

Access Policies & Plan 2010/13



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Statement of Access Policies

The Institute of Technology Tallaght (ITT Dublin) is committed to equity of access to higher education. Through our mainstream strategic priorities, resource allocation, and quality assurance processes, the Institute actively promotes and facilitates widening the participation of student groups currently underrepresented in higher education. This commitment reflects our role as a major contributor to the social, cultural, and economic life of South Dublin and the surrounding region. In keeping with national access policy, and reflecting the diverse population of our region, the Institute will focus on activities with the following:

- School Leavers from disadvantaged socio-economic backgrounds
- Mature students
- Students with disabilities
- Members of ethnic minorities and the Traveller community.

Access activities will continue to consist of a range of pre-entry activities (particularly with schools in local disadvantaged areas), alternative entry mechanisms, and post-entry supports. In developing our Access activities, the Institute will ensure:

- Collaboration with relevant local and national partners
- Sustainable projects with institute-wide participation
- Information and awareness training for staff
- On-going monitoring and evaluation
- Regular updates to staff

The Institute three-year Access Plan, provides details of the programme of actions to address the needs of each under-represented group; the resources to be committed to these actions; and the means by which the actions will be evaluated.

Plan on Equity of Access 2010-2013

The Institute Vision 2009 to 2013, as outlined in our Strategic Plan 2009-2014, includes the goal of Wider Participation (Goal A3):

ITT Dublin will continue be an open and accessible Institute and will enhance participation in higher education by students from its region, ensuring they achieve their potential. The Institute will make particular efforts to widen participation for those students from backgrounds traditionally underrepresented in higher education. It will meet its targets in support of the HEA National Plan for Equity of Access to Higher Education through a range of supports and activities for learners including pre-entry activities, alternative entry mechanisms, and post-entry supports.

As identified in our Statement of Access Policies, the focus of our activities is on

- School Leavers from disadvantaged socio-economic backgrounds
- Mature students
- Students with disabilities
- Members of ethnic minorities and the Traveller community.

1. School Leavers from disadvantaged socio-economic backgrounds:

1.1 Data

The Institute currently ranks highly in its rates of participation by the two most under-represented socio-economic groups, the non-manual group and the semi- and unskilled manual group: HEA data¹ for 2008 shows that 19% of full-time new entrants into IT Tallaght are from these two groups, considerably higher than the figure for all higher education institutions, 13%.

The Institute has focussed its work in this area on schools in local disadvantaged areas. In particular we work very closely with six schools

School	Area
Jobstown Community College	Tallaght
Killinarden Community School	Tallaght
St Aidan's Community School	Tallaght
Collinstown Park Community College	Clondalkin
Deansrath Community College	Clondalkin
St Kevin's Community College	Clondalkin

¹ "HEA data" refers throughout this document to figures reported by the HEA from the Equal Access Data survey conducted every year. The survey is completed by new entrants to the Higher Education institutions.

These schools have programmes designed to assist students gain access to higher education: Access to College Education (ACE) in Tallaght, and the Clondalkin Higher Education Access Programme (CHEAP) in Clondalkin.

See Appendix 1 information about the ACE and CHEAP programmes.

See Appendix 2 for details of pre-entry activities.

See Appendix 3 for numbers of students from each school entering the Institute each year, and numbers availing of the Reserved Places scheme

The Institute provides comprehensive post-entry supports to all students who attended the ACE and CHEAP schools. Post-entry supports are also available to students who attended a further four schools in disadvantaged areas:

James St CBS	Dublin 8
Caritas College	Ballyfermot
St John's De La Salle College	Ballyfermot
Our Lady Of Mercy School	Drimnagh

See Appendix 4 for details of post-entry supports.

See Appendix 5 for details of retention rates for students from the Access Link schools

Data gathered by the schools indicates that a high number of students progress to Colleges of Further Education, to study for a FETAC Level 5 award. There is evidence that, in general, a high proportion of FE students come from the lower socio-economic groups². The Institute participates in and strongly supports the Higher Education Links Scheme (HELS). In 2009 the number of students who gained entry to first year by way of a FETAC Level 5/6 award was 63 (8% of new entrants). In addition, 34 students obtained "advanced entry" to 2nd or 3rd year, with a FETAC Level 6 or BTEC Higher National Diploma award.

