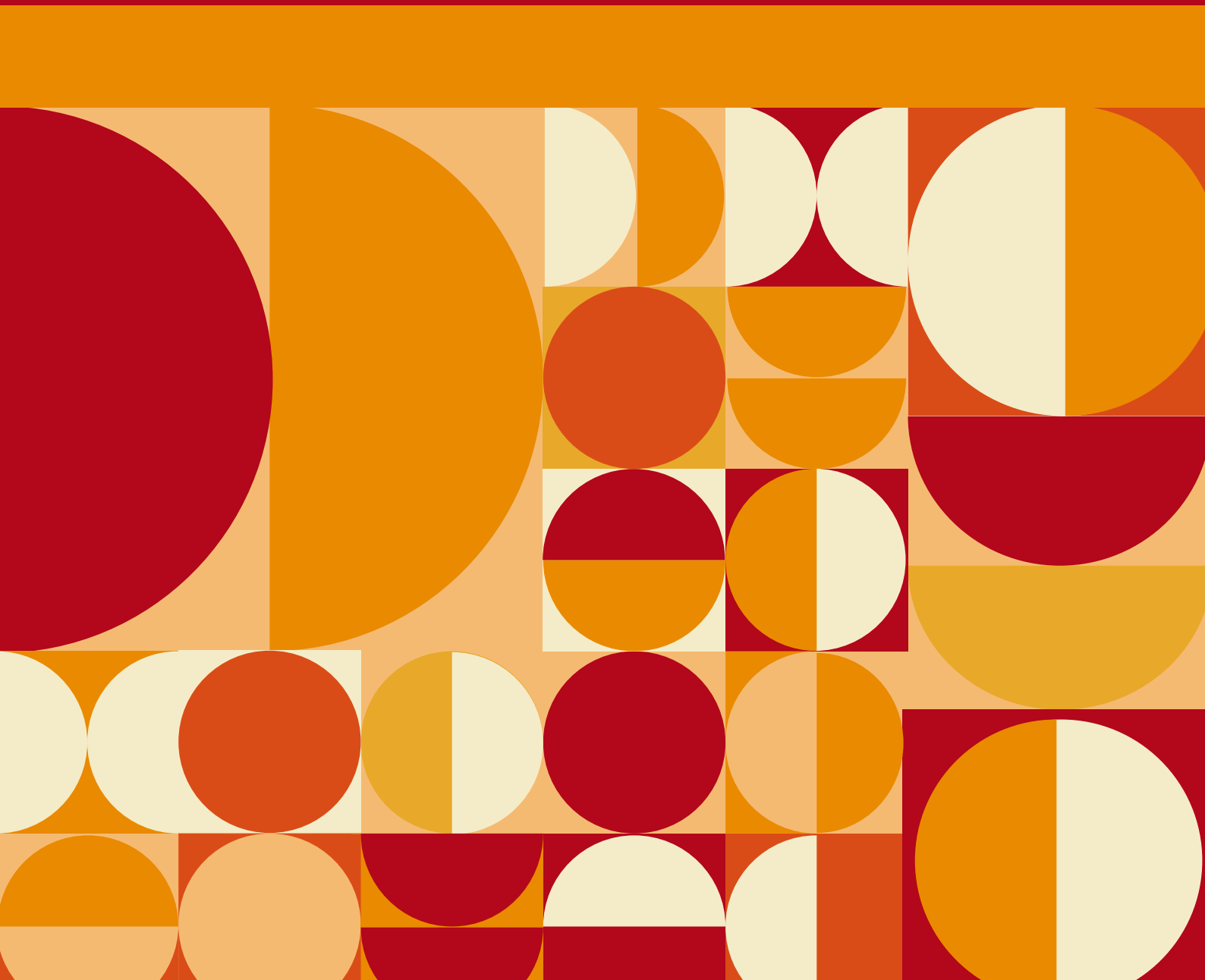


NCSE Support Guide for Schools

Exemplars of the Report of Education Needs for the purpose of Assessment of Need (Disability Act 2005)

May 2023



Foreword

National Council for Special Education

The National Council for Special Education (NCSE) promotes a continuum of educational provision which is inclusive for all students. The NCSE provides support to schools; advises educators, parents and guardians; commissions and disseminates research on special education; and provides policy advice to the Minister for Education on the education of students with additional needs in our schools.

The NCSE delivers a wide range of Teacher Professional Learning (TPL) initiatives to enable schools to build their capacity to support the needs of all students. This includes the provision of a calendar of seminars and workshops, and facilitating in-school supports nationally that are designed to:

- Develop teachers' knowledge and skills to build capacity in their schools to support students with special educational needs;
- Promote a continuum of support which is inclusive and responsive to all students; and to
- Provide supports to assist schools to improve the educational experiences and outcomes for all its students.

More information is available on www.ncse.ie

Background

The NCSE Report of Education Needs Guide was developed to support schools to complete the Report of Education Needs form as part of Health Service Executive's Assessment of Need process.

The guide contains six examples of completed forms in various education settings. These are examples only. The NCSE recognises that schools have individualised methods of recording a student's additional needs and as such the content of the Report of Education Needs will vary.

Further Guidance is available as follows:

- Guidance Note for Schools
- AON Guidance Video for Schools
- Frequently Asked Questions (FAQs) Booklet
- Email Support at aon@ncse.ie
- Phone support at 01 603 3456 to access administrative support or further access to advisor support.



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Report of Education Needs for the purpose of Assessment of Need (Disability Act 2005)

The *Guidance Note for Schools* should be read prior to completion of this report. A video is available on the NCSE website to aid in **completion of this report**.

Section 1 Education Needs

Section 2 Assessment of Education Needs

Section 3 Priority Education Needs

FOR NCSE OFFICE USE ONLY

Date Report Sent to School: **14 / 11 / 2022**

School Name: **St. Attracta's Special School**

Date Report to be returned to NCSE: **28 / 11 / 2022**

Roll No: **11111X**

Student Name: **Jennifer Kelly**

PPSN: **9988772S**

Address: **Grosvenor Road, Dublin**

Date of Birth: **23 / 09 / 2006**

Key Notes for completion of this report:

1. This is a fillable PDF form. Please complete all sections by typing directly into the form.
2. The form should be completed by the school principal, deputy principal or a teacher nominated by the school principal who is familiar with the student.
3. The Report of Education Needs for the purpose of the Health Service Executive (HSE) Assessment of Need (AON) process (Disability Act, 2005) is informed by school based data.
4. If additional education needs have not been identified for the student, please complete up to and including section 1.2 and return to the NCSE.
5. Ensure that the Student Support File is to hand when completing this form.
6. Data gathered and recorded in the current Student Support Plan may be used in the completion of this form.
7. No additional school-based assessments are required in order to complete this form.
8. In section 3.2 – Ensure the form is signed off by the principal or deputy principal and includes the names and details of other persons involved in the completion of this report of education needs for the purpose of AON.
9. Child Safeguarding concerns should be dealt with in accordance with the Children First Act 2015.
10. The HSE obtains consent from parents/legal guardians prior to starting this process. This consent allows the data sharing between education service providers (school), HSE and NCSE. Additional parental consent is not required to complete this form.
11. If you require help in completing this form, please contact the NCSE helpline at **01 603 3456**.

