

Supplementary Admissions Route for Applicants with Disabilities 2009 Scheme

Screening Criteria for Eligibility

Disclosing a Disability/Specific Learning Difficulty

If you have a disability and/or specific learning difficulty you are encouraged to indicate this on the appropriate section of the CAO Application Form (although you are not obliged to do so). This will allow HEIs to consider, in consultation with you, any specific support needs you may have in a higher education institution. If you do not wish to disclose your disability and/or specific learning difficulty on the CAO Application Form, you may do so at any time in college and make arrangements for supports at that stage.

Supplementary Admissions Route for Applicants with Disabilities

Some HEIs take account of the impact of your disability and/or specific learning difficulty on your educational performance, through the provision of a supplementary admission route known as ***Supplementary Admission Route for Applicants with Disabilities***. If deemed eligible for the scheme, applicants may be entitled to a reduction in CAO points in participating HEIs.

The following HEIs participate in Supplementary Admission Route for Applicants with Disabilities:

- Athlone Institute of Technology
- Dublin City University
- Dunlin Institute of Technology
- National College of Ireland
- NUI Galway
- NUI Maynooth
- Trinity College Dublin
- University College Cork
- University College Dublin
- University of Limerick

Applicants wishing to be considered for the Supplementary Admissions Route for Applicants with Disabilities should complete/supply the following documentation to the CAO by the closing dates set-out for this scheme in the CAO 2009 Handbook:

- **Online Supplementary Information Form (SIF), including personal statement**
- **Second Level Academic Reference**
- **Evidence of Disability Form completed by a relevant specialist or consultant (or a psycho-educational assessment completed by a qualified Psychologist for applicants with a specific learning difficulty).**

All of the above documentation is assessed to determine if there is a **significant level** of educational disadvantage experienced by the applicant.

Evidence of Disability

Applicants to the Supplementary Admissions Route should take particular care to ensure that their evidence of disability or psycho-educational reports include all the necessary information as set-out in the following tables. These tables have been developed in consultation with experts in each of the identified fields. The tables also advise on key consideration for eligibility for the Supplementary Admissions Route.

Disability Category	Conditions of Screening
<p>Attention Deficit Disorder (ADD) / Attention Deficit Hyperactivity Disorder (ADHD)</p>	<p>Appropriate Reporting Professional Clinical Psychologist/Psychiatrist</p> <p>Documentation should include</p> <ul style="list-style-type: none"> • Date of Birth • Date of Report • Date of Assessment • Difficulties experienced • Educational impact statement • Coexisting medical conditions/disabilities (if relevant) <p>The report should include a clear statement, including diagnosis of present symptoms of:</p> <ul style="list-style-type: none"> • Inattention • Hyperactivity • Impulsivity and • Type of attention deficit disorder <p>The report should state if the condition is</p> <ul style="list-style-type: none"> • Moderate or severe in nature • That the onset was before age 7 years • With severe impairments in social functioning and • Reduced educational attainment <p>Where there are two or more coexisting medical conditions/disabilities, then evidence of these conditions must be submitted to support your application.</p> <p>Academic reference provides supporting information and can confirm challenges, stating educational impact of disability, describing the need for any teaching and learning adjustments. Student's personal statement should also outline impact of disability.</p> <p>Recommendation: While there is no age limit on medical evidence submitted it is advisable to</p>

	submit the most recent reports
Eligibility	The candidate is eligible for consideration once an appropriate professional has provided a diagnosis of significant ADD/ADHD.

Disability Category	Conditions of Screening
Deaf/Hard of Hearing	<p>Appropriate Reporting Professional Professionally qualified Audiologist and/or ENT Consultant</p> <p>Documentation should include</p> <ul style="list-style-type: none"> • Date of Birth • Date of Report • Date of Assessment • Difficulties experienced • Educational impact statement • Coexisting medical conditions/disabilities (if relevant) <p>The report should contain a clear statement of the condition</p> <ul style="list-style-type: none"> • Difficulty/inability to communicate orally with peers and teachers • Significant impact on language acquisition and production • Problems lip-reading for long periods • Difficulty with academic English <p>The report should contain details on the onset of the condition and whether it is</p> <ul style="list-style-type: none"> • Congenital or Acquired • Permanent/fluctuating <p>The audiogram report should confirm</p> <ul style="list-style-type: none"> • Moderate to profound hearing loss (i.e. anything above 40dB), or • High frequency loss of moderate to severe nature <p>Where there are two or more coexisting medical conditions/disabilities, then evidence of these conditions must be submitted to support your application.</p> <p>Academic reference provides supporting information and can confirm challenges and state</p>

