

Disability Access Route to Education 2010

Screening Criteria - Asperger's Syndrome/Autism

Accepted Medical Consultant/Specialist	Students should ideally be diagnosed within a multi disciplinary team setting. Students can be diagnosed by an appropriately qualified psychiatrist/psychologist who is a member of their respective professional or regulatory body.
Evidence of Disability	All applicants should complete the Evidence of Disability Form 2010 . Applicants who have an existing report completed by the accepted Medical Consultant/Specialist may submit this report. The report must have been completed within the appropriate timeframe and must contain the same detail as the Evidence of Disability Form.
Age of Report	While there is no age limit on diagnostic evidence submitted it is advisable to submit a recent report.
Other Disabilities	Where there are two or more co-existing disabilities, then evidence of each disability must be submitted for consideration under DARE.
Personal Statement and Academic Reference	Student's personal statement should outline the impact of disability on their academic and educational experience to date. Academic Reference provides background information on the student's educational experience and can confirm challenges, stating the educational impact of disability and describing the need for any teaching and learning adjustments. This form also helps to determine appropriate supports at third level.
DARE Eligibility	The applicant is eligible for consideration once the appropriate professional has provided a diagnosis of Asperger's Syndrome/Autism.

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Screening Criteria - Attention Deficit Disorder/ Attention Deficit Hyperactivity Disorder

Accepted Medical Consultant/Specialist	Students should ideally be diagnosed within a multi disciplinary team setting. Students can be diagnosed by an appropriately qualified psychiatrist/psychologist who is a member of their respective professional or regulatory body.
Evidence of Disability	All applicants should complete the Evidence of Disability Form 2010 . Applicants who have an existing report completed by the accepted Medical Consultant/Specialist may submit this report. The report must have been completed within the appropriate timeframe and must contain the same detail as the Evidence of Disability Form.
Age of Report	While there is no age limit on diagnostic evidence submitted it is advisable to submit a recent report.
Other Disabilities	Where there are two or more co-existing disabilities, then evidence of each disability must be submitted for consideration under DARE.
Personal Statement and Academic Reference	Student's personal statement should outline the impact of disability on their academic and educational experience to date. The Academic Reference provides background information on the student's educational experience, stating the educational impact of the disability and describing the need for any supports and/or accommodations in third level.
DARE Eligibility	The applicant is eligible for consideration once the appropriate professional has provided a diagnosis of Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder.

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Screening Criteria - Blind/ Vision Impaired

(Including, but not exclusive - Aniridia, Best's disease, Charles Bonnet syndrome, Coat's disease, Coloboma Congenital cataracts, Corneal dystrophies (including Keratoconus), Corneal transplantation, Diabetes related eye conditions, Hemianopsia, Glaucoma, High degree myopia, Macular Hole, Nystagmus, Retinitis pigmentosa, Retinal vessel occlusion, Retinopathy of prematurity, Stargardt's macular dystrophy, Stickler Syndrome, Thyroid eye disease, Uveitis, Lawrence Moon Biedel Syndrome, Alstrom Syndrome)

Accepted Medical Consultant/Specialist	Ophthalmologist/ Ophthalmic Surgeon
Evidence of Disability	<p>All applicants should complete the Evidence of Disability Form 2010.</p> <p>Applicants who have an existing report completed by the accepted Medical Consultant/Specialist may submit this report. The report must have been completed within the appropriate timeframe and must contain the same detail as the Evidence of Disability Form.</p>
Age of Report	While there is no age limit on diagnostic evidence submitted it is advisable to submit a recent report.
Other Disabilities	Where there are two or more co-existing disabilities, then evidence of each disability must be submitted for consideration under DARE.
Personal Statement and Academic Reference	<p>Student's personal statement should outline the impact of disability on their academic and educational experience to date.</p> <p>Academic Reference provides background information on the student's educational experience and can confirm challenges, stating the educational impact of disability and describing the need for any teaching and learning adjustments. This form also helps to determine appropriate supports at third level.</p>
DARE Eligibility	<p>The applicant is eligible for consideration once the appropriate professional confirms that :</p> <ul style="list-style-type: none">• The Best Corrected Visual Acuity is equal to or less than 6/60 in better eye <p style="text-align: center;">or</p> <ul style="list-style-type: none">• The Field of Vision must be limited to the extent that widest diameter of vision subtends an angle not greater than 20 degrees.

