



## **Admission Policy of Our Lady of Mercy Secondary School**

**School Address: Mourne Road, Drimnagh, Dublin 12, D12  
HT22**

**Roll number: 60991I**

**School Patron/s: CEIST**

## 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 [date]. It is published on the school's website and will be made available in hardcopy, on request, to any person who requests it.

In this policy, the following terms have the following meaning:

- **Parent** refers to parent/parents or legal guardian/guardians
- **Staff** refers to teachers, SNAs, examiners, supervisors, secretarial staff, support staff, caretaker, maintenance staff and other adults as inferred by the context
- **OLM** – Our Lady of Mercy Secondary School
- **CEIST** – Catholic Education, an Irish Schools Trust; the trustee body for the voluntary secondary schools of the Sisters of Mercy and four other similar religious orders.
- **DES** – Department of Education & Skills.
- **NCSE** – National Council for Special Education
- **ASD** - Autistic Spectrum Disorder
- **AEN** – Additional Education Needs
- **IEP** – Individual Education Plan
- **NEPS** – National Educational Psychology Service
- **LCA** – Leaving Certificate Applied
- **LCE** – Leaving Certificate Established

The relevant dates and timelines for OLM 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

Our Lady of Mercy Secondary School (OLM) is a Catholic co-educational 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 OLM 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.

OLM 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 founder(s) Mother McAuley of the Religious Order the Sisters of Mercy who began this school is of very significant importance in the life of the school.

As a CEIST school, OLM 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

OLM 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, OLM 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. OLM 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 OLM 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. OLM is a Catholic co-educational voluntary secondary school with a Catholic ethos under the trusteeship of CEIST.

“Catholic Ethos” in the context of a Catholic voluntary secondary school means the ethos and characteristic spirit of the Roman Catholic Church, which aims at promoting:

- (a) the full and harmonious development of all aspects of the person of the pupil, 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,

and the school provides religious education 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.

In accordance with S.15 (2) (b) of the Education Act, 1998 the Board of Management of OLM 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.

### **Mission Statement**

All of the school community will work with care, to develop mature young adults, who will achieve their full potential, who will be ready to deal with the challenges of the modern world.

### **School Ethos**

As the school was established by the Sisters of Mercy the educational philosophy of the school is the full human development of the student in a Christian context. We aim to offer a positive meaningful educational experience, which allows the student to develop to his/her full learning potential in a safe environment that challenges students and offers clarity, predictability and calm.

## **Core Values**

- Promoting Spiritual and Human Development:
  - *We believe knowledge of and a personal relationship with Jesus Christ gives meaning and purpose to our lives.*
- Achieving Quality in Teaching and Learning
  - *We are committed to excellence and to continually improving the quality of teaching and learning.*
- Showing Respect for Every Person
  - *We respect the unique and intrinsic value of each person.*
- Creating Community
  - *Our schools are faith communities of welcome and hospitality where Gospel values are lived and where there is special care for those most in need.*
- Being Just and Responsible
  - *We seek to act justly and responsibly in all our relationships.*

## **Vision - Shaping a Brighter Future for Our Young People**

The school's vision reflects our educational philosophy. The school is committed to the holistic development and the achievement of the full potential of each student. We aim to fulfil our mission in partnership with parents, staff, students, trustees and the local community.

### **3. Admission Statement (All Denominational Schools)**

OLM 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.

Our Lady of Mercy Secondary School will co-operate with the National Council for Special Education in the performance by the Council of its functions under the Education for Persons with Special Educational Needs Act 2004 relating to the provision of education to children

with special educational needs, including in particular by the provision and operation of a special class or classes when requested to do so by the Council.

Our Lady of Mercy Secondary School will comply with any direction served on the Patron or the Board, as the case may be, under section 37A and any direction served on the Board under section 67(4B) of the Education Act.

OLM 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 Catholic faith in preference to others.

