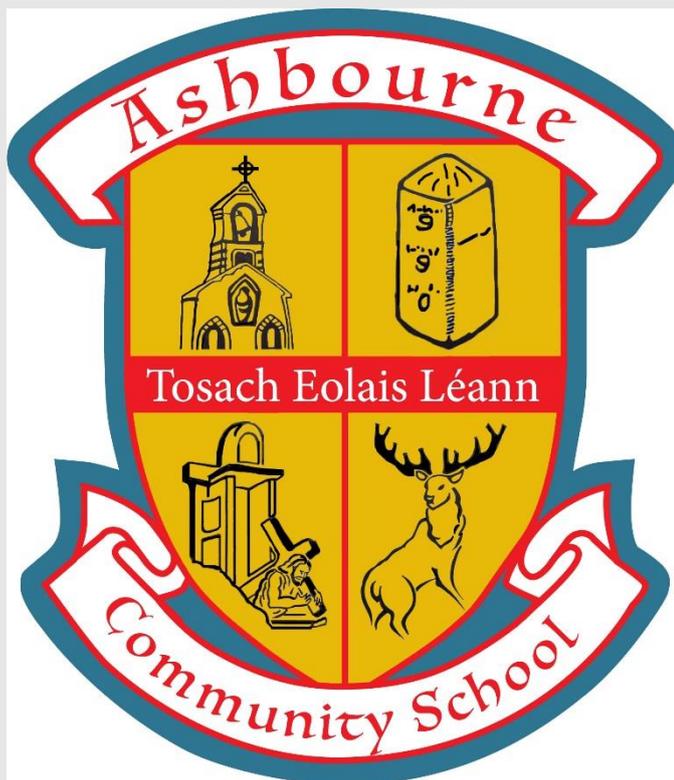


Admission Policy of Ashbourne Community School



**1 Deerpark, Ashbourne , Co Meath
Roll number: 91495T**

**School Joint Patrons: The Roman Catholic Bishop of Meath
Louth Meath Education and Training Board**

1. Introduction

This Admission Policy complies with the requirements of the Education Act 1998, the Education (Admission to Schools) Act 2018 and the Equal Status Act 2000. In drafting this policy, the Board of Management of the school has consulted with school staff, the school joint patron and with Parents/Guardians of children attending the school. This Admissions Policy should be read in conjunction with its Appendix.

The policy was approved by the school joint patron on 15th September, 2020. It is published on the school's website and will be made available in hardcopy, on request, to any person who requests it.

The relevant dates and timelines for Ashbourne Community School admission process are set out in the school's annual admission notice which is published annually on the school's website at least one week before the commencement of the admission process for the school year concerned.

This policy must be read in conjunction with the annual admission notice for the school year concerned. The application form for admission is published on the school's website and will be made available in hardcopy on request to any person who requests it.

2. Characteristic spirit and general objectives of the school

Ashbourne School Community School is a co-educational multi-denominational post-primary school under the joint patronage of the Roman Catholic Bishop of Meath and Louth Meath ETB. Community Schools provide a comprehensive system of post-primary education open to all the children of the local community. An innovative approach to delivery of a wide-ranging curriculum contributes to the spiritual, moral, mental, physical and social well-being of students within their community. Community Schools may also provide for life-long learning within their local community through the provision of adult education programmes.

Our school was established under the Deed of Trust and opened on September, 1994 on a greenfield site. The values of Louth Meath ETB as a multi-denominational State Body and the inherited traditions, Christian values and founding intentions of the Roman Catholic Bishop of Meath are enshrined in the characteristic spirit and in the life of our school and are respected and cherished.

The core values of Ashbourne Community School are care, respect, community, inclusion, equality, justice and fairness. These values combine to provide and support an atmosphere which is conducive to excellence in teaching and learning. We endeavour to assist each student to reach his/ her full potential in a calm, caring and creative environment.

Our values are reflected in how we live as a school community. The unique and intrinsic value of each member of the school community is recognised and respected. All are treated equally, regardless of race, gender, religion/belief, age, family status, marital status, civil status, membership of the Traveller community, sexual orientation, ability, disability or socio-economic status. All students are given equal opportunity for enrolment, in line with the Education (Admissions to School) Act (2018) construed in accordance with section 3 of the Equal Status Act 2000. Once enrolled, Ashbourne Community School provides all our students with equal opportunities to engage with the curriculum, school life and the local community.