Legal Responsibility

Assessment of Need process is a HSE led process. The Disability Act 2005 outlines the legal responsibility for the AON process which lies with the HSE. Within the Disability Act the HSE may request the NCSE to nominate a person to assist an education assessment which feeds into the HSE process.

Section 1 – Additional Education Needs for the purpose of AON

1.1 Student details

Class/Year: **Autism Senior Class-Special School**

Special Class Yes No

Has the school identified additional education needs for this student? Yes No

Have parents/guardians been consulted in the development of the Student Support File? Yes No

Date Student Support File first opened: **04/09/2021**

Start date of current Student Support Plan: **06/09/2022**

Most recent review date: **03/11/2022**

Identification of additional education needs, planning, target setting and monitoring of outcomes are recorded in individual Student Support Plans/Individual Education Plans contained in the Student Support File, previously known as Individual Education Plan or Personal Learning Plan.

If **no additional education needs** for the purpose of AON have been identified please complete section 1.2.

If additional education needs for the purpose of Assessment of Need (AON) process have been identified, please skip Section 1.2 and proceed to Section 2.

1.2 Additional Education Needs for the purpose of AON have not been identified for this student

I confirm for the purpose of AON that additional education needs have not been identified for this student.

Student Name: _____ School: _____

Principal/
Deputy Principal: _____ Signature of Principal/
Deputy Principal: _____

Roll Number: _____ Date: _____ / _____ / _____



If section 1.2 is complete, then this is the end of completing the form.

Section 2 – Assessment of Additional Education Needs for the purpose of AON

2.1 Assessment approaches

Schools use a range of assessment approaches to identify student's needs. Please tick only the approaches you have used to identify need for this student.

Assessment Approaches	Tick ✓ as applicable
Information from previous setting (pre-school, primary, specialist setting)	✓
Parental/Guardian consultation and/or interview	✓
Review of student support plan and response to intervention to date	✓
Teacher assessment/observation measures formal and informal	✓
Student consultation – My Thoughts About School Checklist	
Teacher-designed measures/assessments	✓
Basic needs checklist	✓
Environmental checklist	✓
Literacy assessment	
Maths assessment	
Screening tests of language skills	✓
Behaviour observations including ABC charts, frequency measures	✓
Screening measures for social and emotional needs	✓
Intake screening test results (post primary)	
<p>Please identify other data used to inform identification of student's current education needs e.g., professional reports. Please list:</p> <p>Psychological report (18/11/2022) & ongoing consultation with NEPS. (Diagnosis of Autism, moderate to severe). HSE Transition to adult services pre-planning report (01/11/2022) OT report and Learning Support Plan Middletown Centre for Autism (25/03/2022)</p>	

2.2 Identified Additional Education Needs for the purpose of AON

Area of identified Additional Education Needs in the current Student Support Plan. Complete only the sections below relevant to the needs of the student.	Tick ✓ area(s) of need identified
Literacy	
Summary of student's education needs (max 100 words)	
Maths and Numeracy	✓
Summary of student's education needs (max 100 words) <ul style="list-style-type: none"> • Jennifer struggles to understand the concepts of number sense, time and money. • Jennifer needs opportunities to apply concepts to real life situations e.g. to develop her ability to recognise money and coins and to use clocks/timetables functionally • Jennifer is currently following the L1LP curriculum 	
Language and Communication	✓
Summary of student's education needs (max 100 words) <ul style="list-style-type: none"> • Jennifer has difficulty expressing feelings and emotions to communicate needs, and to listen to and engage in interactions with others. • Jennifer has difficulty with speech sounds and needs encouragement and support to expand on her utterances to communicate needs/responses. • Jennifer needs reminders and support to embed functional communication skills, using Lámh, visual aids, gestures and support strategies. 	

Area of identified Additional Education Needs in the current Student Support Plan. Complete only the sections below relevant to the needs of the student.	Tick ✓ area(s) of need identified
Other Learning and Academic Skills	✓
<p>Summary of student's education needs (max 100 words)</p> <ul style="list-style-type: none"> • Jennifer has difficulties with self regulation and needs regular opportunities to participate in sensory based activities, e.g. activities involving lights/water which are incorporated into learning activities to support her with self-regulation. 	
Social/Emotional and Self-regulation Skills	✓
<p>Summary of student's education needs (max 100 words)</p> <ul style="list-style-type: none"> • Jennifer has difficulty communicating and verbalising her emotions or needs when feeling overwhelmed and needs support with using Lámh and assistive technology. • Jennifer has difficulty listening to, turntaking and engaging with peers appropriately. She gets frustrated and needs significant support from adults to help her develop appropriate social communication and interaction skills and to encourage her to engage with peers in cooperative play. 	
<p>Motor Skills</p> <p>Fine Motor (e.g. Handwriting)</p> <p>Gross Motor (e.g. PE/Sports)</p>	✓
<p>Summary of student's education needs (max 100 words)</p> <ul style="list-style-type: none"> • Jennifer has difficulty in the area of fine motor skills, particularly with cutting activities, tracing and writing activities. Jennifer has difficulty holding a pencil or using the correct pencil grip and is unable to form letters correctly. 	

Area of identified Additional Education Needs in the current Student Support Plan. Complete only the sections below relevant to the needs of the student.	Tick ✓ area(s) of need identified
Life Skills and Independence Skills	✓
<p>Summary of student's education needs (max 100 words)</p> <ul style="list-style-type: none"> • Jennifer struggles to carry out self care activities independently and needs support with washing hands, toileting, getting dressed (buttoning and unbuttoning clothing) and brushing her teeth. • Jennifer likes to eat limited foods and has poor understanding of healthy and unhealthy foods. She has difficulty completing specified tasks such as organising the items she needs to make a healthy snack. • Jennifer has low self esteem and self confidence and prefers her own company. She likes sport and physical activities but needs encouragement to participate in social and physical activities with a group of peers. 	

Section 3 – Priority Additional Education Needs

3.1 Priority Additional Education Needs for the purpose of AON

Outline the additional education needs being prioritised in the current Student Support Plan. When completing this section it may be helpful to refer to the Guidance Note for Schools.

The school has identified that **Jennifer** has priority additional education needs in the area(s) of: _____
 (insert student name)

(max 250 words)

Language and Communication

- Using visual aids and her assistive technology, Jennifer will be supported to develop speech sounds and expand on her utterances to improve her social and functional communication skills.
- Jennifer will use two Lámh signs consecutively when asking for an object or to express a need.

Social/Emotional and Self-regulation Skills

- Jennifer will be supported to develop her use of non- verbal communication skills such as Lámh, gestures and assistive technology, to assist her to self- regulate when feeling emotional.
- Jennifer needs opportunities to engage in turn-taking activities and to listen appropriately to her peers during cooperative play.

Life skills and Independent Skills

- Jennifer continues to need support in developing independence to carry out self care activities such as 'handwashing and teeth brushing' using visuals to help her complete the steps in sequence on a daily basis.

3.2 Persons involved in Assessment of Education Needs for the purpose of AON

Please list name(s) of persons nominated by the principal to complete this Report of Education Needs.

Name: **Mary O'Flaherty**

Position in school: **Principal**

Name: **Anne Gallagher**

Position in school: **Class Teacher**

Name: **Elizabeth Carey**

Position in school: **Special Class Teacher**

I am satisfied that the information completed on this report constitutes data on the Student Support Plan and reflects assessments carried out by the school.

