



Ministry of Education
SINGAPORE

COMPREHENSIVE NEEDS ASSESSMENT (CNA) REPORT

*To be completed by Qualified Professionals only
(Please refer to Professional User Guide for guidance on completing this report)*

This Comprehensive Needs Assessment (CNA) report is to be completed by a qualified professional (paediatricians/psychiatrists, clinical/educational psychologists) for the purpose of applying for deferment from commencement of P1/J1 in a national primary school¹ from the 2025 P1 cohort² onwards.

It is important for the professional completing this report to have worked closely with the child and/or have access to information on Early Intervention (EI) support and therapy received by the child throughout his/her preschool years.

- a. For children who are currently enrolled in government funded Early Intervention Programme for Infants and Children (EIPIC), Early Intervention Programme for Infants and Children - P (EIPIC-P), Inclusive Support Programmes (InSP) or Development Support-Plus (DS-Plus) programmes, this report should be completed by the respective EI provider. For children who are concurrently enrolled in an MOE Kindergarten (MK), parent(s)/legal guardian(s) can also approach the MK directly for input from MOE Educational Psychologists.
- b. For children who are not enrolled in any government funded EI providers or MKs, parent(s)/legal guardian(s) can approach any one of the following to complete the CNA report:
 - i. Child Development Unit, National University Hospital (NUH-CDU); or
 - ii. Department of Child Development, KK Women's & Children's Hospital (KKH-DCD); or
 - iii. Clinical/educational psychologists in private clinics registered with the Singapore Register of Psychologists ([SRP](#)).

Information on Compulsory Education (CE) and Deferment

The Compulsory Education Act ([CE Act](#)) provides that a child, born after 1 January 1996 and who is a Singapore Citizen residing in Singapore, must attend regularly as a pupil at a national primary school, unless he/she has been duly exempted from CE. For instance, a Singaporean child born between 2 January 2018 and 1 January 2019, both dates inclusive, and residing in Singapore will be due for P1/J1 admission on 2 January 2025.

With effect from the 2019 Primary 1 cohort, children with moderate-to-severe special educational needs (SEN)* are included in the CE framework established by the CE Act. This means that children born after 1 January 2012 will no longer be exempted from CE based on their SEN alone. Parent(s)/legal guardian(s) of these children can fulfil their CE obligations by having their child/ward attend a government funded Special Education (SPED) school.

That said, MOE recognises that there may be **exceptional circumstances** whereby a child may not be ready for formal schooling due to his/her medical condition(s) or other circumstances. In such a circumstance, the parent(s)/legal guardian(s) may wish to seek deferment of the commencement of P1/J1 schooling for his/her child/ward. To seek deferment, the child will need to be **professionally assessed** by a qualified professional. Any deferment is subjected to MOE's approval.

For more information, please refer to the relevant MOE website (['Overview of compulsory education'](#)).

**Children with mild SEN, who have the cognitive abilities and adaptive skills to access the national curriculum and mainstream learning environment, are already covered under CE.*

¹ National primary schools refer to mainstream primary schools and government funded SPED schools.

² This application will also be applicable for a child in the 2024 P1/J1 cohort applying to be deferred for the second time.



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Section A: Child Particulars

Full Name			
Birth Certificate No.		Gender	
Date of Birth		Age	
Name of EI Provider (EIPIC, EIPIC-P*, InSP or DS-Plus) (if applicable)		EI Support Details	__ sessions per week __ hours per session
Name of Preschool (if applicable)		Time spent in Preschool	__ hours per day
Other Interventions Received (if any)	(Please state, e.g., type of intervention, frequency, operator)		

*Enhanced Pilot for Private Intervention Providers (PPIP) has been renamed to EIPIC-P from 2023 onwards.



