



St. Brigid's Primary School, Kildare Town

Enrolment Policy

Introduction

The Board of Management of St. Brigid's Primary School, Kildare Town hereby sets out its Enrolment and Admission Policy in accordance with the provisions of the Education Act 1998 and the Board trusts that by doing so, parents/guardians will be assisted in relation to enrolment matters. The Chairperson of the Board of Management or Principal teacher will be happy to clarify any matters arising from this policy.

Decisions in relation to applications for enrolment are made by the Board of Management of the school.

General School Information

St. Brigid's Primary School, Kildare Town is a Catholic school under the patronage of the Bishop of Kildare and Leighlin. We are one of three primary schools in Kildare town. We cater for the primary education of the children in the Kildare area.

We are a co-educational school with a Catholic ethos. There are 58 teachers; 37 mainstream class teachers, 16 special education support teachers, a Moderate Class Teacher, an ASD Class, a Home School Liaison teacher, an Administrative Principal, an Administrative Deputy Principal and 9 Special Needs Assistants. (January 2017)

We are a fully vertical school with classes from Junior Infants to Sixth Class including a Moderate Class and a class for children with Autism. The full subject range of the Primary School Curriculum is taught.

The school follows the curricular programmes which are prescribed by the Department of Education and Skills which may be amended from time to time, in accordance with Sections 9 and 30 of the Education Act 1998.

St. Brigid's Primary School, Kildare Town, within the context and parameters of the Department of Education and Skills' regulations and programmes, the rights of the patrons set out in the Education Act, and with due regard for the funding and resources available, supports the principles of:

- *Inclusiveness*
- *Equality of access and participation in the school*
- *Parental choice in relation to enrolment*
- *Respect for the diversity of values, beliefs, traditions, languages and ways of life in society.*

Classes start at 8.55 am and finish at 2.40 pm. Infant classes finish at 1.40pm.

Rationale

This policy aims to ensure that the appropriate aims and procedures are in place to enable the school:

- To make decisions on all applications in an open and transparent manner consistent with the Ethos, the Mission Statement of the school and legislative requirements.
- To make an accurate and appropriate assessment of the capacity of the school to cater for the needs of applicants in the light of resources available to it.
- To put in place a framework which will ensure effective and productive relations between students, parents/guardians and teachers where a student is admitted to the school.

Legal Framework

Section 9 (j) of the Education Act 1998 specifies that “A recognised school shall...subject to this act and in particular section 15 (2) (d), establish and maintain an admissions policy which provides for maximum accessibility to the school”. Section 15 (2) (d) states that the Board of Management shall “publish....the policy of the school concerning admission to and participation in the school and ensure that the policy principles of equality and the right of parents/guardians to send their children to a school of the parents/guardians choice are respected”.

Section 27 (1) states that “A Board shall establish and maintain procedures for the purpose of informing students in a school of the activities of the school” and (2) that “the procedures established and maintained under subsection (1) shall facilitate the involvement of the students in the operation of the School Charter having regard for the age and experience of the students, in association with their parents/guardians and teachers”.

The Education Welfare Act, 2000, [Section 19(1)] requires that a Board of Management shall not refuse to admit a child except where such refusal is in accordance with the School’s Admission Policy. Section 19(2) requires that the parents/guardians must provide relevant information to the school while Section 19 (3) requires that the Board of Management shall as soon as possible (but no later than 21 days) after receiving such information, “make a decision in respect of the application concerned and inform the parent in writing thereof”.

The Equal Status Act, 2000 [Sections 5 & 7 9(2)] prohibits discrimination on the grounds of “gender, marital status, sexual orientation, religion, age, disability, race or membership of the Travelling Community” regarding admission, access to programmes, participation in the school or regarding expulsion or any other sanction. There are limited exceptions regarding single-sex schools and schools promoting particular religious values [section 7 (3)].