Name of Principal/Deputy Principal: **Mary O'Flaherty**

Signature of Principal/Deputy Principal:

School Name: **St Attracta's Special School**

Roll No: **11111X**

Date: **18 / 11 / 2022**

Report to be returned to NCSE at aon@ncse.ie upon completion.

Report of Education Needs for the purpose of Assessment of Need (Disability Act 2005)

The *Guidance Note for Schools* should be read prior to completion of this report. A video is available on the NCSE website to aid in **completion of this report**.

Section 1 Education Needs

Section 2 Assessment of Education Needs

Section 3 Priority Education Needs

FOR NCSE OFFICE USE ONLY

Date Report Sent to School: **03 / 04 / 2023**

School Name: **Baker St. National School**

Date Report to be returned to NCSE: **17 / 04 / 2023**

Roll No: **12345M**

Student Name: **Omar Ahmed**

PPSN: **12345678D**

Address: **3 Coillte St.**

Date of Birth: **07 / 06 / 2017**

Key Notes for completion of this report:

1. This is a fillable PDF form. Please complete all sections by typing directly into the form.
2. The form should be completed by the school principal, deputy principal or a teacher nominated by the school principal who is familiar with the student.
3. The Report of Education Needs for the purpose of the Health Service Executive (HSE) Assessment of Need (AON) process (Disability Act, 2005) is informed by school based data.
4. If additional education needs have not been identified for the student, please complete up to and including section 1.2 and return to the NCSE.
5. Ensure that the Student Support File is to hand when completing this form.
6. Data gathered and recorded in the current Student Support Plan may be used in the completion of this form.
7. No additional school-based assessments are required in order to complete this form.
8. In section 3.2 – Ensure the form is signed off by the principal or deputy principal and includes the names and details of other persons involved in the completion of this report of education needs for the purpose of AON.
9. Child Safeguarding concerns should be dealt with in accordance with the Children First Act 2015.
10. The HSE obtains consent from parents/legal guardians prior to starting this process. This consent allows the data sharing between education service providers (school), HSE and NCSE. Additional parental consent is not required to complete this form.
11. If you require help in completing this form, please contact the NCSE helpline at **01 603 3456**.

Legal Responsibility

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Section 1 – Additional Education Needs for the purpose of AON

1.1 Student details

Class/Year: **Junior Infants**

Special Class Yes No

Has the school identified additional education needs for this student? Yes No

Have parents/guardians been consulted in the development of the Student Support File? Yes No

Date Student Support File first opened: **September 2022**

Start date of current Student Support Plan: **06/10/22**

Most recent review date: **26/01/23**

Identification of additional education needs, planning, target setting and monitoring of outcomes are recorded in individual Student Support Plans/Individual Education Plans contained in the Student Support File, previously known as Individual Education Plan or Personal Learning Plan.

If **no additional education needs** for the purpose of AON have been identified please complete section 1.2.

If additional education needs for the purpose of Assessment of Need (AON) process have been identified, please skip Section 1.2 and proceed to Section 2.

1.2 Additional Education Needs for the purpose of AON have not been identified for this student

I confirm for the purpose of AON that additional education needs have not been identified for this student.

Student Name: _____ School: _____

Principal/
Deputy Principal: _____ Signature of Principal/
Deputy Principal: _____

Roll Number: _____ Date: _____ / _____ / _____



If section 1.2 is complete, then this is the end of completing the form.

Section 2 – Assessment of Additional Education Needs for the purpose of AON

2.1 Assessment approaches

Schools use a range of assessment approaches to identify student's needs. Please tick only the approaches you have used to identify need for this student.

Assessment Approaches	Tick ✓ as applicable
Information from previous setting (pre-school, primary, specialist setting)	✓
Parental/Guardian consultation and/or interview	✓
Review of student support plan and response to intervention to date	✓
Teacher assessment/observation measures formal and informal	✓
Student consultation – My Thoughts About School Checklist	
Teacher-designed measures/assessments	
Basic needs checklist	✓
Environmental checklist	✓
Literacy assessment	
Maths assessment	
Screening tests of language skills	
Behaviour observations including ABC charts, frequency measures	✓
Screening measures for social and emotional needs	
Intake screening test results (post primary)	
Please identify other data used to inform identification of student's current education needs e.g., professional reports. Please list:	
<p>Omar diagnosed -Autism Spectrum Disorder -Dec 22. S&L Assessment Aug OT assessment Oct 22 noted sensory needs.</p>	

2.2 Identified Additional Education Needs for the purpose of AON

Area of identified Additional Education Needs in the current Student Support Plan. Complete only the sections below relevant to the needs of the student.	Tick ✓ area(s) of need identified
Literacy	✓
<p>Summary of student's education needs (max 100 words)</p> <ul style="list-style-type: none"> • Omar is not as yet engaging with books and tends not to enjoy listening to stories being read aloud. • He will tolerate nursery rhymes being played in the room however he will not join in with verbal or non-verbal responses. • He will engage in mark making activities, however he is not attempting to infer meaning with his efforts at present. 	
Maths and Numeracy	✓
<p>Summary of student's education needs (max 100 words)</p> <ul style="list-style-type: none"> • Visually discriminates colours, sizes and shapes however has difficulty naming them. • Developing 1-1 correspondence with numbers up to 10 although he is not naming them. 	
Language and Communication	✓
<p>Summary of student's education needs (max 100 words)</p> <ul style="list-style-type: none"> • Omar uses PECS to support communication • Articulation difficulties with 'c' and 'y' sounds and needs to avoid running 'l, m, n' together. • Limited joint attention with his teacher in table top activities of his choosing. • Uses appropriate greeting gestures with his teacher but not SNAs or peers. • Uses echolalia as a way to calm himself down. 	

Area of identified Additional Education Needs in the current Student Support Plan. Complete only the sections below relevant to the needs of the student.	Tick ✓ area(s) of need identified
Other Learning and Academic Skills	
Summary of student's education needs (max 100 words)	
Social/Emotional and Self-regulation Skills	✓
<p>Summary of student's education needs (max 100 words)</p> <ul style="list-style-type: none"> • With teacher support is beginning to take turns with peer. • Finds it difficult to tolerate sitting beside the other children in his class. • Finds following the rules and unstructured times (ie. on yard) difficult. • Self regulation skills are very poor. He does not know how to identify his emotions and struggles when things change unexpectedly. • He does not recognise when he is feeling hungry and this can lead to him becoming dysregulated causing him to shout and sometimes throw objects around the room. <p>Sensory Needs</p> <ul style="list-style-type: none"> • Has little tolerance for some textures and tries to avoid messy activities such as painting. He does not like washing his hands. 	
<p>Motor Skills</p> <p>Fine Motor (e.g. Handwriting)</p> <p>Gross Motor (e.g. PE/Sports)</p>	✓
<p>Summary of student's education needs (max 100 words)</p> <ul style="list-style-type: none"> • Has poor fine motor skills, pincer grip, pencil grip, zips, buttons, scissor skills etc • Will imitate vertical and horizontal lines with a lot of encouragement and the use of a reward system. • Poor gross skills, needs teacher support to throw and roll a ball. • Can sometimes fall over when running on the playground. 	