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

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

#### **4. Categories of Additional Educational Needs catered for in the school/special class**

OLM with the approval of the Minister for Education and Skills, has established a class 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 OLM's annual admissions notice 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

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

The special class attached to OLM provides an education exclusively for students with Autism/Autistic Spectrum Disorder and the school may refuse admission to this class, where the student concerned does not have the specified category of additional educational needs provided for in this class.

#### **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:

## **ADMISSIONS POLICY**

In keeping with our school ethos, OLM strives to be an open and welcoming place. Admission will be governed by the criteria and procedures set out in this policy document.

Enrolment may be limited by the school's capacity and/or by the requirements of the curriculum and school organisation, which is reviewed annually by the Board of Management or as determined by DES regulations and standards.

Section 29 (1) of the Education Act 1998 provides a right of appeal within a specified time for parents/ guardians of any student whose enrolment is refused. An appeal should be made in the first instance to the Board of Management. If this is unsuccessful an appeal can be made to the Secretary General of DES.

## **ENROLMENT PROCEDURES**

### **1. The key dates in the annual timetable for incoming First Years are generally as follows and are contained in the annual admissions notice.**

- The Board decides the number of places and subjects at the beginning of the school year.
- Notification of enrolment dates will be Sent to the main feeder schools in late September/October of the preceding year. Any parent who has earlier requested notification will be written to at this time also.
- The application stage in October involves completion of the approved Application Form supplying all necessary information, as requested.
- In cases of students having special educational needs, the school may need to check with NCSE or DES.
- As soon as is practicable, and no later than 21 school days after a parent has provided all requested information, the school will inform them in writing of the outcome of their application.
- Registration takes place in November.
- The Entrance Assessment Tests are normally held in December.

### **2. Those applying for a place in 1st Year must in addition:**

- Satisfy the DES requirements:
  - (a) re minimum age, which is 12 years on or before 1st January following entry,
  - (b) and have completed 6th class standard in primary school or equivalent, as a general rule.
- Satisfy our school's requirements re completion of the school's **Entrance Assessment Tests**, normally held in December.

### **3. Criteria for acceptance:**

- All application procedures will have been complied with fully.
- Parents, as well as the students themselves, accept the School's Code of Behaviour and all other policies adopted by the Board of Management and undertake to accept and support the ethos of the school.



- In the case of students who are engaged with outside agencies for personal support, the parents and students will be required to inform the school, and also undertake to continue to engage with the outside agency.
- Each year parents and students will be required to renew these commitments as a condition of advancing to the next school year.

#### **4. Applying for a place in any year:**

- Applications must be made on the approved **Application Form** and all information requested must be supplied. Application forms are available from the school office.
- **Parents must be willing to provide** references, reports and assessments from previous schools and agree to our school seeking further information from such schools. This information will be sought after admission has been granted.

#### **Level 1 or Level 2 Learning Programme at Junior Cycle:**

The Level 1 and Level 2 Learning Programmes are designed for students with particular educational needs who currently can't access the Level 3 Junior Certificate at Junior Cycle and will be aligned to either a Level 1 and/or Level 2 of the National Framework of Qualifications. L1LPs/L2LPs and qualification are targeted at a very specific group of students.

It is envisaged that as far as possible the students under consideration here who are in mainstream settings will undertake their L1LP/L2LPs in mainstream classes. Of course, there may be occasions when small group or one-to-one teaching is more appropriate, especially in the cases of students who may be enrolled in the ASD Special Class.

Occasionally there may be a student undertaking L1LP/L2LPs for whom recognition of learning in one or two subjects at Level 3 is also accessible.

Who is the Level 1 Learning Programmes for?

- Low Moderate General Learning Disability (GLD) Severe or Profound General Learning Disability

Who is the Level 2 Learning Programmes for?

- Low Mild General Learning Disability High Moderate General Learning Disability

What can inform the decision for a student to follow an L2LP or L1LP?

- Psychological report – stating mild/mod GLD.
- Student's strengths and needs
- Education Passports from students' primary school that highlights access to resource/significant support and/or consistent STEN scores of 2-3: below average.
- Internal assessment results – for e.g., CAT Score
- Further Screening for e.g., WIATT
- A student's placement on Continuum of Support – at School Support Plus/Support For a Few
- 90% attendance in first year of school to gauge an overall and realistic picture of the student's progress in mainstream secondary school.