Communication

The school has in place appropriate channels of communication and procedures

- To inform parents/guardians about the school, its programmes, activities and procedures
- To enable applications for admission to the school to be handled in an open, transparent manner
- To put in place criteria under which the applications shall be considered
- To ensure that these criteria are informed by our Ethos, Our Mission Statement and current legislation
- To specify what information is required by the school at the time of the application

Context, Resources, School Organisation and Curriculum

The school supports the principle of equality for all students regarding access to and participation in the school. The school respects the diversity of traditions, values, beliefs, languages and ways of life in society. The school acknowledges the right of parents/guardians to send their children to a school of the parents/guardians' choice, subject to the resources available to the school including classroom accommodation, class size, teaching resources and financial resources and subject to the capacity of the school to provide for the needs of any applicant or student.

It will make every effort to secure those resources. However, if the resources cannot be secured the school may refuse admission. The school is staffed in accordance with standard pupil-teacher ratios sanctioned by the Department and any additional teaching hours sanctioned by the Department in respect of curricular concessions, special needs and special programmes. The school operates within the regulations laid down by the Department from time to time.

The capacity of the school to implement its desired curriculum, its broad range of educational programmes, its breadth of extracurricular activities, its school plan and policies is dependent on the resources it receives. Consequently, in determining its activities and programme for any school year, the school must have due regard to the teaching, management and administrative resources and the accommodation, equipment and funding available to it.

Roles and responsibilities in developing and implementing this policy:

Role of Board of Management

- To ensure that a policy is in place, is operable and is reviewed
- To appraise this policy with regard to its suitability and the effectiveness of its implementation and to make recommendations for improvement where appropriate
- To decide on appeals by parents/guardians or students with respect to any decision(s) made by the Principal/Board
- To prepare (and submit to the Education Welfare Board) a Statement of Strategies regarding attendance. The Statement of Strategy will have regard to guidelines issued by the Education Welfare Board and will set out the measures the Board of Management proposes to adopt for the purposes of:
 - a) fostering an appreciation of learning among students attending the school and
 - b) encouraging regular attendance at the school on the part of all students.

Role of the Principal

- To formulate draft policy in consultation with the teaching staff, students, parents/guardians, Board and Trustees
- To monitor its implementation and to ensure that it is reviewed by the review date
- To implement the policy and to support teaching staff in their implementation of the policy
- To apply for and acquire such resources as are available in accordance with government policies
- To ensure, within the constraints of available resources, that alternative programmes are devised where necessary and practicable to meet with the needs of the students
- To appraise the policy with regard to its suitability and the effectiveness of its implementation and to make recommendations for improvement where appropriate
- To ensure that a register of all students attending the school is established and maintained
- To ensure that a record of attendance or non-attendance is maintained for each student registered at this school and, in the case of non-attendance, the reason for same
- Prior to registering a child, to inform the parents/guardians of an applicant that a copy of the school's Code of Behaviour is available on the school's website and ensure that the parents/guardians confirm in writing their acceptance of the Code as an assurance that they shall make all reasonable efforts to ensure compliance with the Code by the child
- To provide, on request, to any parents/guardians of a child registered in the school, a copy of the Code of Behaviour
- Where a child is refused admission, to advise parents/guardians of their right of appeal to the Department of Education setting out Title and Address of each and advising of time limits.

Role of Teaching Staff

- To co-operate with the implementation of this policy
- To take the needs of all students into account in the way in which they select textbooks, plan and teach their lessons and conduct assessments
- To bring concerns about Special Needs curricular matters and information to the attention of the Principal, Deputy Principal and Special Needs team
- To keep parents/guardians informed through regular Parent/Teacher meetings and school reports and by meeting parents/guardians from time to time as required
- To appraise this policy with regard to its suitability and the effectiveness of its implementation and to make recommendations for improvement where appropriate

Role of Students

- To co-operate fully with the school in the implementations of the policy

Role of Parents/guardians

- To support the policy and to co-operate fully with the school in its implementation
- To bring to the attention of the school authorities any concern they may have in relation to the school's provision for the educational needs of their child at enrolment and prior to admission.
- To appraise this policy with regard to its suitability and the effectiveness of its implementation and to make recommendations for improvement where appropriate

Policy Considerations

The Board of Management of St. Brigid's Primary School, Kildare Town reserves the right of admission if such admissions contravene Departmental guidelines on class size, or other regulations.