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Screening Criteria - Deaf/Hearing Impaired

Accepted Medical Consultant/Specialist	Professionally qualified Audiologist and/or ENT Consultant.
Evidence of Disability	<p>All applicants should complete the Evidence of Disability Form 2010.</p> <p>Applicants who have an existing report completed by the accepted Medical Consultant/Specialist may submit this report. The report must have been completed within the appropriate timeframe and must contain the same detail as the Evidence of Disability Form.</p> <p>All applicants must also enclose a Bilateral Audiogram.</p>
Age of Report	While there is no age limit on diagnostic evidence submitted it is advisable to submit a recent report.
Other Disabilities	Where there are two or more co-existing disabilities, then evidence of each disability must be submitted for consideration under DARE.
Personal Statement and Academic Reference	<p>Student's personal statement should outline the impact of disability on their academic and educational experience to date.</p> <p>The Academic Reference provides background information on the student's educational experience, stating the educational impact of the disability and describing the need for any supports and/or accommodations in third level.</p>
DARE Eligibility	The applicant is eligible for consideration once the audiogram provided by the appropriate professional shows a bilateral moderate to profound hearing loss (i.e. anything above 40dB).

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Screening Criteria – Developmental Co-ordination Disorder (DCD) also known as Dyspraxia

Accepted Medical Consultant/ Specialist	Students should ideally be diagnosed within a multi disciplinary team setting. Students should be diagnosed by an appropriately qualified Psychologist to assess their cognitive abilities and an Occupational Therapist/Physiotherapist for assessment of motor skills and functioning, all of whom are members of their respective professional or regulatory body.
Evidence of Disability	<p>Applicants must submit a full psycho-educational assessment from the Psychologist and the Evidence of Disability Form 2010 which should be completed by the Occupational Therapist/Physiotherapist.</p> <p>Applicants who have an existing report completed by the accepted Medical Consultant/Specialist may submit this report. The report must have been completed within the appropriate timeframe and must contain the same detail as the Evidence of Disability Form.</p> <p>The report should state difficulties from childhood or evidence from a specialist that there is historical information which evidences Developmental Co-ordination Disorder (DCD) / Dyspraxia, and that the applicant is presenting with difficulties that has impacted on home and school.</p> <p>For adult assessments the standardized DCD / Dyspraxia Checklist should be referenced which is in line with the DSM IV/ICD10 http://dyscovery.newport.ac.uk/docstore/a/lpeter01/Adult%20Dyslexia%20Checklist%20Final%202009.pdf Tests should be age appropriate in all cases.</p>
Age of Report	While there is no age limit on diagnostic evidence submitted it is advisable to submit a recent report.
Other Disabilities	Where there are two or more co-existing disabilities, then evidence of each disability must be submitted for consideration under DARE.
Personal Statement and Academic Reference	<p>Student's personal statement should outline the impact of disability on their academic and educational experience to date.</p> <p>Academic Reference provides background information on the student's educational experience and can confirm challenges, stating the educational impact of disability and describing the need for any teaching and learning adjustments. This form also helps to determine appropriate supports at third level.</p>
DARE Eligibility	The applicant is eligible for consideration once the appropriate professionals have provided a diagnosis of Developmental Co-ordination Disorder (DCD) / Dyspraxia.

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Screening Criteria - Mental Health Condition

(Including, but not exclusive - Bipolar Disorder, Schizophrenia, Clinical Depressive Conditions, Severe Anxiety, Severe Phobias, OCD, Severe Eating Disorders, Psychosis)

Accepted Medical Consultant/Specialist	Psychiatrist
Evidence of Disability	<p>All applicants should complete the Evidence of Disability Form 2010.</p> <p>Applicants who have an existing report completed by the accepted Medical Consultant/Specialist may submit this report. The report must have been completed within the appropriate timeframe and must contain the same detail as the Evidence of Disability Form.</p>
Age of Report	The report must be less than 3 years old i.e. must be dated after 1st February 2007.
Other Disabilities	Where there are two or more co-existing disabilities, then evidence of each disability must be submitted for consideration under DARE.
Personal Statement and Academic Reference	<p>Student's personal statement should outline the impact of disability on their academic and educational experience to date.</p> <p>Academic Reference provides background information on the student's educational experience and can confirm challenges, stating the educational impact of disability and describing the need for any teaching and learning adjustments. This form also helps to determine appropriate supports at third level.</p>
DARE Eligibility	The applicant is eligible for consideration once the appropriate professional has provided a diagnosis of a significant mental health condition.