Who can inform the decision for a student to follow an L1LP or L2LP?

- Student voice and Parental consultation
- AEN team and school management
- Subject teacher's observations and interventions
- Multi-disciplinary observations, discussions, and support from (but not exclusive of) NEPS, AENO, NCSE, Visiting Teachers, OT, SLT, Guidance counsellor, and subject teachers.
- Parents must provide informed consent to their child following the L1LPs/L2LPs.

### **Transition Year:**

Transition Year is a compulsory programme of study in the school. It is a one-year school-based programme between Junior and Senior cycle. It is designed to act as a bridge between the two by facilitating the smooth transition from the more dependent learning of Junior Cycle to the more independent, self-directed learning required for Senior Cycle. Its mission is to promote the personal, social, educational and vocational development of students and to prepare them for their role as autonomous, participative, and responsible members of society. The setup is credit-based, allowing students to take more responsibility for their own learning and in achieving, in readiness for Senior Cycle, understanding of the credit-based LCA and the world of work. In order to pass the TY Programme, a student must engage with the programme in the following areas:

- Continuous Assessment (90% Attendance, Attitude to Learning, Completion of tasks)
- Portfolios (Presentation of completed portfolio and Interviews)
- Work Experience

In addition the TY Programme acts as a precursor to all students enrolling in Senior cycle in OLM. The Board reserves the right to refuse the enrolment of a student into Senior cycle (LCA or Leaving Certificate Established) who has not engaged with the TY Programme. The Board may, in exceptional circumstances make an allowance for non-engagement with TY (Year out to work/medical issues/etc.)

### **Leaving Certificate Applied:**

LCA is a two-year Leaving Certificate available to students who wish to follow a practical programme with a strong practical and vocational emphasis. It has as its primary objective the preparation of students for adult and working life and the development of the students' literacy and numeracy skills. It is intended to meet the needs of those students who are not adequately catered for by the Leaving Certificate Established programme or who choose not to opt for such programmes. The LCA Class size has capacity to cater for a maximum of 16 students. The criteria for acceptance of a student into LCA in OLM, where the student has previously been a student in OLM is as follows:

- Engagement with the TY Programme:

- Continuous Assessment (90% Attendance, Attitude to Learning, Completion of tasks).
- Portfolios (Presentation of completed portfolio and Interviews).
- Work Experience.
- In addition the student must also meet the following criteria:
  - Completion of CAT4 test to determine academic suitability for LCA.
  - Completion of application and attendance at interview with Programmes Coordinator and Year Head.

### **Temporary International Students:**

Our Lady of Mercy School welcomes the opportunity for temporary international students to enrol in the school and to fully participate in as many programmes as possible during their stay with us. The enrolment criteria for international students is as follows:

- Applications are conducted via the agency with which the students are registered, with proven parental consent.
- Enrolment is restricted to those students who may be eligible to enrol in Transition Year or 5<sup>th</sup> Year. This is due to age appropriateness of young people being housed with host families, the school's obligations in respect of State Examinations registration and the unrealistic expectation that a student may enrol in 6<sup>th</sup> Year and complete the Leaving Certificate.
- All application procedures will have been complied with fully via the agency. This may include reports, including any Educational Psychological Reports of the students being shared with the school.
- Parents and host families, via the agency, as well as the students themselves, accept the School's Code of Behaviour and all other policies adopted by the Board of Management and undertake to accept and support the ethos of the school.
- Host families and the agency agree to act as 'in loco parentis' for the purposes of all contact with the school, including attendance, behaviour and emergency contact issues (note, this list is non-exhaustive).
- In the case of students who are engaged with outside agencies for personal support, parents, via the agency, and students will be required to inform the school, and also undertake to continue to engage with the outside agency.

