



Admissions Policy

Admissions Policy of Coláiste Nano Nagle

School Address: Presentation Campus, Sexton Street, Limerick.

Roll number: 64250J

School Patron/s: CEIST (Catholic Education an Irish Schools' Trust)

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 patron and with parents of children attending the school.

The policy was approved by the school patron on 19 August 2021. 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 Coláiste Nano Nagle's 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

Coláiste Nano Nagle is a Catholic all girls voluntary secondary school with a Catholic ethos under the trusteeship of CEIST (Catholic Education an Irish Schools' Trust).

In accordance with S.15 (2) (b) of the Education Act, 1998, the Board of Management of Coláiste Nano Nagle shall uphold, and be accountable to the patron for so upholding, the characteristic spirit of the school as determined by the cultural, educational, moral, religious, social, linguistic and spiritual values and traditions which inform and are characteristic of the objectives and conduct of the school.

"Catholic Ethos" in the context of a Catholic voluntary secondary school means the ethos and characteristic spirit of the Roman Catholic Church which aims to promote:

- (a) the full and harmonious development of all aspects of the person, including the intellectual, physical, cultural, moral and spiritual aspects; and

- (b) a living relationship with God and with other people; and
- (c) a philosophy of life inspired by belief in God and in the life, death and resurrection of Jesus; and
- (d) the formation of the pupils in the Catholic faith

in accordance with the doctrines, practices and traditions of the Roman Catholic Church, and/or such ethos and/or characteristic spirit as may be determined or interpreted from time to time by the Irish Episcopal Conference.

Catholic education is therefore a lifelong process of human growth and development which has been at the heart of the Church's mission since Jesus Christ urged his disciples to 'go teach all nations'. The person of Christ is the core of Catholic education.

Coláiste Nano Nagle draws on the richness of the religious and cultural heritage of the past, interpreted and lived out for students living in today's world. The charism of foundress Nano Nagle of the Sisters of the Presentation of the Blessed Virgin Mary who began this school is of very significant importance in the life of the school.

As a CEIST school, Coláiste Nano Nagle values teaching as one of the most important of all human activities. Our school seeks to build a quality learning community that welcomes, and bears witness to the Gospel values of Jesus Christ, expressed through the lens of the CEIST Charter. These are encapsulated in the core values which are intended to support and nourish the lives of the people who are at the heart of our schools.

- Promoting Spiritual and Human Development
- Achieving Quality in Teaching and Learning
- Showing Respect for Every Person
- Creating Community
- Being Just and Responsible

Coláiste Nano Nagle is inspired by the words of Jesus Christ to his disciples, "I have come that they may have life and have it to the full" (Jn 10:10). Because of this, Coláiste Nano Nagle provides a rich, holistic education in the Catholic tradition where engagement with and development of the whole person; the intellectual, moral, religious, physical, spiritual and psychological are at the core of our practice.

Education has as its goal the formation of a human person who is free, rational and mature in relationships. Coláiste Nano Nagle offers educational opportunities which promote excellence so that students can respond responsibly and creatively to their own lives, the lives of others and to the earth, which is our common home.

In Coláiste Nano Nagle the dignity and uniqueness of every human being as a child of God is acknowledged and affirmed. The Catholic school is an inclusive community, ideally built on love and formed by the interaction and collaboration of its various components: students, parents, teachers, non-teaching staff and members of the Board of Management. Catholic schools are also outward looking. They are connected to their local parish and Diocese and other local organisations which enrich the life of the school. Our school draws on the rich resources of the local community and, in turn, contributes to the life of the local community.

As a Catholic school, Religious Education is central to our curriculum. Alongside Religious Education, the school supports the formation in faith of our students through many school-based experiences of prayer and ritual. All students' spiritual growth is further enhanced through such areas as sport, language, nature, art, poetry and music.

Mission Statement

Our school is a Christian community which welcomes students in the tradition of Nano Nagle, foundress of the Presentation Order, under the trusteeship of CEIST. A primary aim of our school is the pursuit of academic excellence. We seek to develop the full potential of each person, intellectual, spiritual, emotional, social, physical and creative. To achieve this, the school strives to provide an educational environment suited to the needs of each individual, within the demands of a changing world.

General Objectives

- To build a quality learning community that welcomes, and bears witness to the Gospel values of Jesus Christ, expressed through the lens of the CEIST Charter.
- To welcome students in the tradition of Nano Nagle, the foundress of the Presentation Order.
- To instil in our students the values of our foundress, the venerable Nano Nagle and encourage our students to care for the more disadvantaged in our world and, where possible, to become actively involved in issues of justice and human rights.
- To provide a holistic education that seeks to develop the full potential of each person intellectual, spiritual, emotional, social, physical and creative.

Management Structure

The Board of Management comprises of four nominees of the patron which include Chairperson, Mr Tom O'Dwyer, plus two nominees of parents and two nominees of the teaching staff. The Principal, Sinéad Moloney, is Secretary to the Board of Management but is not a member of the Board.

