

Admissions Policy



School Year
2026/2027

Ennistymon Community School
Ennistymon, Co Clare

Roll Number: 91518F

School Patrons:

The Limerick and Clare Education and Training Board, Catholic Education An Irish Schools' Trust (CEIST) and Edmund Rice Schools Trust (ERST).

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 stakeholders.

The policy was reviewed and ratified at a Board of Management Meeting on 18th June 2025. 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 Ennistymon Community Schools admission process are set out in the school's annual admission notice which is published annually on the school's website.

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 Mission Statement:

Ennistymon Community School recognises and respects the individual needs of our students and staff, strives to foster a caring, mutually respectful, safe, creative, positive, vibrant and inclusive learning environment. We endeavour to support the educational and holistic development of each student to enable them to realise their potential in partnership with the wider community.

Overview

The school:

Aims to

- Create a learning environment where highly effective learning can take place.
- Provide a holistic education where each student's experience and participation is valued.
- Recognise the values and beliefs of all students.
- Foster a culture of respect and tolerance for others.

- Link with the local community in partnership, spirit, stewardship and citizenship.
- Have links with relevant outside agencies who will support and guide all students.

Underlying Ethos and History

The Ennistymon Community has a great community spirit, a rich tradition of the arts, sport, basketball, music and the town is steeped in rich history and culture. Ennistymon Community School is a result of the amalgamation of the three post-primary schools: Ennistymon Vocational School, Scoil Mhuire and Christian Brothers School. Ennistymon Community School is a co-educational school and will offer a broad Education experience to children of North/West Clare.

Patronage

In accordance with Section 8 (5) of the Education Act 1998, The Limerick and Clare Education and Training Board, CEIST and ERST are deemed to be the joint patrons of Ennistymon Community School. Ennistymon Community School respects the diversity of its student community, values their voice, aims to foster a culture of respect towards all. As a community school we value the local area and will work in partnership with parents/guardians, local organisations and community groups to ensure that our school is an integral part of the Ennistymon community. The responsibilities of the Patrons of second level schools are clearly laid out in the Education Act, 1998. The functions, roles and responsibilities of Patrons in a Community School are outlined in the Deed of Trust and Model Lease for Community Schools. The school is multi-denominational, recognising all Christian faiths, other non-Christian faiths and those with no faith and will operate in accordance with the Deed of Trust and Model Lease for Community Schools and with relevant legislation.

Inclusivity, Equality and Respect

Ennistymon Community School values all students and recognises their individual strengths and talents. It is accepted and acknowledged that the school community will welcome diversity and work together to ensure that all in the school community may reach their full potential.

All members of our school community are valued equally, regardless of gender, marital status, family status, sexual orientation, age, disability, race or religion. The school will foster a community of learners who will have an authentic voice and be an integral part of all decisions made. Our Student Council and other students in the school will get opportunities to become leaders and build their skills so that they may be prepared to be active citizens. The school self-evaluation process will inform our practices and contribute to the everchanging school landscape.

The code of positive behaviour and Anti-bullying policy will promote a sense of safety for all in our school community. Both policies will be adhered to and will be a fair system for all in our school community. A restorative approach will be taken to ensure that all parties are heard and appropriate strategies are implemented.

Ennistymon Community School will continue to develop practices and policies that clarify and communicate to all members of the school community, on how the school manages its activities. Staff, parents/guardians, students and the Board of Management are all involved in both the formation and continual review of all policy documents.

Learning and Teaching

Ennistymon Community School is committed to providing a positive learning culture where excellence in teaching and learning can take place in a safe, secure and inclusive atmosphere of openness and inclusiveness.

Ennistymon Community School is a progressive and dynamic organisation that strives to improve student learning and participation. All members of the community (students and staff) will be learning together in one community. The school encourages and supports all staff to participate in prescribed and voluntary CPD (Continuous Professional Development) and all departments are encouraged to adopt a community of practice approach where best practices within their subject area will be shared in a meaningful and progressive way. An open culture of collaboration is at the heart of all learning at Ennistymon Community School.