See Appendix 6 for details of the current HELS in IT Tallaght

The Student Assistance Fund is an important element of Access supports. The Fund is currently allocated to higher education institutions without reference to the socio-economic profile of the students in each Institution. The Institute SAF is currently distributed among a high number of students.

See Appendix 7 for details of the Institute Student Assistance Fund

² HEA Consultation Paper on Access Courses 2007, Phyllis Murphy, p14

1.2 Objectives

(a) Pre-entry

- The Institute will continue to focus on disadvantaged local schools. In addition to working with students, the Institute will continue to collaborate with school personnel and management, and with parents, particularly through the ACE and CHEAP programmes.
- Continued resources will be allocated to the Schools Maths Programme, which works closely with Maths teachers and their 5th year and 2nd year students.
- The community-based President's Volunteer Programme (PVP), currently operating as a pilot scheme, will be further developed. The PVP involves Institute students assisting students from the local schools with their preparation for Leaving Cert. Maths. The development of this Programme will operate in collaboration with other Civic Engagement initiatives in the Institute.
- The Institute will initiate discussions with the Ballyfermot Partnership with a view to establishing a pre-entry programme in the area. The participation of current Institute students from Ballyfermot will be a feature of any such programme.
- In conjunction with our Schools Liaison Office, intensive promotion of the HELS will be focussed on local Colleges of Further Education, particularly Greenhills College, Inchicore College, Pearse College, Crumlin College, St. Kevin's Clogher Rd., Liberties College, Ballyfermot College, and Rathmines College.

(b) Alternative Entry Mechanisms

- We will continue to implement the Reduced Points arrangements for the six Access Link schools (see Appendix 3). In the light of increased demand for places, we will increase the number of reserved places per school from 2 to 3, giving a total number of reserved places of 18.
- The Youth Horizons programme, which is linked to Jobstown Community College, will be included in the Reduced Points scheme as a pilot in 2010, with one reserved place. The criteria will be the same as those for the Access Link schools.
- The Higher Education Links Scheme will be expanded to include more FETAC Level 5 awards.

(c) Post-entry supports

- We will continue to resource current supports

- The Institute Student Assistance Fund will be reviewed in terms of targeting support, i.e. identifying the most disadvantaged students, and providing them with a higher level of financial support.

(d) Other

- In conjunction with IOTI, we will lobby the HEA for the Student Assistance Fund to be allocated to HEIs with reference to the socio-economic profile of students attending each Institution.
- We will continue to collaborate with other Higher Education institutions by way of participation in the Access Made Accessible (AMA) group, and the Institutes of Technology Access Officers group.

1.3 Targets:

1. Number of entrants from the 6 Access Link Schools:

We will increase the annual average number of entrants over a 3-year period from 39 (2007-2009) to 45 (2010 - 2012)

2. We will increase the percentage of new entrants with FETAC Level 5/6 awards from 8% (2009) to 10% (2012)

3. Retention: We will maintain the current high retention levels of students on the Access Programme.

2. Mature Students

2.1 Data

The Institute has attracted relatively low numbers of full-time mature students in the past. HEA data for 2008 shows that 6% of full-time new entrants into the Institute were mature, considerably lower than the figure for all higher education institutions, 12%. Institute data for 2009 indicates that the percentage of full-time mature new entrants rose to 13%.

Each year a number of mature entrants gain advanced entry to 2nd or 3rd year, with a FETAC Level 6 award or BTEC Higher National Diploma. These students are first-time entrants to Higher Education, but are not classified as new entrant mature students.

However, our part-time programme attracts a very high number of mature students: in 2008, 85% of new entrants enrolled on part-time major award, minor award, and Professional Institute programmes were mature. Thus our total number of mature new entrants, to both full and part-time programmes, constituted 43% of total new entrants in 2008. We have already surpassed the HEA target of 27% for mature entrants to full and part-time programmes by 2013.

There is evidence that a high proportion of students in Colleges of Further Education are mature³, and an increasing number of mature applicants to the Institute have FETAC Level 5/6 awards. The Institute participates in and strongly supports the Higher Education Links Scheme. We encourage those considering higher education, but who may be unsure of their readiness, to investigate Further Education as a means of preparing for entry to third level.

The Institute received funding from the Labour Market Activation programme to run Preparatory Courses for potential mature applicants in 2009 and 2010. The courses were run by the Department of Lifelong Learning in collaboration with the Access Office. In total 126 students completed the courses and were awarded a Level 6 Special Purpose Award.