	<p>educational impact of disability. These can include impact on communication development and learning attainment stating difficulty with language acquisition and production and level of academic English, describing the need for any teaching or learning accommodations or assistive technology (including audio-logical devices) supports in 3rd level. Student's personal statement should also outline impact of disability.</p> <p>Recommendation: While there is no age limit on medical evidence submitted it is advisable to submit the most recent reports.</p>
Eligibility	The candidate is eligible for consideration once the audiogram shows a moderate to profound hearing loss (i.e. anything above 40dB).

Disability Category	Conditions of Screening
Asperger's Syndrome (AS)	<p>Appropriate Reporting Professional Clinical Psychologist/Psychiatrist</p> <p>Documentation should include</p> <ul style="list-style-type: none"> • Date of Birth • Date of Report • Date of Assessment • Difficulties experienced • Educational impact statement • Coexisting medical conditions/disabilities (if relevant) <p>The report should contain a clear statement of the condition, including diagnosis of present symptoms of:</p> <ul style="list-style-type: none"> • Severe and sustained impairment in social interaction • Restricted, repetitive and stereotyped behaviour/interests/activities • Clinical impairment in functioning • Evidence of reduced educational attainment <p>Where there are two or more coexisting medical conditions/disabilities, then evidence of these conditions must be submitted to support your application.</p> <p>Academic reference provides supporting information and can confirm challenges, stating educational impact of disability, describing the need for any teaching and learning adjustments. Student's personal statement should also outline impact of disability.</p> <p>Recommendation: While there is no age limit on medical evidence submitted it is advisable to submit the most recent reports.</p>
Eligibility	The candidate is eligible for consideration once an appropriate professional has provided a diagnosis of Asperger's Syndrome.

Disability Category	Conditions of Screening
<p>Blind/Visual Impairment</p> <p>May include: Aniridia, Best's disease, Charles Bonnet syndrome, Coat's disease, Coloboma Congenital cataracts, Corneal dystrophies (including Keratoconus), Corneal transplantation, Diabetes related eye conditions, Dry eye, Hemianopsia, Glaucoma, High degree myopia, Light sensitivity, Macular Hole. Nystagmus, Posterior vitreous detachment (PVD), Retinitis pigmentosa, Retinal vessel occlusion, Retinopathy of prematurity, Squints in childhood, Stargardt's macular dystrophy, Thyroid eye disease, Uveitis, Lawrence Moon Biedel Syndrome, Alstrom Syndrome</p>	<p>Appropriate Reporting Professional Ophthalmologist</p> <p>Documentation should include</p> <ul style="list-style-type: none"> • Date of Birth • Date of Report • Date of Assessment • Difficulties experienced • Educational Impact Statement • Coexisting medical conditions/disabilities (if relevant) <p>This Report should contain clear statement of the condition outlining functional impact of disability</p> <ul style="list-style-type: none"> • Difficulty reading and accessing print materials • Orientation and mobility challenges • Adjustment problems for recent diagnosis and progressive conditions (both practical and psychological) • Difficulty integrating with peers and teachers • Difficulty accessing assistive technologies • Lack of access to Braille or Braille materials for Maths based subjects <p>The Report should state if condition is</p> <ul style="list-style-type: none"> • Congenital or Acquired • Static or progressive <p>The Report should give visual acuity scores and data on field of vision loss</p> <ul style="list-style-type: none"> • Visual acuity less than 6/60 in better eye or • Close vision of N8 or less in better eye

	<p>or</p> <ul style="list-style-type: none">• Visual field of less than 20 degrees in better eye <p>Where there are two or more coexisting medical conditions/disabilities, then evidence of these conditions must be submitted to support your application.</p> <p>Academic reference provides supporting information and can confirm challenges and state educational impact of disability. These can include the need for any texts in alternative formats, assistive technologies, orientation and mobility training or teaching and learning accommodations. Student's personal statement should also outline impact of disability.</p> <p>Recommendation: While there is no age limit on medical evidence submitted it is advisable to submit the most recent report</p>
Eligibility	The candidate is eligible for consideration once the consultant's report states Visual acuity less than 6/60 in better eye <u>or</u> Close vision of N8 or less in better eye <u>or</u> Visual field of less than 20 degrees in better eye.