School Self Evaluation (SSE) is a process that will be used to ensure improvement is taking place across the school. In this post-covid era, it is important that wellbeing is a strong focus across the entire school.

Students learning at home is an integral element to ensure that they reach their full potential. Home learning ensures that knowledge is re-enforced and that students have an opportunity to build a deeper understanding of a topic and apply the skills they have acquired. It is recognised that parents/guardians are the primary educator and will support and encourage student learning by active participation and monitoring of VSWARE and homework journals.

□ Curriculum

Ennistymon Community School, is cognisant of the differing needs, interests and learning styles of our students, provides a broad range of subject options, and encourages students to take increasing responsibility for their own learning and progression.

Ennistymon Community School is committed to the development of all students through combining instruction in academic and practical subjects, with co-curricular and extra-curricular activities, the school contributes to the emotional and social development of its students.

As stated and outlined in the Deed of Trust and Model Lease for Community Schools (Section 11 Second Schedule – Articles of Management), Religious Education is respected and accommodated within the educational programmes offered within the school. Wellbeing is embedded across the curriculum, most notably as a curricular area in the Junior Cycle programme within CSPE, SPHE, PE and Other Areas of Wellbeing. Wellbeing will be evident in all classes in the relationships between staff and students and in the promotion of positive mental health for all.

The curriculum provided by Ennistymon Community School is subject to the allocation and provision of adequate resources as provided for in the Education Act 1998 and other legislation -

- Ennistymon Community School will endeavour to promote excellence and highly effective practice in learning and teaching,
- The school aims to provide a comprehensive curriculum, available equally and equitably to all,
- The school aims to develop the whole person, through the provision of a wide and varied curriculum and programmes,
- The school aims to identify the individual needs of students, including those who are gifted and those with Additional Educational Needs. It will endeavour to tailor programmes and curriculum to cater for identified individual needs,
- The school promotes inclusivity through the curriculum for those assigned to the designated ASD classes by integrating such students into mainstream in so far as possible when it benefits their social, emotional and academic progression,
- The school, through the provision of extra-curricular activities, aims to develop everyone's strengths and interests.

Partnership with Parents/Guardians and the Wider Community

Ennistymon Community School strives to be a model of care, justice, care and compassion in its administration, teaching and in the relationships between educators, learners, parents/guardians and the wider community.

Our school as an inclusive school, places an emphasis on the vital role of effective parent/guardian partnerships. Parental voice and collaboration are integral parts of the decision-making process. Part of this collaboration extends to relevant external agencies, working closely with parents/guardians. The development of such effective partnerships provides greater consistency between school and home and helps us to meet the needs of all our students and in turn helps to influence student

outcomes. We recognise that the family perspective is invaluable in providing insight and information as to what a child needs to be successful in school. We recognise that greater parental engagement, leads to greater student engagement and enhanced learning outcomes.

The school strives to respond sensitively to the individual educational and pastoral needs of the students, as evidenced by an extensive support system including Year Heads, class tutors, our Guidance Department, teachers and our AEN team. This will involve close collaboration between the school and the parents/guardians of each student. The school acknowledges parents/guardians as the primary educator of their child. In line with this right and responsibility, the school promotes the close partnership between home and school by encouraging parents/guardians to take a consistent active role in their student's learning on a routine basis, at least once a week. The school encourages regular communication between parents/guardians and the school through official channels to further their student's learning. Parent/guardians are an integral part of the creation, development and review of all school policies through its Parent Council.

Community Links

Ennistymon Community School endeavours to address, meet and deliver the ongoing educational requirements of the local community, by providing an education of the highest quality that is open to all eligible children of the surrounding areas (in accordance with Admissions criteria). The school aims to work in collaboration and co-operation with the local community, with the school being a resource for the local community and the local community being a resource for the school. The fostering of positive relationships and good communication with various projects, such as paired reading and work placements, with the local community is mutually beneficial to all. Strong community links fosters a sense of belonging in students which helps to build improved community cohesion which is of benefit for all and supports improved learning outcomes.