The Institute also received funding from the HEA Strategic Innovation Fund 2 (Eastern Regional Alliance - Student Transitions) for a 3-day "Stepping-In" course for mature applicants. 26 mature applicants who had been offered a place on a full-time programme in the Institute took part.

For details of pre-entry activities for mature students see Appendix 8
For details of post-entry supports for mature students see Appendix 9

³ HEA Consultation Paper on Access Courses 2007, Phyllis Murphy, p. 14

2.2. Objectives

(a) Pre-entry

- In conjunction with our Schools Liaison Office, intensive promotion of the HELS will be focussed on local Colleges of Further Education, particularly Greenhills College, Inchicore College, Pearse College, Crumlin College, St. Kevin's Clogher Rd., Liberties College, Ballyfermot College, and Rathmines College.
- We will continue to offer Preparatory courses and Stepping In courses where funding is made available.
- We will continue to offer all current pre-entry activities

(b) Alternative entry mechanisms

- We will continue to offer mature applicants an interview where deemed appropriate.
- We will provide training for all personnel involved in mature applicant interviewing.
- We will maintain the proportion of places reserved for mature applicants who do not have the minimum Leaving Cert. or equivalent entry requirements at 10%
- The Higher Education Links Scheme will be expanded to include more FETAC Level 5/6 awards.

(c) Post-entry supports

- We will continue to offer all current post-entry supports
- In response to the increasing number of unemployed adults returning to education in the Institute we will target a larger proportion of the Student Assistance Fund at disadvantaged mature students.

2.3 Target:

We will increase the percentage of full-time mature entrants from 13% (2009) to 15% (2013). This figure includes mature entrants who gain entry by way of their qualifications, in addition to mature entrants who do not have the minimum entry requirements.

3. Students with Disabilities

3.1. Data

In the Academic year 08/09: 4% of new full time entrants registered with the Disability Service (See Appendix 12)

Lifelong Learning: 0.04% of new part time entrants registered with the Disability Service

3.2 Objectives

(a) Pre-entry

- We will continue to offer a one-to-one service to applicants with a disability.
- We will continue to assess the CAO Applications and write to applicants who are considered to have higher need disabilities.
- We will continue to promote the disability service at ITT Dublin through College Fairs such as “Better Options”, school visits and other marketing activities.
- We will continue to work in collaboration with the Association for Higher Education Access and Disability (AHEAD).
- We will continue to work with the Disability Advisors Working Network (DAWN) to look at best policies and practices for students with disabilities.
- We will continue to liaise with Organisations from the Disability Sector who work with post-secondary students such as Enable Ireland, Aspire, Muscular Dystrophy Ireland, the National Council for the Blind of Ireland and DeafHear etc.

(b) Alternative entry mechanisms

- We will continue to reserve two places per course for students who demonstrate that, owing to their disability, may not have fulfilled the necessary admissions criteria. (to be reviewed)

(c) Post-entry

- We will continue to do Needs Assessments for students who register with the service.
- We will continue to apply for funding from the European Social Fund for Students with Disabilities on behalf of students. These applications can only be made in cases where the necessary documentation is provided.
- We will continue to evaluate technologies that may enhance all registered students’ learning abilities.
- We will continue to arrange Extra Tuition, Assistive Technology support, Note-taking support, Sign-language interpreting, Photocopying and Personal/Academic Assistants for those students funded by HEA Fund for Students with Disabilities.
- We will continue to liaise with the Examinations Office to assist them in the organisation of exam supports, such as readers, scribes, separate rooms, use of laptops etc for all full time and part time students registered with the service.

3.3 Targets

- We intend to increase the number of students with Specific Learning Difficulties and to be able to offer some supports for socio-economically disadvantaged students.
- Targets for entry: In line with the National Plan for Equity of Access to Higher Education 2008 - 2013 we will double the amount of students with sensory, physical and multiple disabilities.

Objective

To encourage HEA to fund the assessments of students from socio-economically disadvantaged background with specific learning disabilities. Students with Specific Learning Disabilities must have an up to date Educational Psychologist's report to benefit from HEA support funding. Such reports can be very expensive eg. €500. This cost creates a barrier for students from socio-economically disadvantaged backgrounds and prevents them from gaining access to specific HEA funded financial supports.

