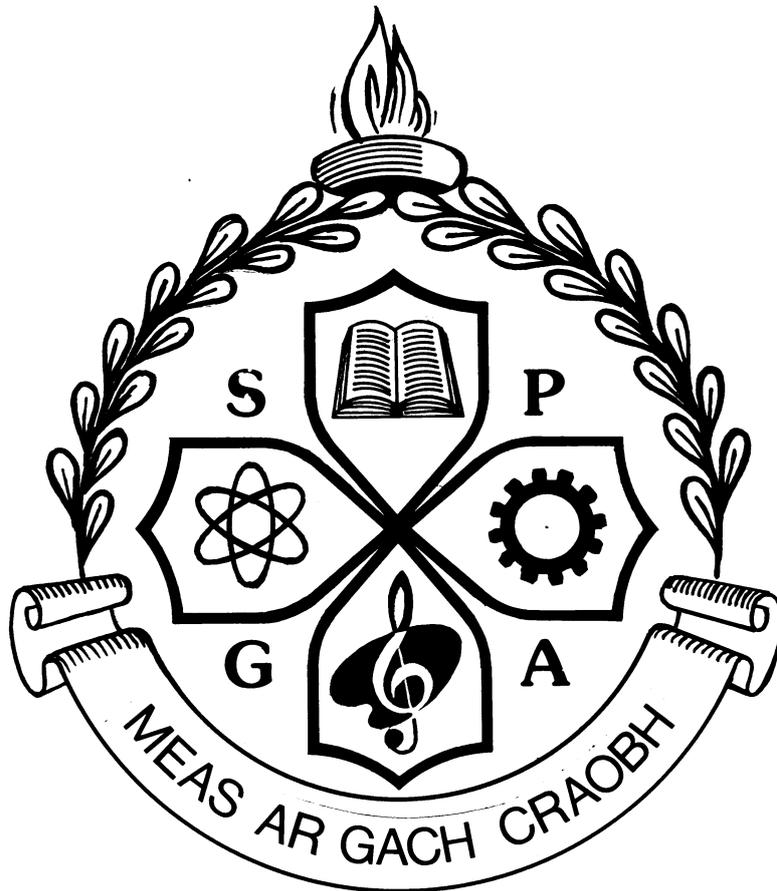


Enrolment POLICY



Mayfield Community School.

Enrolment Policy.

This Enrolment Policy should be considered in conjunction with the Mayfield Community School Code of Behaviour, the Education Act 1998 and the Education (Welfare) Act 2000. The procedures outlined in this policy may, from time to time as circumstances demand, be varied or altered.

1.0 SCHOOL PHILOSOPHY.

- 1.1 Mayfield Community School is established with the object of providing a comprehensive system of post primary education, combining instruction in academic and practical subjects and ongoing education for the purpose of contributing towards the spiritual, moral, mental and physical well-being and development of the Community. (Deed of Trust: Second schedule 2, Articles of Management). The Board defines the community as that served by our main feeder Primary Schools as listed in this policy and those resident within the town land of Mayfield.

1.2 SCHOOL PHILOSOPHY & ORGANISATION

Since its foundation one of the features of Mayfield Community School has been our wish to create an environment -

- Where pupils could, according to their ability, learn, grow and develop through adolescence so that they could cope with the world beyond school.
- Where teachers could fulfil their roles as 'imparters of information, 'facilitators' and 'enablers' and could take responsibility for the school and be accountable for their functions within it.
- Where parents could be involved and could share their legitimate concerns regarding the education and training of their children and where they would be welcome and accepted.

The following **MISSION STATEMENT** was agreed in 2007.

**Together We Learn
Together We Care
Together We Respect**

Objectives of our School:

- To provide a well ordered, sensitive, caring environment where the intellectual, spiritual, creative, physical, moral and cultural needs of the pupils are identified and addressed
- To promote a curriculum designed to accommodate individual learning styles so that all may experience success
- To create the environment where pupils develop a love of learning and acquire a wide range of learning skills that help them become independent and self-sufficient adults who will succeed and contribute responsibly in a global community
- To encourage pupils to take ownership and responsibility for their behaviour and learning
- We see personal discipline as central to achieving a well ordered, sensitive and caring atmosphere in which learning can take place
- To ensure opportunity is provided for pupils to participate in a variety of physical activities and experience a sense of well-being and self confidence that arises from good health and fitness
- To promote and facilitate further education for the local and wider community
- To empower teachers to fulfil their roles as educators and to promote a sense of community and support among staff
- To give due recognition to all religious beliefs and to reflect and reinforce the Christian Ethos of the community we serve
- To show appreciation of our diverse heritage, traditions and cultures
- To show respect in regard to self, to one another, to property and to our environment
- To nurture in our students a reverence for all of creation and a care for the earth