Ennistymon Community School, through its curricular and extra-curricular provision, promotes an awareness of those facing challenges in the local community and globally. The school aims to cooperate fully with all relevant agencies to develop initiatives to overcome the problem of inequality of access to education. The school through its cross curricular provision, aims to promote stewardship of our environment and the need to protect same. Ennistymon Community School endeavours to create a healthy respect and awareness among its students for the school environment, that of the surrounding community and the environment through practical initiatives.

The characteristic spirit of Ennistymon Community School is a lived experience for all our educational partners and stakeholders. Every student who joins our school community is expected to do their utmost to embody our founding ideals, to work daily for the betterment of their educational

experience and the development of the school as a whole in order to protect and continue the rich legacy of education in the area.

3. Admission Statement

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

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

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

Ennistymon Community School is a school which will have a designated ASD classes, with the approval of the Minister for Education and Skills, which provides an education exclusively for students with a category of special educational needs (autism spectrum disorder) 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 special class

Ennistymon Community School with the approval of the Minister for Education and Skills, will offer provision for two designated classes and provide an education exclusively for students with Autistic Spectrum Disorder (ASD).

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

The autism-specific learning environments attached to Ennistymon Community School provides an education exclusively for students with ASD 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.

Admission Process

- The school's Admission Notice is published on the school's website each year.
- School Personnel contact feeder primary schools of the area each year
- This list is not exhaustive. Applications forms are distributed to feeder primary schools and made available online.
- An open night, for incoming First Year students, is held for parents/guardians. This will give parents/guardians an opportunity to see the school, meet some staff members and have any queries answered. Enrolment forms will be available also. Please note that members of the SEN Team are also present at the Open Night to provide guidance to prospective SEN students and to obtain information and consent to contact primary schools.
- Application Forms are accepted by the school from the date specified on our admissions notice. Please note all aspects of the enrolment form must be completed, and all relevant requested documentation furnished to the school for the application to be processed.
- Parents/guardians are requested to attend an information meeting in January, at which an overview of the school's procedures and Code of Behaviour will be outlined. Students are

requested to attend to complete a standardised literacy and numeracy test for the purpose of supporting their learning.

- Parents/guardians may contact the school with regard to any concern they may have with regard to enrolling their child in the school.
- A closing date for receipt of applications will be indicated on the application form and the school's Annual Admissions Notice.
- Parents/guardians will be notified of an offer of a place approximately one week after the closing date for applications, as outlined in the school's Annual Admission Notice. Students who are not offered a place (due to oversubscription) will be informed in writing, outlining the decision and placed on a waiting list.
- Parents/guardians are required to indicate if they will be accepting a place at the school by the date set out in the Annual Admissions Notice. Upon accepting an offer, parents/guardians must outline to the school if they have accepted a school place(s) in another school(s)/are awaiting an offer from another school(s). Failure to do so may result in the school withdrawing an offer of a school place (see 10. Acceptance of an offer of a place by an applicant).
- Parents/guardians will be asked to confirm in writing that the schools Code of Behaviour is acceptable to them and that they shall make all reasonable efforts to ensure compliance with the Code of Behaviour by their child.
- All feeder schools will be asked to forward pupil passport forms as per DES guidelines. In accordance with DES Circular 56/2011 primary schools are obliged to prepare this "Education Passport" for students who will enter 1st year in the following school year containing materials developed by the National Council for Curriculum and Assessment. This is an invaluable resource, outlining the learning skills and strengths of all students. This is invaluable to help the school prepare for the student's arrival and to enable future planning. Accordingly, following the enrolment of a new 1st Year pupil, the principal initiates the Education Passport transfer process as outlined on the NCCA website at <https://www.ncca.ie/en/primary/reporting-and-transfer>. Please note that feeder schools may be requested to forward relevant SEN documentation with the consent of parents/guardians.