Area of identified Additional Education Needs in the current Student Support Plan. Complete only the sections below relevant to the needs of the student.	Tick ✓ area(s) of need identified
Life Skills and Independence Skills	✓
<p>Summary of student's education needs (max 100 words)</p> <ul style="list-style-type: none"> • Has recently reverted to using a beaker for drinks and often chews the top of it when he is in class. • Doesn't always want to eat in school and this can lead to him becoming dysregulated. • Has difficulty putting on his coat independently. • Needs adult support to organise himself. 	

Section 3 – Priority Additional Education Needs

3.1 Priority Additional Education Needs for the purpose of AON

Outline the additional education needs being prioritised in the current Student Support Plan. When completing this section it may be helpful to refer to the Guidance Note for Schools.

The school has identified that Omar Ahmed has priority additional education needs in the area(s) of: (insert student name)

(max 250 words)

Language and Communication

Joint attention

- Establish joint attention with another adult using his preferred activities as a motivator.
- Will use appropriate greeting gestures with SNAs and peers.

Social/Emotional and Self-regulation skills

Introception - Hunger

- With adult support Omar will identify the feeling of hunger and will eat when prompted with a visual.

Change

- Introduce a change card on this schedule, initially changing from non-preferred activities to preferred activities.

Life skills and Independence skills

Putting on his coat

- Omar will complete the last step of putting on his coat with backward chaining, adult to assist with all steps prior to him pulling up the zip.

Sensory

- Build up tolerance to different textures on his hands through daily messy play activities, starting with dry materials.
- Encourage hand washing using visuals and token economy.

3.2 Persons involved in Assessment of Education Needs for the purpose of AON

Please list name(s) of persons nominated by the principal to complete this Report of Education Needs.

Name: **Jane Higgins**

Position in school: **Class Teacher**

Name: **Siobhan Doyle**

Position in school: **Principal**

Name:

Position in school:

I am satisfied that the information completed on this report constitutes data on the Student Support Plan and reflects assessments carried out by the school.

Name of Principal/Deputy Principal: **Siobhan Doyle**

Signature of Principal/Deputy Principal:

School Name: **Baker St. National School**

Roll No: **12345M**

Date: **07 / 04 / 2023**

Report to be returned to NCSE at aon@ncse.ie upon completion.

Report of Education Needs for the purpose of Assessment of Need (Disability Act 2005)

The *Guidance Note for Schools* should be read prior to completion of this report. A video is available on the NCSE website to aid in **completion of this report**.

Section 1 Education Needs

Section 2 Assessment of Education Needs

Section 3 Priority Education Needs

FOR NCSE OFFICE USE ONLY

Date Report Sent to School: **20 / 02 / 2023**

School Name: **St. Kevin's School**

Date Report to be returned to NCSE: **06 / 03 / 2023**

Roll No: **00000X**

Student Name: **Oisin Byrne**

PPSN: **7135568V**

Address: **3 Willow Grove, Townville**

Date of Birth: **24 / 05 / 2011**

Key Notes for completion of this report:

1. This is a fillable PDF form. Please complete all sections by typing directly into the form.
2. The form should be completed by the school principal, deputy principal or a teacher nominated by the school principal who is familiar with the student.
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4. If additional education needs have not been identified for the student, please complete up to and including section 1.2 and return to the NCSE.
5. Ensure that the Student Support File is to hand when completing this form.
6. Data gathered and recorded in the current Student Support Plan may be used in the completion of this form.
7. No additional school-based assessments are required in order to complete this form.
8. In section 3.2 – Ensure the form is signed off by the principal or deputy principal and includes the names and details of other persons involved in the completion of this report of education needs for the purpose of AON.
9. Child Safeguarding concerns should be dealt with in accordance with the Children First Act 2015.
10. The HSE obtains consent from parents/legal guardians prior to starting this process. This consent allows the data sharing between education service providers (school), HSE and NCSE. Additional parental consent is not required to complete this form.
11. If you require help in completing this form, please contact the NCSE helpline at **01 603 3456**.

Legal Responsibility

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Section 1 – Additional Education Needs for the purpose of AON

1.1 Student details

Class/Year: **6th Class**

Special Class Yes No

Has the school identified additional education needs for this student? Yes No

Have parents/guardians been consulted in the development of the Student Support File? Yes No

Date Student Support File first opened: **9th September 2018**

Start date of current Student Support Plan: **18th October 2022**

Most recent review date: **8th January 2023**

Identification of additional education needs, planning, target setting and monitoring of outcomes are recorded in individual Student Support Plans/Individual Education Plans contained in the Student Support File, previously known as Individual Education Plan or Personal Learning Plan.

If **no additional education needs** for the purpose of AON have been identified please complete section 1.2.

If additional education needs for the purpose of Assessment of Need (AON) process have been identified, please skip Section 1.2 and proceed to Section 2.

1.2 Additional Education Needs for the purpose of AON have not been identified for this student

I confirm for the purpose of AON that additional education needs have not been identified for this student.

Student Name: _____ School: _____

Principal/
Deputy Principal: _____ Signature of Principal/
Deputy Principal: _____

Roll Number: _____ Date: _____ / _____ / _____



If section 1.2 is complete, then this is the end of completing the form.

Section 2 – Assessment of Additional Education Needs for the purpose of AON

2.1 Assessment approaches

Schools use a range of assessment approaches to identify student's needs. Please tick only the approaches you have used to identify need for this student.

Assessment Approaches	Tick ✓ as applicable
Information from previous setting (pre-school, primary, specialist setting)	
Parental/Guardian consultation and/or interview	✓
Review of student support plan and response to intervention to date	✓
Teacher assessment/observation measures formal and informal	✓
Student consultation – My Thoughts About School Checklist	✓
Teacher-designed measures/assessments	✓
Basic needs checklist	✓
Environmental checklist	✓
Literacy assessment	✓
Maths assessment	✓
Screening tests of language skills	✓
Behaviour observations including ABC charts, frequency measures	✓
Screening measures for social and emotional needs	✓
Intake screening test results (post primary)	
<p>Please identify other data used to inform identification of student's current education needs e.g., professional reports. Please list:</p> <p>Ed. Psych. Report May 2019 W.I.S.C. high average general ability, literacy skills at the second percentile, with severe difficulties noted with phonological processing and auditory sequential memory. Other report: Diagnosis of ADHD.</p>	

2.2 Identified Additional Education Needs for the purpose of AON

Area of identified Additional Education Needs in the current Student Support Plan. Complete only the sections below relevant to the needs of the student.	Tick ✓ area(s) of need identified
Literacy	✓
<p>Summary of student's education needs (max 100 words)</p> <ul style="list-style-type: none"> • Fluency and accuracy. He has a reading age of 7 years. • Communicate his ideas in writing-using assistive technology • Sight words (he can read 50 of the first 100 words on the Dolch List) • Carefully skimming, scanning and reading content 	
Maths and Numeracy	
<p>Summary of student's education needs (max 100 words)</p>	
Language and Communication	
<p>Summary of student's education needs (max 100 words)</p>	

Area of identified Additional Education Needs in the current Student Support Plan. Complete only the sections below relevant to the needs of the student.	Tick ✓ area(s) of need identified
Other Learning and Academic Skills	✓
Summary of student's education needs (max 100 words) •Concentration- finds it very difficult to focus on a task for a short period of time.	
Social/Emotional and Self-regulation Skills	✓
Summary of student's education needs (max 100 words) • Emotional Regulation when playing with peers in yard. Oisín can become upset during playtime when he is not winning or when others do not follow his rules. • Fixed ideas and group work • Making friends and maintaining friendships.	
Motor Skills Fine Motor (e.g. Handwriting) Gross Motor (e.g. PE/Sports)	✓
Summary of student's education needs (max 100 words) • Oisín's handwriting is very messy and he finds cutting and other tasks relating to fine motor skills difficult.	