The school will not refuse a child on the basis of ethnicity, special educational needs, disability, traveller status, refugee status, political or religious beliefs, or family or social circumstances, provided the necessary educational supports are in place in the school.

The school will maintain a list of refused applicants for each class, their place on that list having been determined under the criteria outlined.

The Board of Management respects parental choice in relation to enrolment, provided the enrolment criteria are fulfilled.

The Board of Management of St. Brigid's Primary School, Kildare Town, in its Policy of Admissions/Enrolment, respects the rights of the existing school community and children already enrolled. Consequently, the Board of Management reserves the right to determine the maximum number of children in each class, bearing in mind:

- Health and Safety concerns regarding staff and children
- Available classroom space
- Multi- grade classes
- Educational needs of the children

- Presence of children with Special Needs
- Department of Education and Skills class size directives
- Appropriate supports and resources available
- Time of school year

Procedure – Application, Enrolment Criteria & Decision/Appeals

- Failure to fully complete all forms at enrolment may result in refusal to admit a student
- Further relevant information may be sought at a later stage
- In applying the criteria for enrolment, the school will take into account the limitations in the size of classes

Admission to the school is subject to the resources available to the school including classroom accommodation, class size, teaching and financial resources and subject to the capacity of the school to provide for the needs of those who apply for admission. Where the school lacks the necessary resources to meet the needs of any applicant, it will make every effort to secure those resources. Where the resources cannot be secured the school reserves the unfettered right to refuse admission.

It is the responsibility of parents/guardians of any child to inform the school of any such needs on the enrolment application for the child's own welfare. In this context the school authorities will have equal regard for the welfare of all the students and their right to an education that is not detrimental to their physical, emotional, moral, social or intellectual development. Failure to fully complete the application form, failure to supply any relevant information requested by the school or failure to make reasonable arrangements to meet with the school authorities to discuss the application may result in a child being refused admission to the school.

Application for immediate admission in the school year

- Application forms are available from the school secretary
- Completion of the Enrolment Form does **not** confer any right to enrolment.
- Failure to fully complete forms may result in refusal to admit the applicant
- The behaviour record of a student in their previous school shall be considered
- The attendance record of a student in their previous school shall be considered
- Such applications may be deferred for decision to the next Board of management meeting

Junior Infant Enrolment Procedure

The enrolment process for Junior Infant intake begins on the 1st of January and is initiated by advertisements in the Parish newsletter, school newsletter, correspondence to parents/guardians and signage outside the school. Appointments for enrolment can be made by phoning the office on (045)521799. An appointment date is then arranged and parents/guardians and child are invited to attend an enrolment meeting. At the enrolment meeting an application form is completed with the Principal or Deputy Principal.

Parents/guardians are requested to bring with them to the meeting the following: original birth certificate, original Baptismal certificate (if applicable), the child's PPS number, evidence of residence (e.g. utility bill.), medical, psychological, OT and all other reports.

Parents/guardians will be required to complete all information on the POD (Primary Online Database) Information Form as required by the Department of Education & Skills.

Once an enrolment list is approved by the Board, all Parents/Guardians and new entrants to Junior Infants will be invited to class meetings held at the beginning of June each year. If an enrolment is refused, the unsuccessful applicant will be notified of their entitlement to appeal under Section 29 of the Education Act 1998.

Having regard to the child's social and academic readiness for school, the Board of Management suggests that parents/guardians give consideration to enrolling their children closer to 5 years of age rather than the statutory 4 years of age.

Junior Infant Enrolment Criteria

If the number of children on the Enrolment List exceeds the number of places available, the following prioritising criteria are used:

Priority	Criterion
1	Catholic children from the town of Kildare and its hinterland who are siblings of children already enrolled in the school to a maximum number of one hundred and fifty pupils.
2	Families whose primary residence is either (a) in the immediate areas of Kildare Parish, starting closest to the school and radiating outwards from the school within the Parish or (b) in Kildare Parish within a two mile distance by road from the school. If the class is oversubscribed within the application of this particular criterion, then the furthest from the school under either (a) or (b) will be eliminated first
3	Children of current teaching staff
4	Children of parents/guardians who are past pupils of the school. If the class is oversubscribed within the application of this particular criterion, then those whose primary residence is furthest from the school will be eliminated first.
5	If space is still available, class numbers are completed from the Enrolment List, which is compiled and ordered according to the date of the original application. The criteria are listed in order of priority when spaces are allocated under criterion 1 and space is still available, then criterion 2 comes into play and so on. This prioritisation proceeds until all places have been allocated.