## **ENROLMENT CRITERIA FOR SPECIAL CLASSES INCORPORATING THE DES AND HSE POLICIES:**

1. An **Application Form** provided by the school should be filled out by the parents on behalf of the student.
2. A recent psychological assessment or a report from a multi-disciplinary team must be provided. A multi-disciplinary team may consist of a Clinical Psychologist, Occupational Therapist, Speech & Language Therapist, Social Worker and a Physiotherapist. Please note all reports in operation on a student should be provided to the school for assessment by the Admissions Team.
3. The student must have a diagnosis of Autism / Autistic Spectrum Disorder made using the DSM-IV or ICD 10 by the psychologist or team.
4. There must be a recommendation by the medical professionals in the report that a special class placement in a mainstream school is both necessary and suitable for the student.
5. A guarantee of support by outside agencies such as HSE cannot be provided. Students who require speech therapy, occupational therapy, physiotherapy, etc., will be dependent on the local HSE services.
6. **The key dates in the annual timetable are generally as follows.**
  - Notification of enrolment dates will be Sent to the main feeder schools in late September/October of the preceding year. Any parent who has earlier requested notification will be written to at this time also.
  - The application stage in October involves completion of the approved Application Form supplying all necessary information, including supplementary information if requested and practical subject options are also indicated.
  - As soon as is practicable, and no later than 21 days after a parent has provided all requested information, the school will inform them in writing of the outcome of their application.
  - Registration takes place in November.
  - The Entrance Assessment Tests (where appropriate) are normally held in December.
7. **Criteria for acceptance:**
  - All application procedures will have been complied with fully.
  - The Admissions Team has considered the application. The team will include the School Principal, Deputy Principal and AEN Coordinator. A recommendation will be made in relation to each application to the Board of Management of the school. The Board has the right to endorse or overrule any decision made by the Admissions Team.
  - The Board is satisfied that the school can meet the educational needs of the student.

**8. In the case of students having other special needs (mobility, medical, personal, etc.) the Board will need to be similarly satisfied that these can be met.**

- Once an application to the school for a place in the ASD class has been made the Principal will communicate the decision of the Admissions Team and Board of Management within two calendar months of the application.
- Parents will be invited to visit the school to meet with a member of the AEN Team and the Principal of the School.
- Parents must consent to a visit by the staff to the student's Primary School to conduct an observation.
- Students, once enrolled will be granted an opportunity to visit the ASD Class and meet with the staff.
- After placement an IEP will be provided. This plan will have an input from all parties involved and will be supported by a psychologist from NEPS. The AENO will also be made aware of the plan. The plan will be updated on a regular basis by staff.
- Parents, as well as the students themselves, accept the School's Code of Behaviour and all other policies adopted by the Board of Management and undertake to accept and support the ethos of the school.
- It is accepted that students with AEN may display difficult, defiant or oppositional behaviours. All efforts will be made by the school to manage such behaviour using various strategies and through the implementation of the child's Individual Education Plan. Where a student's behaviour impacts in a negative way on other students in the class to the extent that their constitutional right to an education is being compromised with as judged by the Board, the school reserves the right to advise parents that a more suitable setting should be found for their child.
- In the case of students who are engaged with outside agencies for personal support, the parents and students will be required to inform the school, and also undertake to continue to engage with the outside agency.
- Each year parents and students will be required to renew these commitments as a condition of advancing to the next school year.

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:

**Applicant categories:**

Aiming as we do to serve mainly our own local community and neighbourhood, in the first instance places are reserved for Group A below. Applicants from Group A have preferential access, so long as places are available. If the number of applicants from Group A exceeds the number of places available, random selection will apply and the remainder will be placed on a Group A waiting list.

- **Group A:** At the time of enrolment attending the local primary schools, Our Lady of Good Counsel Boys or Girls Senior Schools and/or siblings of current students.
- **Group B:** Students who at the time of application/enrolment are either:
  - (a) permanently resident within Our Lady of Good Counsel Mourne Road parish or have close family so resident (grandparents etc up to 25% of enrolments) who will play an active role in their lunchtime and/or pre- or after-school care; or
  - (b) siblings of past-students of our school; or
  - (c) sons or daughters of past-students of our school.
- **Group-C:** All other applicants

Group A takes precedence over Group B, and Group B takes precedence over Group C. If the number of applicants in Group B exceeds the number of places remaining available, random selection will apply and the remainder will be placed on a Group B waiting list. Similarly for Group C.