Area of identified Additional Education Needs in the current Student Support Plan. Complete only the sections below relevant to the needs of the student.	Tick ✓ area(s) of need identified
Life Skills and Independence Skills	✓
<p>Summary of student's education needs (max 100 words)</p> <ul style="list-style-type: none"> • Difficulty with organisation- books and personal belongings in school. • Difficulty finishing an assigned task in the allotted time. 	

Section 3 – Priority Additional Education Needs

3.1 Priority Additional Education Needs for the purpose of AON

Outline the additional education needs from section 2.2 being prioritised in the current Student Support Plan. When completing this section it may be helpful to refer to the Guidance Note for Schools.

The school has identified that Oisín Byrne has priority additional education needs in the area(s) of: (insert student name)

(max 250 words)

Literacy

- To be able to write short sentences and to be able to communicate his ideas in writing/typing using vocabulary banks and writing frames.
- To use assistive technology to support literacy needs

Social Emotional and Self-Regulation Skills

- To be able to regulate his emotions, using the five point scale, particularly when playing with his peer group
- To be able to organise his personal belongings in school using colour coded books and checklists.

3.2 Persons involved in Assessment of Education Needs for the purpose of AON

Please list name(s) of persons nominated by the principal to complete this Report of Education Needs.

Name: **Sarah Greene**

Position in school: **6th Class Teacher**

Name: **Lisa Harte**

Position in school: **SET**

Name:

Position in school:

I am satisfied that the information completed on this report constitutes data on the Student Support Plan and reflects assessments carried out by the school.

Name of Principal/Deputy Principal: **Sinead O Neill**

Signature of Principal/Deputy Principal: **Sinead O Neill**

School Name: **St. Kevin's**

Roll No: **00000X**

Date: **03 / 03 / 2023**

Report to be returned to NCSE at aon@ncse.ie upon completion.

Report of Education Needs for the purpose of Assessment of Need (Disability Act 2005)

The *Guidance Note for Schools* should be read prior to completion of this report. A video is available on the NCSE website to aid in **completion of this report**.

Section 1 Education Needs

Section 2 Assessment of Education Needs

Section 3 Priority Education Needs

FOR NCSE OFFICE USE ONLY

Date Report Sent to School: **06 / 03 / 2023**

School Name: **A Primary School**

Date Report to be returned to NCSE: **21 / 03 / 2023**

Roll No: **20000X**

Student Name: **Mary Smyth**

PPSN:

Address: **A town, Ireland**

Date of Birth: **01 / 03 / 2015**

Key Notes for completion of this report:

1. This is a fillable PDF form. Please complete all sections by typing directly into the form.
2. The form should be completed by the school principal, deputy principal or a teacher nominated by the school principal who is familiar with the student.
3. The Report of Education Needs for the purpose of the Health Service Executive (HSE) Assessment of Need (AON) process (Disability Act, 2005) is informed by school based data.
4. If additional education needs have not been identified for the student, please complete up to and including section 1.2 and return to the NCSE.
5. Ensure that the Student Support File is to hand when completing this form.
6. Data gathered and recorded in the current Student Support Plan may be used in the completion of this form.
7. No additional school-based assessments are required in order to complete this form.
8. In section 3.2 – Ensure the form is signed off by the principal or deputy principal and includes the names and details of other persons involved in the completion of this report of education needs for the purpose of AON.
9. Child Safeguarding concerns should be dealt with in accordance with the Children First Act 2015.
10. The HSE obtains consent from parents/legal guardians prior to starting this process. This consent allows the data sharing between education service providers (school), HSE and NCSE. Additional parental consent is not required to complete this form.
11. If you require help in completing this form, please contact the NCSE helpline at **01 603 3456**.

Legal Responsibility

Assessment of Need process is a HSE led process. The Disability Act 2005 outlines the legal responsibility for the AON process which lies with the HSE. Within the Disability Act the HSE may request the NCSE to nominate a person to assist an education assessment which feeds into the HSE process.

Section 1 – Additional Education Needs for the purpose of AON

1.1 Student details

Class/Year: **2nd Class**

Special Class Yes No

Has the school identified additional education needs for this student? Yes No

Have parents/guardians been consulted in the development of the Student Support File? Yes No

Date Student Support File first opened: **01/10/2018**

Start date of current Student Support Plan: **01/10/2019**

Most recent review date: **09/01/2023**

Identification of additional education needs, planning, target setting and monitoring of outcomes are recorded in individual Student Support Plans/Individual Education Plans contained in the Student Support File, previously known as Individual Education Plan or Personal Learning Plan.

If **no additional education needs** for the purpose of AON have been identified please complete section 1.2.

If additional education needs for the purpose of Assessment of Need (AON) process have been identified, please skip Section 1.2 and proceed to Section 2.

1.2 Additional Education Needs for the purpose of AON have not been identified for this student

I confirm for the purpose of AON that additional education needs have not been identified for this student.

Student Name: _____ School: _____

Principal/
Deputy Principal: _____ Signature of Principal/
Deputy Principal: _____

Roll Number: _____ Date: _____ / _____ / _____



If section 1.2 is complete, then this is the end of completing the form.

Section 2 – Assessment of Additional Education Needs for the purpose of AON

2.1 Assessment approaches

Schools use a range of assessment approaches to identify student's needs. Please tick only the approaches you have used to identify need for this student.

Assessment Approaches	Tick ✓ as applicable
Information from previous setting (pre-school, primary, specialist setting)	✓
Parental/Guardian consultation and/or interview	✓
Review of student support plan and response to intervention to date	✓
Teacher assessment/observation measures formal and informal	✓
Student consultation – My Thoughts About School Checklist	✓
Teacher-designed measures/assessments	✓
Basic needs checklist	✓
Environmental checklist	✓
Literacy assessment	✓
Maths assessment	✓
Screening tests of language skills	
Behaviour observations including ABC charts, frequency measures	
Screening measures for social and emotional needs	✓
Intake screening test results (post primary)	
<p>Please identify other data used to inform identification of student's current education needs e.g., professional reports. Please list:</p> <ul style="list-style-type: none"> • Ophthalmologist report identifying a deteriorating eye condition • Functional Vision Assessment by the Visiting Teacher for students who are Blind/Vision Impaired 	

