fund for Students with Disabilities 1](#_Toc481021088)

[Appendices – Part 2 – April 2017 1](#_Toc481021089)

[1 Appendix H: FSD Guidelines 1](#_Toc481021090)­

[1.1 Fund for Students with Disabilities – Guidelines 1](#_Toc481021091)

[1.2 Summary of FSD Guidelines 1](#_Toc481021092)

[1.3 Process for accessing support 3](#_Toc481021093)

[1.4 Types of Disability Eligible for Support and Evidence Required to Secure Support 5](#_Toc481021094)

[1.5 Support available 8](#_Toc481021095)

[1.6 Appendix 1: HEI Course Eligibility 10](#_Toc481021096)

[2 Appendix I: DARE Guidelines 13](#_Toc481021097)

[2.1 Introduction 13](#_Toc481021098)

[2.2 Process for accessing support 13](#_Toc481021099)

[2.3 Evidence Required to Secure Support 14](#_Toc481021100)

[2.4 Appendix 1: DARE Participating colleges / Institutes 16](#_Toc481021101)

[2.5 Appendix 2: Application statistics for DARE 16](#_Toc481021102)

[2.6 Appendix 3: DARE Disability and educational impact criteria 19](#_Toc481021103)

[3 Appendix J: NCSE, SEC, NEPS Guidelines 21](#_Toc481021104)

[3.1 Introduction 21](#_Toc481021105)

[3.2 Process for accessing support 21](#_Toc481021106)

[3.3 Evidence Required to Secure Support 24](#_Toc481021107)

[3.4 Support Available 26](#_Toc481021108)

[3.5 Appendix 1: SEC Reasonable Accommodation Principles 28](#_Toc481021109)

[3.6 Appendix 2: SEC Reasonable Accommodations 29](#_Toc481021110)

[3.7 Appendix 3: NCSE Data 31](#_Toc481021111)

[4 Appendix K: Benchmarking 37](#_Toc481021112)

[4.1 Introduction 37](#_Toc481021113)

[4.2 Rationale for Choices of Benchmarks 37](#_Toc481021114)

[4.3 Eligibility for Support 37](#_Toc481021115)

[4.4 Process for accessing support 38](#_Toc481021116)

[4.5 Types of Disability Eligible for Support and Evidence Required to Secure Support 40](#_Toc481021117)

[4.6 Support Available 45](#_Toc481021118)

# Appendix H: FSD Guidelines

## Fund for Students with Disabilities – Guidelines

## Summary of FSD Guidelines

The table below provides a summary of the HEI, FEI, NI and EU[[1]](#footnote-1) guidelines in relation to the following requirements:

* Evidence of verifiable disability;
* Nationality;
* Type of Course;
* Duration of Course; and
* Eligible Institutions.

It also provides detail on the following for each:

* Level of funding (total per annum, if applicable);
* Number of students supported (total per annum, if applicable).

Table 1:1: Summary of FSD Guidelines

| Category | FSD Guidelines | FEI Guidelines | NI Guidelines | EU Guidelines |
| --- | --- | --- | --- | --- |
| **Who the Fund supports** | | | | |
| Evidence of verifiable disability | Required (see section 1.4 of this document) | Required (see section 1.4 of this document) | Required (see section 1.4 of this document) | Required (see section 1.4 of this document) |
| Nationality | A student must be legally resident in Ireland for at least 3 of the 5 years up to the day before her/his approved course commences in an approved institution.  To qualify the student must be either:   * an Irish national, * a national of another EU Member State, the European Economic Area (EEA) or Switzerland | A student must be legally resident in Ireland for at least 3 of the 5 years up to the day before her/his approved course commences in an approved college.  To qualify the student must be either:   * an Irish national, * a national of another EU Member State, the European Economic Area (EEA) or Switzerland | A student must be legally resident in Ireland for at least 3 of the 5 years up to the day before her/his approved course commences in an approved college.  To qualify the student must be either:   * an Irish national, * a national of another EU Member State, the European Economic Area (EEA) or Switzerland | A student must be legally resident in Ireland for at least 3 of the 5 years up to the day before her/his approved course commences in an approved college.  To qualify the student must be either:   * an Irish national, * a national of another EU Member State, the European Economic Area (EEA) or Switzerland |
| Type of Course | Full-time undergraduate courses  Full-time postgraduate course  In specific institutions (see Appendix 1) | Full-time approved Post Leaving Certificate (PLC) courses | Full-time undergraduate courses  Full-time postgraduate course | Full-time undergraduate courses  Students on part-time and postgraduate courses are not eligible. |
| Duration of Course | Not less than one year duration | At least one-year duration in Ireland | Undergraduate - not less than two years duration  Postgraduate - not less than one year duration | Not less than two years duration |
| Institutions | Specific institutions listed in Appendix 1 | The list of approved PLC courses is available from Education and Training Boards (ETBs) or Solas | * Queen's University, Belfast * University of Ulster * St Mary's College of Education, Belfast * Stranmillis College, Belfast | A university or third-level Institution which is maintained or assisted by recurrent grants from public funds in an E.U. Member State other than Ireland, with the exception of the following:  1. Courses in Colleges of Further and Higher Education (other than courses which are at Higher National Diploma level or higher);  2. Courses provided in a college which are offered in private commercial third-level colleges in the State in question, and which are validated by that College;  3. Courses in colleges akin to private commercial colleges in Ireland. |
| **Scale of Fund – Funding and Number of Students Supported** | | | | |
| Level of funding awarded (2015/16 total allocation €10.3m) | €7.6m | €2.4m | €28.9K[[2]](#footnote-2) | €335.6K |
| No. of students supported (2013/14 year) | 8,524 | 1,350 | 176[[3]](#footnote-3) (figure for UK only) | |

Source: Higher Education Authority: Fund for Students with Disabilities Guidelines for Higher Education Institutions for academic year 2015-16; Guidelines for Further Education Colleges for Academic year 2015-16; Guidelines for institutions in Northern Ireland 2015-16; Guidelines for institutions in EU countries other than Ireland 2015-16

## Process for accessing support

The following table provides detail on the processes for accessing support from the FSD for each of the guidelines.

Table 1:2: Processes for Accessing Support

|  | HEI | FEI Guidelines | NI Guidelines | EU Guidelines |
| --- | --- | --- | --- | --- |
| Description of the process | Institutions submit a summary Request Form, supplied by the HEA, outlining the services and accommodations required for students with disabilities under the Fund. Institutions will assess the eligibility of the student for FSD support at local level using the criteria set out in the guidelines.  Prior to requesting supports and services, institutions should complete and document an Assessment of Need in collaboration with the student | Since 2013-14, colleges submit a summary Request Form, supplied by the HEA, outlining the services and accommodations required for students with disabilities under the Fund. Colleges will assess the eligibility of the student for FSD support at local level using the criteria set out in the guidelines.  Prior to requesting supports and services, colleges should complete and document an Assessment of Need in collaboration with the student. | A first time application is submitted on the standard application form along with the evidence of disability. A needs assessment, if available, is also submitted. Renewal applications for students previously approved for the Fund are submitted on the standard renewal application form; no supporting documentation is needed with a renewal application form.  Application forms are available on request from the Higher Education Authority; they are not available online. | A first time application is submitted on the standard application form along with the evidence of disability. A needs assessment, if available, is also submitted. Renewal applications for students previously approved for the Fund are submitted on the standard renewal application form; no supporting documentation is needed with a renewal application form.  Application forms are available on request from the Higher Education Authority; they are not available online. |
| Timescales | For the 2015-16 academic year, there were two closing dates for submission of the summary form, an initial closing date (October 2015) and a late closing date (January 2016) | N/A | Funding is allocated on a year-by-year basis. Institutions are required to submit a renewal application for support for each year of a student’s course | Funding is allocated on a year-by-year basis. Institutions are required to submit a renewal application for support for each year of a student’s course |
| Allocation Model / Metrics | Grant allocation process – Step 1:   * Standard cost per student of 950 EUR allocated to each eligible student * Standard costings allocated by the HEA for ISL, SpeedText and Personal Assistance * 75% of Transport costs approved in principle.   Grant allocation process - Step 2:   * The outcome of Step 1 is moderated in light of the institutions previous expenditure pattern to give an allocation which is better aligned institutional grant allocations with actual financial requirements | Budget for FE Sector approved at HEA Finance Committee meeting as subset of overall FSD Budget (2.4m allocated for 2015-16)  All applications assessed as a single process.  Eligibility for “high needs” supports (including transport) determined on basis of disability category  HEA uses standard costs capped at maximum limits to determine total to be allocated to sector for High Needs costs.  Remainder of overall FE budget divided by total number of eligible students to give a standard allocation per student.  FSD Grant to a college =  (No. of eligible students X standard allocation) + Allocation for High Needs Supports | Funding is allocated to colleges on a student-by-student basis:   * SpLD students allocated a standard per-capita rate * Supports sought for other students assessed on a case-by-case basis * Funding for supports capped at maximum rates * Funding approved in Euros and capped at Irish rates * Funding usually transferred to colleges as a single amount | |
| Data collection and reporting | Required to complete quarterly and annual financial returns | Required to complete quarterly and annual financial returns | Colleges are not required to submit expenditure returns to the HEA nor are they required to participate in the ESF co-funding process. However HEA does request that colleges report any unspent funding at the end of any given year, which is used to part-fund the following year’s allocation. In recent years HEA have moved to requesting refunds where large surpluses have built up in institutions. | |

Source: Higher Education Authority: Fund for Students with Disabilities Guidelines for Higher Education Institutions for academic year 2015-16; Guidelines for Further Education Colleges for Academic year 2015-16; Guidelines for institutions in Northern Ireland 2015-16; Guidelines for institutions in EU countries other than Ireland 2015-16; and FSD Presentation - V1 Internal - to NAO 10 March 2016 (provided by HEA to PACEC May 2015)

An overview of the timescales for HEI submissions to the FSD is outlined below:

Table 1:3: Overview of the HEI Application Process

|  |
| --- |
|  |

## Types of Disability Eligible for Support and Evidence Required to Secure Support

The table below outlines the types of disability that are eligible for support by the FSD as stipulated in the HEI, FEI, NI and EU Guidelines and the evidence required.