Ashbourne Community School provides a safe physical and social environment that reinforces a sense of belonging to the school community and wider society. We strive to enable every student to realise their full potential regardless of any aspect of their identity, culture or background. Ashbourne Community School promotes a fully inclusive education which recognises the plurality of identities, beliefs and values held by students, parents and staff. We prepare open-minded and responsible citizens with a strong sense of shared values with a view to contributing to a just and fairer society.

Our school is multi-denominational where we welcome, respect and support students of all religions and beliefs. The provision of religious education, religious worship and the work of the Chaplain all combine to reflect the founding intention of the school, the school's mission statement and the needs of the students within the school. The characteristic spirit of the school finds practical expression through the provision of pastoral, liturgical and social outreach activities, as appropriate, for each student.

In Ashbourne Community School, we celebrate the partnership, collaboration and empathy which nurtures and develops our young people in a community where the essence of our ethos is care and respect for self, others and our environment.

Mission Statement

Our school is a place where we foster such values as respect, inclusion and care as evident in our School policy and practice.

Ashbourne Community School is a partnership of Students, Staff, Parents/Guardians and Guardians, Board of Management and our local and global communities. We value the on-going input of all these partners in the life of the school.

We pursue academic excellence while recognising the diversity of our student body. Through a relevant curriculum, designed to meet the needs of all, we endeavour to help all students realise their potential.

Through positive staff and student relationships and a broad extra-curricular programme, we aim to develop in each student a confident, healthy self-image and a sense of personal, local and global responsibility.

We recognise that each student's personal and spiritual growth is important. We endeavour to co-operate with parents and guardians and religious leaders of all faiths to encourage the development of religious and spiritual values in each student.

3. Admission Statement

Ashbourne Community School will not discriminate in its admission of a student to the school on any of the following:

- (a) the gender ground of the student or the applicant in respect of the student concerned,
- (b) the civil status ground of the student or the applicant in respect of the student concerned,
- (c) the family status ground of the student or the applicant in respect of the student concerned,
- (d) the sexual orientation ground of the student or the applicant in respect of the student concerned,
- (e) the religion ground of the student or the applicant in respect of the student concerned,
- (f) the disability ground of the student or the applicant in respect of the student concerned,
- (g) the ground of race of the student or the applicant in respect of the student concerned,
- (h) the Traveller community ground of the student or the applicant in respect of the student concerned, or
- (i) the ground that the student or the applicant in respect of the student concerned has special educational needs

As per section 61 (3) of the Education Act 1998, 'civil status ground', 'disability ground', 'discriminate', 'family status ground', 'gender ground', 'ground of race', 'religion ground', 'sexual orientation ground' and 'Traveller community ground' shall be construed in accordance with section 3 of the Equal Status Act 2000.

Ashbourne Community School will cooperate with the National Council for Special Education in the performance by the Council of its functions under the Education for Persons with Special Educational Needs Act 2004 relating to the provision of education to children with special educational needs, including in particular by the provision and operation of a special class or classes when requested to do so by the Council.

Ashbourne Community School will comply with any direction served on the patron or the board, as the case may be, under section 37A and any direction served on the board under section 67(4B) of the Education Act.

4. Categories of Special Educational Needs catered for in the special classes

Ashbourne Community School is a school which has established a class, with the approval of the Minister for Education, which provides an education exclusively for students with a category or categories of special educational needs specified by the Minister and may refuse to admit to the class a student who does not have the category of needs specified.

The special class in Ashbourne Community School provides an education exclusively for students who fulfil the requirements for an Autism Specific class as follows:

- The student must have a report or reports from a relevant professional or a team of professionals stating that: The student has been assessed as having a primary diagnosis of autism spectrum disorder. This assessment must be in line with the established Department of Education criteria of DSM IV/V or ICD 10.
And
- The student has complex learning needs, that require the support of a special class at second level
And
- The complex learning needs arising from the student's diagnosis are clearly outlined in the professional report. (NCSE Special Class Guidelines 2016)

The Board of Management may refuse admission to this class, where the student concerned does not have the specified category of special educational needs provided for in the class.