Criteria for Enrolment: Senior Infants to 6th Class

Priority	Criterion
1	Priority is given to siblings of children already in the school
2	Families whose primary residence is either (a) in the immediate areas of Kildare Parish, starting closest to the school and radiating outwards from the school within the Parish or (b) in Kildare Parish within a two mile distance by road from the school, or who are in the process of moving to either of these areas.
3	Children of current teaching staff.
4	Children of parents/guardians who are past pupils of the school.

Children of other Faiths

Children of other Faiths are exempt from Religious studies if their parents/guardians so desire but they must be adequately supervised at all times and they must remain in the classroom. If parents/guardians want their child to be withdrawn from Religious studies they are responsible for the withdrawal of that child during that period. The faith beliefs of all children are cherished and respected. All children are expected to respect and cherish our Catholic Ethos.

Enrolment of Children with Special Needs

In relation to the enrolment of children with Special Needs, it is open to the Board of Management to request a copy of the child's medical and/or psychological report or, where such a report is not available, to request that the child be assessed immediately. The purpose of the assessment is to assist St. Brigid's Primary School, Kildare Town to establish the educational needs of the child relevant to their disability and to profile the support services required.

Following receipt of the report, the Board will assess how St. Brigid's Primary School could meet the needs specified in the report. Where the Board deems that further resources are required it will request the Department of Education and Skills to provide the resources required to meet the needs of the child as outlined in the medical or psychological report. These resources may include, for example, access to or the provision of any or a combination of the following: visiting teacher service, Resource teacher, Special Needs Assistant, specialised furniture, equipment, technology, transport or other services.

All children enrolled are expected to comply with and support the school's Code of Behaviour as well as the school's designated policies on Curriculum, Organisation and Management.

Application procedure for enrolment into a Special Class

The decision to establish a Special Class for Moderate General Learning Disability (ModGLD) was taken by the Board of Management (BOM) of St Brigid's Primary School (SBPS) in conjunction with the Principal, staff and special needs organiser in May 2014. The decision was taken with a view to providing an education in a mainstream setting for children who have a ModGLD and who fulfil the enrolment criteria.

SBPS aims to offer a positive educational experience allowing the child to develop his/her full learning potential in a Special Class and a mainstream class.

An Individual Education Plan (IEP) highlighting the child's priority learning needs will be developed by the Special Class teacher in consultation with the parents/guardians and relevant professionals after a period of observation, assessment and interaction with the child.

These needs will be targeted through the provision of a broad and balanced curriculum.

General Information

1. A child enrolled in the Special Class will have been psychologically assessed as having a ModGLD.
2. The maximum number of children in the [special classSC](#) will not exceed the National Council for Special Education (NCSE) recommendation (1 teacher: 8 pupils)
3. Pupils in the Special Class will be included in the Special Class roll and also on the appropriate mainstream class roll. At the beginning of each school year, pupils will be promoted with their peers in the mainstream classes. Therefore, pupils on reaching their eight year ~~s~~ or sixth class (whichever is sooner) in the school, shall be considered to have completed their education in SBPS. It is the responsibility of the parents/guardians of each child to ensure their child is enrolled in a suitable second level school on completion of their time in SBPS.

4. All relevant reports (psychological and other) will be copied in school and given to the Special Class teacher. Teachers will ensure they are kept securely. An IEP will be prepared for each pupil by the Special Class teacher in consultation with the psychologist, other relevant professionals and the recommendations in the reports. The Special Class teacher will also consult with the parents/guardians and the mainstream class teacher during this process.

5. All pupils in the special class will be integrated on a daily basis with their peers in mainstream classes. The level of integration will be decided in consultation with the Special Class teacher and the mainstream teacher taking into account the child's needs and ability. It is important the child has ongoing contact with his/her current class group for structured targeted integration. This will allow him/her to maintain the relationships he/she has developed and provide him/her with the opportunity to have access to those elements of the mainstream from which he/she can achieve maximum benefit.