Parents' Council

The school has an active and vibrant Parents' Council. The Parents' Council aims to promote the educational development of our students. The council meets regularly during the school year, and its AGM is held at the beginning of each academic year. Membership of the council is voluntary. Caroline Carmody is the Chairperson of the Parent's Council.

Students Representative Council

The Student Representative Council (SRC) meet once per week with their liaison teacher. Their role includes representing the student body in forming school policies; representing the school, and bringing issues to the liaison teacher who will then report back to the Principal. Students with discipline issues will not be chosen for either of these groups.

Pastoral Care Team

The pastoral care system in Coláiste Nano Nagle looks after the overall general wellbeing of students. The purpose of a care team is to provide for students who have a greater need for a higher level of intervention from the school community. The care team is a visible representation of the school's understanding and valuing of each student as an individual. Students who experience severe difficulties in life will find it difficult to have cognitive space for learning. Therefore the rationale of the care team is to strive to care in a genuine way to improve the lives of students and thereby ensure access to the curriculum and learning. Members of the care team include: Principal; Deputy Principal; Home School Community Liaison; SEN Co-ordinator; BSC Teacher and Guidance Counsellors.

At present there are 44 whole-time teachers in the school including the Principal, Sinéad Moloney, Deputy Principal, Triona Murray, Guidance Counsellors, SEN Coordinator, Helen Ahern and Home School Community Liaison, Noreen Kinane. There are three Special Needs Assistants working in the school. In addition there are two administrative staff and two caretakers.

Curricular Programmes

Coláiste Nano Nagle follows the curricular programmes set down by the Department of Education and Science, which may be amended from time to time in accordance with the Education Act 1998 (Sections 9 and 30).

Junior Cycle

The Junior Cycle places the student at the centre of the learning process. It allows for new ways of learning and a broader range of skills to be properly assessed. Underpinning the new Junior Cycle are a set of principles, key skills and statements of learning. These will ensure that your child receives a rich educational experience that has both breadth and depth. Your child will have access to a varied curriculum of knowledge, understandings, skills and values.

The Principal allocates students to classes. Subject to sufficient demand and resources, the Board of Management reserves the right to determine on an annual basis the range and level of subjects, including the minimum number of students to justify the offering of a particular subject class. This applies to all programmes offered in Coláiste Nano Nagle.

Junior Certificate Schools Programme (J.C.S.P.)

The J.C.S.P. is designed to address the difficulties that students may have that may cause them to leave school early. It enables students to re-engage with their learning. It builds their basic skills of literacy and numeracy and their personal and social skills. It aims to ensure that each student benefits from their time in school and enjoys an experience of success. It does this by offering schools and teachers a more flexible approach to meeting the diverse needs of students and achieves this within the context of the Junior Cycle qualification.

Senior Cycle

Transition Year (Appendix A)

Transition Year (TY) is an optional year for suitable students after Junior Cycle, and before starting into the Senior Cycle. It is a very valuable experience for most students. To make the most from the experience students need to be suitable for the programme in order to benefit from and contribute to the shared learning experience of the group.

Leaving Certificate

Students at Leaving Certificate Level have the choice of one of the three following programmes:

a) Leaving Certificate (Established)

The Leaving Certificate (Established) is a two-year programme that aims to provide learners with a broad, balanced education while also offering some specialisation towards a particular career option. Students following the Leaving Certificate (Established) programme are required to study at least five subjects, one of which must be Irish, unless they are exempted. In general, students take seven subjects for examination.

b) Leaving Certificate Vocational Programme (LCVP)

The LCVP is not a separate stand-alone programme, but is taken in association with the established Leaving Certificate. It is designed to give a strong vocational dimension - students who take the LCVP must take a minimum of five established Leaving Certificate subjects, at Higher, Ordinary or Foundation level, including Irish unless they are exempted. Two of these

subjects must be selected from a designated vocational group of subjects. The students must study the two LVCP "Link Modules": Preparation for the World of Work, and Enterprise Education.

c) Leaving Certificate Applied Programme (Appendix B)

The LCA is a separate stand-alone programme of two years' duration, with a particular emphasis on preparing students for adult and working life. The focus of the two year programme is three-fold, concentrating on vocational preparation, vocational education and general education. It caters for students who prefer the practical approach over the purely academic approach, and the programme concentrates more on 'learning through doing'.

Academic Supports

To support student learning the school offers Homework Club, After School Supervised Study and operates a book rental scheme.

Extra-Curricular Activities

Coláiste Nano Nagle provides a wide range of artistic, cultural, social and sporting activities to develop the talents of all students and to provide them with the confidence to be involved in various activities in later life. The following activities are currently catered for:- Choir, Orchestra, Basketball, Badminton, Athletics Club, Debating/Public Speaking, Gaisce Awards, Horse Riding, Green Schools' Team, Soccer Club, Rowing Club, Lunchtime Activities Club, Amber Flag Team, Charitable Works, Tours and School Completion After School Club.