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Screening Criteria - Neurological Conditions

(Including but not exclusive - Guillain-Barre Syndrome, Huntington's Disease, Brain Tumour, Multiple Sclerosis, Motor Neurone Disease, Fredrichs Ataxia, Head/Traumatic Brain Injury, Stroke, Parkinson's Disease, Spinal Muscular Atrophy)

Accepted Medical Consultant/Specialist	Neurologist or other relevant Consultant
Evidence of Disability	<p>All applicants should complete the Evidence of Disability Form 2010.</p> <p>Applicants who have an existing report completed by the accepted Medical Consultant/Specialist may submit this report. The report must have been completed within the appropriate timeframe and must contain the same detail as the Evidence of Disability Form.</p>
Age of Report	While there is no age limit on diagnostic evidence submitted it is advisable to submit a recent report.
Other Disabilities/Medical Conditions	Where there are two or more co-existing medical conditions/disabilities, then evidence of each condition must be submitted for consideration under DARE.
Personal Statement and Academic Reference	<p>Student's personal statement should outline the impact of disability on their academic and educational experience to date.</p> <p>Academic Reference provides background information on the student's educational experience and can confirm challenges, stating the educational impact of disability and describing the need for any teaching and learning adjustments. This form also helps to determine appropriate supports at third level.</p>
DARE Eligibility	The applicant is eligible for consideration once the appropriate professional has provided a diagnosis of a significant neurological condition.

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Screening Criteria – Neurological Conditions

Speech, language and communication disorders and written language difficulties associated with these disorders

(Including but not exclusive - Stammering; Receptive & or Expressive Language Disorders; Unintelligibility due to a phonological disorder, articulation disorder associated with structural anomalies; Acquired communication disorders such as Aphasia, Anomia, Dysarthria, Dyspraxia resulting from neurological conditions, or any Neurodegenerative, or genetic disease associated with impaired communication and social interaction)

Accepted Medical Consultant/Specialist	Speech and Language Therapist
Evidence of Disability	<p>All applicants should complete the Evidence of Disability Form 2010.</p> <p>Applicants who have an existing report completed by the accepted Medical Consultant/Specialist may submit this report. The report must have been completed within the appropriate timeframe and must contain the same detail as the Evidence of Disability Form.</p>
Age of Report	While there is no age limit on diagnostic evidence submitted it is advisable to submit a recent report.
Other Disabilities	Where there are two or more co-existing disabilities, then evidence of each disability must be submitted for consideration under DARE.
Personal Statement and Academic Reference	<p>Student's personal statement should outline the impact of disability on their academic and educational experience to date.</p> <p>Academic Reference provides background information on the student's educational experience and can confirm challenges, stating the educational impact of disability and describing the need for any teaching and learning adjustments. This form also helps to determine appropriate supports at third level.</p>
DARE Eligibility	The candidate is eligible for consideration once an appropriate professional has provided a diagnosis of moderate or severe communication disorder; or where a mild communication difficulty has a moderate or severe psychosocial impact on the individual.

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Screening Criteria – Significant Ongoing Illness

(Including but not exclusive - Uncontrolled Epilepsy, Diabetes Type 1, Cystic Fibrosis (CF), Severe Crohn's Disease, Severe Ulcerative Colitis and IBS, Chronic Fatigue, Cancers)