Table 1:4: Types of Disability Eligible for Support and Evidence Required

| Disability Category | Eligibility and Evidence Required | | | |
| --- | --- | --- | --- | --- |
| HEI Guidelines | FEI Guidelines | NI Guidelines | EU Guidelines |
| Autistic Spectrum Disorder (including Asperger’s syndrome) | Yes – Appropriately qualified Consultant Psychiatrist OR Psychologist OR Neurologist OR Paediatrician who is a member of his or her professional or regulatory body to provide a diagnosis of autism or Asperger’s syndrome. No age limit on report | | | |
| Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder | Yes – Appropriately qualified Consultant Psychiatrist OR Psychologist OR Neurologist OR Paediatrician who is a member of his or her professional or regulatory body to provide a diagnosis of ADD / ADHD. No age limit on report | | | |
| Blind/Vision Impaired | Yes – One or more of the following is required:   * Evidence of disability from an Ophthalmologist/Ophthalmic Surgeon, with signature; * Letter from the National Council for the Blind confirming registration with the Council; * If a student has attended a school for the Blind, a letter on headed notepaper signed by the principal which confirms attendance at the school.   In the case of an Ophthalmologist/Ophthalmic Surgeon the evidence of disability should provide a diagnosis of severe reduction in vision that cannot be corrected with standard glasses or contact lenses, thereby reducing the person's ability to function at certain or all tasks. The diagnosis of a reduction in vision must be in relation to Best Corrected Visual Acuity or Field of Vision.  No age limit on evidence. | | | |
| Deaf/Hard of Hearing | Yes – One or more of the following is required:   * An audiogram from a professionally qualified Audiologist and/or ENT Consultant, with signature, clearly indicating moderate to profound bilateral hearing loss (i.e. above 40dB). * If a student has attended a school for the Deaf, a letter on headed notepaper signed by the principal which confirms attendance at the school.   No age limit on the report | | | |
| Mental Health Condition (including, but not exclusive to, the following: Bipolar Disorder, Schizophrenia, Clinical Depressive Conditions, Severe Anxiety, Severe Phobias, OCD, Severe Eating Disorders and Psychosis) | Yes - A report from the Consultant Psychiatrist or Specialist Registrar should be no older than five years from the date of needs assessment | | | |
| Neurological Condition (including Brian Injury, Epilepsy, Speech & Language Disabilities) | Yes – A report from a Speech and Language Therapist should diagnose a significant neurological condition. No age limit on the report. | | | |
| Significant Ongoing Illness | Yes - A report should be no older than five years from the date of needs assessment.[[4]](#footnote-4) | | | |
| Physical/mobility | Yes – A report from an Orthopaedic Consultant or other relevant specialist appropriate to the disability/condition should diagnose a significant physical or mobility difficulty is required. No age limit on the report. | | | |
| Developmental Co-ordination Disorder  (Dyspraxia/Dysgraphia) | Yes- FSD eligibility requires both of the following:  1. A full psycho-educational assessment from the Psychologist diagnosing Developmental Co-ordination Disorder (Dyspraxia), and  2. A report by the Occupational Therapist/Neurologist diagnosing Developmental Co-ordination Disorder (Dyspraxia).  All tests used in the assessments must be current, valid, and reliable and age appropriate.  For the purposes of the Fund, the CAO/DARE Evidence of Disability Form is not acceptable evidence of disability for this category of disability. No age limit on the report. | | | |
| Specific Learning Difficulties (Dyslexia or Dyscalculia) | Yes- Requires a full psycho-educational assessment from a qualified Psychologist who is a member of their respective professional or regulatory body; or, an assessor who is accredited by PATOSS diagnosing a Specific Learning Difficulty. All tests used in the assessment must be current, valid, and reliable and age appropriate. For the purposes of the Fund, the CAO/DARE Evidence of Disability Form is not acceptable evidence of disability for this category of disability. The report should be no older than five years from the date of needs assessment. If the tests referred to in the report have clearly been conducted using Adult Scales, then the five year time limit will not apply. | | | |
| General Learning Difficulty (Including Intellectual Difficulty and Learning Difficulties resulting from an Acquired Brain Injury) | No | Yes - Requires a full psycho-educational assessment from an Appropriately qualified Psychologist who is a member of their respective professional or regulatory body. diagnosing a General Learning Difficulty. All tests used in the assessment must be current, valid, and reliable and age appropriate. No time limit | No | No |

Source: Higher Education Authority: Fund for Students with Disabilities Guidelines for Higher Education Institutions for academic year 2015-16; Guidelines for Further Education Colleges for Academic year 2015-16; Guidelines for institutions in Northern Ireland 2015-16; Guidelines for institutions in EU countries other than Ireland 2015-16

Overall, the eligible conditions and evidence required was the same for each set of guidelines:

**Similarities across the guidelines[[5]](#footnote-5)**

* **Eligible conditions:** the following conditions are eligible for support under the FSD
* Autistic Spectrum Disorder (including Asperger’s syndrome);
* Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder;
* Blind/Vision Impaired;
* Deaf/Hard of Hearing;
* Mental Health Condition (including, but not exclusive to, the following: Bipolar Disorder, Schizophrenia, Clinical Depressive Conditions, Severe Anxiety, Severe Phobias, OCD, Severe Eating Disorders and Psychosis);
* Neurological Condition (including Brian Injury, Epilepsy, Speech & Language Disabilities);
* Significant Ongoing Illness;
* Physical/mobility;
* Developmental Co-ordination Disorder (Dyspraxia/Dysgraphia); and
* Specific Learning Difficulties (Dyslexia or Dyscalculia).

**With the exception of:**

* **Eligible conditions:** in addition to those conditions outlined above the following is only eligible for support within FEI/VECs and not in HEI, NI and EU institutions:
* General Learning Difficulty (Including Intellectual Difficulty and Learning Difficulties resulting from an Acquired Brain Injury)

## Support available

There are similarities across the guidelines in relation to the support available and eligible expenditure as follows[[6]](#footnote-6):

* **Type of services / accommodations provided:** the same services and accommodations are available in all four guidelines:
* Assistive technology equipment and software;
* Personal Assistance;
* Note-takers;
* Irish Sign Language Interpreters;
* Speedtext;
* Subject-specific tutorials;
* Study skills Support; and
* Travel Costs/ Transport.
* **Eligible expenditure:** for all institutions funding can be used to provide supports and accommodations in any of the following four categories:
* Assistive technology equipment and software;
* Personal assistance;
* Academic/learning support; and
* Transport.
* **Ineligible expenditure:** for all institutions the Fund does not cover expenditure on any of the following:
* assessment or diagnosis of a disability;
* any medical equipment, assistance or support;
* services that can reasonably be expected to be provided by the college (e.g. counselling service) or by another agency (e.g. local Health Service);
* course-related equipment, books, materials or software (i.e. applicable to all students on the course);
* support or assistance provided outside the academic year, or periods during the academic year when the college is closed;
* Subsistence, mileage and accommodation costs for personal assistants, note-takers, speed-text operators or ISL interpreters; and
* staff training and development policy work or research.

However the guidelines differ in relation to the following:

* **Ineligible expenditure:** in addition to those elements outlined above, for HEI, NI and EU institutions the following is not eligible:
* repairs, technical support, insurance or warranty costs arising from equipment purchased for students approved for support under the Fund.
* policy work or research.

## Appendix 1: HEI Course Eligibility

**Universities and Institutes of Technology**

Full-time undergraduate courses of not less than two years duration

Or

Full-time postgraduate courses of not less than one year duration pursued in one of the following institutions:

* Dublin City University
* National University of Ireland, Cork
* National University of Ireland, Dublin
* National University of Ireland, Galway
* National University of Ireland, Maynooth
* Trinity College Dublin
* University of Limerick
* Athlone Institute of Technology
* Blanchardstown Institute of Technology
* Institute of Technology, Carlow
* Cork Institute of Technology
* Dublin Institute of Technology
* Dundalk Institute of Technology
* Dún Laoghaire Institute of Art, Design & Technology
* Galway-Mayo Institute of Technology
* Letterkenny Institute of Technology
* Limerick Institute of Technology
* Institute of Technology, Sligo
* Institute of Technology, Tallaght
* Institute of Technology, Tralee
* Mary Immaculate College
* National College of Art and Design (NCAD)
* Waterford Institute of Technology

**Other Colleges (Specific Courses)**

**Pontifical University of Maynooth**

In respect of the following undergraduate courses:

* Hons. Bachelor Degree in Theology [3 years]
* Hons. Bachelor Degree in Theology and Arts [3 years]
* Hons. Bachelor Degree in Theology & Arts International [4 years]

In respect of the following postgraduate courses:

* MA Degree in Theology [2 years]
* Doctoral Degree of PhD in Theology [3 years]

**Carlow College (St. Patrick’s)**

In respect of the following undergraduate courses:

* BA (Ordinary) in Applied Social Studies in Social Care [3 years]
* BA (Ordinary) in Applied Social Studies in Social Care [1 year add-on]
* BA (Hons) in Applied Social Studies in Social Care [1 year add-on]
* BA (Ordinary) in Humanities {Philosophy, Theology and Arts} [3 years]
* BA (Hons) in Humanities {Philosophy, Theology and Arts} [4 years]
* BA (Hons) in Citizenship and Community Studies [4 years]
* BA (Hons) in English and History [4 years]
* BA (Hons) in Theology [3 years]

In respect of the following postgraduate courses:

* MA English by Research [2 years]
* MA Philosophy by Research [2 years]
* MA History by Research [2 years]
* MA Religion/Theology by Research [2 years]

**Milltown Institute of Theology and Philosophy, Dublin**

In respect of the following postgraduate courses:

* MA by Research [2 years]
* PhD by Research [4 years]

**Royal College of Surgeons in Ireland**

In respect of the following undergraduate courses:

* NUI Degree of MB(Hons), BCH, BAO, LRCP, SI [5 years]
* NUI Degree of MB (Hons), BCH, BAO, LRCP, SI [6 years]
* NUI Degree BSc (Hons) in Pharmacy [4 years]
* BSc in Physiotherapy (NUI Award) [4 years]

In respect of the following postgraduate courses:

* NUI Postgraduate PhD [3 years]
* NUI Postgraduate MD [2 years]
* NUI Postgraduate MSc [1 year]

**Kimmage Development Studies Centre**

In respect of the following undergraduate courses:

* BA in Development Studies [2 years]

In respect of the following postgraduate courses:

* Postgraduate Diploma in Development Studies [1 year]
* MA in Development Studies [1 year]

**St. Nicholas Montessori College**

In respect of the following undergraduate courses:

* BA in Montessori Education [3 years]
* BA (Hons) in Montessori Education [1 year]

In respect of the following postgraduate course:

* Higher Diploma in Arts in Early Childhood Montessori Education [1 year]

**The Honorable Society of Kings Inns**

In respect of the following postgraduate course:

* Barrister-at-Law Degree [1 year]

**The Law Society of Ireland, Blackhall Place**

In respect of the following postgraduate course:

* Professional Practice Course (PPC)
* Part I
* Part II

# Appendix I: DARE Guidelines

## Introduction

This section examines DARE guidelines governing support for students with disabilities in second level education and criteria for admission to higher education and compares these with the current HEA guidelines.