Provision of these activities is subject to resources, including an annual review.

3. Admission Statement

Coláiste Nano Nagle 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.

Coláiste Nano Nagle is an all-girls school and does not discriminate where it refuses to admit a boy applying for admission to this school.

Coláiste Nano Nagle is a school whose objective is to provide education in an environment which promotes certain religious values and does not discriminate where it admits a student of the Catholic faith in preference to others.

Coláiste Nano Nagle is a school whose objective is to provide education in an environment which promotes certain religious values and does not discriminate where it refuses to admit as a student a person who is not of the Catholic faith and it is proved that the refusal is essential to maintain the ethos of the school.

Coláiste Nano Nagle is a school which has been approved by the NCSE to establish a class in the school year 22/23, with the approval of the Minister for Education and Skills, to provide 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.

4. Categories of Special Educational Needs catered for in the school/special class

Coláiste Nano Nagle with the approval of the Minister for Education and Skills, has been approved to establish a class in the school year 22/23 to provide an education exclusively for students with Autism/Autistic Spectrum Disorders.

5. Admission of Students

This school shall admit each student seeking admission except where –

- a) the school is oversubscribed (please see [section 6](#) below for further details)
- b) a parent 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

Coláiste Nano Nagle provides education exclusively for girls and may refuse to admit as a student a person who is not of the gender provided for by this school.

Coláiste Nano Nagle is a Catholic school and may refuse to admit as a student a person who is not of the Catholic faith where it is proved that the refusal is essential to maintain the ethos of the school.

The special class attached to Coláiste Nano Nagle will provide an education exclusively for students with Autism/Autistic Spectrum Disorders and the school may refuse admission to this class, where the student concerned does not have the specified category of special educational needs provided for in this class.

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 following selection criteria in the order listed below to those applications that are received within the timeline for receipt of applications as set out in the school's annual admission notice:

Coláiste Nano Nagle is a girls' secondary school and will therefore only accept applications from female applicants who have completed their primary school education or home schooling in Ireland or an equivalent programme of primary education in another country.

Places will be offered to qualifying students in accordance with the following criteria applied in the following order:-

1. Applicants who have a sister currently or previously enrolled in the school.
2. Applicants who attend the following Primary Schools (in no particular order):-
 - Presentation Primary School, Sexton Street.
 - Our Lady Queen of Peace (Presentation) Primary, Janesboro Road.
 - Le Chéile National School, Roxboro Road.
 - Gaelscoil Seoirse Clancy, Roxoboro Road, Limerick.
 - Scoil Mhathair Dé, South Circular Road, Limerick.
 - St. John Girls' School (Scoil Eoin Naofa), Cathedral Place, Limerick.
3. Daughters of all staff (teaching and non-teaching) and members of the Board of Management.
4. Applicants who attend the following Catholic parishes in Limerick City (in no particular order).
 - St. Patrick's National School, Dublin Road, Limerick.
 - St. Brigid's National School, Singland, Limerick.
 - Our Lady of Lourdes Primary School, Rosbrien, Limerick.
 - Donoughmore National School, Limerick.
 - An Mhodscoil, O'Connell Avenue, Limerick.
 - Salesians Primary School, Fernbank, Limerick.
5. Applicants who attend the following Catholic parishes in Limerick City and County (in no particular order).

Scoil Íde, Thomond Primary School, Corpus Christi Primary School, Mary Queen of Ireland National School, Parteen National School, St Mary's National School, Milford National School, Monaleen National School and Patrickwell National School.

6. All other applicants will be considered.

The Board of Management has appointed a sub-committee of three people to handle the application and enrolments on behalf of the school. The subcommittee consists of the School Principal, a Deputy-Principal and one nominee only of the Board of Management. The subcommittee will take responsibility for processing all applications which will be presented to the Board of Management who make final decisions on admissions.

Application Procedure for Admission into First Year:

Please note Coláiste Nano Nagle is part of the Limerick Area Post-Primary Schools Common Application System and the dates for 2022-23 are not yet agreed.

- Limerick City Area Second Level Schools as defined in ‘Schedule Three’ have agreed to operate a Common Application Procedure for 2022-23.
- Application to Coláiste Nano Nagle shall be in accordance with the Common Application Form known as “Schedule One” and in accordance with the Policy.
- A member of Senior Management will visit primary schools. (Please note this is now subject to Covid 19 and Department of Health Guidelines)
- Parents and students will be invited to a Virtual Open Evening on 19th October 2020 in accordance with the Common Application Procedure. Notice will be advertised in the local newspapers.
- Application forms are available on the school website and from the school upon request. The completed application form is required to be returned by the date specified on all advertisements and literature circulated. Please see Schedule Two for relevant dates.
- Parent(s)/Guardian(s) are responsible for ensuring that application forms are received by the school. Applications should be returned by post/courier. Parent(s)/Guardian(s) must retain proof of postage/delivery. This receipt is not an offer of a place in Coláiste Nano Nagle.
- All applications received will be date stamped. The forms will be checked for completion. If incomplete, the form will be returned for completion.
- The school makes it clear also that the DES rules state that Secondary School pupils must be aged twelve years on the 1st January in the calendar year following the child’s entry into 1st year. A Birth Certificate will be required prior to acceptance of a child into the school.
- In the event that a pupil is allocated a place, the school makes it clear that it is conditional upon the prospective pupil attending a meeting at the school for the purpose of sitting an assessment test. The assessment test is taken by students who have been offered a place. The results are used to indicate students who may need further assessment for learning support.
- In the event that a pupil is allocated a place, the school makes it clear that it is conditional upon the prospective pupil and her parents/guardians accepting her