6. All school policies relevant to the mainstream pupil/parent body are also relevant to the pupils in the Special Class.

Criteria for enrolment in the Special Class

1. The parents/guardians on the child's behalf shall complete an enrolment form provided by SBPS in January.

2. This enrolment shall include an original birth certificate.

3. A recent multi-disciplinary assessment is required and may have an input from clinical psychologist, occupational therapist, speech and language therapist, social worker, psychiatrist and a physiotherapist. All reports pertaining to the child ought to be furnished to the school.

4. The child must have a diagnosis of a ModGLD made by a psychologist.

5. The report must contain a recommendation by a medical professional that a Special Class placement in a mainstream school is both appropriate and suitable for the child.

6. Children who are receiving a Special Class placement must be at least 4 years of age on the 1st of September in the year in which the child intends to start school and admission to the Special Class is subject to the determination by the admissions team that the placement is appropriate in all circumstances.

7. Completion of the Enrolment Form does **not** confer any right to enrolment.

Admissions Team

All applications will be considered by the admissions team. The school Principal, Deputy Principal, special needs team coordinator and Special Class teacher shall form the admissions team. A recommendation will be made in relation to each application to the BOM of the school. The BOM has the right to endorse or over rule any recommendation made by the admissions team

Allocation of places

The Special Class has places for eight children supported by a teacher and an SNA as per NCSE guidelines. Places in the Special Class will be allocated in the following order.

Children who meet the enrolment criteria and who are:

1. Newly diagnosed with ModGLD and already enrolled in the school, subject to availability of places
2. Children whose siblings are already enrolled in the school
3. Children who are resident in the parish of Kildare
4. Children resident outside the parish of Kildare who do not have access to a Special Class in their area

Taking into account the Department of Education and Skills (DES) regulations and programmes, the rights of the patron as set out in the Education Act and the funding available, the school supports the principles of

- *Inclusiveness*
- *Equality of access and participation in the school*
- *Parental choice in relation to enrolment*
- *Respect for the diversity of values, beliefs, traditions, languages and ways of life in society.*

The BOM will not refuse a child on the basis of ethnicity, gender, disability, traveller status, political beliefs, family or social circumstances provided they fulfil the enrolment criteria. Fulfilling the enrolment criteria does not necessarily ensure enrolment if;

- Necessary resources pertaining to the enrolment are not available
- Sufficient classroom space is not available
- The admissions team decide the school is unable to adequately meet the needs of the child

Considering all of the above and based on the advice of the admissions team, the BOM reserves the right of admission.

Procedure for enrolment

Enrolment in SBPS usually takes place in January of the year in which the child intends to start school. Once a parent/guardian has made an application to the school for a place in the Special Class on behalf of the child, the Principal will communicate to the parent/guardian the decision of the BOM within three calendar months of the application. This is to facilitate the consideration of the application by the BOM. The communication should be by letter.

1. The parents/guardians of a child being offered a place in the Special Class will be invited to visit the school to meet with the SEN coordinator, the Special Class teacher and the Principal of the school. Any information requested by the parents/guardians will be provided at this meeting.
2. The parents/guardians may be requested by the school to consent to a visit by the staff to the child's pre-school setting to observe the child.
3. The parents/guardians will be invited on another occasion to come with their child to the class to meet with staff and see the classroom.

4. Following placement in the Special Class an IEP will be provided for the child. The IEP will have had input from all the stake holders in the child's education and supported by the NEPS psychologist.
5. The special education needs organisers (SENO) will also be made aware of the IEP
6. The IEP will be updated twice yearly.
7. Each child in the Special Class will be assigned to an age appropriate main stream class.

Review

The child's placement in the Special Class shall be reviewed on an annual basis to ensure the placement continues to be appropriate, typically at the conclusion of the academic year. The BOM may conclude, following a recommendation by the admissions team, that the placement is not appropriate on the following grounds:

- Sufficient progress has been made so the child can be integrated fully into mainstream.
- The child's progress warrants a more specialised setting
- The child's behaviour cannot be reasonably managed having exhausted all available supports in the Special Class in SBPS.