Part Time Students

Objective

We will continue to promote with the HEA that funding and support, similar to those available to full time students, be made available to part time students. Part time students are currently not funded by the HEA. If we wish to increase the number of students with disabilities studying part time then the funding and support model needs to be changed. Part time study can be more accessible and flexible for students with severe disabilities. Lack of financial support for part time students with disabilities mitigates against their participation in Higher Education.

4. Members of ethnic minorities and the Traveller Community

4.1 Data

HEA data for 2008 shows that 11% of full-time first-year entrants to the Institute were of non-Irish ethnic/cultural background. The figure for all HEIs was 7%. The Institute's relatively high figure reflects the profile of our region's population.

Our work with members of the Travelling Community is through our links with St. Basil's Training Centre Tallaght, where most of the participants are parents of school-going children, and with Coláiste Bríde in Clondalkin, where Traveller girls traditionally attend.

See Appendix 10 for details of pre-entry activities with members of ethnic minorities and the Travelling Community

See Appendix 11 for details of post-entry supports

Appendix 1

ACE and CHEAP

1. The ACE Programme

ACE is a DES-funded programme for Senior Cycle students in Killinarden Community School, Jobstown Community College, and St. Aidan's Community School. The Institute Access Officer is on the ACE Management Committee.

Established in 1998, ACE now has between 40 and 50 students participating each year. The programme includes intensive after-school academic activities, and weekend language schools. On-campus activities in the Institute for ACE participants include student shadowing, mock oral exams, and pre-exam revision classes. There is an active Parents' Programme, with a number of Educational Home Visitors, Parents' information sessions in the Institute, and parent representatives on the Management Committee. The Institute reserves 2 places per school for ACE students who do not achieve the necessary cut-off points in the Leaving Cert. examination, and provides post-entry supports for all students who attended the schools.

2. The CHEAP Programme

CHEAP is a DES-funded programme for Senior Cycle students in Collinstown Park Community College, St. Kevin's Community College, and Deansrath Community College. The Institute Access Officer is on the CHEAP Management Committee.

Established in 1997, it now has between 50 and 60 students participating each year. The programme includes intensive after-school academic activities, study skills workshops, and pre-exam revision classes. The Institute reserves 2 places per school for CHEAP students who do not achieve the necessary cut-off points in the Leaving Cert. examination, and provides post-entry supports for all students who attended the schools.

Appendix 2 Pre-entry Activities with Access Link Schools

Activities	JCC	KCS	SACS	CPCC	DCC	SKCC
School Visits	•	•	•	•	•	•
Open Days	•	•	•	•	•	•
5th yr Schools Maths Programme*	•	•	•	•	•	•
2nd yr Schools Maths Programme*	•	•	•	•	•	•
Professional Development for teachers*	•	•	•	•	•	•
Student Shadowing	•	•	•			
Maths tuition (inc. President's Volunteer Programme)	•	•	•			•
On-campus revision classes	•	•	•			
On-campus Engineering activities	•	•				
Parent Liaison & Support	•	•	•	•		
PC donations to schools	•	•	•	•		

* The Schools Maths Programme is a comprehensive set of activities run in conjunction with Institute Maths lecturers and Engineering technicians. A detailed report for the year 2008/9 is available, including information on Teachers' workshops, and a paper entitled *Building bridges between Mathematics Educators at Second and Third level* by Ciarán O'Sullivan, Paul Robinson, Chris Keogh, and Maggie Ryan, presented by Ciarán O'Sullivan at the 4th Conference on Mathematics Service Teaching on 25th, 26th May 2009 in the Limerick Institute of Technology.

Appendix 3 Number of students from Access Link Schools entering the Institute

School	2001	2002	2003	2004	2005	2006	2007	2008	2009
Jobstown Community College	8	13	7	7	7	9	8	13	5
Killinarden Community School	6	3	2	11	11	9	6	9	4
St Aidan's Community School	7	2	6	5	3	8	5	6	11
Collinstown Park Community College	10	5	15	4	5	12	10	9	7
St Kevin's Community College	1	1	3	1	5	2	5	5	5
Deansrath Community College	4	5	5	3	6	5	4	2	4
Total	36	29	38	31	37	45	38	44	36
Of which Reserved places	4	7	9	2	3	3	2	2	8

Average number of entrants over 3 year phases:

2001 - 2003: 34

2004 - 2006: 38

2007 - 2009: 39

Appendix 4 Post-entry Supports for students from the Access Link Schools

Supports	JCC	KCS	SACS	CPCC	DCC	SKCC
One-day Orientation Programme	•	•	•	•	•	•
Individual advice and information service	•	•	•	•	•	•
Book Vouchers	•	•	•	•	•	•
Laptop loans	•	•	•	•	•	•
South Dublin County Council Scholarships	•	•	•	•	•	•
“Buddy” scheme (peer mentoring)	•	•	•	•	•	•

In addition, a more limited range of post-entry supports are provided to a further four schools:

Supports	JSCBS	CAR	SJDLS	OLM
Individual advice and information service	•	•	•	•
Book Vouchers	•	•	•	•

Appendix 5 Progression Rates of students who attended Access Link Schools

	2001	2002	2003	2004	2005	2006	2007	2008
Percentage of 1 st year entrants Progressing to 2 nd year	67%	72%	42%	71%	49%	48%	55%	81%

Appendix 6 Higher Education Links Scheme 2010

Course	Course Title	Level	Essential FETAC awards	Essential FETAC Modules
TA006	Culinary Arts	6	Any	None
TA015	International Hospitality and Tourism Management	7	BBSXX BBSAX BIPXX BMXXX BRSXX BBSIT	None
TA021	European Studies	8	ELESX ECHSX DTXXX EPJXX BBSIT ELAXX	Three Distinctions
TA022	Creative Digital Media	8	EMPXX EMEXX EMMPX ETFPX ERPXX AGDXX ECHSX EPJXX	Three Distinctions - one of which must be G20001
TA023	Advertising and Marketing Communications	8	BBSXX BBSAX BIPXX BMXXX BRSXX BBSIT	Three Distinctions
TA025	Social Care Practice	8	DCHSC DCHSN DCHCC DCHSX	Three Distinctions
TA026	International Hospitality and Tourism Management	8	BBSXX BBSAX BIPXX BMXXX BRSXX BBSIT	Three Distinctions
TA101	Accounting	6	BBSXX BBSAX BIPXX BMXXX BRSXX BBSIT	None
TA102	Business Administration	6	BBSXX BBSAX BIPXX BMXXX BRSXX BBSIT	None

Access Plan 2010-2013
August 2010

TA103	Marketing	6	BBSXX BBSAX BIPXX BMXXX BRSXX BBSIT	None
TA111	Accounting	7	BBSXX BBSAX BIPXX BMXXX BRSXX BBSIT	None
TA113	Management	7	BBSXX BBSAX BIPXX BMXXX BRSXX BBSIT	None
TA114	Marketing	7	BBSXX BBSAX BIPXX BMXXX BRSXX BBSIT	None
TA121	Accounting	8	BBSXX BBSAX BIPXX BMXXX BRSXX BBSIT	Three Distinctions
TA122	Management	8	BBSXX BBSAX BIPXX BMXXX BRSXX BBSIT	Three Distinctions
TA123	Marketing Management	8	BBSXX BBSAX BIPXX BMXXX BRSXX BBSIT	Three Distinctions
TA124	Financial Services and Investment Analysis	8	BBSXX BBSAX BIPXX BMXXX BRSXX BBSIT	Three Distinctions
TA201	Electronic Engineering	6	Any	C20174 or C20175 or C20139 or LCE Maths
TA202	Electro-Mechanical Engineering	6	Any	C20174 or C20175 or C20139 or LCE Maths
TA203	Mechanical Engineering	6	Any	C20174 or C20175 or C20139 or LCE Maths
TA213	Mechanical Engineering	7	Any	C20174 or C20175 or C20139 at Distinction Level (or OC1 in LCE Maths)
TA215	Energy and Environmental Engineering	7	Any	C20174 or C20175 or C20139 or LCE Maths