This section presents a number of tables relating to DARE, specifically:

* The process for accessing support from DARE
* The evidence required to secure support
* Supporting appendices 1 – 5 (participating colleges / institutes; application statistics; DARE impact criteria)

## Process for accessing support

Table 2:1: Processes for Accessing Support

|  | DARE |
| --- | --- |
| Description of the process | Students apply for their chosen course to CAO (Central Applications Office). Following their application, students must then apply for DARE by: disclosing their disability and / or specific learning difficulty in their CAO application; fully completing Section A of the Supplementary Information Form (SIF); completing and returning an Educational Impact Statement[[7]](#footnote-7), their school then completing and returning a school statement (to CAO); and getting an appropriate medical professional to complete and return an Evidence of Disability Statement to CAO (only if they do not already have a report verifying their disability[[8]](#footnote-8)).[[9]](#footnote-9) |
| Time-scales | The following closing dates / deadlines were relevant to students applying for DARE and who wished to begin college / university in 2016 (7 month process in total)[[10]](#footnote-10):  **By 1 February 2016:** Apply to CAO  **By 1 March 2016:** Complete Section A of the Supplementary Information Form  **By 1 April 2016:** Return completed, signed and stamped Educational Impact Statement, and Evidence of Disability statement (or existing report).  **April – June 2016:** Assessment of DARE applications, with notifications of outcome of application by end of June  **June - Aug 2016:** DARE Application Recheck, and DARE HEAR Independent Appeals Commission meets to consider appeals from applicants  **August 2016:** CAO offers for reduced points places made to eligible DARE applicants |

Source: Higher Education Authority: Fund for Students with Disabilities Guidelines for Higher Education Institutions for academic year 2015-16 / DARE Application Information and Application Guide for 2016 / HEA Invitation to Tender for the Review of the Fund for Students with Disabilities (2016).

## Evidence Required to Secure Support

Table 2:2: Types of Disability Eligible for Support and Evidence Required

| Disability Group | DARE |
| --- | --- |
| Autistic Spectrum Disorder (including Asperger’s syndrome) | Yes – Evidence of Disability Form 2016[[11]](#footnote-11) OR Existing Report, completed by Consultant Psychiatrist OR Psychologist OR Neurologist OR Paediatrician  No age limit on report |
| Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder | Yes - Evidence of Disability Form 2016 OR Existing Report, completed by Consultant Psychiatrist OR Psychologist OR Neurologist OR Paediatrician  Report must be less than three years old (i.e. dated after 1 February 2013 (for 2016 applications)) |
| Blind/Vision Impaired | Yes - Evidence of Disability Form 2016 OR Existing Report, completed by Ophthalmologist OR Ophthalmic Surgeon  No age limit on report |
| Deaf/Hard of Hearing | Yes - Evidence of Disability Form 2016 OR Existing Report (DARE does not accept reports from high street retailers), completed by:   * For applicants who have an audiogram, a Diagnostic / Clinical Audiologist registered with the Irish Academy of Audiologists (IAA) or HSE Audiologist * For applicants who attend a School for the Deaf, Principal of that school * For applicants with a Cochlear Implant, an Ear, Nose and Throat (ENT) Consultant   No age limit on report |
| Mental Health Condition (including, but not exclusive to, the following: Bipolar Disorder, Schizophrenia, Clinical Depressive Conditions, Severe Anxiety, Severe Phobias, OCD, Severe Eating Disorders and Psychosis) | Yes - Evidence of Disability Form 2016 OR Existing Report, completed by a Consultant Psychiatrist on Specialist Register  Report must be less than three years old (i.e. dated after 1 February 2013 (for 2016 applications)) |
| Neurological Condition (including Brian Injury, Epilepsy, Speech & Language Disabilities[[12]](#footnote-12)) | Yes - Evidence of Disability Form 2016 OR Existing Report, completed by Neurologist OR Other relevant Consultant OR Speech and Language Therapist  No age limit on report |
| Significant Ongoing Illness[[13]](#footnote-13) | Yes - - Evidence of Disability Form 2016 OR Existing Report, completed by:   * For applicants with Diabetes Type 1: Endocrinologist OR Paediatrician; * For applicants with Cystic Fibrosis (CF): Consultant Respiratory Physician OR Paediatrician; * For applicants with Gastroenterology Conditions: Gastroenterologist; * For applicants with Other Conditions: Relevant Consultant / Specialist in area of condition   Report must be less than three years old (i.e. dated after 1 February 2013 (for 2016 applications)) |
| Physical/mobility | Yes - Evidence of Disability Form 2016 OR Existing Report, completed by Orthopaedic Consultant OR Other relevant consultant appropriate to the disability / condition  No age limit on report |
| Developmental  Co-ordination Disorder  (Dyspraxia/Dysgraphia) | Yes – Full psycho-educational assessment AND Evidence of Disability Form 2016 OR Existing Report, completed by a Psychologist OR Occupational Therapist OR Neurologist OR Chartered Physiotherapist  Psychologist’s Report must be less than three years old (i.e. dated after 1 February 2013 (for 2016 applications))  No age limit on Occupational Therapist’s or Neurologist’s or Physiotherapist’s report |
| Specific Learning Difficulties (Dyslexia or Dyscalculia) | Yes – Full psycho educational assessment completed by a Psychologist  Must be less than three years old (i.e. dated after 1 February 2013 (for 2016 applications))  \***However, for 2017 entry, a full psychological assessment report of any age that clearly states that the applicant presents with a Specific Learning Difficulty (or Dyslexia, Dyscalculia, or Specific Learning Disability / Disorder) is acceptable.**  **Applicants submitting a full psycho-educational assessment dated between Feb 1st 2014 and Feb 1st 2015 are not required to submit literacy or numeracy attainment scores dated post Feb 1st 2015 provided that the attainment scores on the report meet DARE criteria**  **An IQ Score or General Ability Score is no longer a requirement for DARE**\*[[14]](#footnote-14),[[15]](#footnote-15) |
| General Learning Difficulty (Including Intellectual Difficulty and Learning Difficulties resulting from an Acquired Brain Injury) | Not specified |

Source: Higher Education Authority: Fund for Students with Disabilities Guidelines for Higher Education Institutions for academic year 2015-16/ Access College – DARE 2016 Application Guide / Important Changes to DARE (2016) Leaflet

## Appendix 1: DARE Participating colleges / Institutes

**Colleges / Institutes participating in DARE**

* Athlone Institute of Technology
* Church of Ireland College of Education
* Cork Institute of Technology
* Dublin City University
* Dublin Institute of Technology
* Institute of Technology, Sligo
* Marino Institute of Education
* Mary Immaculate College, Limerick
* Maynooth University
* National College of Ireland
* NUI Galway
* Pontifical University, Maynooth
* Royal College of Surgeons in Ireland
* St. Angela’s College, Sligo
* Trinity College Dublin
* University College Cork
* University College Dublin
* University of Limerick

## Appendix 2: Application statistics for DARE

Table 2:3 Category of Application to DARE by year

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **2015** | **2014** | **2013** | **2012** |
| No of Online Applications | 4,503 | 4,026 | 3,312 | 2,942 |
| No of Applicants sending supporting documentation | 3,305 | 3,189 | 2,587 | 2,397 |
| No of Successful Eligibility Carry Forwards | 313 | 219 | 162 | N/A |
| No of Eligibles | 2,550 | 2,311 | 1,728 | 1,515 |
| No of Applicants admitted on/above points | 752 | 629 | 453 | - |
| No of Applicants admitted on reduced points | 806 | 648 | 494 | - |
| No of Total Admissions to HE | 1,558 | 1,277 | 947 | 1,116 |

Source: Received from IUA (June 2016)

**2016 Applications[[16]](#footnote-16)**

**3,877 completed applications**[[17]](#footnote-17) **were made to DARE in 2016, an increase of 20% on the previous year**.

Table 2:4 DARE Application Numbers by Category: 2016 compared to 2015

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Disability** | **2016** | **2015** | **Change (Absolute)** | **Change (Percentage)** |
| ADD / ADHD | **216** | **178** | **38** | **21%** |
| Autism | **265** | **247** | **18** | **7%** |
| Blind / Vision Impaired | **47** | **45** | **2** | **4%** |
| Deaf / Hard of Hearing | **106** | **110** | **-4** | **-4%** |
| DCD (Developmental Co-ordination Disorder) – Dyspraxia / Dysgraphia | **322** | **289** | **33** | **11%** |
| Mental Health | **616** | **431** | **185** | **43%** |
| Neurological | **176** | **198** | **-22** | **-11%** |
| Speech & Language Communication Disorder | **59** | **N/A** | **N/A** | **N/A** |
| Significant Ongoing Illness | **531** | **395** | **136** | **34%** |
| Physical Disability | **194** | **147** | **47** | **32%** |
| Specific Learning Difficulty (Dyslexia / Dyscalculia) | **1,345** | **1,232** | **113** | **9%** |
| **Total** | **3,877** | **3,239** | **638** | **19.7%** |

**Source:** Email sent from Irish Universities Association (IUA) to Katherine Donnelly at The Independent on 25th April 2016.

## Appendix 3: DARE Disability and educational impact criteria

**What types of disabilities does DARE consider?**

**If individuals have one or more of the disabilities listed below, and they meet the Educational Impact Criteria (also listed below), they are eligible to apply for DARE**[[18]](#footnote-18)**:**

* **Attention Deficit Disorder (ADD) / Attention Deficit Hyperactivity Disorder (ADHD);**
* **Autistic Spectrum Disorder (including Asperger’s Syndrome);**
* **Blind / Vision impaired;**
* **Deaf / Hard of hearing;**
* **Developmental co-ordination disorder (DCD) – Dyspraxia / Dysgraphia;**
* **Mental Health Condition;**
* **Neurological Condition (including Brain Injury and Epilepsy);**
* **Speech and Language Communication Disorder;**
* **Significant on-going illness;**
* **Physical Disability; or**
* **Specific Learning Difficulty (including Dyslexia and Dsycalculia)**

**Educational Impact Criteria**

**In order to meet DARE’s educational impact criteria, applicants must meet the correct combination of two of the following indicators of educational impact**[[19]](#footnote-19)**:**

**Applicants with a Specific Learning Difficulty must meet indicator 7 plus one other indicator to meet DARE Educational Impact Criteria.**