The number of students in the Special Class is limited to 6 places.

The Admission Policy for the Special Class is attached as Appendix A to this policy

5. Admission of Students

Ashbourne Community School has approval for enrolment of **1,000 students**. Students who are eligible for admission must have reached the required age, i.e.: 12 years on the 1st January in the calendar year following the child's entry into First Year and must have completed Sixth class in Primary School or its equivalent. In accepting a place in Ashbourne Community School, each applicant must be willing to accept the school's

characteristic spirit as outlined in the Mission Statement.

This school shall admit each student seeking admission except where –

- a) the school is oversubscribed (please see [section 5](#) below for further details)
- b) a Parent/Guardian of a student, when required by the Principal in accordance with section 23(4) of the Education (Welfare) Act 2000, fails to confirm in writing that the code of behaviour of the school is acceptable to him or her and that he or she shall make all reasonable efforts to ensure compliance with such code by the student.

6. Oversubscription (this section must be completed by all schools including schools that do not anticipate being oversubscribed)

In the event that the school is oversubscribed, the school will, when deciding on applications for admission, apply the selection criteria below in the order listed, to those applications that are received within the timeline for receipt of applications as set out in the school's annual Admission Notice.

In the event that there are two or more students tied for a place or places in any of the selection criteria category above (the number of applicants exceeds the number of remaining places), the following arrangements will apply):

Selection criteria:-

The catchment area is defined by the school transport map and may be viewed in the school's reception area and is also available on our website.

1. Siblings* of those attending Ashbourne Community School and past pupils
2. The children of Ashbourne Community School current Day School Staff.
3. Children from the following feeder schools, Ashbourne Community National School, Ashbourne Educate Together, Gaelscoil na Cille, Gaeilscoil na Mí, St. Declan's National School, St. Mary's National School whose parents'/guardians' principal private residence is in the Ashbourne Community School's catchment area.
4. Children from the following feeder schools Ardcaith, Curragha, Cushenstown, Garristown, Kilbride, Kilcoscan, Oldtown, Rathfeigh, Rolestown, St. Margaret's whose parents'/guardians' principal private residence is in the Ashbourne Community School's catchment area.
5. Children whose parents'/guardians' principal private residence is in the Ashbourne Community School's catchment area.
6. Children from the following feeder Primary Schools in Ashbourne i.e., Ashbourne Community National School, Ashbourne Educate Together, Gaelscoil na Cille, Gaeilscoil na Mi St. Declan's National School, St. Mary's National School and feeder Primary Schools in Ardcaith, Curragha, Cushenstown, Garristown, Kilbride, Kilcoscan, Oldtown, Rathfeigh, Rolestown, St. Margaret's whose parents'/guardians' principal private residence is outside the Ashbourne Community School's catchment area.
7. Any other applicant.

*The definition of a sibling in this policy includes step siblings and foster siblings

Details of the school's arrangements - Lottery:-

A lottery will determine the order in which remaining places will be allocated among the applicants in the category in which the places are to be offered.

In this regard, applications made by *siblings for a place in 1st year will be entered in the lottery as one entry and will be offered a place in sequence of alphabetical order of their first name.

*The definition of a sibling in this policy includes step siblings and foster siblings.

7. What will not be considered or taken into account

In accordance with section 62(7)(e) of the Education Act, the school will not consider or take into account any of the following in deciding on applications for admission or when placing a student on a waiting list for admission to the school:

Points (a) to (g) must be included here by all schools. There are limited exceptions to some of these (highlighted in red below) and schools must retain the exceptions that apply to them and delete those that do not:

- a) a student's prior attendance at a pre-school or pre-school service, including naíonraí,
- b) the payment of fees or contributions (howsoever described) to the school;
- c) a student's academic ability, skills or aptitude;
- d) the occupation, financial status, academic ability, skills or aptitude of a student's parents/guardians;
- e) a requirement that a student, or his or her parents/guardians, attend an interview, open day or other meeting as a condition of admission;
- f) a student's connection to the school by virtue of a member of his or her family attending or having previously attended the school; other than, siblings of a student attending or having attended the school.
- g) the date and time on which an application for admission was received by the school.
This is subject to the application being received at any time during the period specified for receiving applications set out in the annual admission notice of the school for the school year concerned.