Access Plan 2010-2013
August 2010

TA216	Electronic Engineering	7	Any	C20174 or C20175 or C20139 at Distinction Level (or OC1 in LCE Maths)
TA221	Electronic Engineering	8	Any	Three Distinctions. One of which must be C20174 or C20175 or C20139 (or OC1 in LCE Maths).
TA222	Mechanical Engineering	8	Any	Three Distinctions. One of which must be C20174 or C20175 or C20139 (or OC1 in LCE Maths).
TA301	Applied Biology or Applied Chemistry	6	CASLT CASFX	CASLT – C20139 or LCE Maths CASFX - C20139 or LCE Maths and either C20006 or C20048
TA302	Computing	6	Any	C20174 or C20175 or C20139 or B20029 or LCE Maths
TA312	Computing	7	Any	C20174 or C20175 or C20139 or B20029 or LCE Maths
TA313	Information Technology Management	7	Any	C20174 or C20175 or C20139 or B20029 or LCE Maths
TA314	Pharmaceutical Science	7	CASLT CASFX	CASLT – C20139 or LCE Maths CASFX - C20139 or LCE Maths and either C20006 or C20048
TA315	DNA and Forensic Science	7	CASLT CASFX	CASLT – C20139 or LCE Maths CASFX - C20139 or LCE Maths and either C20006 or C20048
TA316	Sports Science and Health	7	Any	C20174 or C20175 or C20139 or B20029 or LCE Maths
TA321	Pharmaceutical Science	8	CASLT CASFX	Three Distinctions and CASLT - pass in C20139 or LCE Maths CASFX - passes in C20139 or LCE Maths and either C20006 or C20048
TA322	Computing	8	Any	Three Distinctions and a pass in one from the following: <ul style="list-style-type: none"> • C20174 • C20175 • C20139 or B20029 • LCE Maths
TA323	Information Technology Management	8	Any	Three Distinctions and a pass in one from the following: <ul style="list-style-type: none"> • C20174 • C20175 • C20139 or B20029 • LCE Maths
TA326	DNA and Forensic Science	8	CASLT CASFX	Three Distinctions and CASLT - pass in C20139 or LCE Maths CASFX - passes in C20139 or LCE Maths and either C20006 or C20048

Appendix 7 Student Assistance Fund

Academic Year	Allocation	Students Assisted
2001/2	€148,000	319
2002/3	€160,017	270
2003/4	€153,750	288
2004/5	€99,506	203
2005/6	€108,604	182
2006/7*	€106,593	191
2007/8	€93,000	187
2008/9	€76,175	167
2009/10	€76,175	Interim 263

*Note

The 2006/7 Fund was supplemented by the Student Services Fund by a further €16,800. This allowed a further 56 students to be assisted.

Appendix 8 Pre-entry Activities for Mature Students

- Visits to adults education groups, Colleges of Further Education
- Comprehensive pre-entry advice service to individuals
- Information sessions in the Institute
- Participation in Tallaght Adult Learning Network (TALENT) activities

Appendix 9 Post-entry supports for Mature Students

- Information and advice service to individual students
- Support for the Mature Students Society
- Full-time students dependent on Social Welfare are assisted with the cost of textbooks
- Part-time students dependent on Social welfare receive a Fees subsidy

Appendix 10

Pre-entry activities with members of ethnic minorities and the Travelling Community

- Activities with school-going members of ethnic minorities are mainstreamed - our Access link schools have high numbers of such students and they take part in all activities.
- Activities with mature members of ethnic minorities are also mainstreamed.
- Each year an informal presentation is made in St Basils, focussing on the benefits for children of staying in school, and the routes of entry to higher education. Trainees then visit the Institute for workshops in the library computer lab.
- An individual information and advice service is available to students in Coláiste Bríde, through the Traveller co-ordinator.

Appendix 11

Post-entry supports for members of ethnic minorities and the Travelling Community

- Through our Department of Lifelong Learning, English language support is offered to all students.
- The Institute has conducted research on the experiences of our minority ethnic students
- Members of the Traveller community can avail of our Book Voucher scheme.

Appendix 12

Number of Students Registered with the Disability Service.

	2006	2006	2007	2007	2008	2008	2009	2009
Specific Learning Difficulty	22	50%	26	56.5%	42	64.6%	50	69.4%
Physical/Mobility disability	9	20.4%	8	17.3%	5	7.6%	6	8.3%
Blind/Vision Impaired	2	4.5%	1	2.1%	3	4.6%	2	3%
Deaf/Hard of Hearing	4	9%	3	6.5%	2	3%	0	0%
Medical/Ongoing Health difficulty	3	6.8%	4	8.6%	5	7.6%	7	10.7%
Mental Health Issue	3	6.8%	2	4.3%	3	4.6%	0	0%
ADHD or ADD	0	0%	1	2.1%	1	1.5%	1	1.3%
Asperger's Syndrome	1	2.2%	1	2.1%	3	4.6%	3	4.1%
Other	0	0%	0	0%	1	1.5%	3	4.1%
Total	44		46		65		72	