**All other applicants must meet any combination of two indicators from indicators 1 to 6 to meet DARE Educational Impact Criteria.**

| ****Indicators**** | ****Criteria**** |
| --- | --- |
| **Learning and Exam Results** | * **Has your disability caused you to experience additional challenges compared with your classmates in completing homework, studying for exams, participating in class or in accessing the curriculum; OR** * **If onset (or deterioration) of your condition occurred while you were attending secondary school, has this impacted on your exam results?; OR** * **Do you attend a supported or specialised school (e.g. school for the deaf)?** |
| **Attendance and Disruption** | * Have you missed a significant number of days in secondary school due to your disability?; OR * Have you missed a significant number of classes or been unable to complete full school days? This may be due to, for example, personal care needs, appointments for learning support, fatigue or your condition means that you need to take breaks from classes; OR * Is there any other type of significant disruption to your school experience, such as having to repeat a school year due to the impact of your disability? |
| **School Experience and Well-being** | * Has your potential to participate in extra-curricular or social activity been constrained as a result of your disability or condition?; OR * Have you at any stage during your time in second level required and received support due to the emotional impact of your disability or condition? |
| **Intervention and Supports** | * Have you received additional support in school due to the impact of your disability?; OR * Have you been granted exam accommodations for the leaving certificate? |
| **Time Issues** | * Does it take considerably longer for to complete school work or study in comparison to your classmates due to the impact of your disability?; OR * Do you have less time than your classmates to dedicate to study or homework due to managing your condition? |
| **Other Educational Impact** | * Is there another educational impact related to your disability that has not been covered under any of the previous sections above? |
| **Specific Learning Difficulty Attainment Scores** | * Do you have a Psycho-Educational Assessment report showing two literacy or two numeracy scores at or below the 10th percentile? |

# Appendix J: NCSE, SEC, NEPS Guidelines

## Introduction

This section examines guidelines from the National Council for Special Education (NCSE), State Examinations Commission (SEC) and the National Educational Psychological Service (NEPS) that govern support for students with disabilities in second level education and compares these with the current HEA guidelines.

This section presents a number of tables relating to NCSE, SEC and NEPs, specifically:

* The process for accessing support from each
* The evidence required to secure support
* Support Available

## Process for accessing support

Table 3:1: Processes for Accessing Support

|  | NCSE | SEC | NEPS |
| --- | --- | --- | --- |
| Description of the process | Schools submit applications for Low Incidence Teaching Hours (LITH) support, Special Needs Assistant Support (SNA) support, and Resource Teaching (RT) hours for students with Down syndrome to their local SENO using NCSE Form 1 or NCSE Form 8 as appropriate.[[20]](#footnote-20) | School-based, Vocational Training Opportunities Scheme (VTOS) and candidates following other analogous schemes apply for reasonable accommodations through their school or education provider. External candidates should apply directly to the State Examinations Commission. Applications must be made on the prescribed application form, which is available through schools/ education providers or directly from the State Examinations Commission.[[21]](#footnote-21)  Special arrangements on the grounds of a specific learning disability will be approved only if the Department is satisfied on the basis of evidence put forward or adduced that the candidate’s ability is not below ‘the average range’ and that the candidate has a specific difficulty in reading or in writing that is of such a degree that he or she would be impaired in reading the questions or in writing the answers, or is such that a regular examiner would have difficulty in deciphering the candidate’s handwriting. Special arrangements are not approved for students who are ‘slow learners’ or for students with a ‘mental handicap’.  A parent/guardian is required to complete a form consenting to an interview/assessment by a psychologist from the Department of Education and Science and to the results of the interview/assessment being made available to the Department. | Children are normally referred to NEPs through the school principal using the following process[[22]](#footnote-22):   * Consultation between principal and parent to discuss any difficulties experienced by the pupil * Following consultation with the school principal, he/she may feel the child needs a psychological assessment by NEPS or the parent may request an assessment to be completed. In this case the purpose of the assessment is to assess IQ and therefore learning disability. * The school principal will contact NEPS to request a psychological assessment for the child after the appropriate referral form has been signed to provide parental consent.   After the Assessment is completed:   * Parent(s) will meet with the educational psychologist and get an opportunity to discuss the assessment. * The psychologist will explain their findings’ at this point. * Parent(s) will also receive a copy of the assessment report.   If the assessor recommends an application for extra resources or a referral to the clinical services, the parent(s) will then be asked to sign a further consent form. |
| Timescales | Key Dates for 2016/17 are[[23]](#footnote-23):   * 18th January 2016: Schools should submit the Confirmation of Leavers form, NCSE Form 5, to their SENO if they have not already done so. * 24th February 2016: Schools are asked to confirm in writing with their SENO if they will be opening a special class in September 2016. Schools must have professional reports for students with a recommendation for special class placement to open a special class. * 29th February 2016: Deadline date for schools to submit applications for LITH support, SNA support, and RT hours for students with Down syndrome to their local SENO using NCSE Form 1 or NCSE Form 8 as appropriate. * 19th May 2016: Schools to submit details of students enrolled in special classes using NCSE Form 7. * May 2016: Publication of Resource Teaching allocations on the NCSE website. * June 2016: Publication of SNA allocations on the NCSE website * September 2016: Schools to confirm to their local SENOs that students allocated additional supports are attending school using the Student Attendance Confirmation Form, NCSE Form 6 | A closing date is specified for the submission of applications. However applications are received and processed up to and during the examination period. [[24]](#footnote-24) | Information not available |

## Evidence Required to Secure Support

Table 3:2: Types of Disability Eligible for Support and Evidence Required

| Disability Group | NCSE – Evidence Required[[25]](#footnote-25) (for Low Incidence Teaching Hours (LITH) support) | SEC – Evidence Required | NEPS – Evidence Required |
| --- | --- | --- | --- |
| Autistic Spectrum Disorder (including Asperger’s syndrome) | A report from a psychiatrist or psychologist indicating a clear diagnosis as per DSM IV, DSM V or ICD 10 criteria OR  A report from a HSE multi-disciplinary team (where a psychologist is part of the team) that the pupil satisfies the criteria for ASD as per DSM IV, DSM V or ICD 10. | Provision is made for both physical and learning disabilities.[[26]](#footnote-26)  For primary and secondary schools there is no time limit attached to educational assessments. Thus a parent does not need to produce an updated assessment report when their child is moving from primary to secondary school, notwithstanding the common practice of school principals in seeking one. [[27]](#footnote-27)  Access to third level for students with a disability or learning difficulty is usually processed through DARE (Disability Access Route to Education) system. With DARE, educational assessment reports have to be less than 3 years old and of a more comprehensive nature e.g. a greater number of measurements of capacity and functionality. Parents who require an updated assessment should contact their child’s school principal to discuss this requirement.[[28]](#footnote-28) | Information not available |
| Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder |  |
| Blind/Vision Impaired | A diagnosis from a medical professional of a Visual Impairment that significantly impairs the capacity to see.  A report from VTVI verifying the presence of a significant visual impairment that interferes with the pupil’s learning.  Recommendation from VTVI for RTH. |
| Deaf/Hard of Hearing | An assessment of a hearing impairment from a medical professional (Audiology report).  A report from a Visiting Teacher for the hearing impaired verifying the presence of a significant moderate to severe hearing loss that interferes with the pupil’s learning.  Recommendation from the VTHI for RTH |
| Mental Health Condition (including, but not exclusive to, the following: Bipolar Disorder, Schizophrenia, Clinical Depressive Conditions, Severe Anxiety, Severe Phobias, OCD, Severe Eating Disorders and Psychosis) |  |
| Neurological Condition (including Brian Injury, Epilepsy, Speech & Language Disabilities) | Under Specific Speech and Language Disorder:  A psychological report stating that the pupil’s non-verbal IQ is in the average range (e.g. perceptual reasoning or performance IQ is. 90 or above).  A recent Speech & Language Therapy report stating that one or more of the main areas of speech or language has been assessed as being two standard deviations below the mean or at a score of 70 or below. |
| Significant Ongoing Illness | - |
| Physical/mobility | A report from a Medical Doctor or Occupational Therapist giving a diagnosis of an enduring, ongoing disability.  A professional report outlining the current significant consequential educational difficulties or needs. (A psychological report may be required). |
| Developmental Co-ordination Disorder (Dyspraxia/Dysgraphia) | - |
| Specific Learning Difficulties (Dyslexia or Dyscalculia) | - |
| General Learning Difficulty (Including Intellectual Difficulty and Learning Difficulties resulting from an Acquired Brain Injury) | Under Moderate GLD:  A psychological report stating that the pupil’s overall intellectual ability falls in the Moderate GLD range i.e. 35-49 according to WISC IV or where no reliable IQ has been determined for children under 6 years old and a diagnosis of Global Development Delay (GDD) has been confirmed by a psychologist.  Under Severe/Prof GLD:  A psychological report stating that the pupil’s overall intellectual ability falls in the Severe/Profound range. |

Overall students with physical and learning disabilities are eligible for support by the NCSE, SEC and FSD and neither place time limits on the assessment reports required (for the conditions also eligible for support by the NCSE).

## Support Available

Table 3:3: Support Available

|  | Support Available |
| --- | --- |
| NCSE | The NSCE provides the following support for schools[[29]](#footnote-29):   * Low Incidence Teaching Hours (LITH) Support and/or Access to Special Needs Assistants (SNA) Support; * School Transport; and * Assistive Technology. |
| SEC | The SEC can provide a range reasonable accommodations, these are (further details in appendix 4):   * Exemptions from Examination Components (a candidate's special need may be such that it is not possible for him or her to participate in a particular mode of assessment. For example, the aural element of certain examinations may not be appropriate for a candidate with severe hearing impairment); * Written examinations accommodations (e.g. arrangements to have question papers read to the candidate); * Oral and Aural Examinations (e.g. The candidate may remain in the main centre but sit close to the tape recorder) * Schools have the authority to make a number of specified arrangements to facilitate examination candidates with special needs without requesting advance permission from the Commission (e.g. granting breaks or rest periods) |
| NEPS | NEPS provides direct services to young persons needing assistance and educational assessments. The aim of NEPS is to assist teachers and pupils to make effective use of educational resources. NEPS psychologists work in partnership with teachers, parents and children in identifying educational needs of individual students. They offer a range of services aimed at meeting these needs, for example, supporting individual students (through consultation and assessment), training of teachers (e.g. in the incredible years programme) and the provision of advice and guidance for e.g. critical incidents as well as completing special projects and research and providing advice to the department on relevant policy matters. |

## Appendix 1: SEC Reasonable Accommodation Principles

The principles are:

1. Reasonable Accommodations should be made for candidates who, because of a temporary, permanent or long-term disability, have special assessment needs in examinations.
2. Provision should be made for both physical and learning disabilities.
3. Reasonable Accommodations should not put the integrity, status, or reputation of the examination at risk.
4. Reasonable Accommodations should be designed to remove as far as possible the impact of a disability on a candidate's performance, so that he or she can demonstrate in the examination his or her level of achievement.
5. Reasonable Accommodations are designed to assist a candidate in demonstrating his or her achievements in an examination setting. They are not designed to compensate for a possible lack of achievement arising from a disability.
6. Since a core principle of the Certificate examinations is to ensure equitable treatment for all candidates, arrangements should not give the candidate for whom they are made an advantage over other candidates.
7. Independent evidence of a disability and support needs should be required before allowing reasonable accommodations.
8. The precise arrangements to be made should be determined on the basis of the disability or impairment established in each individual case and of the particular needs of the candidate in each individual subject area. Different subjects and different methods of assessment may make different demands on candidates.
9. A candidate's disability may be such that it is not possible for him or her to participate in a particular mode of assessment (an aural examination for a candidate with severe hearing impairment), in which case it should be open to the candidate to apply for exemption from part of the assessment procedure.
10. Where it is not possible for a candidate to participate in a particular mode of assessment, an alternative assessment procedure may be specified.
11. An alternative procedure is not acceptable where the purpose of an examination would be compromised by its use (e.g., providing a scribe to draw for a candidate in an Art examination).
12. When an element or elements of an examination have been waived, so that the purpose of the examination regarding that element or elements has not been met, or the method of examining has been significantly altered, this should be indicated by the presence of an explanatory note on the candidate's certificate of results.