## **SPECIAL CLASS APPLICANT CATEGORIES**

- Aiming as we do to serve mainly our own local community and neighbourhood, in the first instance places are reserved for Group A below. Applicants from Group A have preferential access, so long as places are available. If the number of applicants from Group A exceeds the number of places available, random selection will apply and the remainder will be placed on a Group A waiting list.
- **Group A:** Students already enrolled in the school.
- **Group B:** At the time of enrolment attending the local primary schools, Our Lady of Good Counsel Boys or Girls.
- **Group C:** All other applicants

### **9. 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) the payment of fees or contributions (howsoever described) to the school;
- (b) a student's academic ability, skills or aptitude, other than in relation to enrolment in the ASD Special Class as outlined in Section 6 above
- (c) the occupation, financial status, academic ability, skills or aptitude of a student's parents;
- (d) a requirement that a student, or his or her parents, attend an interview, open day or other meeting as a condition of admission;
- (e) a student's connection to the school by virtue of a member of his or her family attending or having previously attended the school, other than in the case as outlined in the categories A and B in Section 6 above;
- (f) the date and time on which an application for admission was received by the school, 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. It is also subject to the school making offers based on existing waiting lists (up until 31<sup>st</sup> January 2025).

### **8. Decisions on applications**

All decisions on applications for admission to OLM will be based on the following:

- Our school's admission policy
- The school's annual admission notice
- 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 OLM, 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 OLM 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.
- (v) 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.
- (vi) 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 his or 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 OLM 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 OLM 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 following the next timetabled Board of Management meeting to 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:

1. Applying for a place in any other year or in the case of late application into First Year:
  - Applications must be made on the approved Application Form and all information requested must be supplied. Application forms are available from the school office.
  - Parents must be willing to provide references, reports and assessments from previous schools and agree to our school seeking further information from such schools. We need to be fully briefed as to any and all special needs as early as possible, so that these can be assessed and planned for. This information will be sought after admission has been granted.
  - See Section 14 above in respect of late applications.

2. Those applying for transfer from another 2nd level school:

In the case of applications for transfer from another 2nd level school, the Board of Management will also need to be satisfied that:

- (a) The school will be able to meet the needs of the student, including subject choices and levels;
- (b) Are required to fully complete the school's special application form before any such application can be considered. This form is available from the office.

3. Those applying for a place in LCA after the school year has started:

- The criteria for acceptance of a student into LCA in OLM, where the student has not previously been a student in OLM or wishes to transfer into LCA from the OLM LCE group is outlined in Section 6 above.
- Parents must be willing to provide references, reports and assessments from previous schools and agree to our school seeking further information from such schools. We need to be fully briefed as to any and all special needs as early as possible, so that these can be assessed and planned for. This information will be sought after admission has been granted.

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

The Board of Management of OLM or any persons acting on its behalf shall not, except in accordance with section 64 of the Education (Admission to Schools) Act 1998, 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 OLM without attending religious instruction should make a written request to the principal. A meeting will then be arranged with the parent or the student to discuss how that request may be accommodated by the school. The most likely outcome will be that the student is present in the R.E. classes and completes their own work with non-participation in the R.E. instruction. Should the school move to having R.E. as a compulsory exam subject at Junior Cycle, the Board will revisit this part of the policy.

## **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 of Management to review a decision to refuse admission.

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

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

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

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

### **Right of appeal**

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

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

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

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

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

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

This policy was adopted by the Board of Management on 2<sup>nd</sup> September 2024 and will be reviewed on an annual basis.

Signed:



Chairperson of Board of Management

Date: 2<sup>nd</sup> September 2024

Date of next review: September 2025

Signed:



Principal/Secretary to the Board of Management

Date: 2<sup>nd</sup> September 2024