Disability Category	Conditions of Screening
<p>Mental Health</p> <p>Including, but not exclusively:</p> <ul style="list-style-type: none"> ▪ Bipolar Disorder ▪ Manic Depression ▪ Schizophrenia ▪ Clinical Depressive Conditions ▪ Severe Anxiety ▪ Severe Phobias ▪ OCD ▪ Severe Eating Disorders ▪ Psychosis 	<p>Appropriate Reporting Professional Psychiatrist</p> <p>Documentation should include</p> <ul style="list-style-type: none"> • Date of Birth • Date of Report • Date of Assessment • Difficulties experienced • Educational impact statement • Coexisting medical conditions/disabilities (if relevant) <p>The report should include a clear statement, outlining any challenges with</p> <ul style="list-style-type: none"> • Stamina/fatigue • Concentration • Memory challenges • Social Interaction • Comprising reduced educational attainment due to absences, hospitalisation, ongoing fatigue and weakness etc. <p>The report should include a clear statement of the condition, its onset and other impacts, and whether it is</p> <ul style="list-style-type: none"> • Ongoing, Permanent or periodic • Posing significant impact • Medication dependent • Include evidence of clinical impairment in functioning • Reduced educational attainment <p>Where there are two or more coexisting medical conditions/disabilities, then evidence of these</p>

	<p>conditions must be submitted to support your application.</p> <p>Academic reference provides supporting information and can confirm challenges, stating educational impact of disability, describing the need for any teaching and learning adjustments. Student's personal statement should also outline impact of disability.</p> <p>Recommendation: While there is no age limit on medical evidence submitted it is advisable to submit most recent reports. From 2010 evidence required will need to be within 3 years.</p>
Eligibility	The candidate is eligible for consideration once an appropriate professional has provided a diagnosis of a significant mental health difficulty.

Disability Category	Conditions of Screening
<p>Medical/Significant Ongoing Illness/Chronic Disease</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> ▪ Uncontrolled Epilepsy ▪ Diabetes Type 1 ▪ Cystic Fibrosis (CF) ▪ Severe Crohn's Disease ▪ Severe Ulcerative Colitis and IBS ▪ Chronic fatigue ▪ Cancers 	<p>Appropriate Reporting Professional Relevant consultant in area of condition</p> <p>Documentation should include</p> <ul style="list-style-type: none"> • Date of Birth • Date of Report • Date of Assessment • Difficulties experienced • Educational impact statement • Coexisting medical conditions/disabilities(if relevant) <p>The report should contain a clear statement of the presenting condition, including diagnosis of present symptoms i.e.:</p> <ul style="list-style-type: none"> • Elements specific to particular condition • Evidence of current or expected duration • Posing significant impact • Comprising reduced educational attainment due to absences, hospitalisation, ongoing fatigue and weakness etc. • Medication affecting performance, concentration, memory • Mobility restricted by weakness, illness. <p>The report should state the onset of the condition and whether it is</p> <ul style="list-style-type: none"> • Congenital or acquired • Controlled or fluctuating • Level of severity <p>Where there are two or more coexisting medical conditions/disabilities, then evidence of these conditions must be submitted to support your application.</p> <p>Academic reference provides supporting information and can confirm challenges, stating educational impact of disability, describing the need for any teaching and learning adjustments. Student's personal statement should also outline impact of disability.</p>

	Recommendation: While there is no age limit on medical evidence submitted it is advisable to submit most recent reports. From 2010 evidence required will need to be within 3 years.
Eligibility	The candidate is eligible for consideration once an appropriate professional has provided a diagnosis of a significant ongoing illness.