Circumstances that may affect a candidate's performance (e.g., illness, trauma, bereavement) should, insofar as is possible, be addressed during the examination period.

## Appendix 2: SEC Reasonable Accommodations[[30]](#footnote-30)

**Exemptions from Examination Components**

A candidate's special need may be such that it is not possible for him or her to participate in a particular mode of assessment. For example, the aural element of certain examinations may not be appropriate for a candidate with severe hearing impairment. Where an element or elements of an examination have been waived, so that the purpose of the examination regarding the element or elements has not been met, or the method of examining has been significantly altered, this will be indicated by the presence of an explanatory note on the candidate's certificate.

A candidate can apply for exemption from an element(s) of an examination and have his/her grade determined on the balance of the work in the subject. In approving an exemption the Commission will inform the candidate of the content of any explanatory note in relation to the subject concerned that may appear on the certificate. Any explanatory note will provide detail only on how the assessment procedure was altered. It will not record the nature of the candidate's disability. Similarly an explanatory note will be included on the certificate in any subject where the nature of the arrangement precludes the testing of a particular competency for which marks are allocated.

**Written examinations**

The range of reasonable accommodations include:

* Arrangements to have question papers read to the candidate. The questions may be read as often as the candidate requires. No elaboration or explanation may be given.
* Modified question papers may be supplied substituting alternative questions for those which refer to visual material such as diagrams, photographs and maps.
* Braille translations of question papers may be provided, following any necessary modification.
* Question papers may be provided in enlarged print.
* Candidates may be permitted to record their answers on tape recorder, typewriter or word-processor.
* In the case of Design and Communication or Technical Graphics examinations, candidates may be allowed the use of aids such as drafting machines, drawing boards and smaller drawing sheets.
* Answers may be dictated to a person acting as a scribe rather than to a tape recorder. This arrangement may be approved where the candidate's speech would be extremely difficult to interpret on tape or where a tape recording would not meet the particular requirements of the examination, e.g. making calculations in such subjects as Maths and Accounting.
* Ten minutes extra time per scheduled hour of each question paper may be allowed where the candidate needs the help of a scribe or would otherwise be unable to make adequate use of the mechanical aids provided for recording the answers or is visually impaired.

**Oral and Aural Examinations**

**In the case of oral examinations, school authorities are requested to liaise with examiners with regard to candidates who have special needs. The arrangements for aural examinations vary according to degree of deafness and are as follows:**

* **The candidate may remain in the main centre but sit close to the tape recorder.**
* **The candidate may remain in the main centre and be allowed to use a personal stereo player with personal induction loop. An additional tape of the questions will be provided in such circumstances.**
* **The candidate may be allowed to sit in a separate room and listen to a tape recorder either with or without headphones.**

**Remit of Schools**

**Schools have the authority to make a number of specified arrangements to facilitate examination candidates with special needs without requesting advance permission from the Commission. The specified arrangements are:**

* **Granting breaks or rest periods in each examination session that are warranted by the physical or medical condition of the candidate. Under this type of arrangement the time taken for rest or as a break may be compensated for at the close of each examination period to a maximum of 20 minutes.**
* **Allowing candidates to take medicine, food or drinks into the examination centre where this is required for medical reasons.**
* **Allowing the candidate to move within the centre.**
* **Allowing the use of a special desk or chair used in the classroom.**
* **Allowing the use of low vision aids used normally in the classroom.**
* **Ensuring that a candidate with a hearing impairment is positioned close to the superintendent.**

**A school may authorise any of these arrangements based on local knowledge of what is in the best interest of the candidate. To activate any of the above arrangements the examination superintendent should be provided with a note stating that the school is satisfied that the arrangement.**

## Appendix 3: NCSE Data[[31]](#footnote-31)

The NCSE plans, co-ordinates and reviews provision of additional education supports for schools that enrol students with special educational needs, in line with Department of Education and Skills policy.

Each year over 4,000 schools are able to apply to their locally based NCSE SENO (Special Educational Needs Organiser) for:

* resource teaching support,
* SNA (Special Needs Assistant) support,
* assistive technology/specialist equipment, and/or
* non-standard school transport arrangements.

Section 2 of the Education for Persons with Special Educational Needs (EPSEN), Act 2004 provides that children with such needs will be educated in an inclusive environment unless the nature or degree of those needs are such that to do so would be inconsistent with the best interests of the child or the children with whom the child is to be educated. Consistent with this provision, most students with special educational needs in schools are now educated in mainstream classes.

Students with special educational needs are served by a continuum of provision ranging from full-time enrolment in mainstream classes to full-time enrolment in special schools. This range of placement options includes:

* **A mainstream class**, where the student with special educational needs may receive additional support from the class teacher through differentiation of the curriculum and/or additional teaching support provided by a learning support/resource teacher.
* **A special class in a mainstream school** with six to 11 students in each special class, depending on the particular special educational need.
* **A special school** for students with more complex special educational needs with classes ranging from six to 11 students, depending on the particular special educational need.

### Resourcing Schools by School Year – Recent Trends

**Applications for Additional Supports In the 2014-15 school year**

SENOs processed over 31,000 applications for additional supports for students with special educational needs under four allocation schemes. Details of these schemes and the number of applications processed in 2014-15 are given in the table below.

Table 3:4: Summary of application process by NCSE

| Scheme | No of Applications | | |
| --- | --- | --- | --- |
| 2015 | 2014 | 2013 |
| Resource teacher | 16,209 | Over 16,000 | Over 13,900 |
| SNA | 8,656 | Over 8,800 | Over 7,700 |
| School transport | 3,289 | Over 2,700 | Over 2,500 |
| Assistive technology/specialist equipment | 2,928 | Over 3,000 | Over 2,700 |
| Total | 31,082 | Over 30,000 | Over 23,000 |

Sources: NCSE Report 2015; NCSE Report 2014; NCSE Report 2013

Table 3:5: Summary of Additional Supports

|  | 2012-13[[32]](#footnote-32) | 2013-14[[33]](#footnote-33) | 2014-15[[34]](#footnote-34) | Trends |
| --- | --- | --- | --- | --- |
| Mainstream Classes | For the 2013-14 school year, 480 additional resource teacher posts and 170 additional SNA posts were provided for allocation by the NCSE. | The NCSE allocated 5,721 resource teachers to mainstream schools to provide additional  teaching capacity to schools for students with special educational needs. In the 2013-14  school year, the overall number of students accessing resource teaching supports rose to  over 45,700. This compares with 42,000 students in the 2012-13 school year. | The NCSE allocated 6,204 resource teachers to mainstream schools to provide additional teaching capacity to schools for students with special educational needs in 2014/15. This is an increase of 483 whole time equivalent resource teaching posts on the number (5,721) allocated to mainstream schools in the 2013-14 school year. In the 2014-15 school year, the overall number of students accessing resource teaching supports rose to over 48,000 (see Appendix 3). This compares with 45,700 students in the 2013-14 school year. | The number of resource teachers allocated to mainstream schools from 2014 to 2015 has increased by 8.4%.  The number of children accessing these resource teaching supports also rose by 14.3% from 2013 to 2015. From 2013 to 2014 it increased by 8.8%. Then the following year the number of children accessing these resources increased by 5% |
| Special Classes | The NCSE provides the required teacher and SNA posts for special classes and special schools – 118 new special classes were established in mainstream schools and 20 extra teachers were allocated to  special schools during 2013. | SENOs sanctioned the establishment of 118 new special classes in the school year 2013-14 which provided an additional 746 student places.  At the end of June 2014, special classes in mainstream schools totalled 737 with 4,997 places available. | SENOs sanctioned the establishment of 139 new special classes in the school year 2014-15. By the end of school year 2014-15, there were 855 special classes in mainstream schools with over 5,700 places available. This is a net increase of 118 new special classes and over 700 additional places in 2014-15. | The number of special classes between 2013 and 2015 increased by 17.8%. From 2013 to 2014 the number of new special classes remained the same. However, from 2014 to 2015 was when the number of special classes increased by 17.8%. |
| Special Schools |  | In the 2012-13 school year, there were approximately 7,300 students enrolled in special schools. In the 2013-14 school year, overall numbers enrolled in special schools rose to 7,500. | In the 2014-15 school year, there were over 7,500 students enrolled in special schools supported by the NCSE. The NCSE allocated 1,145 teachers and 2,222 SNAs to special schools in 2014-15. The corresponding figures in the previous school year 2013-14 were 1,107 teachers and 2,149 SNAs. | From 2013 to 2014 the number of students enrolled in special schools increased by 2.7%. Then in 2015 it exceeded 7,500 students. |
| SNA Supports | In 2012, the NCSE allocated resource teaching hours for over 39,000 students. The equivalent number for 2013 is over 42,000 – an increase of about 8%.  In 2012, the NCSE allocated SNA posts to support over 22,000 students. This year, the equivalent number is over 23,000 – an increase of about 4.5%. | By the end of the 2013-14 school year, about 24,000 students were granted access to SNA support. The number of SNA posts allocated to primary, post primary and special  schools was 10,671. | By the end of the 2014-15 school year, over 27,000 students were granted SNA support. The number of SNA posts allocated to primary, post primary and special schools by the end of that school year was 11,174. | SNA support for students rose by 4.3% from 2013 to 2014. Then from 2014 to 2015 the number of students granted SNA support increased by 12.5%.  In terms of SNA posts allocated to primary, post primary and special schools they increased by 4.7% from 2014 to 2015. |

### Resourcing Schools in the 2015-16 School Year

For the 2015-16 school year, the number of resource teaching posts available for allocation increased by 627 to 6,852 and the number of SNA posts was increased by 610 to 11,940. Full details of the resource teaching and SNA allocations made by the NCSE to each school are published each year on an individual school basis on the NCSE website [www.ncse.ie](http://www.ncse.ie).