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Section B: Declaration and Conclusion by Qualified Professional

Name	:
Designation	:
Countersigning Professional (if any)	:
Organisation	:
Contact No.	:
Email	:
Professional Affiliation(s)	:
For clinical/educational psychologists who are SRP-registered, please provide your Singapore Register of Psychologists (SRP) number.	:
For paediatricians/psychiatrists, please provide your Singapore Medical Council (SMC) number.	:

1. I am submitting this report based on (please tick **all that apply**):

- Direct assessments (standardised tests, direct observations, interviews, etc.) conducted by me.**
Please attach all relevant assessment information in Appendix B1.
- Assessment information obtained from other relevant professionals (direct assessments by therapists, early intervention educators, previous paediatricians/psychiatrists/psychologists, etc.).**
Please attach all relevant assessment information in Appendix B1.

2. Based on the available information provided, I conclude that (please tick **only one**):

- The child is suitable for the **national curriculum (NC)** in either mainstream or SPED-NC schools.
- The child is recommended for the **customised curriculum (or SPED curriculum)** in government funded SPED schools.

Please specify type of educational provision recommended:

MID / MSID / Multiple Disabilities / ASD-specific / Sensory Impairment



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3. The following **additional considerations** should also be taken into account for this application (*complete only if applicable*):

Mitigating factor(s), e.g., recency of diagnosis/referral to EI (please specify date)

Qualitative information from **parent(s)/legal guardian(s)**

Others

4. I declare that the above information to be correct and true.

Signature

Date



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Appendix B1: Summary of Child Assessment Information

With reference to the MOE-MSF-ECDA Professional Practice Guidelines (PPG): Developmental and Psycho-educational Assessments and Provisions for Preschool-aged Children ([PPG](#)), professionals should advise caregiver(s) on deferment based on current and relevant information about the child’s cognitive and functional needs. Multiple sources of information should be considered including the child’s response to EI support, as well as other formal and informal assessments. If standardised assessment tools are utilised, please ensure that the assessment tools and technical information are accurately and clearly recorded in the supporting documents submitted.

Please attach all relevant assessment information in softcopy with this application, including reports by other professionals (e.g., preschool educators, early interventionists, therapists, etc.) who have worked with the child.

Primary Diagnosis	
Diagnosis	:
Date of diagnosis	:
Agency / Professional	:
Other Diagnoses/Main Area of Difficulties (please indicate, if applicable)	
Specific Skills Functioning³ (please tick one for each skill domain)	
Toileting	: <input type="checkbox"/> Fully independent <input type="checkbox"/> Requires supervision (i.e., verbal prompt, visual cues) <input type="checkbox"/> Requires adults’ assistance
Dressing	: <input type="checkbox"/> Fully independent <input type="checkbox"/> Requires supervision (i.e., verbal prompt, visual cues) <input type="checkbox"/> Requires adults’ assistance
Eating	: <input type="checkbox"/> Fully independent <input type="checkbox"/> Requires supervision (i.e., verbal prompt, visual cues) <input type="checkbox"/> Requires adults’ assistance
Classroom Functioning	: <input type="checkbox"/> Fully independent <input type="checkbox"/> Requires small group support (4-5 students) <input type="checkbox"/> Requires 1:1 support (e.g., shadow teacher, teaching aide, caregiver)
Cognitive Functioning	: <input type="checkbox"/> No cognitive impairment <input type="checkbox"/> Mild cognitive impairment <input type="checkbox"/> Moderate – to – Severe cognitive impairment
Receptive Language	: <input type="checkbox"/> Age-appropriate <input type="checkbox"/> Delayed <input type="checkbox"/> Severely Delayed
Expressive Language	: <input type="checkbox"/> Age-appropriate <input type="checkbox"/> Delayed <input type="checkbox"/> Little or no language
Social Communication	: <input type="checkbox"/> Age-appropriate <input type="checkbox"/> Delayed <input type="checkbox"/> Little or no language

³ Please refer to the Professional User Guide for descriptions of the functioning level for each of the skills domain.