place by the notified date and time, i.e. **2nd February 2022 at 12 p.m.** Failure to accept a place by this time and not returning the completed documentation will result in the place being offered to another student.

- Places are allocated as soon as is practicable but not later than twenty one days after the closing date.
- One application form only may be returned for each child.
- The final decision regarding all enrolment rests with the Board of Management.

Review Procedures

The Board of Management will review the Admission Policy annually in line with evolving legislation and practice, including the Education Acts, the Equal Status Act and all related statutory and regulatory requirements.

Schedule One Common Application Form

Please note Coláiste Nano Nagle is part of the Limerick Area Post-Primary Schools Common Application System and the dates and application forms for 2022-23 are not yet agreed.

Schedule Two

Dates relating to Application 2022-23

- Virtual Open Evening at Coláiste Nano Nagle: 20th October 2021
- Closing date for receipt of Completed Application Forms: 10th January 2022 (12.30 p.m.)
- Letters informing parent(s)/ guardian(s) of successful applications to be posted: 25th January 2022
- Letters informing parent(s)/ guardian(s) of unsuccessful applications to be posted from 25th January 2022
- Closing date for acceptance of places must be made by 2nd February 2022 at 12.00 p.m.
- Common Registration Night at all participating post-primary schools: 22nd February 2022

Schedule Three

Limerick Area Post-Primary Schools

Ardscoil Mhuire, Ardscoil Rís, Castletroy College, Coláiste Chiaráin, Coláiste Mhichíl, Coláiste Nano Nagle, Crescent College Comprehensive S.J., Gaelcholaiste Luimnígh, Laurel Hill Coláiste FCJ, Laurel Hill Secondary School FCJ, Limerick Educate Together SS, Mungret Community College, St. Clement's College, St. Munchin's College, Thomond Community College, Salesian Secondary College Pallaskenry, Villiers Secondary School.

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

Should the school be oversubscribed, places will be offered starting with category 1 as listed above, and then proceeding to category 2, 3 etc. in the order listed above. If the number of applications in a category exceeds the total number of places remaining to be allocated, then a lottery basis will apply for the allocation of the remaining places for that category. The lottery will be overseen by the sub-committee appointed by the Board of Management. The closing date for receipt of completed application forms is as agreed with participant

schools in the Common Application System. Late applications will only be considered after all applications received in time have been processed.

If an applicant is not offered a place in Coláiste Nano Nagle, her parent/guardian must request that she be placed on the school's waiting list which will be utilised in the event of a student, who has been offered a place, choosing not to attend the school. If a place becomes available, an offer of a place will be made to a student on the school's waiting list, in line with the school's selection criteria, which is outlined above.

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:

- (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;
(other than in relation to Central College Limerick a College of Further Education run by the school.)
- (c) a student's academic ability, skills or aptitude;
other than in relation to:
 - admission to a special class insofar as it is necessary in order to ascertain whether or not the student has the category of special educational needs concerned
- (d) the occupation, financial status, academic ability, skills or aptitude of a student's parents;
- (e) a requirement that a student, or his or her parents, attend an interview, open day or other meeting as a condition of admission;
(other than in the case of admission to Central College Limerick a College of Further Education run by the school.)
- (f) a student's connection to the school by virtue of a member of her family attending or having previously 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.

This is also subject to the school making offers based on existing waiting lists (up until 31st January 2025 only).

8. Decisions on applications

All decisions on applications for admission to Coláiste Nano Nagle 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 14](#) below in relation to applications received outside of the admissions period and [section 15](#) 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 Coláiste Nano Nagle, 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.

Applicants should be aware that failure to disclose this information on the acceptance of a place may lead to an offer being withdrawn by the school.

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 Coláiste Nano Nagle 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 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 10](#) above.

The board of management has a duty of care to ensure as far as practicable the health and safety of the students and staff of the school. In addition, 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 board has responsibility.

An application for admission may be refused, therefore, where the admission of the applicant would pose a significant risk to the health and safety of the applicant or students and staff of the school, or risk significantly interfering with the right of other students to an appropriate education.