Disability Category	Conditions of Screening
<p>Physical/Mobility Difficulties</p> <p>Which may include:</p> <ul style="list-style-type: none"> ▪ Cerebral Palsy ▪ Brittle Bones ▪ Spina Bifida ▪ Rheumatoid/Osteo Arthritis ▪ Spinal Cord Injuries ▪ Muscular Dystrophy ▪ Hydrocephalus 	<p>Appropriate Reporting Professional Orthopaedic Consultant or other consultant specific to condition</p> <p>Documentation should include</p> <ul style="list-style-type: none"> • Date of Birth • Date of Report • Date of Assessment • Difficulties experienced • Educational impact statement • Coexisting medical conditions/disabilities(if relevant) <p>The report should include a clear statement of the condition, its onset, including diagnosis, present symptoms and whether the condition is mild, moderate or severe in nature. The report should also comment on the category and extent of mobility loss and other impacts, and whether it is</p> <ul style="list-style-type: none"> • Static, Progressive, Congenital or Acquired • Level of impact on educational achievement, i.e. detail on the cognitive, behavioural/emotional and physical consequences of the condition. <p>The report should include a clear statement, outlining any challenges with or occurrences of</p> <ul style="list-style-type: none"> • Mobility (upper & lower) • Motor Control of Limbs • Co-ordination Problems • Paralysis • Breathing Problems • Swallowing Problems • Loss of Sensation

	<ul style="list-style-type: none">• Tremors/Spasms• Disturbed Sleep Patterns• Seizures• Communication, i.e. language challenges, speech• Visual/Hearing Difficulties• Stamina/Fatigue <p>Where there are two or more coexisting medical conditions/disabilities, then evidence of these conditions must be submitted to support your application.</p> <p>Academic reference provides supporting information and can confirm challenges stating educational impacts including technological, personal and academic supports. Student's personal statement should also outline impact of disability in line with consultant's diagnosis.</p> <p>Recommendation: While there is no age limit on medical evidence submitted it is advisable to submit the most recent reports.</p>
Eligibility	The candidate is eligible for consideration once an appropriate professional has provided a diagnosis of a significant physical or mobility difficulty.

Disability Category	Conditions of Screening
<p>Neurological Conditions</p> <p>Which may include:</p> <ul style="list-style-type: none"> ▪ Guillain-Barre syndrome ▪ Huntington's Disease ▪ Brain Tumor ▪ MS ▪ Motor Neurone Disease ▪ Fredrich Ataxia ▪ Head/Traumatic Brain Injury ▪ Stroke ▪ Parkinson's Disease ▪ Spinal Muscular Atrophy 	<p>Appropriate Reporting Professional Neurologist or other consultant specific to condition</p> <p>Documentation should include</p> <ul style="list-style-type: none"> • Date of Birth • Date of Report • Date of Assessment • Difficulties experienced • Educational impact statement • Coexisting medical conditions/disabilities(if relevant) <p>The report should include a clear statement of the condition, its onset, including diagnosis, present symptoms and whether the condition is mild, moderate or severe in nature. The report should also comment on the category and extent of mobility loss and other impacts, and whether it is</p> <ul style="list-style-type: none"> • Static, Progressive, Congenital or Acquired • Level of impact on educational achievement, i.e. detail on the cognitive, behavioural/emotional and physical consequences of the condition. <p>The report should include a clear statement, outlining any challenges with or occurrences of</p> <ul style="list-style-type: none"> • Mobility (upper & lower) • Motor Control of Limbs • Co-ordination Problems • Paralysis • Pain/Headaches

	<ul style="list-style-type: none"> • Breathing Problems • Swallowing Problems • Loss of Sensation • Tremors/Spasms • Disturbed Sleep Patterns • Seizures • Communication, i.e. language challenges, speech • Visual/Hearing Difficulties • Stamina/Fatigue • Memory Difficulties • Attention Problems • Difficulty reasoning, planning, organising, or problem solving • Perceptual Problems • Motivation <p>Where there are two or more coexisting medical conditions/disabilities, then evidence of these conditions must be submitted to support your application.</p> <p>Academic reference provides supporting information and can confirm challenges stating educational impacts including technological, personal and academic supports. Student's personal statement should also outline impact of disability in line with consultant's diagnosis.</p> <p>Recommendation: While there is no age limit on medical evidence submitted it is advisable to submit the most recent reports.</p>
Eligibility	The candidate is eligible for consideration once an appropriate professional has provided a diagnosis of a significant neurological condition