Accepted Medical Consultant/Specialist	<ul style="list-style-type: none">• Epilepsy: Neurologist• Diabetes Type 1: Endocrinologist• Cystic Fibrosis (CF): Consultant respiratory physician or paediatrician• Gastroenterology Conditions: Gastroenterologist• Others: Relevant consultant in area of condition or Consultant Registrar/Registrar
Evidence of Disability	<p>All applicants should complete the Evidence of Disability Form 2010.</p> <p>Applicants who have an existing report completed by the accepted Medical Consultant/Specialist may submit this report. The report must have been completed within the appropriate timeframe and must contain the same detail as the Evidence of Disability Form.</p>
Age of Report	The report must be less than 3 years old i.e. must be dated after 1st February 2007.
Other Disabilities	Where there are two or more co-existing disabilities, then evidence of each disability must be submitted for consideration under DARE.
Personal Statement and Academic Reference	<p>Student's personal statement should outline the impact of disability on their academic and educational experience to date.</p> <p>Academic Reference provides background information on the student's educational experience and can confirm challenges, stating the educational impact of disability and describing the need for any teaching and learning adjustments. This form also helps to determine appropriate supports at third level.</p>
DARE Eligibility	The applicant is eligible for consideration once the appropriate professional has provided a diagnosis of a significant ongoing illness.

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Screening Criteria - Physical Disability

(Including but not exclusive - Cerebral Palsy , Brittle Bone Disease, Spina Bifida, Rheumatoid/Osteo Arthritis, Spinal Cord Injuries, Muscular Dystrophy, Hydrocephalus)

Accepted Medical Consultant/Specialist	Orthopaedic Consultant or other relevant Consultant such as a Rheumatologist or Paediatrician
Evidence of Disability	<p>All applicants should complete the Evidence of Disability Form 2010.</p> <p>Applicants who have an existing report completed by the accepted Medical Consultant/Specialist may submit this report. The report must have been completed within the appropriate timeframe and must contain the same detail as the Evidence of Disability Form.</p>
Age of Report	While there is no age limit on diagnostic evidence submitted it is advisable to submit a recent report.
Other Disabilities/Medical Conditions	Where there are two or more co-existing medical conditions/disabilities, then evidence of each condition must be submitted for consideration under DARE.
Personal Statement and Academic Reference	<p>Student's personal statement should outline the impact of disability on their academic and educational experience to date.</p> <p>Academic Reference provides background information on the student's educational experience and can confirm challenges, stating the educational impact of disability and describing the need for any teaching and learning adjustments. This form also helps to determine appropriate supports at third level.</p>
DARE Eligibility	The applicant is eligible for consideration once an appropriate professional has provided a diagnosis of a significant physical or mobility difficulty.

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Screening Criteria – Specific Learning Difficulties (Dyscalculia)

Accepted Medical Consultant/Specialist	Appropriately qualified psychologist.
Evidence of Disability	Applicants with Dyscalculia must submit a full psycho-educational assessment, as specified below. Where information has been omitted from the report, applicants should request that the psychologist complete the Psycho-Educational Assessment –Summary Sheet .
Age of Report	The report must be less than 3 years old i.e. dated after 1st February 2007.
Report should include	<ul style="list-style-type: none">▪ Cover sheet, including the student's name, date of birth, age at assessment, date of assessment, school, college or university attended, course (if relevant) and year of study.▪ 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 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.▪ Test behaviour, i.e. behaviour during the assessment that may have affected the results.▪ General Level of Intellectual Ability. Measures of verbal and non-verbal ability should be reported. Profiles of scores should be discussed, with particular reference to any significant discrepancies between individual performance with majority peer group performance.▪ Cognitive Processing. 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. Performance in tests of motor control and/or attentional functioning may be included.▪ Attainments in Numeracy. Evidence of reduced mathematical attainment, numerical operations, maths reasoning, calculation, maths fluency, problems and quantitative concepts. Suitable tests include standardized intelligence scales and tests of maths ability, numerical operations and maths reasoning, calculation, maths fluency, problems and quantitative concepts, arithmetic and maths computation. <p>Difficulty may be described at three levels:</p> <ul 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>Performance should be reported as standard scores and percentile points; age equivalent scores are not acceptable.</p> <ul style="list-style-type: none"> ▪ Conclusion. It should be stated whether or not the student has a Specific Learning Difficulty (SpLD) and whether their condition is disabling in the context of studying at second or third level. The effects of SpLD on the students' literacy and study skills should be outlined, taking account of compensatory strengths. ▪ Recommended Support. As students have an assessment of need on entrance to third level education, 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. ▪ Appendix, including a list of tests used in the assessment (with references) and scores achieved in these tests. ▪ Summary. <p>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. These were updated by the SpLD Test Evaluation Committee (STEC) (DFS Guidelines) for 2007/2008. A list of suitable tests is available from http://www.texticweb.com/patoss/downloads/STEC_DfESGuidelines_200708.pdf</p> <p>Tests should be age appropriate in all cases.</p>
<p>Other Disabilities/Medical Conditions</p>	<p>Where there are two or more co-existing medical conditions/disabilities, then evidence of each condition must be submitted for consideration under DARE.</p>
<p>Personal Statement and Academic Reference</p>	<p>Student's personal statement should outline the impact of disability on their academic and educational experience to date.</p> <p>Academic Reference provides background information on the student's educational experience and can confirm challenges, stating the educational impact of disability and describing the need for any teaching and learning adjustments. This form also helps to determine appropriate supports at third level.</p>
<p>DARE Eligibility</p>	<p>The candidate is eligible for consideration where the psycho-educational report states that attainment in numeracy is at or below 10th percentile/SS 81 in two mathematical areas, and that there is a significant discrepancy with general ability. Mathematical difficulties should include two of the following: numerical operations, maths reasoning, calculation, problems, quantitative concepts, computation.</p>