2.2 Identified Additional Education Needs for the purpose of AON

Area of identified Additional Education Needs in the current Student Support Plan. Complete only the sections below relevant to the needs of the student.	Tick ✓ area(s) of need identified
Literacy	✓
<p>Summary of student's education needs (max 100 words)</p> <p>Classroom Testing – using appropriate accommodations for the specific VI such as access to Assistive Technology, additional working time and rest breaks.</p> <ul style="list-style-type: none"> • Vision breaks in classroom to relax her eyes due to vision fatigue • Supporting Mary to move materials to her left hand side in order to see them more clearly • Teacher uses Arial Bold, Font 18 for Mary's handouts • Black text on a yellow / mint green background suits Mary and is provided for her • Enlarged, simplified material with clear text on highly contrasting background is presented • Mary continues to use handwriting as a medium of access to the curriculum. • Mary will begin to use typing when her new laptop arrives. 	
Maths and Numeracy	✓
<p>Summary of student's education needs (max 100 words)</p> <p>Classroom Testing - Assistive Technology and additional time are available to Mary for all classroom tests but it is observed that graphics are an area of difficulty.</p> <ul style="list-style-type: none"> - Teacher simplifies graphics and offers additional support with textbooks by providing enlargement and explaining or adjusting colours as appropriate for Mary. - Teacher observes Mary to establish if visual access is the barrier over her ability to complete the task. - Offering support for specific subjects, e.g. in the area of Mathematics 	
Language and Communication	
<p>Summary of student's education needs (max 100 words)</p>	

<p>Area of identified Additional Education Needs in the current Student Support Plan. Complete only the sections below relevant to the needs of the student.</p>	<p>Tick ✓ area(s) of need identified</p>
<p>Other Learning and Academic Skills</p>	<p>✓</p>
<p>Summary of student's education needs (max 100 words)</p> <p>Consideration needs to be given to:</p> <ul style="list-style-type: none"> - Mary's seating position in class for her best visual access - Adjustment of time and workload for Mary to complete tasks - Best lighting for Mary - Provision of Large Print Textbooks and availability of AT for Mary - Adapted handouts with colour and font size that best suit Mary - Pre teaching concepts and making sure that previous concepts have been understood. 	
<p>Social/Emotional and Self-regulation Skills</p>	<p>✓</p>
<p>Summary of student's education needs (max 100 words)</p> <ul style="list-style-type: none"> - Support on self-advocacy, independence and building self-esteem are developed through a social skills programme and peer mentoring programme. - Mary would benefit from support with initiating conversations with classmates 	
<p>Motor Skills Fine Motor (e.g. Handwriting) Gross Motor (e.g. PE/Sports)</p>	<p>✓</p>
<p>Summary of student's education needs (max 100 words)</p> <ul style="list-style-type: none"> - Mary's handwriting is still developing and Teacher spends time on helping her develop this skill while making sure she has the correct pen/pencil and appropriately coloured and lined paper. - Teacher encourages Mary to actively take part in sports activities and PE. Teacher ensures Mary is in a good position to follow instructions and SNA supports her to follow these instructions with verbal cues 	

<p>Area of identified Additional Education Needs in the current Student Support Plan. Complete only the sections below relevant to the needs of the student.</p>	<p>Tick ✓ area(s) of need identified</p>
<p>Life Skills and Independence Skills</p>	<p>✓</p>
<p>Summary of student's education needs (max 100 words)</p> <p>- Providing help with organisational skills, enabling Mary to find the correct page in a large print book or on a computer screen, copying from a board into a copybook or laptop file, transcribing from a book onto her laptop and support in the cloakroom area of the school</p> <p>- Mary is generally independently mobile in a known environment but care needs to be taken that there are no unexpected obstacles. Glare outdoors causes her to cover or close her eyes. She wears a peaked cap to help with this but needs careful supervision on very bright days when she finds glare to be a problem and especially in new places such as on school trips.</p>	

Section 3 – Priority Additional Education Needs

3.1 Priority Additional Education Needs for the purpose of AON

Outline the additional education needs from section 2.2 being prioritised in the current Student Support Plan. When completing this section it may be helpful to refer to the Guidance Note for Schools.

The school has identified that Mary Smyth has priority additional education needs in the area(s) of: (insert student name)

(max 250 words)

Literacy- A concentrated programme of handwriting (darker lined pages in her preferred colour, larger text, dark pens and instruction on actual letter formation) will be offered to Mary in the next term.

Maths and Numeracy · Teacher and SET identify and incorporate extended use of concrete materials to ensure that maths concepts are clearly understood and give Mary support with graphics which have been highlighted as an area of difficulty.

Social Skills - social skills programme and peer mentoring programme to help Mary explain what she needs and be proud of her achievements

Digital/ Assistive Technology- Providing support using low vision aids (such as a desk lamp to help with lighting) and Assistive Technology Equipment. Mary will need a lot of practice in accessing and using Digital Books, Microsoft Word, Internet, e-mail, file management, etc. to help her to navigate her books and handouts with Assistive Technology.

3.2 Persons involved in Assessment of Education Needs for the purpose of AON

Please list name(s) of persons nominated by the principal to complete this Report of Education Needs.

Name: **Maxine Well**

Position in school: **2nd class teacher**

Name: **Jonathan Night**

Position in school: **SET**

Name:

Position in school:

I am satisfied that the information completed on this report constitutes data on the Student Support Plan and reflects assessments carried out by the school.

Name of Principal/Deputy Principal: **Deputy Principal**

Signature of Principal/Deputy Principal: **A. Principal**

School Name: **A primary school**

Roll No: **20000X**

Date: **15 / 03 / 2023**

Report to be returned to NCSE at aon@ncse.ie upon completion.

Report of Education Needs for the purpose of Assessment of Need (Disability Act 2005)

The *Guidance Note for Schools* should be read prior to completion of this report. A video is available on the NCSE website to aid in **completion of this report**.

Section 1 Education Needs

Section 2 Assessment of Education Needs

Section 3 Priority Education Needs

FOR NCSE OFFICE USE ONLY

Date Report Sent to School: **01 / 03 / 2023**

School Name: **Clongariff PP**

Date Report to be returned to NCSE: **20 / 03 / 2023**

Roll No: **703121P**

Student Name: **Jane Bloggs**

PPSN: **1234567C**

Address: **2 Turnip Road**

Date of Birth: **03 / 02 / 2009**

Ballyanywhere

Key Notes for completion of this report:

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4. If additional education needs have not been identified for the student, please complete up to and including section 1.2 and return to the NCSE.
5. Ensure that the Student Support File is to hand when completing this form.
6. Data gathered and recorded in the current Student Support Plan may be used in the completion of this form.
7. No additional school-based assessments are required in order to complete this form.
8. In section 3.2 – Ensure the form is signed off by the principal or deputy principal and includes the names and details of other persons involved in the completion of this report of education needs for the purpose of AON.
9. Child Safeguarding concerns should be dealt with in accordance with the Children First Act 2015.
10. The HSE obtains consent from parents/legal guardians prior to starting this process. This consent allows the data sharing between education service providers (school), HSE and NCSE. Additional parental consent is not required to complete this form.
11. If you require help in completing this form, please contact the NCSE helpline at **01 603 3456**.

Legal Responsibility

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Section 1 – Additional Education Needs for the purpose of AON

1.1 Student details

Class/Year: **2nd year**

Special Class Yes No

Has the school identified additional education needs for this student? Yes No

Have parents/guardians been consulted in the development of the Student Support File? Yes No

Date Student Support File first opened: **Oct 2021**

Start date of current Student Support Plan: **Jan 2022**

Most recent review date: **Dec 2022**

Identification of additional education needs, planning, target setting and monitoring of outcomes are recorded in individual Student Support Plans/Individual Education Plans contained in the Student Support File, previously known as Individual Education Plan or Personal Learning Plan.