Disability Category	Conditions of Screening
Dyslexia	<p data-bbox="472 555 1003 587">Appropriate Reporting Professional</p> <p data-bbox="472 627 1917 692">A full Psycho-Educational Assessment completed by an appropriately qualified psychologist and must be no older than three years by 1st February in the year of application to the CAO.</p> <p data-bbox="472 699 1861 764">Reports are only acceptable where they have been provided by qualified psychologists; this does not include educational consultants or specialist teachers.</p> <p data-bbox="472 804 1910 943">Criteria used to determine levels of disadvantage are consistent with Department of Education and Science guidelines for Irish Language Exemption and State Examinations Commission Reasonable Accommodations in Examinations (RACE). The level of disadvantage is deemed most significant degree where:</p> <ul data-bbox="521 954 1921 1241" style="list-style-type: none"> • Literacy attainment at or below 10th percentile/SS 81, significant discrepancy with general ability; two literacy abilities affected. Evidence of deficits in working memory and processing speed. • Significant level of difficulty experienced by the student, with little or no compensatory strategies in place. Student is unaware of strengths and weaknesses and is struggling to a significant degree to cope with workload. • Severe impact on ability to succeed. Student may or may not have received specialist tuition but it has been relatively ineffective. Student's written work not reflective of underlying cognitive ability to a significant degree. <p data-bbox="472 1281 869 1313">The Report should include</p> <p data-bbox="472 1319 1854 1385">a) Cover sheet, including the student's name, date of birth, age at assessment, date of assessment, university attended, degree course and year of course.</p> <p data-bbox="472 1391 1928 1453">b) Introduction. Referral information; family, developmental and educational history; any relevant medical information and the student's perceptions of his/her challenges. Any previous assessments should be</p>

summarised. Where English is spoken as a second or additional language, details of the student's language history and current levels of competence should be included.

c) **Test behaviour**, i.e. behaviour during the assessment that may have affected the results.

d) **General Level of Intellectual Ability**. Measures of verbal and nonverbal ability should be reported. Students' profiles of scores should be discussed, with particular reference to any significant discrepancies between verbal and non verbal ability.

e) **Cognitive Processing**, including working memory, phonological processing and speed of processing. In some cases a full IQ test (WAIS III UK) will have been administered and reported in the previous section, so some of these aspects may have been covered. Performance in other tests, such as numeracy, motor control and/or attentional functioning, may be included.

f) **Attainments in Literacy**, including single word reading, non-word reading, text reading and reading comprehension. Results should cover qualitative analysis of errors, evidence of strategies being used, fluency, reading speed and ability to extract information from text. Information about spelling will come from a graded spelling test and from a piece of free writing, which will also yield information about ability to write grammatically, the complexity of sentence structures, the coherence of writing, use of vocabulary, writing speed and legibility of handwriting.

g) **Attainments in Arithmetic**, should be included if the student will have any mathematical content in their course of study.

h) **Attainments in Language**, and if the student will have difficulty studying a modern continental language.

i) **Conclusion**. It should be stated whether or not the student has a SpLD and whether their condition is disabling in the context of studying at third level. The effects of SpLD on the students' literacy and study skills should be outlined, taking account of compensatory strengths.

j) **Recommended Support**. As students are likely to have an Assessment of Need it is not necessary or appropriate to make detailed recommendations about technical support. A brief statement about the type of support which might help the student should be made here, particularly in relation to study skills tuition.

k) **Appendix**, including a list of tests used in the assessment (with references) and scores achieved in the tests.

l) Summary.

(These guidelines are based on the 'Report of the Department for Education and Science Working Group on New Guidelines for Assessment of Specific Learning Difficulties for Disabled Student Allowance by Dr Chris Singleton, University of Hull, July 2004).