8. Decisions on applications

All decisions on applications for admission to Ashbourne Community School will be based on the following:

- Our school's admission policy
- The school's annual admission notice (where applicable)
- The information provided by the applicant in the school's official application form received during the period specified in our annual admission notice for receiving applications

(Please see section 13 below in relation to applications received outside of the admissions period and [section 14](#) below in relation to applications for places in years other than the intake group.)

Selection criteria that are not included in our school admission policy will not be used to make a decision on an application for a place in our school.

9. Notifying applicants of decisions

Applicants will be informed in writing as to the decision of the school, within the timeline outlined in the annual Admissions Notice.

If a student is not offered a place in our school, the reasons why they were not offered a place will be communicated in writing to the applicant, including, where applicable, details of the student's ranking against the selection criteria and details of the student's place on the waiting list for the school year concerned.

Applicants will be informed of the right to seek a review/right of appeal of the school's decision (see [section 18](#) below for further details).

10. Acceptance of an offer of a place by an applicant

In accepting an offer of admission from Ashbourne Community School, you must indicate—

(i) whether or not you have accepted an offer of admission for another school or schools. If you have accepted such an offer, you must also provide details of the offer or offers concerned and

(ii) whether or not you have applied for and awaiting confirmation of an offer of admission from another school or schools, and if so, you must provide details of the other school or schools concerned.

11. Circumstances in which offers may not be made or may be withdrawn

An offer of admission may not be made or may be withdrawn by Ashbourne Community School where—

- (i) it is established that information contained in the application is false or misleading.
- (ii) an applicant fails to confirm acceptance of an offer of admission on or before the date set out in the annual admission notice of the school.
- (iii) the parent/guardian of a student, when required by the principal in accordance with section 23(4) of the Education (Welfare) Act 2000, fails to confirm in writing that the code of behaviour of the school is acceptable to him or her and that he or she shall make all reasonable efforts to ensure compliance with such code by the student; or
- (iv) an applicant has failed to comply with the requirements of 'acceptance of an offer' as set out in [section 9](#) above.

12. Sharing of Data with other schools

Applicants should be aware that section 66(6) of the Education (Admission to Schools) Act 2018 allows for the sharing of certain information between schools in order to facilitate the efficient admission of students.

13. Waiting list in the event of oversubscription

In the event of there being more applications to the school year concerned than places available, a waiting list of students whose applications for admission to Ashbourne Community School were unsuccessful, due to the school being oversubscribed, will be compiled and will remain valid for the school year in which admission is being sought.

A lottery will determine the order in which unsuccessful applicants due to the school being oversubscribed will be placed on a waiting list. Applicants on this list will have priority over any late applicants. Applications made by *siblings will be entered in the lottery as one entry and will be placed on the waiting list in sequence of alphabetical order of their first name.

*The definition of a sibling in this policy includes step siblings and foster siblings.

Offers of any subsequent places that become available for and during the school year in relation to which admission is being sought will be made to those students on the waiting list, in accordance with the order of priority in relation to which the students have been placed on the list.

14. Late Applications

Following the administration of all applications received on time and where necessary, the establishment of a waiting list, all late applications for admission i.e. received after the closing date as outlined in the annual Admission Notice will be date stamped and timed and added to this waiting list accordingly.

15. Procedures for admission of students to OTHER YEARS and DURING the school year:

The school will make every reasonable effort to facilitate a student seeking a transfer to Ashbourne Community School. It will consider requests for school places into other year groups, subject to the availability of school places at the time of application.

The procedures of the school in relation to the admission of students who are not already admitted to the school to classes or years other than the school's intake group

AND

the admission of students who are not already admitted to the school, after the commencement of the school year in which admission is sought, are as follows:

1. Students applying for enrolment in the school must fill out the appropriate school application form as per the Admissions page of the school's website. All sections on the application form must be completed. Failure to present the completed form will delay the process. All relevant information requested on the application form must be submitted.
2. The form must be accompanied by:-
 - a) an original Birth Certificate and 2 recent passport size photographs signed on the back by the student. The original Birth Certificate will be copied and returned to parents/guardians.