If **no additional education needs** for the purpose of AON have been identified please complete section 1.2.

If additional education needs for the purpose of Assessment of Need (AON) process have been identified, please skip Section 1.2 and proceed to Section 2.

1.2 Additional Education Needs for the purpose of AON have not been identified for this student

I confirm for the purpose of AON that additional education needs have not been identified for this student.

Student Name: _____ School: _____

Principal/
Deputy Principal: _____ Signature of Principal/
Deputy Principal: _____

Roll Number: _____ Date: _____ / _____ / _____



If section 1.2 is complete, then this is the end of completing the form.

Section 2 – Assessment of Additional Education Needs for the purpose of AON

2.1 Assessment approaches

Schools use a range of assessment approaches to identify student's needs. Please tick only the approaches you have used to identify need for this student.

Assessment Approaches	Tick ✓ as applicable
Information from previous setting (pre-school, primary, specialist setting)	✓
Parental/Guardian consultation and/or interview	✓
Review of student support plan and response to intervention to date	✓
Teacher assessment/observation measures formal and informal	✓
Student consultation – My Thoughts About School Checklist	✓
Teacher-designed measures/assessments	✓
Basic needs checklist	
Environmental checklist	✓
Literacy assessment	✓
Maths assessment	
Screening tests of language skills	✓
Behaviour observations including ABC charts, frequency measures	
Screening measures for social and emotional needs	
Intake screening test results (post primary)	✓
Please identify other data used to inform identification of student's current education needs e.g., professional reports. Please list: Speech & Language Assessment: 2018 Educational Psychological Assessment: 2016	

2.2 Identified Additional Education Needs for the purpose of AON

Area of identified Additional Education Needs in the current Student Support Plan. Complete only the sections below relevant to the needs of the student.	Tick ✓ area(s) of need identified
Literacy	✓
<p>Summary of student's education needs (max 100 words)</p> <p>1st Year Screening Assessment: NGRT:Oct 2021: Comprehension :Standardised Score (SS) 102 Reading Scores: 86 SS December 2022: WIAT: Word Reading: 81SS, Reading Fluency: 73 SS, Single Word Reading: 77 SS</p> <p>Teachers report that J struggles to engage in subject specific vocabulary. She needs accommodations to support large pieces of written work, without this she can disengage in classwork and homework (where literacy demands are high). J has stated she becomes very distressed when she is asked to retell or recall information. J has significant difficulty in the area of expressive writing and struggles with sequencing.</p>	
Maths and Numeracy	✓
<p>Summary of student's education needs (max 100 words)</p> <p>Her difficulty with academic vocabulary is impeding her success with Maths as the language element can be very demanding. She needs a differentiated approach to teaching specific language within the maths curriculum, J also needs scaffolding for certain topics, and requires explicit instruction or step by step strategy to ensure she can keep up with the order of operations. J has explained that she becomes worried when she is asked to orally explain her work, her problem solving skills are good but she struggles to express herself in an ordered way.</p>	
Language and Communication	✓
<p>Summary of student's education needs (max 100 words)</p> <p>Jane has difficulties understanding tasks that involve 4 or more instructions. She can become disengaged when numerous instructions are presented to her and this is impacting her wellbeing. She needs clear visual instructions to support her understanding. She has reported that she doesn't like working in groups as she finds having to listen and engage with others very demanding. Teachers note that she finds it difficult to follow conversations and engage with peers and teachers. She requires a clearly defined role when engaging in group work. She often opts out of settings that demand too much of her.</p>	

Area of identified Additional Education Needs in the current Student Support Plan. Complete only the sections below relevant to the needs of the student.	Tick ✓ area(s) of need identified
Other Learning and Academic Skills	
Summary of student's education needs (max 100 words)	
Social/Emotional and Self-regulation Skills	✓
Summary of student's education needs (max 100 words) Jane becomes dysregulated when demands are made in relation to any questioning or feedback. She often misunderstands others body or facial expressions. Jane's needs support explaining things in a sequenced and ordered way. To help reduce emotional outbursts she requires assistance with processing of events and information.	
Motor Skills Fine Motor (e.g. Handwriting) Gross Motor (e.g. PE/Sports)	✓
Summary of student's education needs (max 100 words) Teacher observations of handwriting highlighted some difficulties in relation to the pace and fluency of writing. Despite interventions such as writing frames and graphic organizers, difficulties still remain in the area of expressive writing and handwriting skills. A differentiated approach is needed to ensure J does not become too stressed by the demands placed upon her. A DASH Assessment yielded a score of 10 WPM . Currently J needs to be taught touch typing and file management on a laptop to engage fully in the curriculum.	

Area of identified Additional Education Needs in the current Student Support Plan. Complete only the sections below relevant to the needs of the student.	Tick ✓ area(s) of need identified
Life Skills and Independence Skills	✓
<p>Summary of student's education needs (max 100 words)</p> <p>Needs support to help her navigate certain social settings, as this can impact her wellbeing. Needs a specific mentoring programme to help her stay motivated and engaged in school.</p>	

3.2 Persons involved in Assessment of Education Needs for the purpose of AON

Please list name(s) of persons nominated by the principal to complete this Report of Education Needs.

Name: _____ Position in school: **Year Head**

Name: _____ Position in school: **SET**

Name: _____ Position in school: **Behaviour for Learning teacher**

I am satisfied that the information completed on this report constitutes data on the Student Support Plan and reflects assessments carried out by the school.

Name of Principal/Deputy Principal: **A Deputy Principal**

Signature of Principal/Deputy Principal: **A Deputy Principal**

School Name: **Clongariff PP**

Roll No: **703121P** Date: **15 / 03 / 2023**

Report to be returned to NCSE at aon@ncse.ie upon completion.

Report of Education Needs for the purpose of Assessment of Need (Disability Act 2005)

The *Guidance Note for Schools* should be read prior to completion of this report. A video is available on the NCSE website to aid in **completion of this report**.

Section 1 Education Needs

Section 2 Assessment of Education Needs

Section 3 Priority Education Needs

FOR NCSE OFFICE USE ONLY

Date Report Sent to School: **20 / 02 / 2023**

Date Report to be returned to NCSE: **06 / 03 / 2023**

Student Name: **Mick McDonagh**

Address: **Disney Drive, Dublin**

School Name: **St Martin's Community School**

Roll No: **123456M**

PPSN: **1234567S**

Date of Birth: **01 / 01 / 2008**

Key Notes for completion of this report:

1. This is a fillable PDF form. Please complete all sections by typing directly into the form.
2. The form should be completed by the school principal, deputy principal or a teacher nominated by the school principal who is familiar with the student.
3. The Report of Education Needs for the purpose of the Health Service Executive (HSE) Assessment of Need (AON) process (Disability Act, 2005) is informed by school based data.
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5. Ensure that the Student Support File is to hand when completing this form.
6. Data gathered and recorded in the current Student Support Plan may be used in the completion of this form.
7. No additional school-based assessments are required in order to complete this form.
8. In section 3.2 – Ensure the form is signed off by the principal or deputy principal and includes the names and details of other persons involved in the completion of this report of education needs for the purpose of AON.
9. Child Safeguarding concerns should be dealt with in accordance with the Children First Act 2015.
10. The HSE obtains consent from parents/legal guardians prior to starting this process. This consent allows the data sharing between education service providers (school), HSE and NCSE. Additional parental consent is not required to complete this form.
11. If you require help in completing this form, please contact the NCSE helpline at **01 603 3456**.