The number of resource teachers and SNAs allocated to schools by the end of December 2015 is set out in the table below. The final details of these resources allocated for the 2015-16 school year will be provided in our 2016 Annual Report.

Table 3:6: Number of Resource Teaching and SNA posts

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | End December 2015 | End 2014-15 school year | End December 2014 | End 2013-14 school year | End December 2013 | End 2012-13 school year |
| Number of resource teacher posts | 6,823 | 6,204 | 6,204 | 5,721 | 5,645 | 5,265 |
| SNA posts | 11,925 | 11,174 | 11,078 | 10,671 | 10,588 | 10,503 |

Sources: NCSE Report 2015; NCSE Report 2014; NCSE Report 2013

Students with Down syndrome

For the 2015-16 school year, the Minister for Education & Skills announced the introduction of an interim scheme to allocate 2.5 additional teaching hours per week for every student with Down syndrome attending mainstream class settings who was not already supported under the scheme for low incidence allocations. 183 eligible applications were processed and 19 whole time equivalent teachers were allocated to schools under this scheme. These posts are also included in the above Table 2.

### Students accessing resource teaching by category of disability

Over 48,000 students received extra teaching from resource teachers in schools with 25,647 students in mainstream primary and 22,777 students in post primary schools.

Table 3:7: Students accessing resource teaching by category of disability (2012 - 2015)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Disability Category | 2012/13 | | 2013/14 | | 2014/15 | |
| **Primary** | **Post-Primary** | **Primary** | **Post-Primary** | **Primary** | **Post-Primary** |
| Assessed syndrome | 195 | 66 | 193 | 68 | 208 | 59 |
| Autism/autistic spectrum disorders | 4,919 | 2,148 | 5,455 | 2,557 | 5,709 | 2,917 |
| Emotional/behavioural disturbance | 4,107 | 2,717 | 4,357 | 3,079 | 4,617 | 3,313 |
| Hearing impairment | 707 | 432 | 746 | 461 | 751 | 480 |
| Moderate general learning disability | 540 | 221 | 558 | 192 | 585 | 178 |
| Multiple disabilities | 2,180 | 731 | 2,059 | 839 | 2,003 | 993 |
| Other | 206 | 22 | 185 | 37 | 46 | 9 |
| Physical disability | 3,327 | 2,278 | 3,778 | 2,624 | 4,076 | 2,924 |
| Severe emotional/behavioural disturbance | 839 | 436 | 776 | 485 | 814 | 458 |
| Severe/profound general learning disability | 24 | 7 | 24 | 1 | 35 | 1 |
| Specific speech and language disorder | 4,934 | 931 | 5,662 | 1,089 | 6,494 | 1,204 |
| Visual impairment | 293 | 220 | 311 | 227 | 309 | 231 |
| Students with a borderline or mild general learning disability or a specific learning disability (estimate) |  | 10,010 |  | 10,010 |  | 10,010[[35]](#footnote-35) |
| Total | 22,271 | 20,219 | 24,104 | 21,669 | 25,647 | 22,777 |

Source: NCSE Report 2013 <http://ncse.ie/wp-content/uploads/2014/10/NCSE-Annual-Report-2013-Sgl.pdf>, NCSE Report 2014 <http://ncse.ie/wp-content/uploads/2015/06/NCSE-Annual-Report-2014.FINALWEBVERSION15.04.15.pdf>, , NCSE Report 2015 <http://ncse.ie/wp-content/uploads/2016/08/National-Council-for-Special-Education-Annual-Report-2015.pdf>

### Student Numbers Accessing Low Incidence Teaching Hours

Table 3:8: Number of students accessing additional Low Incidence Resource Teaching Hours

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Academic Year | Primary | Post Primary | Total | Growth |
| 11/12 | 20,138 | 9,288 | 29,426 | - |
| 12/13 | 22,271 | 10,209 | 32,480 | 10% |
| 13/14 | 24,104 | 11,659 | 35,763 | 10% |
| 14/15 | 25,647 | 12,767 | 38,414 | 7% |

Source: http://ncse.ie/ncse-statistics-on-resource-allocations

# Appendix K: Benchmarking

## Introduction

The section provides an overview of other mechanisms and models that are used to support students with a disability to enter and remain in higher education. These are:

* UK – Disabled Student Allowance (DSA) scheme
* USA - Free Application for Federal Student Aid (FAFSA)
* Australia - Disability Support Program (DSP)

This section presents a number of tables relating to the DSA, FAFSA and DSP, specifically:

* The process for accessing support from DSA, FAFSA and DSP;
* The evidence required to secure support; and
* Support Available.

## Rationale for Choices of Benchmarks

The schemes / programs / funds were selected on the basis that:

* the eligible forms of support are similar to FSD
* while the model of allocating funding is similar there are also notable differences that could provide useful learning (for example the role of the student / number funding mechanisms available)
* differing timeframes (application timeframe and time period for support)

## Eligibility for Support

Table 4:1: Summary

| Category | UK – Disabled Student Allowance (DSA) scheme | USA - Free Application for Federal Student Aid (FAFSA) | Australia - Disability Support Program (DSP) |
| --- | --- | --- | --- |
| Nationality | A student must qualify for Student Finance England in order to be eligible for DSA[[36]](#footnote-36).  To qualify the student must be either:   * A UK national; or * Have ‘Settled status’ in the UK.   EU nationals must have lived in the UK more than 5 years prior to their chosen course starting. | For a student to receive FAFSA they must be a:   * US Citizen or US National   Or alternatively:   * Have a Green Card; * Arrival-Departure Record; * Battered Immigrant Status; or * Have a T-Visa | Information not available |
| Type of Course | A first degree BA, BSc, BEd  Foundation degree  Certificate of higher education  Diploma of Higher Education  Higher National Certificate  Higher National Diploma  Postgraduate Certificate of Education  Postgraduate course  Initial Teacher Training[[37]](#footnote-37) | College or career school education[[38]](#footnote-38) | Information not available |
| Duration of Course | Not less than one-year duration | Information not available | Information not available |

Source: Higher Education Authority: Fund for Students with Disabilities Guidelines for Higher Education Institutions for academic year 2015-16; Higher Education Support Act 2003 - Other Grants Guidelines (Education) 2012 (DIISRTE)

## Process for accessing support

Table 4:2: Processes for Accessing Support

|  | UK – Disabled Student Allowance (DSA) scheme[[39]](#footnote-39) | USA - Free Application for Federal Student Aid (FAFSA) | Australia - Disability Support Program (DSP) |
| --- | --- | --- | --- |
| Description of the process | Applications for DSA should be made in advance of the course starting date.  If applying for Student Finance, the applicant can also apply for DSA. However, if the applicant is only applying for DSA, a postgraduate or part-time course the applicant will have to obtain a DSA1 form.  Once the applicant has applied an approval letter will be sent if they qualify for support from the DSA.  If the applicant qualifies they need to arrange a Needs Assessment to determine the level of support needed.  Once the applicant attends the needs assessment a Needs Assessor decides the level of support needed. A Needs Assessment Report is then produced which provides recommendations of the support needed and how the DSA will help pay for support. | Students are required to submit an application containing information such as their social security number, income and savings.  The office of Federal Student Aid at the U.S. Department of Education then sends a Student Aid Report (SAR) which is a summary of the FAFSA data submitted within three days to three weeks after the FAFSA is submitted.  The college or career school that the student had applied to (and has been accepted to attend) then calculates the aid that will be offered and sends an aid or award letter to the student stating how much they are eligible to receive.[[40]](#footnote-40)  In some instances students will be selected for verification to confirm that the data provided on the FAFSA is accurate. | Institutions submit a claim form to the DSP based on identified student need.  The institution carries out a needs assessment in with the student and the higher education institution also has a record of the students’ medical history and evidence of a disability is required. |
| Timescales | The application process for DSA can take approximately 14 weeks[[41]](#footnote-41) | The application window for FAFSA opens each year in October with the deadline at the end of June.[[42]](#footnote-42)  The application processor must receive completed applications no later than 30 June. The relevant school must have the correct and complete application information by the last day of enrolment during the 2016–17 year, or by mid-September 2017 whichever comes first. There are no exceptions to these dates.[[43]](#footnote-43) | Higher education providers are sent updated claim forms between February and March, which are completed and returned to the Department by the end of July.[[44]](#footnote-44) |

Source: Higher Education Authority: Fund for Students with Disabilities Guidelines for Higher Education Institutions for academic year 2015-16; Higher Education Support Act 2003 - Other Grants Guidelines (Education) 2012 (DIISRTE)

## Types of Disability Eligible for Support and Evidence Required to Secure Support

The tables below outlines the types of disability that are eligible for support and the evidence that is required for each.

### UK – Disabled Student Allowance (DSA) scheme

Table 4:3: Types of Disability Eligible for Support and Evidence Required

| Disability Category | Eligible for Support | Evidence Required |
| --- | --- | --- |
| Autistic Spectrum Disorder (including Asperger’s syndrome) | Yes | A written statement or letter from a doctor or appropriate qualified medical professional which confirms a substantial and long term adverse effect on your ability to carry out normal day-to-day activities or Statement of Special Educational Needs (SEN) issued by a Local Authority[[45]](#footnote-45) |
| Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder | Yes | Submission of medical evidence in the form of a report or letter from GP, consultant, qualified medical practitioner or appropriate specialist [[46]](#footnote-46) |
| Blind/Vision Impaired | Yes | Submission of medical evidence in the form of a report or letter from GP, consultant, qualified medical practitioner or appropriate specialist [[47]](#footnote-47) |
| Deaf/Hard of Hearing | Yes | Submission of medical evidence in the form of a report or letter from GP, consultant, qualified medical practitioner or appropriate specialist |
| Mental Health Condition (including, but not exclusive to, the following: Bipolar Disorder, Schizophrenia, Clinical Depressive Conditions, Severe Anxiety, Severe Phobias, OCD, Severe Eating Disorders and Psychosis) | Yes | Submission of medical evidence in the form of a report or letter from GP, consultant, qualified medical practitioner or appropriate specialist [[48]](#footnote-48)[[49]](#footnote-49) |
| Neurological Condition (including Brian Injury, Epilepsy, Speech & Language Disabilities) | Yes | Submission of medical evidence in the form of a report or letter from GP, consultant, qualified medical practitioner or appropriate specialist [[50]](#footnote-50) |
| Significant Ongoing Illness (for example a progressive medical condition such as Multiple Sclerosis, Cancer or HIV) | Yes | For a long-term health condition submission of medical evidence in the form of a report or letter from GP, consultant, qualified medical practitioner or appropriate specialist [[51]](#footnote-51) [[52]](#footnote-52) [[53]](#footnote-53) |
| Physical/mobility | Yes | Submission of medical evidence in the form of a report or letter from GP, consultant, qualified medical practitioner or appropriate specialist |
| Developmental Co-ordination Disorder  (Dyspraxia/Dysgraphia) | Yes | Submission of medical evidence in the form of a report or letter from GP, consultant, qualified medical practitioner or appropriate specialist [[54]](#footnote-54) |
| Specific Learning Difficulties (Dyslexia or Dyscalculia) | Yes | A ‘diagnostic assessment’ from a chartered or practitioner psychologist or qualified specialist teacher (Holding an Assessment Practising Certificate) carried out after the age of 16 (Regardless if the student has had a diagnostic assessment before the age of 16)[[55]](#footnote-55) [[56]](#footnote-56) [[57]](#footnote-57) |
| General Learning Difficulty (Including Intellectual Difficulty and Learning Difficulties resulting from an Acquired Brain Injury) | No | The DSA are not required to provide assistance to students with general learning difficulties[[58]](#footnote-58) |