- b) proof of address in the form of 2 recent original utility bills or other documentation satisfactory to the school.
3. A copy of the Code of Behaviour is given to all applicants and must be signed by both the incoming student and by a Parent/Guardian. Parents/Guardians and students are asked to familiarize themselves with and to sign the Code of Behaviour as written confirmation that the Code of Behaviour is acceptable to them and that “they shall make all reasonable efforts to ensure compliance with such a code by the child.” (Education (Welfare) Act, 2000).
4. Parents/Guardians will be afforded the opportunity to meet with the Principal/Deputy Principal to discuss Subject Options.
5. As soon as is practicable, but not later than 21 calendar days after the application was received, the school will make its decision. The school will make its decision in respect of the application and inform Parents/Guardians in writing to the address specified on the application form. Section 29(1) of Version 12 the Education Act provides for the right of appeal by the parents/guardians of any student whose enrolment is refused (within a specified time).
6. Parents/Guardians are requested to acknowledge acceptance of a place in writing within the specified deadline stipulated in the letter of offer.
7. In the event that the relevant year group is full, names of applicants will be placed on the relevant Year Group waiting list according to date and time when the application was received. As/when a place becomes available in the given year group, the place will be offered to the first applicant on the list. This list expires on the last day of the final term prior to the commencement of the summer holidays. At this point, should an applicant wish to be considered for a place in the following academic year, the onus is on the Parent/Guardian to contact the school in writing to advise them of their request. These applicants who have already been on a waiting list for an academic year will be prioritized for a place in the next academic year over new applicants.
8. The Board of Management is required under section 15 (1) of the Education Act 1998 to provide, or cause to be provided, an appropriate education for each student at the school for which that the Board has responsibility. The school reserves the right to refuse an application in circumstances which might include an established record of poor behaviour or where a student poses an unacceptable risk to other students, school staff or school property.
9. If a student applies to take a year out and seeks re-admission for the following academic year/s, it is the requirement that they re-apply in accordance with the schools Admission Policy. Students in the Transition Year Programme taking a year out will be dealt with on an individual basis and in consultation with the Principal.

16. Application to Repeat a Year

1. All applications to repeat a year are governed by the guidelines set down in the Department of Education Circular Letter M02/95.
2. All applications must be made in writing to the Principal using the school’s form which is available on request.
3. All applications will be considered in light of places available in the relevant group, subject to
 - a. availability,
 - b. the limit set by the Dept. of Education on the number of repeats
 - c. the reasons for the repeat of year request.
4. Applicants must accept that not all current subject combinations may suit repeat students i.e., that they may not be able to take all subjects of their choice if the timetable or class numbers do not permit.
5. Repeat students will be timetabled for 28 hrs per week and must attend all classes and activities scheduled for them.
6. The Principal must be satisfied that the repeat of the year is in the interest of the relevant student and other students.
7. Applications from students already enrolled and attending Ashbourne Community School will be considered firstly for a repeat year before new enrolments are considered.

17. Declaration in relation to the non-charging of fees

This rule applies to all schools.

The Board of Management of Ashbourne Community School or any persons acting on its behalf will not charge fees for or seek payment or contributions (howsoever described) as a condition of

- (a) an application for admission of a student to the school, or
- (b) the admission or continued enrolment of a student in the school.

18. Additional Programmes for Senior Cycle (for current students attending Ashbourne Community School)

Additional Programmes for Senior Cycle (for current students attending Ashbourne Community School)

In addition to the traditional Leaving Certificate programme, the School offers Transition Year, Leaving Certificate Vocational Programme and Leaving Certificate Applied as optional programmes at senior cycle subject to demand and provision of teacher allocation by the Department of Education.

The Board of Management reserves the right to decide on the numbers entering each programme on annual basis.