Admissions Process: Autism-Specific Learning Environments

Please note that applicants to the ASD Class/Autism-Specific Learning Environments must, in addition to the above steps, provide the school with the following information:

- Educational/clinical Psychologist's Report diagnosed with Autism.
- Confirmation of residence in catchment area

- A written/oral report and/or transition meeting with the student's primary school outlining the student's academic, social, emotional and behavioural needs and outlining the current extent of social integration.
- Any other reports e.g. CAMHS, Speech and Language Therapy or Occupational Therapy etc.
- A signed consent form from parents/guardians granting the school permission to access any relevant reports from previous schools attended.

Please note that a meeting of stakeholders (parents/guardians, management, SEN Department, Primary school liaison etc.), including NEPS, will take place prior to offer of place in the Autism-Specific Learning Environments. All relevant dates for the admission process to the Autism-Specific Learning Environments are outlined in the school's Annual Admissions Notice.

Once all stakeholders are in agreement that the student should be offered a place in the Autism-Specific Learning Environments, parents/guardians are requested to complete the Notification of Enrolment in Special School/Special Class (NCSE Form 7). This can be obtained from the school's SEN Team on request.

6. Oversubscription

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:

1. Catchment area
2. Siblings – of present students
3. Children of staff
4. Traditional feeder schools
5. Applicants who attend a primary school in the catchment, but do not live there.
6. Health, safety and wellbeing of the school community

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:

- If two or more students are tied in the section criteria above, the next criteria on the list will then be applied.
- If all criteria have been applied and a deadlock remains, a random supervised lottery allocation of the remaining places and the order by which students appear on a waiting list, will be used to determine the issue. This will be done in an open and transparent manner. The lottery will

be supervised by two members of the Board of Management. All applicants within the category will have their names drawn until all places are filled. When the places are filled, names of the applicants in this category will continue to be drawn to establish the order of applicants on the waiting list. Parents/Guardians will be offered a place and asked to return in line with the school's Admissions Notice.

Oversubscription in ASD Classes/ Autism-Specific Learning Environments

In the event that the school's ASD classes/Autism-Specific Learning Environments are oversubscribed, the school will, when deciding on applications for admission to these special classes, 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. The school will be guided by recommendations of NEPS and other relevant professionals. Please note that all other aspects of the application process must be completed as outlined above: Criteria

- Catchment area,
- Feeder schools,
- Health safety and wellbeing of school community and the individual themselves.

Please note:

- Enrolment in the Autism-Specific Learning Environments is reviewed on an annual basis for all students.
- If a place becomes available, priority will be given to those within the school community that may benefit from access to the Autism-Specific Learning Environments.

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 a fee charging school or a plc or further education and training course run by a school in respect of those courses)
- (c) a student's academic ability, skills or aptitude; other than in relation to:
 - admission to the school's ASD classes 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/guardians;
- (e) a requirement that a student, or his or her parents/guardians, attend an interview, open day or other meeting as a condition of admission;
- (f) a student's connection to the school by virtue of a member of his or her family attending or having previously attended the school;
- (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. Late applications will be placed on a waiting list.

8. Decisions on applications

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

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

(Please see section 15 below in relation to applications received outside of the admissions period and section 16 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 Ennistymon Community School , you must indicate —

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

The acceptance of the offer must be completed by the dates outlined in the Admission Notice.

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 Ennistymon Community School where—

- (i) it is established that information contained in the application is false or misleading.
- (ii) an applicant fails to confirm acceptance of an offer of admission on or before the date set out in the annual admission notice of the school.
- (iii) the parent 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.

Please note that a place is offered based on the information provided by applicants. If this information is found to be false or misleading, the offer of place will be withdrawn, even if the place has been accepted.