Source: DSA Guide 2016/17 (Extra help – Disabled Student’ Allowances); Disabled Students' Allowances (DSAs) | Gov.uk available at: https://www.gov.uk/disabled-students-allowances-dsas/eligibility; Disabled Students’ Allowances (DSAs) 2016/17 available at: http://www.nhsbsa.nhs.uk/Students/Documents/Students/Disabled\_Students\_Allowances\_(DSAs)\_2016-17\_(V1)\_06.2016.pdf; AHEAD (2016) A Review of Reasonable Accommodations for Students with Disabilities in higher Education in Ireland

### USA - Free Application for Federal Student Aid (FAFSA)

The table below details the known categories of disability that FAFSA supports, however there may be other categories of disabilities supported outside of this.

Table 4:4: Types of Disability Eligible for Support and Evidence Required

| Disability Category | Eligible for Support | Evidence Required |
| --- | --- | --- |
| Blind/Vision Impaired | Yes | HEI and disability specific - Blind / VI evidence within 2 years[[59]](#footnote-59) |
| Deaf/Hard of Hearing | Yes | HEI and disability specific - Deaf / HI evidence within 2 years[[60]](#footnote-60) |
| Significant Ongoing Illness | Yes | This can be shown in three ways.   1. If a veteran documentation from the US Department of Veterans Affairs can be provided showing that the service-related disability has made the veteran unemployable; 2. If the applicant is receiving Social Security Disability Insurance (SSDI) or Supplemental Security income (SSI) benefits a Social Security Administration (SSA) notice can be submitted; and 3. Documentation from a physician to declare total and permanent disability (TPD). For the disability to be categorised as TPD it must be declared that from the disability the result of death can be expected, it has lasted for a continuous period of 60 months or more or alternatively expected to last 60 months or more. |
| General Learning Difficulty (Including Intellectual Difficulty and Learning Difficulties resulting from an Acquired Brain Injury) | Yes | Students with an intellectual disability may receive funding from the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, and Federal Work-Study programs[[61]](#footnote-61) if they:   * are enrolled or accepted for enrollment in a comprehensive transition and postsecondary (CTP) program for students with intellectual disabilities at an institution of higher education (a college or career school) that participates in the federal student aid programs; * are maintaining satisfactory academic progress; and * meet the basic federal student aid eligibility requirements, except they are not required to have a high school diploma or GED and are not required to be pursuing a degree or certificate. |

Source: Total and permanent disability discharge | FAFSA available at: https://studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation/disability-discharge#process-change; AHEAD (2016) A Review of Reasonable Accommodations for Students with Disabilities in higher Education in Ireland; American Association on Intellectual and Developmental Disabilities available at: http://aaidd.org/intellectual-disability/definition#.V63b\_o-cGe9

### Australia - Disability Support Program (DSP)

The table below details the known categories of disability that DSP supports, however there may be other categories of disabilities supported outside of this.

Table 4:5: Types of Disability Eligible for Support and Evidence Required

| Disability Category | Eligible for Support | Evidence Required |
| --- | --- | --- |
| Autistic Spectrum Disorder (including Asperger’s syndrome) | Yes | Information not available |
| Blind/Vision Impaired | Yes | Information not available |
| Deaf/Hard of Hearing | Yes | Information not available |
| Significant Ongoing Illness | Yes | Evidence from medical consultant, psychologist, occupation therapist, physiotherapist, speech therapist, social worker, optometrist and/or audiologist in final year of school or after[[62]](#footnote-62) |
| Physical/mobility | Yes | Information not available |
| General Learning Difficulty (Including Intellectual Difficulty and Learning Difficulties resulting from an Acquired Brain Injury) | Yes | Psychological assessment signed by a registered psychologist in final year of school or after [[63]](#footnote-63) |
| Global developmental delay (up to 7 years) | Yes | Information not available |

Source: AHEAD (2016) A Review of Reasonable Accommodations for Students with Disabilities in higher Education in Ireland

### Summary – Comparison of support by category of disability

Table 4:6: Comparison of support for students with disabilities

| Disability Category | UK – DSA | USA - FAFSA | Australia - DSP | Ireland - FSD |
| --- | --- | --- | --- | --- |
| Autistic Spectrum Disorder (including Asperger’s syndrome) |  |  |  |  |
| Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder |  |  |  |  |
| Blind/Vision Impaired |  |  |  |  |
| Deaf/Hard of Hearing |  |  |  |  |
| Mental Health Condition (including, but not exclusive to, the following: Bipolar Disorder, Schizophrenia, Clinical Depressive Conditions, Severe Anxiety, Severe Phobias, OCD, Severe Eating Disorders and Psychosis) |  |  |  |  |
| Neurological Condition (including Brian Injury, Epilepsy, Speech & Language Disabilities) |  |  |  |  |
| Significant Ongoing Illness |  |  |  |  |
| Physical/mobility |  |  |  |  |
| Developmental Co-ordination Disorder  (Dyspraxia/Dysgraphia) |  |  |  |  |
| Specific Learning Difficulties (Dyslexia or Dyscalculia) |  |  |  |  |
| General Learning Difficulty (Including Intellectual Difficulty and Learning Difficulties resulting from an Acquired Brain Injury) |  |  |  | FE only[[64]](#footnote-64) |

## Support Available

Table 4:7: Support Available

|  | Support Available | Eligible expenditure | Ineligible Expenditure |
| --- | --- | --- | --- |
| UK – Disabled Student Allowance (DSA) scheme | * Assistive technology, equipment and software[[65]](#footnote-65) * Support workers and non-medical assistants * Travel costs/transport | * Assistive technology, equipment and software[[66]](#footnote-66) * Repairs, technical assistance, insurance and warranty of assistive technology, equipment and software * Support workers * Non-medical assistants * Note-takers * Transport | * Assessment to prove disability * Non-medical helpers from a family member of friend unless they are registered with DSA-QAG and comply with legislation |
| USA - Free Application for Federal Student Aid (FAFSA) | Information not available | Federal student aid covers such expenses as[[67]](#footnote-67):   * tuition and fees * room and board * books and supplies, and transportation.   Aid also can help pay for other related expenses, such as a computer and dependent care. | Information not available |
| Australia - Disability Support Program (DSP) | * Educational support for disabled students[[68]](#footnote-68) * Equipment[[69]](#footnote-69) | * Educational support for disabled students * Equipment | * Infrastructure * Salaries * Ongoing operations of general disability support or personal care to students |
| Ireland - Fund for Students with Disabilities | * Assistive technology equipment and software; * Personal Assistance; * Note-takers; * Irish Sign Language Interpreters; * SpeedText; * Subject-specific tutorials; * Study skills Support; and * Travel Costs/ Transport. | * Assistive technology equipment and software; * Personal assistance; * Academic/learning support; and * Transport. | * Assessment or diagnosis of a disability; * Any medical equipment, assistance or support; * Services that can reasonably be expected to be provided by the college (e.g. Counselling service) or by another agency (e.g. Local health service); * Course-related equipment, books, materials or software (i.e. Applicable to all students on the course); * Support or assistance provided outside the academic year, or periods during the academic year when the college is closed; * Subsistence, mileage and accommodation costs for personal assistants, note-takers, speed-text operators or ISL interpreters; * Staff training and development policy work or research; * Repairs, technical support, insurance or warranty costs arising from equipment purchased for students approved for support under the fund; and * Policy work or research. |

Source: Higher Education Authority: Fund for Students with Disabilities Guidelines for Higher Education Institutions for academic year 2015-16; A guide to Disabled Students’ Allowances 2016 to 2017 available at http://media.slc.co.uk/sfe/1617/ft/sfe\_disabled\_students\_allowance\_guide\_1617\_d.pdf; Higher Education Support Act 2003 - Other Grants Guidelines (Education) 2012 (DIISRTE)