The following criteria will apply

- In each case, it is important that enrolment of the applicant in the opinion of the school is considered beneficial to that child's continuing education.
- In the case of the TY Programme, students of Ashbourne Community School are invited to complete the application form. All applications received on time are considered by the school. If there are more applicants than places available and it is not possible to accommodate all applicants, a lottery will determine the order in which the places will be allocated. The lottery will also determine the order in which the remaining unsuccessful applicants will be placed on a waiting list. Applicants on this list will have priority over any late applicants from within the school community.

19. Arrangements regarding students not attending religious instruction

Ashbourne Community School offers *religious education* in all year groups as it promotes the holistic development of students and can contribute positively to their wellbeing in line with the principles of the Junior Cycle and Senior Cycle Frameworks and in the spirit of the Deed of Trust. It facilitates the intellectual, social, emotional, spiritual values and moral development of students and encourages respect for all members of our school communities. In addition, *religious education* supports the 'multi-denominational' aspect of our school's ethos as it provides opportunities for students to engage with questions around their own religious or non-religious beliefs and those of their peers.

In this context it is important to understand the distinction between '*religious education*' and '*religious instruction*':

- *Religious education* is open to all pupils regardless of their commitment to any particular religion or worldview. It seeks to contribute to the spiritual and moral development of all students equally.
- *Religious instruction* is instruction in accordance with the rites, practices and teachings of a particular religion or denomination for pupils of that religious tradition.

Given that Religious Education, as distinct from Religious Instruction, is timetabled across our school at all levels, the legal requirement to advise of the option to opt-out of religious instruction does not arise.

Reviews/appeals

Review of decisions by the Board of Management

The parent/guardian of the student, or in the case of a student who has reached the age of 18 years, the student, may request the Board to review a decision to refuse admission. Such requests must be made in accordance with Section 29C of the Education Act 1998.

The timeline within which such a review must be requested and the other requirements applicable to such reviews are set out in the procedures determined by the Minister under section 29B of the Education Act 1998 which are published on the website of the Department of Education and Skills.

The Board of Management will conduct such reviews in accordance with the requirements of the procedures determined under Section 29B and with section 29C of the Education Act 1998.

Note: Where an applicant has been refused admission due to the school being oversubscribed, the applicant **must request a review** of that decision by the Board of Management prior to making an appeal under section 29 of the Education Act 1998.

Where an applicant has been refused admission due to a reason other than the school being oversubscribed, the applicant **may request a review** of that decision by the Board of Management prior to making an appeal under section 29 of the Education Act 1998.

Right of appeal

Under Section 29 of the Education Act 1998, the parent of the student, or in the case of a student who has reached the age of 18 years, the student, may appeal a decision of this school to refuse admission.

An appeal may be made under Section 29 (1)(c)(i) of the Education Act 1998 where the refusal to admit was due to the school being oversubscribed.

An appeal may be made under Section 29 (1)(c)(ii) of the Education Act 1998 where the refusal to admit was due a reason other than the school being oversubscribed.

Where an applicant has been refused admission due to the school being oversubscribed, the applicant **must request a review** of that decision by the Board of Management **prior to making an appeal** under section 29 of the Education Act 1998. (see Review of decisions by the Board of Management)

Where an applicant has been refused admission due to a reason other than the school being oversubscribed, the applicant **may request a review** of that decision by the Board of Management prior to making an appeal under section 29 of the Education Act 1998 (see Review of decisions by the Board of Management)

Appeals under Section 29 of the Education Act 1998 will be considered and determined by an independent appeals committee appointed by the Minister for Education and Skills.

The timeline within which such an appeal must be made and the other requirements applicable to such appeals are set out in the procedures determined by the Minister under section 29B of the Education Act 1998 which are published on the website of the Department of Education and Skills.

Appendix A

Admissions Policy to The Special Class

This policy must be read in conjunction with and is part of the overall Admissions Policy for Ashbourne Community School. The aim of Ashbourne Community School is to offer a positive meaningful educational experience to the student that allows her/him to develop to their full learning potential, in an environment that offers clarity, predictability and calm. After a period of time observing, assessing and inter-acting with the student, an Individual Support Plan will be developed following consultation with parents/guardians and with other relevant professional staff (e.g., NEPS Psychologist, Co-ordinator/Teacher(s) of Special Educational Needs/ASD, Occupational Therapist, School Principal/Deputy Principal etc.), as deemed appropriate.