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 data between schools in order to facilitate the efficient admission of students. Section 66(6) allows a school to provide a patron or another board of management with a list of the students in relation to whom—

- (i) an application for admission to the school has been received,
- (ii) an offer of admission to the school has been made, or
- (iii) an offer of admission to the school has been accepted.

The list may include any or all of the following:

- (i) the date on which an application for admission was received by the school;
- (ii) the date on which an offer of admission was made by the school;
- (iii) the date on which an offer of admission was accepted by an applicant;
- (iv) a student's personal details including her name, address, date of birth and personal public service number (within the meaning of section 262 of the Social Welfare Consolidation Act 2005).

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 Coláiste Nano Nagle 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.

Placement on the waiting list of Coláiste Nano Nagle is in the order of priority assigned to the students' applications after the school has applied the selection criteria in accordance with this admission policy.

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

All applications for admission received after the closing date as outlined in the annual admission notice will be considered and decided upon in accordance with our school's admissions policy, the Education Admissions to School Act 2018 and any regulations made under that Act.

Late applicants will be notified of the decision in respect of their application not later than three weeks after the date on which the school received the application. Late applicants will be offered a place if there is a place available. In the event that there is no place available, the name of the applicant will be added to the waiting list.

15. Procedures for admission of students to other years and during the school year

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 are as follows:

Where the Board of Management receive applications post first year to transfer to Coláiste Nano Nagle, the following considerations and procedures will apply:-

- Pupils applying for transfer from another school must complete an application form; the reasons for the transfer must be clearly stated in an accompanying covering letter; two most recent school reports must be furnished from the school the applicant has been attending and, where relevant, any information regarding disabilities, or special needs must be provided to allow for Coláiste Nano Nagle to make application to the NCSE for appropriate resources and learning support, and to assess if the school can meet those needs with the resources and support available to it.
- The Principal, on behalf of the Board, will interview the student and her parents/guardians to discuss their application for admission.
- Consultation with the Education Welfare Officer may take place if applicable.
- Applications will only be considered if there is not already a waiting list of that particular year or class grouping.

Applications for transfer will be considered on the following criteria.

- The criteria set out in this Admissions Policy.
- Ability of the applicant to abide by the Christian and Presentation lived ethos of the school and the values by which our school lives and which inform life in the school.
- Receipt of satisfactory information from the applicant's current/former school. If the applicant has special needs such that, even with additional resources

- available from the Department of Education & Skills, the school cannot meet such needs and/or provide the applicant with an appropriate education.
- Consideration of the effect of the transfer on the applicant and her best interests.
 - Availability of the applicant's chosen subjects.
 - The applicant's previous study of her chosen subjects – if she has not previously studied those subjects, she may not be allowed to join those classes and her application may be refused.
 - DES Guidelines with regards to class size of those subjects.

The procedures of the school in relation to 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:

As above

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

The board of Coláiste Nano Nagle or any persons acting on its behalf shall not, except in accordance with section 64 of the Education (Admission to Schools) Act 2018, 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.

17. Arrangements regarding students not attending religious instruction

A parent of a student, or a student who has reached the age of 18, who wishes to attend Coláiste Nano Nagle without attending religious instruction should make a written request to the Principal. A meeting will be then be arranged with the parent(s) or the student, as the case may be, to discuss how the request may be accommodated by the school.

Reviews/appeals

Review of decisions by the board of Management

The parent 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 within 10 days. 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 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** within 10 days 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 within 10 days 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

Transition Year Admissions Procedure

Transition Year is a valuable educational experience for students where educational, personal, social and vocational development takes place in the absence of terminal state examinations. As it is an optional year, Transition Year students need to be suitable for the programme in order to benefit from and contribute to the shared learning experience of the group.

The Board of Management of Coláiste Nano Nagle wishes to make the Transition Year programme available to students who would like to avail of a sixth year of second level education and who are deemed suitable due to the active and responsible nature of the activities provided during the year. This is subject to the maximum number of students who can be accommodated in any year, which is normally 24 subject to DES allocations and the capacity of the school. Students should have the Junior Certificate Cycle or equivalent completed.

The following information lays out the application procedure for a place in Transition Year:

1. Application forms are made available at the senior cycle information evening which informs students and their parents of the options available to them after the Junior Certificate Exam – Transition Year, Leaving Certificate Vocational Programme and Leaving Certificate Applied.
2. The application form and any other relevant documentation must be returned to the school Guidance Counsellor by the closing date. It is the responsibility of each student and her parents/guardians to ensure that the application form is returned in full and on time.
3. Late applications will be processed only after all applications submitted on time have been processed and finalised.
4. All students who apply for Transition Year will be called to attend an interview with the Transition Year co-ordinator, Year Head and the school Guidance Counsellor. This is an opportunity for the student to make the interviewers aware of their reasons for applying to the programme as well as highlighting any difficulties that may be associated with the student's individual application. A sample list of the types of questions asked to students at this interview is available to students. The students are requested to bring their school journal to the interview with them to allow the interviewers to check for notes regarding lateness, behaviour, homework, as well as excellent conduct and excellent work.
5. At the interview the following marking criteria and rating scale apply for each student.