12. Sharing of Data with other schools

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

13. Waiting list in the event of oversubscription

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

Placement on the waiting list of Ennistymon Community School 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 applications will be placed on a waiting list if the school is oversubscribed. If a place becomes available, the applicant will be informed in writing and given one week to accept the place. If the place is not accepted within this time frame, the place will be offered to the next student on the waiting list.

Late applications to the ASD/ utism-Specific Learning Environments will also be considered in accordance with the school's Admissions Policy and will be placed on a waiting list. All late applications to the ASD class must:

- Meet the general admissions criteria
- Meet the ASD designated class criteria
- Have complied with all aspects of Autism-Specific Learning Environments admissions process (outlined above)

Please note that any unfilled vacancy in the Autism-Specific Learning Environments will only be offered after all qualifying ECS students have been offered a place.

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

It is the policy of Ennistymon Community School that enrolment is normally only considered for First Years. However, the Board will consider applications for enrolment of students attending other schools providing post primary courses, on the completion of an application and transfer form and the provision of information in relation to the student's educational performance, school attendance and behaviour.

If parents/guardians move residence into the catchment area of ECS, the school will consider an application after the commencement of the school year bearing in mind the constraints of the pupil/teacher ratio. Parents/guardians will be asked to meet with school management. The school will advise the parents/guardians if it is unable to fulfil the student's curricular requirements, such as the provision of a particular subject.

Where possible, new entrants should start at the beginning of a school term to minimise disruption. As TY is a natural break between Junior and Senior Cycle, Ennistymon Community School would consider the admission of a student at this level if they are in the catchment area. However, please note this is only in the case of availability of a place in the Transition Year programme.

Section 20 of the Education (Welfare) Act imposes an obligation on the Principal, as soon as possible after enrolling a pupil from another school, to inform the Principal of the other school of the enrolment.

The Principal of the other school has an obligation to notify the Principal of the new school of:

- Any problems relating to attendance that the child concerned had while attending the other school.
- Such other matters relating to the child's educational progress and wellbeing which he or she considers appropriate.

Please note admission to the Autism-Specific Learning Environments for new entrants to the school throughout the school year will be considered under the criteria outlined in the oversubscription section.

Admission to Specific Programmes/Courses

The school provides the curricular programmes as set down by the Department of Education and Skills i.e. Junior Certificate/Junior Cycle, Leaving Certificate, Leaving Certificate Vocational Programme, Leaving Certificate Applied, and an optional Transition Year in accordance with sections 9 and 30 of the Education Act (1998). The Board of Management has the right to refuse entry to Transition Year and the L.C.A., as they are both optional courses and places are limited due to school resources. Support is given to students, in regards to their Post Junior Cycle choices through the Senior Cycle options night, dedicated input by the Career Guidance department, at SPHE class times, in addition to assemblies and informal discussion with subject teachers.

Level Two Learning Programme

Admission into the Level Two Learning Programme is based on meeting the criteria outlined by the NCCA. Meetings with all the stakeholders must be held prior to admission to discuss the following:

- meeting the criteria,
- suitability for the programme,
- progression options,
- possible combinations of modules that can be undertaken.

Transition Year

A system allocating places in Transition Year is in place to ensure equity of access and equality of all, while maintaining the integrity of The Transition Year programme. Students who apply will be allocated points under the distinctive criteria:

- Contribution to school life 25 marks
- Work ethic 25 marks
- Behaviour 50 marks

All students who apply for Transition Year may undergo an interview with a panel that may include Year heads, Senior management, tutors or other relevant school personnel. Consistent attendance from 1st to 3rd year will also be a factor in the admissions process.

Previous difficulties or behavioural issues prior to Transition Year will be considered for admission to Transition Year.