Ashbourne Community School welcomes applications from students with special educational needs (SEN) who meet the criteria for admission.

Ashbourne Community School is committed, within its Characteristic Spirit (See [section 2 of the Admissions Policy](#)), to do all that is reasonable to accommodate students with special education needs.

Following acceptance of a place in Ashbourne Community School, the school authority will meet with the parents/guardians to discuss the student's needs and the school's ability to meet those needs. A copy of the student's educational, medical, or where appropriate, psychological report and other reports (Occupational Therapy, Speech and Language etc.,) will be requested.

To assist Ashbourne Community School in meeting needs, it is essential that the Board of Management is fully informed of the student's educational history and the resources required to provide an educational service appropriate to the applicant's best interests.

The parents/guardians of the applicant for enrolment must accept and agree to Ashbourne Community School's Code of Behaviour/Discipline and the terms of this policy.

Children with special educational needs may display difficult, defiant or oppositional behaviours. All efforts will be made by staff at the school to manage such behaviour using various strategies and through the implementation of the Students' Support Plan. All students, including those with special educational needs, are subject to the school's Code of Behaviour/Discipline and the terms of the Health and Safety Statement adopted by the Board of Management at the school.

External Support Services

Essential services are provided by the Health Service Executive (HSE). These services include Speech and Language Therapy, Occupational Therapy or Physiotherapy. The Board of Management at Ashbourne Community School has no function in accessing these services, but merely acts as a relevant conduit for their provision, where available and possible. Furthermore, Ashbourne Community School cannot guarantee any additional service or support that may be available to the student through the offices of the HSE. Ashbourne Community School does not have the resources to follow up on these services and it is a matter for the parents/guardians alone to ensure that all such possible support services are being accessed and availed of.

Pre enrolment

All applicants must have an assessed primary diagnosis of Autism/Autistic Spectrum Disorder. The assessment must be in line with the established Department of Education's criteria of DSM-V and ICD 10. All applications must be accompanied by an assessment, carried out by an Educational/Clinical Psychologist approved by the Department of Education, recommending the applicant as suitable.

A prospective student for the Special Class must have a professional recommendation, from a NEPS Psychologist, Clinical Psychologist, Educational Psychologist, Psychiatrist, **or** from a multi-disciplinary team (Clinical Psychologist, Occupational Therapist, Speech and Language Therapist, Social Worker, and/or Physiotherapist), for placement in a special class in an ASD Unit. Ashbourne Community School requires that all applications are accompanied by documentary evidence that proves conclusively that the applicant has the appropriate diagnosis. The withholding of such reports from the Board of Management may invalidate an enrolment application at any time.

Parents should note that under the official DE guidelines, the number of student places available in the Special Class is **six students**. It should be noted that fulfilling the enrolment criteria does not necessarily guarantee the student a place in the Special Class.

The Board of Management requires that parents/guardians accept that the enrolment process only proceeds where the educational and physical needs of the applicants as identified can be met within the Special Class.

The Special Class at Ashbourne Community School will only cater for children that are 12 years or more, and less than 18 years of age, on the 1st of September of the school year in question.

Enrolment

All applications for enrolment in the Special Class will be considered within the context of the school's Admissions Policy. Where the number of applicants exceeds the places available, priority will be given in the following order:

1. Current students enrolled in the school
2. Children of Ashbourne Community School's Day School Staff
3. **Siblings*** of current students in ACS who apply
(Sibling is brother/sister, or step/foster brother/sister)
4. Applicants resident within the Ashbourne Community School Catchment Area and are : attending the ASD Units/Special Classes in the feeder schools of Ardcaigh, Ashbourne Educate Together, Kilbride, Kilcoscan and Oldtown.
5. Applicants resident within the Ashbourne Community School Catchment Area and are : attending the local feeder Primary Schools – Ashbourne Community National School, Curragha, Cushenstown ,Gaelscoil na Cille, Gaeilscoil na Mí, Garristown, Rathfeigh, Rolestown, St. Declan's National School, St. Margaret's and St. Mary's National School
6. Applicants within the Ashbourne Community School's Catchment Area who are not attending the above named feeder schools, but for whom the special class at Ashbourne Community School would be nearest to their principal private residence.
7. Any other applicant

Parents/guardians should note that where the number of applicants at any stage of the criteria numbered above exceeds the number of spaces available within that criterion, then the date of birth of the applicant will be considered with priority being given to the oldest applicant and continuing thus forth until all places are filled. If two or more applicants share the same date of birth, then places will be allocated by lottery.