If the child's continued placement in the Special Class is not appropriate, a meeting with the parents/guardians will be organised and further steps discussed, including the transfer of the child to a more appropriate educational setting.

Parents/guardians whose child has been refused enrolment may appeal the decision under section 29 of the Education Act 1998, by accessing the website of the DES.

The enrolment policy will be reviewed annually.

Enrolment of Children with Autistic Spectrum Disorder (ASD)

Enrolment of children with ASD is dependent on an appropriate recommendation from an Educational Psychologist.

Following receipt of the report, the Board will assess how St. Brigid's Primary School could meet the needs specified in the report. Where the Board deems that further resources are required it will request the Department of Education and Skills to provide the resources required to meet the needs of the child as outlined in the medical or psychological report.

All children enrolled are expected to comply with and support the school's Code of Behaviour as well as the school's designated policies on Curriculum, Organisation and Management.

Application procedure for enrolment into a Special Class

The decision to establish an ASD class was taken by the Board of Management (BOM) of St Brigid's Primary School (SBPS) in conjunction with the Principal on 27th Jan 2015.

SBPS aims to offer a positive educational experience allowing the child to develop his/her full learning potential in an ASD class.

An Individual Education Plan (IEP) highlighting the child's priority learning needs will be developed by the ASD class teacher in consultation with the parents/guardians and relevant professionals after a period of observation, assessment and interaction with the child.

These needs will be targeted through the provision of a broad and balanced curriculum.

General Information

1. A child enrolled in the ASD class will have been psychologically assessed as having Autistic Spectrum Disorder.
2. The maximum number of children in the SC will not exceed the National Council for Special Education (NCSE) recommendation (1 teacher: 6 pupils) assisted by 2 SNA.
3. Pupils in the Special Class will be included in the Special Class roll. At the beginning of each school year, pupils will be promoted with their peers in the mainstream classes. Therefore, pupils on reaching their eight years in the school or sixth class (whichever is sooner) shall be considered to have completed their education in SBPS. It is the responsibility of the parents/guardians of each child to ensure their child is enrolled in a suitable second level school on completion of their time in SBPS.
4. All relevant reports (psychological and other) will be copied in school and given to the Special Class teacher. Teachers will ensure they are kept securely. An IEP will be prepared for each pupil by the ASD class teacher in consultation with the psychologist, other relevant professionals and the recommendations in the reports. The ASD teacher will also consult with the parents/ during this process.
5. All pupils in the ASD will be integrated on a daily basis with their peers in mainstream classes where possible. The level of integration will be decided in consultation with the ASD class teacher and the mainstream teacher taking into account the child's needs and ability. It is important the

child has ongoing contact with his/her current class group for structured targeted integration. This will allow him/her to maintain the relationships he/she has developed and provide him/her with the opportunity to have access to those elements of the mainstream from which he/she can achieve maximum benefit.

6. All school policies relevant to the mainstream pupil/parent body are also relevant to the pupils in the Special Class.

Criteria for enrolment in the Special Class

1. The parents/guardians on the child's behalf shall complete an enrolment form provided by SBPS in January.
2. This enrolment shall include an original birth certificate.
3. A recent multi-disciplinary assessment is required and may have an input from clinical psychologist, occupational therapist, speech and language therapist, social worker, psychiatrist and a physiotherapist. All reports pertaining to the child ought to be furnished to the school.
4. The child must have a diagnosis of Autistic Spectrum Disorder with a recommendation for inclusion in a special ASD class made by a psychologist.
5. Children who are receiving a Special ASD Class placement must be at least 4 years of age on the 1st of September in the year in which the child intends to start school and admission to the Special ASD Class is subject to the determination by the admissions team that the placement is appropriate in all circumstances.

Admissions Team

All applications will be considered by the admissions team. The school Principal, Deputy Principal, special needs team coordinator and Special Class teacher shall form the admissions team. A recommendation will be made in relation to each application to the BOM of the school. The BOM has the right to endorse or over rule any recommendation made by the admissions team

Allocation of places

The Special Class has places for six children supported by a teacher and an SNA(s) as per NCSE guidelines. Places in the ASD Special Class will be allocated in the following order.