Rating Scale:

20 Marks - Marking scheme:	0 – 6: Fair	7 – 13: Good	14 – 20: Excellent
10 Marks – Marking scheme:	0-3: Fair	4 – 6: Good	7 – 10: Excellent

Marking Criteria -

Behaviour – 25 Marks:

Notes relating to behavior issues/disturbing learning in the students journal are looked at as well as records from the Discipline Committee from first to third year.

Work ethic/motivation – 25 Marks:

Notes relating to homework completion, bringing materials to class and general work ethic are looked at.

Attendance – 20 Marks

The total number of days missed from first to third year is looked at and reasons for absenteeism are discussed with the student.

Interview answers – 20 Marks

Students are expected to prepare for this interview. Communication skills and answers to questions are looked at.

Uniform/Presentation – 10 Marks

Students must be in their full, correct uniform.

Each student is marked out 100 marks and students who score the highest marks are deemed the most suitable students for this programme of study.

6. The decision to deem an applicant suitable or not for the Transition Year Programme will be made by the School Principal, the relevant Year Head, the Guidance Counsellor, the Transition Year coordinator and the Transition Year teaching team who will review applications and interview information and take into account each of the following:
 - The information supplied on the application form
 - The students interview
 - The students behaviour record

- The students attendance record
 - The recommendation of the students teachers
 - The students motivation/work ethic
 - The students ability to represent the school at competitions, workshops etc.
- 6 After the interview, all students will be informed by letter of the following (dependent on which of the following three situations applies to that student):
- They have secured their place in the programme for the following academic year subject to the following conditions 1) *payment of their €200 before the end of the academic year and 2) willingness to engage in the mandatory Work Experience element of the programme. Students who are unable to secure a suitable work placement, as determined by the Programme Coordinator, must be willing to engage in a work placement that is deemed suitable by the Programme Coordinator.*
 - They will be monitored until the end of the academic year - Some students will be informed that their attendance/behaviour/motivation/participation/homework etc. will be monitored until the end of the school term before a decision will be made. This is to give students an opportunity to take responsibility for their actions be it behavior/attendance/ homework/ participation to deem themselves suitable for the programme.
 - They have been deemed as unsuitable for the programme and are advised to meet with the school Guidance Counsellor to discuss alternative options
- 7 In the event that the number of approved applicants exceeds the number of available places which as stated above is normally 24, a lottery will be conducted which will be overseen by the school principal, the TY co-ordinator and the Guidance Counsellor.
- 8 Parents/Guardians of a student who is not offered a place in Transition Year and who take the view that the terms of this policy were not strictly adhered to may appeal the decision to the Board of Management within 5 days of receiving notification by outlining in details and in writing the grounds for their appeal. Please be advised that the decision of the Board in this regard is final.
- 9 Any serious breach of the schools code of behaviour prior to and during the commencement of Transition Year may result in the withdrawal of the offer of a place in Transition Year.
- 10 A student who accepts a placed in Transition Year and subsequently withdraws from the programme is advised that her application for subject options in 5th year will be placed after the students who have applied first.

Appendix B

Leaving Certificate Applied Admissions Procedure

1. The Leaving Certificate Applied programme is a two-year Leaving Certificate programme aimed at preparing students for adult and working life.

The programme sets out to recognise the talents of all students and to provide opportunities for developing personal responsibility, self-esteem and self-knowledge, and helps students apply what they learn to the real world.

The two-year programme consists of four half-year blocks called sessions. Achievement is credited in each session. Courses are offered in three main areas: Vocational Preparation; General Education; and Vocational Education.

Assessment takes place on the completion of modules, and there is also a final examination in each of the following areas:

- English and Communication
- Two vocational specialisms
- Mathematical Applications
- Language
- Social Education

Assessment

- Satisfactory Completion of modules with **90%+ Attendance**
- 7 Student Tasks
- Final Examinations

Note: Strong attendance is essential to successfully complete the LCA programme.

Students who successfully complete the programme are awarded a Leaving Certificate from the Department of Education and Science. The certificate is awarded at three levels: Pass; Merit; and Distinction.

2. Role of the School

- To organise an information meeting about the Leaving Certificate Applied to parents.
- To provide information to all interested students.
- To provide all interested students with an application form.
- To provide the parents of all successful applicants with a letter offering a place in the programme.
- To provide parents and students with an outline of the conditions for participating in the Leaving Certificate Applied.