A list of suitable tests is available from:

http://www.texticweb.com/patoss/downloads/STEC_DfESGuidelines_200708.pdf

	<p>Where there are two or more coexisting medical conditions/disabilities, then evidence of these conditions must be submitted to support your application.</p> <p>Academic reference provides supporting information and can confirm challenges, stating educational impact of disability, describing the need for any teaching and learning adjustments. Student's personal statement should also outline impact of disability.</p>
Eligibility	<p>The candidate is eligible for consideration once their Psycho-educational Report states their literacy attainment is at or below 10th percentile/SS 81 in two literacy areas and there is a significant discrepancy with their general ability. Evidence of deficits in working memory and processing speed are also taken into account.</p>

Disability Category	Conditions of Screening
Dyscalculia	<p data-bbox="622 301 1151 336">Appropriate Reporting Professional</p> <p data-bbox="622 373 1883 443">A full Psycho-Educational Assessment completed by an appropriately qualified psychologist and must be no older than three years by 1st February in the year of application to the CAO.</p> <p data-bbox="622 480 1256 515">The assessment should contain the following:</p> <p data-bbox="622 552 1767 622">(1) Standardized Intelligence scales and tests of maths ability to compare individual performance with majority peer group performance.</p> <p data-bbox="622 659 1935 762">(2) Deficits in working memory as evidenced on sub tests for example digit span, arithmetic and performance in diagnostic tests assessing competence in mathematical tasks, for example tables.</p> <p data-bbox="622 799 1205 834">Difficulty may be described at three levels:</p> <ul data-bbox="669 871 1912 1129" style="list-style-type: none"> • Quantitative dyscalculia - a deficit in the skills of counting and calculating • Qualitative dyscalculia - the result of challenges in comprehension of instructions or the failure to master the skills required for an operation. • Intermediate dyscalculia – which involves the inability to operate with symbols or numbers. <p data-bbox="622 1166 1077 1201">Documentation should include</p> <ul data-bbox="669 1206 1431 1433" style="list-style-type: none"> • Date of Birth • Date of Report • Date of Assessment • Difficulties experienced • Educational impact statement • Coexisting medical conditions/disabilities(if relevant)

	<p>The report should state if the condition is</p> <ul style="list-style-type: none">• Mild, moderate or severe <p>And should show if there is</p> <ul style="list-style-type: none">• Evidence of reduced mathematical attainment <p>Where there are two or more coexisting medical conditions/disabilities, then evidence of these conditions must be submitted to support your application.</p> <p>Academic reference provides supporting information and can confirm challenges, stating educational impact of disability, describing the need for any teaching and learning adjustments. Student's personal statement should also outline impact of disability.</p>
Eligibility	<p>The candidate is eligible for consideration once their Psycho-educational Report states their attainment is at or below 10th percentile/SS 81 in two mathematical areas and there is a significant discrepancy with their general ability. Evidence of deficits in working memory and processing speed are also taken into account.</p>

Disability Category	Conditions of Screening
<p>Development Co-ordination Disorder (Dyspraxia)</p>	<p>Appropriate Reporting Professional Occupational Therapist, Paediatrician or a Neurologist</p> <p>Documentation should include</p> <ul style="list-style-type: none"> • Date of Birth • Date of Report • Date of Assessment • Difficulties experienced • Educational impact statement • Coexisting medical conditions/disabilities (if relevant) <p>The report should include a clear statement, including the presence of a difficulty with at least 4 of the following:</p> <ul style="list-style-type: none"> • Gross skills e.g. balance and co-ordination • Fine motor e.g. manipulation of objects • Laterality • Perception e.g. awareness of body position • Manual and practical work • Handwriting and/or keyboard skills (speed and accuracy) • Language • Concentration • Short-term memory and sequencing tasks • Organisation and thought • Response to external stimulation e.g. light/noise/touch • Slow processing time <p>The report should state -</p> <ul style="list-style-type: none"> • If the condition is mild, moderate or severe • The significance of impact on educational attainment <p>Where there are two or more coexisting medical conditions/disabilities, then evidence of</p>

	<p>these conditions must be submitted to support your application.</p> <p>Academic reference provides supporting information and can confirm challenges, stating educational impact of disability, describing the need for any teaching and learning adjustments. Student's personal statement should also outline impact of disability.</p> <p>Recommendation: While there is no age limit on medical evidence submitted it is advisable to submit all professional reports pertaining to the condition.</p>
Eligibility	The candidate is eligible for consideration once the report is submitted by an appropriately qualified professional providing a diagnosis outlining difficulty in four of the indicators for Dyspraxia.