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Section 1 – Additional Education Needs for the purpose of AON

1.1 Student details

Class/Year: **Third Year**

Special Class Yes No

Has the school identified additional education needs for this student? Yes No

Have parents/guardians been consulted in the development of the Student Support File? Yes No

Date Student Support File first opened: **September 2019**

Start date of current Student Support Plan: **October 2022**

Most recent review date: **December 2022**

Identification of additional education needs, planning, target setting and monitoring of outcomes are recorded in individual Student Support Plans/Individual Education Plans contained in the Student Support File, previously known as Individual Education Plan or Personal Learning Plan.

If **no additional education needs** for the purpose of AON have been identified please complete section 1.2.

If additional education needs for the purpose of Assessment of Need (AON) process have been identified, please skip Section 1.2 and proceed to Section 2.

1.2 Additional Education Needs for the purpose of AON have not been identified for this student

I confirm for the purpose of AON that additional education needs have not been identified for this student.

Student Name: _____ School: _____

Principal/
Deputy Principal: _____ Signature of Principal/
Deputy Principal: _____

Roll Number: _____ Date: _____ / _____ / _____



If section 1.2 is complete, then this is the end of completing the form.

Section 2 – Assessment of Additional Education Needs for the purpose of AON

2.1 Assessment approaches

Schools use a range of assessment approaches to identify student's needs. Please tick only the approaches you have used to identify need for this student.

Assessment Approaches	Tick ✓ as applicable
Information from previous setting (pre-school, primary, specialist setting)	✓
Parental/Guardian consultation and/or interview	✓
Review of student support plan and response to intervention to date	✓
Teacher assessment/observation measures formal and informal	✓
Student consultation – My Thoughts About School Checklist	✓
Teacher-designed measures/assessments	✓
Basic needs checklist	
Environmental checklist	✓
Literacy assessment	✓
Maths assessment	✓
Screening tests of language skills	
Behaviour observations including ABC charts, frequency measures	
Screening measures for social and emotional needs	
Intake screening test results (post primary)	✓
<p>Please identify other data used to inform identification of student's current education needs e.g., professional reports. Please list:</p> <p>May 2018: Assessed by psychiatrist, diagnosed with Autism October 2018: Assessed by Education Psychologist</p>	

2.2 Identified Additional Education Needs for the purpose of AON

Area of identified Additional Education Needs in the current Student Support Plan. Complete only the sections below relevant to the needs of the student.	Tick ✓ area(s) of need identified
Literacy	✓
<p>Summary of student's education needs (max 100 words)</p> <ul style="list-style-type: none"> - Mick struggles in the areas of reading comprehension, in particular inferential comprehension . - He needs support with word attack skills and reading accuracy and fluency. - It is a challenge for him to understand some of the content of his text books especially in history and English and science and geography - He achieved the following scores on the WIAT111 on 4/09/2022 reading comprehension (standard score) ss 72 (3rd percentile), reading fluency ss 70 (2nd percentile), single word reading ss75 (5th percentile). 	
Maths and Numeracy	
<p>Summary of student's education needs (max 100 words)</p>	
Language and Communication	✓
<p>Summary of student's education needs (max 100 words)</p> <ul style="list-style-type: none"> - Mick has additional needs in the area of social communication. He especially finds interactive conversations with adults and peers to be a challenge and instead will hold conversations on topics that are of special interest to him. He is currently very interested in American presidents and irrespective of the social situation will talk at length about 'good and bad' American presidents. - Mick reports that he would like to have a friends but struggles especially at break time and at unstructured times throughout the school day. There are times when he is isolated during the school day. 	

<p>Area of identified Additional Education Needs in the current Student Support Plan. Complete only the sections below relevant to the needs of the student.</p>	<p>Tick ✓ area(s) of need identified</p>
<p>Other Learning and Academic Skills</p>	<p>✓</p>
<p>Summary of student's education needs (max 100 words)</p> <p>-Organisation for Class Mick will frequently arrive to class without his books or other necessary equipment. Mick experiences difficulty with sequencing and planning (executive functioning). This leads to a challenge when planning and completing class room tasks and projects. It is particularly challenging this year as he has to undergo CBAs (classroom based assessments) as part of his Junior Cycle. - He also experiences difficulty with sequencing and planning (executive functioning). This leads to a challenge when planning and completing classroom tasks and projects. It is particularly challenging this year as he has to undergo CBAs as part of his Junior Cycle.</p>	
<p>Social/Emotional and Self-regulation Skills</p>	<p>✓</p>
<p>Summary of student's education needs (max 100 words)</p> <p>-When challenged by a task or in a social situation, Mick finds it hard to regulate, recognise when he is frustrated and request help when in need of it. Instead he will sometimes shout very loudly usually some facts and opinions on his topic of interest. - He has, a number of times, left the class and occasionally the school without permission or rocked on his chair until he has fallen over.</p>	
<p>Motor Skills Fine Motor (e.g. Handwriting) Gross Motor (e.g. PE/Sports)</p>	
<p>Summary of student's education needs (max 100 words)</p>	

Area of identified Additional Education Needs in the current Student Support Plan. Complete only the sections below relevant to the needs of the student.	Tick ✓ area(s) of need identified
Life Skills and Independence Skills	✓
<p>Summary of student's education needs (max 100 words)</p> <p>- Mick finds it difficult to get organised for class and the school day.</p> <p>-He also finds it difficult to participate in conversations with members of his peer group. The conversations tend to be one-sided and monopolised by Mick with preferred topics.</p>	

Section 3 – Priority Additional Education Needs

3.1 Priority Additional Education Needs for the purpose of AON

Outline the additional education needs from section 2.2 being prioritised in the current Student Support Plan. When completing this section it may be helpful to refer to the Guidance Note for Schools.

The school has identified that Mick McDonagh has priority additional education needs in the area(s) of: (insert student name)

(max 250 words)

- **social communication skills, listening and taking turns in conversation with peers and adults. Being able to partake in a conversation with peers.**
- **organisational skills, organising his books and equipment for lessons. Completing class tasks and projects on time especially the planning and completion of CBAs.**
- **Reading skills: inferential comprehension and word attack skills, Accessing the content of text books especially the subject specific vocabulary in history, English and geography especially.**

3.2 Persons involved in Assessment of Education Needs for the purpose of AON

Please list name(s) of persons nominated by the principal to complete this Report of Education Needs.

Name: **Donald Phish**

Position in school: **Principal**

Name: **James Ryan**

Position in school: **SENCO**

Name: **Valerie Powers**

Position in school: **Year Head**

I am satisfied that the information completed on this report constitutes data on the Student Support Plan and reflects assessments carried out by the school.

Name of Principal/Deputy Principal: **Donald Phish**

Signature of Principal/Deputy Principal:

School Name: **St. Martin's**

Roll No: **123456M**

Date: **01 / 03 / 2023**

Report to be returned to NCSE at aon@ncse.ie upon completion.





