

A child has special educational needs if he/she fits one or more of the descriptions below.

Physical Disability	<p>Such children have permanent or protracted disabilities arising from muscular dystrophy, cerebral palsy, brittle bones or severe accidental injury. Because of the impairment of their physical function, they require special additional intervention and support if they are to have available to them a level and quality of education appropriate to their needs and abilities.</p> <p>Many require the use of a wheelchair, a mobility or seating aid or other technological support.</p> <p>They may suffer from a lack of muscular control and co-ordination and may have difficulties in communication, particularly in oral articulation, e.g. as in the case of severe Dyspraxia.</p>
Hearing Impairment	<p>Such children have a hearing disability which is so serious as to impair significantly their capacity to hear and understand human speech, thus preventing them from participating fully in classroom interaction and from benefiting adequately from school instruction. The vast majority of them has been prescribed hearing aids and are availing of the services of a Visiting Teacher.</p> <p><i>This category is not intended to include children with mild hearing loss.</i></p>
Visual Impairment	<p>Such children have a visual disability which is so serious as to impair significantly their capacity to perceive visually presented materials such as pictures, diagrams and the written word. Some will have been diagnosed as suffering from conditions such as congenital blindness, cataracts, albinism and retinitis pigmentosa. Most require the use of low-vision aids and are availing of the services of a Visiting Teacher.</p> <p><i>This condition is not intended to include those</i></p>

	<i>children whose visual difficulties are satisfactorily corrected by the wearing of spectacles and/or contact lenses.</i>
Emotional Disturbance and/or Behavioural Problems	Such children are being treated by a psychiatrist or psychologist for conditions such as neurosis, child hood psychosis, hyperactivity, attention deficit disorder, attention deficit hyperactivity disorder and conduct disorders. <i>This category is not intended to include children whose conduct or behavioural difficulties are being adequately dealt with in accordance with agreed procedures on discipline.</i>
Mild General Learning Disability	Such children have been assessed by a psychologist as having a mild general learning disability
Borderline Mild General Learning Disability	Such children have been assessed by a psychologist as having a borderline mild general learning disability. A psychologist may recommend such children for additional teaching support or special class placement on account of a special learning problem such as: <ul style="list-style-type: none"> • Mild emotional disturbance associated with persistent failure in the ordinary class (disruptive behaviour on its own, however, would not constitute ground for special class placement or additional teaching support); • Immature social behaviour • Poor level of language development in relation to overall intellectual level. <p>A recommendation to place such a child in a special class or to allocate additional teaching resources to support a school in catering for his/her needs should take into account the extent to which the child is making progress in his/her present learning environment and the other existing support available to the child in his/her school.</p>
Moderate General	Such children have been assessed by a

Learning Disability	psychologist as having a moderate general learning disability.
Severe or Profound General Learning Disability	Such children have been assessed by a psychologist as having a severe or profound general learning disability. In addition, such children may have physical disabilities.
Autism/Autistic Spectrum Disorders	A psychiatrist or psychologist will have assessed and classified such children as having autism or autistic spectrum disorder according to DSM-IV or ICD-10 criteria.
Specific Learning Disability	Such children have been assessed by a psychologist as: <ol style="list-style-type: none"> 1. Being of average intelligence or higher; and 2. Having a degree of learning disability specific to basic skills in reading, writing or mathematics which places them at or below the 2nd percentile on suitable, standardized, norm-referenced tests. <p><i>Children who do not meet these criteria and, who in the opinion of the psychologist, have a specific learning disability are more properly the responsibility of the remedial teacher and/or the class teacher.</i></p>
Children with special educational needs arising from an assessed syndrome	The level of additional support to be provided for children who present with a particular syndrome, e.g. Down Syndrome, William's Syndrome and Tourette's Syndrome will be determined following consideration of psychological or other specialist reports which details the nature and degree of the child's special educational needs.
Specific Speech and Language Disorder	Such children should meet <i>each</i> of the following criteria: <p>Assessment by a psychologist on a standardized test of intelligence which places non-verbal or performance ability within the average range or above;</p> <p>Assessment on a standardized test of language development by a speech therapist which places performance in one or more of the main areas of</p>

	<p>speech and language development at two standard deviations or more below the mean, or at a generally equivalent level;</p> <p>The child's difficulties are not attributable to hearing impairment; where the child is affected to some degree by hearing impairment, the hearing threshold for the speech-related frequencies should be 40Db;</p> <p>Emotional and behavioural disorders or a physical disability are not considered to be primary causes.</p> <p>Children with speech and language delays and difficulties are not to be considered under this category.</p>
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