3. Role of Students

- Students need to fill out an application form and have it submitted by the closing date.
- All third year and Transition Year students are eligible to apply.
- If offered a place on the programme, the student must accept or reject the offer by a prescribed date. Please note that places are offered on the condition that the student is willing to engage in the mandatory Work Experience element of the programme. Students who are unable to secure a suitable work placement, as determined by the Programme Coordinator, must be willing to engage in a work placement that is deemed suitable by the Programme Coordinator.
- To partake as fully as possible in all aspects of the programme and to sign a declaration to this effect.
- Comply with the Code of Behaviour of Coláiste Nano Nagle

4. Role of Parents

- To help their daughter to make an informed decision with respect to their participation in the Leaving Certificate Applied.
- Sign and return all the necessary documentation relating to the programme.
- Ensure their daughter participates fully in the Leaving Certificate Applied Programme.
- Ensure that their daughter adheres to the Code of Behaviour of Colaiste Nano Nagle.

5. Selection Criteria

The decision to deem an applicant suitable or not for the Leaving Certificate Applied Programme will be made by the Deputy Principal, the relevant Year Head, the Guidance Counsellor, the Leaving Certificate Applied coordinator and the Special Education Needs Coordinator who will review applications and take into account each of the following:

- Discipline / Behaviour Record
- Attendance Record
- Future Career Aspirations
- Project Work Record
- Academic Record and Suitability
- Willing to engage in the mandatory Work Experience element of the programme. Students who are unable to secure a suitable work placement, as determined by the Programme Coordinator, must be willing to engage in a work placement that is deemed suitable by the Programme Coordinator.

6. The panel will then advise the principal and a final decision made.

7. Students With Special Needs

The Leaving Certificate Applied planning team will work closely with the Special Educational Needs Department to ensure a smooth transition into Leaving Certificate Applied for students

with special needs. Any entitlements of these students based on their psychological assessments should carry through to Senior Cycle.

8. Any serious breach of the schools code of behaviour prior to and during the commencement of the Leaving Certificate Applied Programme may result in the withdrawal of the offer of a place on the programme.
9. A student who accepts a place on the Leaving Certificate Applied Programme and subsequently withdraws from the programme is advised that her application for subject options in 5th year will be placed after the students who have applied first.
10. Parents/Guardians of a student who is not offered a place on the Leaving Certificate Applied Programme take the view that the terms of this policy were not strictly adhered to may appeal the decision to the Board of Management within 5 days of receiving notification by outlining in details and in writing the grounds for their appeal. Please be advised that the decision of the Board in this regard is final.

Appendix C

ASD Classroom Admissions Procedure

The development of The ASD Class is based on the philosophy of educational inclusion such that children with specialised needs should receive their education within the least restrictive and most normalised setting of the schools mainstream classrooms and activities.

The main aims of the classroom are:

- To meet the educational needs of the students
- To provide academic support in the areas pertinent to the individual students
- To support the participation of students in mainstream activities, as appropriate
- To develop organisational skills and strategies to enable the students to cope with everyday life
- To provide sensory/regulation support
- To liaise with relevant professionals for the student when necessary.
- To enhance the social and communication skills of all the students in Coláiste Nano Nagle

Enrolment to the ASD Class

Integration of students into mainstream education is the aim of the ASD Classroom. Although students enrolled in the room have their own base room they will, when appropriate to the student's learning, attend mainstream classes both with and without SNA support. In order to enrol in the class, students must be capable of integrating into mainstream classes. Evidence must be provided that the student is capable of integration and a multidisciplinary team must support this evidence. Each applicant should be supported by a report from the primary school outlining the student's academic, social, emotional and behavioural needs and outlining the current extent of social inclusion.

This social inclusion operates on the understanding that the intellectual ability of students enrolled in classroom would be similar to the profile of the population of students attending the mainstream section of the school and the student would have the ability to integrate into mainstream classes according to individual need. In line with the policy of mainstream integration, it is envisaged that ASD students should be able to participate in main stream classes as much as possible.

Enrolment in the ASD Class is a dual enrolment process and is reserved for students who have successfully enrolled in Coláiste Nano Nagle through the Common Application System (CAS) in the first instance. Once enrolled through the CAS the ASD Class Admissions Team will review enrolment to the ASD Class.

The Board of Management has delegated the principal to decide on applications for enrolment to the classroom. Applicants then have the right to appeal that decision in writing to the Board of Management.

The ASD Classroom Admissions Team shall be comprised of:

1. Deputy Principal
2. Special Educational Needs Co-ordinator within the school

3. Additional Educational Needs (AEN) team member

The role of the Admissions Team is:

- To consider each individual application in the context of the entry criteria.
- To determine if the individual application meets the entry criteria.
- To assess the applicant's needs and the capacity of ASD Class to meet these needs.
- To advise the principal on enrolment to the ASD Class.