Children who meet the enrolment criteria and who are:

1. Newly diagnosed with ASD and already enrolled in the school, subject to availability of places
2. Children whose siblings are already enrolled in the school
3. Children who are resident in the parish of Kildare
4. Children resident outside the parish of Kildare who do not have access to an ASD Special Class in their area

Taking into account the Department of Education and Skills (DES) regulations and programmes, the rights of the patron as set out in the Education Act and the funding available, the school supports the principles of

- *Inclusiveness*
- *Equality of access and participation in the school*
- *Parental choice in relation to enrolment*
- *Respect for the diversity of values, beliefs, traditions, languages and ways of life in society.*

The BOM will not refuse a child on the basis of ethnicity, gender, disability, traveller status, political beliefs, family or social circumstances provided they fulfil the enrolment criteria. Fulfilling the enrolment criteria does not necessarily ensure enrolment if;

- Necessary resources pertaining to the enrolment are not available
- Sufficient classroom space is not available
- The admissions team decide the school is unable to adequately meet the needs of the child

Considering all of the above and based on the advice of the admissions team, the BOM reserves the right of admission.

Procedure for enrolment

Enrolment in SBPS usually takes place in January of the year in which the child intends to start school. Once a parent/guardian has made an application to the school for a place in the Special Class on behalf of the child, the Principal will communicate to the parent/guardian the decision of the BOM within three calendar months of the application. This is to facilitate the consideration of the application by the BOM. The communication should be by letter.

1. The parents/guardians of a child being offered a place in the ASD Special Class will be invited to visit the school to meet with the Principal, SEN coordinator and the ASD Special Class teacher.

Any information requested by the parents/guardians will be provided at this meeting.

2. The parents/guardians may be requested by the school to consent to a visit by the staff to the child's pre-school setting to observe the child.

3. The parents/guardians will be invited on another occasion to come with their child to the class to meet with staff and see the classroom.
4. Following placement in the ASD Special Class an IEP will be provided for the child. The IEP will have had input from all the stake holders in the child's education.
5. The special education needs organisers (SENO) will also be made aware of the IEP.
6. The IEP will be updated twice yearly.
7. Each child in the Special Class will be assigned to an age appropriate main stream class.

Review

The child's placement in the ASD Special Class shall be reviewed on an annual basis to ensure the placement continues to be appropriate, typically at the conclusion of the academic year. The BOM may conclude, following a recommendation by the admissions team, that the placement is not appropriate on the following grounds:

- The child's progress warrants a more specialised setting
- The child's behaviour cannot be reasonably managed having exhausted all available supports in the Special Class in SBPS.

If the child's continued placement in the ASD Special Class is not appropriate, a meeting with the parents/guardians will be organised and further steps discussed, including the transfer of the child to a more appropriate educational setting.

Parents/guardians whose child has been refused enrolment may appeal the decision under section 29 of the Education Act 1998, by accessing the website of the DES.

The enrolment policy will be reviewed annually.

Evaluation

The Board of Management will monitor the implementation of all aspects of the Enrolment Policy and review and amend the policy as required, with particular emphasis placed upon

- Effective management placed on the application process
- Clarity and transparency relating to the process
- Applicants informed in good time re the status of their application, particularly in the case of refusal to enrol
- Positive parental feedback

Monitoring Procedures

The implementation of this policy will be monitored by the Board of Management at the appropriate time. It will also be referred by the Principal for consideration by the full staff at the same time. The Principal will report to the Board of Management regarding the process of enrolment in December each year and regularly thereafter until enrolment is complete. Where the Principal refuses admission to any applicant, by the authority delegated to him by the Board in line with this policy, any such refusal shall be communicated to the Board at the earliest opportunity.

Review Procedure

This policy will be reviewed regularly in the light of experience. It will be reviewed by the full staff and Board of Management every five years. Any staff member, Board member, parent or guardian who is unhappy with the content or the implementation of the policy may request a review at any time. Such a request will be dealt with as quickly as possible. The next review of this policy will occur before or during the school year 2018.

Ratified by _____

Date _____