Leaving Certificate Applied Admissions

Ennistymon Community School will value the LCA Programme and the impact it will have to the students who participate in it. The qualities required for L.C.A. include maturity, an ability to work autonomously and be a team player. This programme provides a thorough grounding in the key skills required for the world of work. It suits students who benefit from a blending of practical approaches, work experience and life skills during their Senior Cycle. Due to the small class sizes and individual support provided, the dynamic at the heart of L.C.A. is predicated on students and teachers interacting in an adult, mature manner in accordance with the ethos of this course. To be selected for L.C.A., students must have demonstrated a very high standard of behaviour and must commit to maintaining this high standard to stay on the course. As per Department regulations, 90% attendance is mandatory to receive certification. An interview may be required. L.C.A. will proceed in any given year if there is sufficient demand by students.

Leaving Certificate Vocational Programme Admissions

The Leaving Certificate Vocational Programme (L.C.V.P.) an extra subject a Senior Cycle student can take when taking the traditional Leaving Certificate.

Students who wish to repeat at Senior Cycle

All applications for a place to repeat Leaving Certificate will be considered in accordance with:

- The school's Admissions Policy
- The school being satisfied with the reason(s) for the applicant given to repeat
- The school regarding the repeat in this school to be in the best interest of the student
- The school regarding the repeat in this school to be in the interest of existing students
- Available space in classrooms
- Places available in the subject groups which student wishes to repeat
- Number of subjects that repeat student wishes to study and issues regarding supervision of students
- Health, safety and welfare considerations
- Information in relation to attendance and punctuality record
- Information in relation to work ethic and effort to date
- Information in relation to disciplinary record
- Overall contribution to the school over previous five/six years
- Students will be required to study a minimum of six subjects at the school
- Students will be required to follow the Religious Education Programme
- Students will be required to be in attendance for the full school day

Acceptance and Continued Attendance

Acceptance and continued attendance in Ennistymon Community School is based on the following:

- Parents/guardians must actively support our school ethos and goals.
- Parents/guardians must accept the Code of Behaviour and make all reasonable effort to ensure the student complies with the code.
- Students must follow the full timetabled programme. Exceptions are made for students who have reduced timetables in the context of special educational needs, in consultation with management, teachers, parents/guardians, the student themselves and other relevant professionals. This list is not exhaustive.

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

This rule applies to all schools.

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

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

Note: Exceptions apply only in relation to fee charging post primary schools, the boarding element in Boarding Schools and admission to post leaving cert or further education courses run by post-primary schools.

17. Arrangements regarding students not attending religious instruction

Students who are minors must have a written confirmation that they do not wish to participate in religious instruction. Students over 18 may write such a statement on reaching the age of majority. Arrangements will be agreed with the principal at the start of the year. Any questions should be directed to the principal.

All students are legally required to attend RSE instruction.

RSE and the Autism-Specific Learning Environments

For students in the Autism-Specific Learning Environments who do not wish to participate in religious instruction, an alternative timetable will be offered.

Should a student withdraw from RSE due to their ASD, RSE support will be delivered to these students in an individual or small group setting in the ASD classroom.

18. 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. 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** of that decision by the board of management prior to making an appeal under section 29 of the Education Act 1998.

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

Right of Appeal

Under Section 29 of the Education Act 1998, the parent of the student, or in the case of a student who has reached the age of 18 years, the student, may appeal a decision of this school to refuse admission. An appeal may be made under Section 29 (1)(c)(i) of the Education Act 1998 where the refusal to admit was due to the school being oversubscribed.

An appeal may be made under Section 29 (1)(c)(ii) of the Education Act 1998 where the refusal to admit was due to 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

Admissions Policy

Ratified by B.O.M on:

29th September 2022.

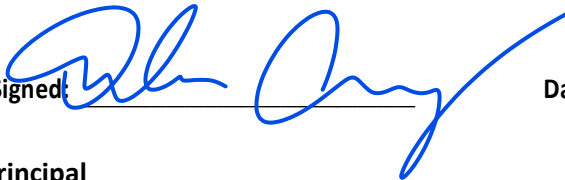
Review Date:

18th June 2025

Signed: Jim Twohig

Date: 18th June 2025

Chairperson, Board of Management

Signed: 

Date: 18th June 2025

Principal