A child may be eligible for admission into The ASD Class when all of the following entry criteria have been met:

1. The applicant has been registered in 1st Year through the Common Application System.
2. There is a place available in the ASD Class. Each year the school in consultation with the SENCO (Special Educational Needs Organiser) will determine the number of spaces available in the ASD Class. Under Department of Education and Skills guidelines the maximum number of students enrolled in an ASD Class is 6 students.
3. Students must have a diagnosis of Autistic Spectrum Disorder and supporting documentation.
4. In order to be considered for enrolment to the ASD Class applicants must have a diagnosis from a professionally recognised clinical and psychological assessment procedure and a recommendation for placement in an ASD special class in a main stream post primary setting.
5. The applicant must also be currently engaged with the appropriate external agencies who offer the appropriate professional support to the applicant and the school.
6. Students who apply must, in the judgement of the ASD Class Admissions Team, have an ability to meaningfully participate in mainstream classes as much as possible and abide by the school's Code of Behaviour in order to be considered.
7. Where the number of students applying and meeting entry criteria listed above, exceeds the number of places available students will be placed will be offered in accordance with the mainstream enrolment criteria starting with category 1 as listed above, and then proceeding to category 2, 3 etc. in the order listed above.

Parents/Guardians are required to meet with a member of the ASD Class Admission Team to discuss their daughter's application for enrolment into the ASD Class.

In making a decision, the Principal will have regard for relevant Department of Education and Skills guidelines in relation to special class size and staffing provisions and/or any other relevant requirements concerning the provision of necessary documentation and the provision

of accommodation, including physical space and the health and welfare of existing and prospective students.

Parents/guardians of applicant students will be informed of the decision relating to their own child's admission to The ASD Class as soon as is practicable. Parents/guardians of students offered a place in The ASD Class will inform Coláiste Nano Nagle of their decision to accept or turn down a place in The ASD Class within ten working days of the offer letter being posted.

Once a student has been offered a place in The ASD Class they will be invited to participate in a transition programme. Coláiste Nano Nagle regard students' participation in the transition programme to be essential in ensuring their smooth transition to their new environment, as well as in facilitating the AEN Team in making any necessary academic/other reasonable accommodations for the student in a pre-emptive and responsible manner.

It is a policy of the school not to accept transfers into The ASD Class after the commencement of the school year.

Documentation Pertaining to Enrolment to The ASD Class

Coláiste Nano Nagle requires that all applications are accompanied by documentary evidence that proves conclusively that the applicant has been diagnosed with an Autistic Spectrum Disorder by an approved specialist/team of specialists in the fields of educational psychology/clinical psychology/child psychiatry/paediatrics. We require that parents/guardians of applicant students provide the school with a full, written original diagnostic history. Psychological reports/Occupational Therapy reports/Speech and Language Therapy reports, or any other reports, which refer to the original diagnosis, will not be accepted in lieu of the original written diagnosis.

In order to best support students and without affecting their eligibility for a place in The ASD Class and as a student in Coláiste Nano Nagle we require that we are made aware of :

- i. Any medications that the applicant student may be in receipt of either at home or in the course of the school day. (This applies to all students attending Coláiste Nano Nagle, regardless of their association with The ASD Class)
- ii. Any additional medical conditions and/or dietary restrictions/requirements that the individual may have. (This applies to all students attending Coláiste Nano Nagle, regardless of their association with The ASD Class)

In order to determine our suitability for a student we strongly recommend that applicant students have School Transition Reports completed by a psychologist in conjunction with the feeder school and parents/guardians.

The School Transition Report and most recent psychological/cognitive/multi-disciplinary etc. assessment must recommend placement in an ASD special class in a mainstream post-primary setting. The applications of students without such a recommendation or with a joint recommendation may be affected by their absence.

Where a School Transition Report is not available applications should have a "Statement of Need" from the relevant HSE service. In this instance the student's current school will also be asked to complete a School Transition Report. Applications without a "Statement of Need"

or school completed School Transition Report where needed may be affected by their absence.

As soon as is practicable the AEN Team will contact both the parents/guardians of the applicant student and subsequently their school to arrange a school visit. Parents/guardians will be made fully aware of the date, time and nature of this visit.

Referrals to Board of Management regarding The ASD Class enrolment

Applications to the ASD Class will be referred to the Board of Management for decision in the following instances:

- Appeal against the Principal's decision not to offer a place in the ASD Class.

Exceptional Cases in relation to Enrolment to the ASD Class

Having due regard and respect for the statutory and constitutional rights of parents and their children, the Board of Management reserve the right to refuse any application for enrolment in particular circumstances, which might include, but are not confined to, the following:

1. An established prior record of poor behaviour, in particular, any propensity towards violence and/or aggressive, threatening or disrespectful behaviour towards other students, members of staff and/or school property. This may extend to such behaviours outside of school, as well as in relation to school.
2. An established prior record of bullying, cyber-bullying and/or harassment of other students and/or members of staff. This may extend to such behaviours outside of school, as well as in relation to school.
3. An established prior record of use, possession or distribution of weapons, illegal substances and/or mood altering substances (including, but not confined to, alcohol & other substances classed as 'legal highs'). This may extend to such behaviours outside of school, as well as in relation to school.
4. Insufficient educational attainment/coverage of course content to effectively participate in a particular course/subject. ie. insufficient subject course content covered in previous school(s) to make sufficient progress viable.
5. Lack of adequate resources to ensure school can cater for particular needs.