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Screening Criteria – Specific Learning Difficulties (Dyslexia)

Accepted Medical Consultant/Specialist	Appropriately qualified Psychologist
Evidence of Disability	Applicants with Dyslexia must submit a full psycho-educational assessment, as specified below. Where information has been omitted from the report, applicants should request that the psychologist complete the Psycho-Educational Assessment –Summary Sheet .
Age of Report	The report must be less than 3 years old i.e. dated after 1st February 2007.
Report should include	<ul style="list-style-type: none">▪ Cover sheet, including the student's name, date of birth, age at assessment, date of assessment, school, college or university attended, course (if relevant) and year of study.▪ 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 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.▪ Test behaviour, i.e. behaviour during the assessment that may have affected the results.▪ General Level of Intellectual Ability. Measures of verbal and non-verbal ability should be reported. Profiles of scores should be discussed, with particular reference to any significant discrepancies between verbal and non-verbal ability.▪ Cognitive Processing, including Processing Speed, Auditory Processing, Visual Short-Term Memory, Long-Term Memory, Receptive Language, working memory, Psychomotor Speed, Visual Processing, Auditory Short-Term Memory, Working Memory, Expressive Language Vocabulary, Perceptual Organisation and speed of processing. Where a full assessment of cognitive ability has been obtained, these may have been reported in the previous section. Performance in tests of motor control and/or attentional functioning may be included.▪ 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. Performance should be reported as standard scores and percentile points; age equivalent scores are not acceptable.▪ Attainments in Arithmetic, should be included if the student has difficulties in this area.▪ Attainments in Language, and if the student will have difficulty studying a modern continental language.

	<ul style="list-style-type: none"> ▪ Conclusion. It should be stated whether or not the student has a Specific Learning Difficulty (SpLD) and whether their condition is disabling in the context of studying at second or third level. The effects of SpLD on the students' literacy and study skills should be outlined, taking account of compensatory strengths. ▪ Recommended Support. As students have an assessment of need on entrance to third level education, 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. ▪ Appendix, including a list of tests used in the assessment (with references) and scores achieved in these tests. ▪ Summary. <p>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. These were updated by the SpLD Test Evaluation Committee (STEC) (DFS Guidelines) for 2007/2008. A list of suitable tests is available from http://www.texticweb.com/patoss/downloads/STEC_DfESGuidelines_200708.pdf</p> <p>Tests should be age appropriate in all cases.</p>
Other Disabilities/Medical Conditions	Where there are two or more co-existing medical conditions/disabilities, then evidence of each condition must be submitted for consideration under DARE.
Personal Statement and Academic Reference	<p>Student's personal statement should outline the impact of disability on their academic and educational experience to date.</p> <p>Academic Reference provides background information on the student's educational experience and can confirm challenges, stating the educational impact of disability and describing the need for any teaching and learning adjustments. This form also helps to determine appropriate supports at third level.</p>
DARE Eligibility	<p>The candidate is eligible for consideration where the psycho-educational report states that attainment is at or below the 10th percentile/SS 81 in two literacy areas, and that there is a significant discrepancy with general ability.</p> <p>Literacy difficulties should include two of the following: reading, reading comprehension, reading composite, reading speed, spelling, written expression, writing composite, writing speed, pseudoword decoding,</p>