Application Process

A specific Enrolment Application Form, a copy of which is available from the school, should be fully completed and submitted by the parent/guardian on behalf of the applicant. The closing date for receipt of such completed applications by the school is published in the Annual Admission Notice for the relevant year.

This Enrolment Application Form should be accompanied by an original Birth Certificate of the applicant and accompanied by all the up to date and pertinent educational psychological assessments(s) and diagnostic report(s). The Enrolment Application form must also be accompanied by School Reports and relevant documented information from all previous schools that the applicant attended. Proof of address is necessary.

Only applications that meet the criteria for enrolment, subject to available space and maximum student numbers, will be considered.

Students that are currently enrolled in an ASD Unit in another post-primary school will not be considered for transfer during the school academic year

Students enrolled in an ASD Unit in another post-primary school will not be considered for transfer at the end of a school academic year unless the family has moved residence into the catchment area of Ashbourne Community School.

The advice, support and recommendation of the Special Educational Needs Organiser (SENO) for the area/region, based on the needs of the applicants, will be considered in the decision-making process associated with enrolment of applicants to the Special Class.

It is important that parents/guardians note that Ashbourne Community School may in certain clarified circumstances and following an assessment and investigation, be unable to meet the special educational or physical needs of the applicant on the grounds that,

1. The applicant is deemed a risk, on health, safety, welfare or security grounds to themselves and/or others, or
2. Admission of the applicant will make impossible, or have a serious detrimental effect on, the education provision by Ashbourne Community School as an educational establishment of its services to others.

The Board of Management will make the final decision on all applications to enrol.

On acceptance of a place

- The parents/guardians of a child being offered a place in the Special Class will be invited to visit the school to meet with a member of the Special Education Team and the Principal/Deputy Principal of the school, to discuss the placement/enrolment of their child.
- The parents/guardians will be requested to consent to a visit by a member of the Special Educational Teaching Team at Ashbourne Community School, to visit the existing school placement of the student concerned in order to observe the student in a classroom situation.
- The parents/guardians will be invited to accompany their child to visit Ashbourne Community School's Special Class and meet staff.
- The parents/guardians will be consulted about the Support/Education Plan for their child.
- The NEPS psychologist and SENO will be appraised of the Support/Education Plan.

- A child may be phased gradually into the Special Class through a mutually agreed process between parents/guardians and the Management of the school.
- Where it is deemed appropriate, a student in the Special Class will be assigned to an age-appropriate mainstream class for integration purpose by school management.

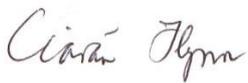
The placement of every student within the Special Class will be subject to regular review by school management and staff and where appropriate the professional services external to the school. The outcomes following the review are:

- Continuing within the Special Class at Ashbourne Community School
- Integrate fully into the mainstream post-primary
- Seek an alternative and more appropriate educational placement for the student as Ashbourne Community School is unable to meet the educational needs of the student.

In such an instance the support and assistance of the staff at Ashbourne Community School will be available to assist the family in securing a more suitable learning environment in another educational institution, for the student concerned.

The Board of Management at Ashbourne Community School reserves the right of admission and to refuse to enrol a student, within the terms of this policy. Parents/guardians of applicants who are refused admission to Ashbourne Community School will be advised of their right to appeal the matter to the Secretary General, Department of Education under Section 29 of the Education Act 1998.

This policy has been ratified by the Board of Management of Ashbourne Community School at its meeting on the 18th January, 2023 (Meeting Nr 277).



Date: 18th January, 2023.

*Chairperson, Board of Management,
Ashbourne Community School.*