1. The only reason why there are different guidelines for NI and EU students is that Postgraduate students in Northern Ireland are eligible whereas they are not eligible in the rest of the EU [↑](#footnote-ref-1)
2. QUB: €27,165; UoU: €0; St Mary’s: €1,700; Stranmillis: €0 [↑](#footnote-ref-2)
3. UK institutions [↑](#footnote-ref-3)
4. A report should be from either a: Endocrinologist or paediatrician; Consultant respiratory physician or paediatrician; Gastroenterologist; or Relevant Consultant in area of condition, or Consultant Registrar [↑](#footnote-ref-4)
5. Source: Higher Education Authority: Fund for Students with Disabilities Guidelines for Higher Education Institutions for academic year 2015-16; Guidelines for Further Education Colleges for Academic year 2015-16; Guidelines for institutions in Northern Ireland 2015-16; Guidelines for institutions in EU countries other than Ireland 2015-16 [↑](#footnote-ref-5)
6. Higher Education Authority: Fund for Students with Disabilities Guidelines for Higher Education Institutions for academic year 2015-16; Guidelines for Further Education Colleges for Academic year 2015-16; Guidelines for institutions in Northern Ireland 2015-16; Guidelines for institutions in EU countries other than Ireland 2015-16 [↑](#footnote-ref-6)
7. Note: For 2017 entry for those students with Specific Learning Difficulties, the Educational Impact Statement can contain scores from schools based attainment testing as they apply to DARE, once these tests have been carried out within the previous two years of application OR it can be accompanied by the results of attainment tests carried out by a Psychologist within the previous two years of application. [↑](#footnote-ref-7)
8. In place of Section C, applicants with a specific leaning difficulty or DCD (Dyspraxia / Dysgraphia) are asked to provide a full-psycho-educational assessment completed by a psychologist. In addition, applicants with DCD must provide documentation from an occupational therapist, neurologist or physiotherapist. [↑](#footnote-ref-8)
9. DARE Application Information for 2016 [↑](#footnote-ref-9)
10. DARE Application Information for 2016 [↑](#footnote-ref-10)
11. Note: Under recent changes to the DARE scheme, if applicants have difficulty accessing the appropriate professional to complete this (and they do not have an existing report), their GP may complete the Evidence of Disability Form if they have the required information on a clear diagnosis of the disability from one of the DARE appropriate specialists / consultants listed in the table above. However, a GP cannot supply the information where a full psycho-educational assessment is required. [↑](#footnote-ref-11)
12. Please note for DARE, Speech and Language Communication Disorder is now a separate category from Neurological Conditions [↑](#footnote-ref-12)
13. This may include Diabetes Type 1; Cystic Fibrosis (CF); Severe Crohn’s Disease; Severe Ulcerative Colitis and Irritable Bowel Disease (IBD); Chronic Fatigue; Cancers etc. [↑](#footnote-ref-13)
14. <http://accesscollege.ie/dare/> [↑](#footnote-ref-14)
15. Full details of all DARE requirements for entry in 2017 will be published in Autumn 2016. [↑](#footnote-ref-15)
16. According to an email sent from Irish Universities Association (IUA) to Katherine Donnelly at The Independent on 25th April 2016. [↑](#footnote-ref-16)
17. A completed application is when an applicant has opted in for consideration for DARE through the Supplementary Information Form (SIF) on their CAO application and submitted supporting documents by appropriate deadline. [↑](#footnote-ref-17)
18. Access College – DARE 2016 Application Guide [↑](#footnote-ref-18)
19. Access College – DARE 2016 Application Guide [↑](#footnote-ref-19)
20. NCSE (2016) Submission of Applications for Low Incidence Teaching Hours (LITH), Access to Special Needs Assistant Support (SNA), applications for Resource Teaching (RT) Hours for Students with Down syndrome & Notification of Leavers for the 2016/17 School Year [↑](#footnote-ref-20)
21. <https://www.examinations.ie/index.php?l=en&mc=ca&sc=ra> (accessed August 2016) [↑](#footnote-ref-21)
22. <http://www.specialneedsparents.ie/the-facts/education/educational-assessments#.V6i3VGf2YdU> (accessed August 2016) [↑](#footnote-ref-22)
23. NCSE Guidelines for Schools 2016-17 [↑](#footnote-ref-23)
24. Expert Advisory Group on Certificate Examinations (2000) Arrangements for the Assessment of Candidates with Special Needs In Certificate Examinations [↑](#footnote-ref-24)
25. <http://ncse.ie/for-schools> (accessed August 2016) [↑](#footnote-ref-25)
26. <https://www.examinations.ie/index.php?l=en&mc=ca&sc=rc> (accessed August 2016) [↑](#footnote-ref-26)
27. <http://www.specialneedsparents.ie/the-facts/education/educational-assessments#.V6i3VGf2YdU> (accessed August 2016) [↑](#footnote-ref-27)
28. <http://www.specialneedsparents.ie/the-facts/education/educational-assessments#.V6i3VGf2YdU> (accessed August 2016) [↑](#footnote-ref-28)
29. <http://ncse.ie/for-schools> (accessed August 2016) [↑](#footnote-ref-29)
30. <https://www.examinations.ie/index.php?l=en&mc=ca&sc=ra> (accessed August 2016) [↑](#footnote-ref-30)
31. National Council for Special Education Annual Report 2015 [↑](#footnote-ref-31)
32. NCSE Report 2013 <http://ncse.ie/wp-content/uploads/2014/10/NCSE-Annual-Report-2013-Sgl.pdf> [↑](#footnote-ref-32)
33. NCSE Report 2014 <http://ncse.ie/wp-content/uploads/2015/06/NCSE-Annual-Report-2014.FINALWEBVERSION15.04.15.pdf> [↑](#footnote-ref-33)
34. NCSE Report 2015 <http://ncse.ie/wp-content/uploads/2016/08/National-Council-for-Special-Education-Annual-Report-2015.pdf> [↑](#footnote-ref-34)
35. This figure reflects the number of students with a high incidence disability in post-primary schools. In the 2012 NCSE annual report, the figures for the disability categories included a figure of 10,010 students in post-primary schools with a mild general learning disability, borderline mild general learning disability and specific learning disability. From 2012, some 700 resource teaching posts were pre-allocated to post-primary schools to support students with these learning disabilities and schools no longer made individual applications for these students. [↑](#footnote-ref-35)
36. Student Finance | Gov.uk available at: https://www.gov.uk/student-finance/who-qualifies [↑](#footnote-ref-36)
37. Disability Students’ Allowances (DSA) | Gov.uk available at: https://www.gov.uk/disabled-students-allowances-dsas/eligibility [↑](#footnote-ref-37)
38. Eligibility Infographic | FADSA available at: https://studentaid.ed.gov/sa/eligibility/infographic-accessible [↑](#footnote-ref-38)
39. Application Overview – Your DSA available at: http://www.yourdsa.com/dsa/application/ [↑](#footnote-ref-39)
40. <https://studentaid.ed.gov/sa/fafsa/next-steps> [↑](#footnote-ref-40)
41. <http://www.practitioners.slc.co.uk/media/2646/sfe_dsa_guide_1516_d_pf.pdf> [↑](#footnote-ref-41)
42. FAFSA Changes | FAFSA available at: https://studentaid.ed.gov/sa/about/announcements/fafsa-changes [↑](#footnote-ref-42)
43. <https://studentaid.ed.gov/sa/sites/default/files/2016-17-completing-fafsa.pdf> [↑](#footnote-ref-43)
44. KPMG (2015) Department of Education and Training: Evaluation of Disability Support Program [↑](#footnote-ref-44)
45. DSA (2016) Notes to help you complete your application for Disabled Students’ allowances [↑](#footnote-ref-45)
46. http://www2.yorksj.ac.uk/pdf/DSA%20A4%20AP.pdf [↑](#footnote-ref-46)
47. DSA Guide 2016/17 (Extra help – Disabled Student’ Allowances) [↑](#footnote-ref-47)
48. Disabled Students' Allowances (DSAs) | Gov available at: https://www.gov.uk/disabled-students-allowances-dsas/eligibility [↑](#footnote-ref-48)
49. Disabled Students’ Allowances (DSAs) 2016/17 available at: http://www.nhsbsa.nhs.uk/Students/Documents/Students/Disabled\_Students\_Allowances\_(DSAs)\_2016-17\_(V1)\_06.2016.pdf [↑](#footnote-ref-49)
50. DSA Guide 2016/17 (Extra help – Disabled Student’ Allowances) [↑](#footnote-ref-50)
51. https://www.gov.uk/disabled-students-allowances-dsas/eligibility [↑](#footnote-ref-51)
52. http://www.nhsbsa.nhs.uk/Students/Documents/Students/Disabled\_Students\_Allowances\_(DSAs)\_2016-17\_(V1)\_06.2016.pdf [↑](#footnote-ref-52)
53. AHEAD (2016) A Review of Reasonable Accommodations for Students with Disabilities in higher Education in Ireland [↑](#footnote-ref-53)
54. DSA Guide 2016/17 (Extra help – Disabled Student’ Allowances) [↑](#footnote-ref-54)
55. https://www.gov.uk/disabled-students-allowances-dsas/eligibility [↑](#footnote-ref-55)
56. AHEAD (2016) A Review of Reasonable Accommodations for Students with Disabilities in higher Education in Ireland [↑](#footnote-ref-56)
57. DSA Guide 2016/17 (Extra help – Disabled Student’ Allowances) [↑](#footnote-ref-57)
58. Disability Students’ Allowance (DSAs) 2016/17, pg. 18 (<http://www.nhsbsa.nhs.uk/Students/Documents/Students/Disabled_Students_Allowances_(DSAs)_2016-17_(V1)_06.2016.pdf>) [↑](#footnote-ref-58)
59. AHEAD (2016) A Review of Reasonable Accommodations for Students with Disabilities in higher Education in Ireland Pg. 46 [↑](#footnote-ref-59)
60. AHEAD (2016) A Review of Reasonable Accommodations for Students with Disabilities in higher Education in Ireland Pg. 46 [↑](#footnote-ref-60)
61. <https://studentaid.ed.gov/sa/eligibility/intellectual-disabilities> [↑](#footnote-ref-61)
62. AHEAD (2016) A Review of Reasonable Accommodations for Students with Disabilities in higher Education in Ireland Pg. 46 [↑](#footnote-ref-62)
63. AHEAD (2016) A Review of Reasonable Accommodations for Students with Disabilities in higher Education in Ireland Pg. 46 [↑](#footnote-ref-63)
64. Based on the guidelines for Irish HEIs general learning difficulties are not eligible for support however they are eligible for support in the guidelines for Further Educations Institutions (FEIs). HEA FSD disability categories were modelled on the DARE criteria which did not make any reference to General Learning Difficulties or Intellectual Difficulties. The GLD category was added to the FE guidelines in recognition of the types of disabilities which are more prevalent in FE. [↑](#footnote-ref-64)
65. For example, a computer; specialist software such as voice recognition, mind mapping or screen reading software; digital recorders; specialist furniture such as a chair, table or back support; repairs, insurance or extended warranty for the equipment; and training in the use of specialist equipment [↑](#footnote-ref-65)
66. If applying for DSA for the first time the applicant is required to make a personal contribution of £200 towards the cost of the computer [↑](#footnote-ref-66)
67. <https://studentaid.ed.gov/sa/types> [↑](#footnote-ref-67)
68. The type of educational support provided to students is determined by the higher education provider. Educational support must directly assist students with disability in relation to their studies. Examples of educational support may include: Sign-language interpreters; Production of Braille formats of course materials and lecture notes; Production of non-Braille alternative formats of course materials and lecture notes, including transcription and adaptation of material for use with screen-reading technology, scanning, enlarged print and audio taping; Tutorial support (additional tutoring); Note taker and scribe support; and/or Examination and assessment assistance, including the costs involved in assessment at a separate location with extra invigilators. [↑](#footnote-ref-68)
69. The type of equipment provided for students is determined by the higher education provider. Equipment must directly assist students with disability in relation to their studies. Examples of eligible equipment include: Adaptive software and/or multiple-user license costs for adaptive software; Adaptive computer equipment peripherals (e.g. large monitors, adaptive keyboards); Mobility aids for shared use (e.g. scooters); Adjustments or modifications to furniture or work stations (not including the purchase of standard ergonomic furniture); and/or; Specialist tape-recording equipment and digital voice-recording devices. [↑](#footnote-ref-69)