We believe this vision is best summarised in our motto –

**Meas ar Gach Craobh
Respect for All**

2.0 PROGRAMMES

- 2.1 Mayfield Community School offers a three-year junior cycle programme leading to the Junior Certificate Examination of the Department of Education and Skills, a Transition Year Programme in Fourth Year and a two-year programme leading to the DES Leaving Certificate, Leaving Certificate Vocational and Leaving Certificate Applied Examinations.
- 2.2 The Junior Cycle curriculum includes Irish, English, Mathematics, French, History, Geography, Science, Home Economics, Business Studies, Woodwork, Metalwork, Technical Drawing, Physical Education, Art, Music, Religious Education, Civics, Social and Political Education (CSPE), Information Communication Technology (ICT) and Social, Personal and Health (SPHE) incorporating Relationships and Sexuality Education (RSE).
- 2.3 The compulsory Transition Year Programme (TYP) aims to give students the opportunity to discover and develop their own strengths and abilities. The curriculum allows students to examine, understand and develop their changing role within the life of the school, local community and society in general in a less formal academic setting. The experience of a wide range of subjects available at Leaving Certificate level allows for a more informed choice when selecting subjects to study at Leaving Certificate.
- 2.4 The Senior Cycle curriculum offers a wide range of academic subjects. In addition to the core subjects, choices may be made from Biology, Chemistry, Physics, History, Geography, French, Construction Studies, Engineering, DCG, Accounting, Business Organisation, Home Economics (Social and Scientific), Physical Education and Art. Classes in ICT, Career Guidance and RSE are also part of the timetable.

3.0 EXTRA/CO-CURRICULAR

- 3.1 Drama, Choir, STEM Competitions, An Gaisce, Meitheal, multi-media and community involvement are actively encouraged. Coaching is provided in Basketball, Athletics and students can participate in the training of school teams in GAA and soccer and a range of clubs and activities both within and outside of school time.

4.0 SCHOOL DETAILS

School Day:	Monday – Friday	09.00am – 3.45pm
	Wednesday	09.00am – 1.15pm
	Main lunch break	01.15pm – 01.45pm
School building opening hours:	Monday – Friday	08.45am – 4.15pm (excluding extra/co-curricular activities).
Office Hours:	Monday to Friday	08.45am – 4.30pm (closed for lunch).
Class structures:	One group of 28 students approx. in each of 6 years. Maximum of 24 students in practical subjects.	

5.0 FEEDER PRIMARY SCHOOLS.

- 5.1 Scoil Mhuire agus Eoin
New Inn Primary School
St Marks Primary School
St. Patricks Boys Primary School
St. Patricks Girls Primary School
St Brendans GNS
Gaelscoil an Ghoirt Alainn
Scoil Olibhear

6.0 ENROLMENT PROCEDURES

- 6.1 The First Year enrolment process at Mayfield Community School begins at the start of the preceding school year. This follows a process of consultation with local schools, issuing of enrolment forms to prospective students and communication with sixth class teachers. Mayfield Community School promotes the inclusion of pupils with special educational needs and supports the principles of inclusiveness, particularly with reference to the enrolment of children with a disability or other special educational needs.
- 6.2 Since its inception, the school has established close links with the local primary schools and has accepted all students into First Year who have completed enrolment procedures and sat the assessment examination. These procedures are essential for the school to plan the appropriate educational provision for incoming students and to seek the appropriate resources to do so. Students who seek to enrol to First Year after the enrolment and assessment

have been completed may be placed on a waiting list.

- 6.3 Students not attending local schools may obtain enrolment forms by application from the General Office. Enrolment into First Year will be processed, generally, through their primary schools. The Board of Management of the school will set a final enrolment date.
- 6.4 Equality of access is the key value that determines the enrolment of children to our school. No child will be refused admission for reasons of ethnicity, special educational needs, disability, language/accents, gender, traveller status, asylum-seeker/refugee status, religious/political beliefs & values, family or social circumstances.
- 6.5 Late Enrolment
Any student intending on enrolling into First Year after the general February assessment may enrol
- if the school can provide an education appropriate to his/her ability and needs
 - if there is a class vacancy
 - if subjects required are available
 - if all relevant documentation is supplied and procedures complied with
 - if the normal commitments are given on acceptance of the Code of Behaviour and school ethos
- 6.6 The school Authorities will have been appraised of any specific learning, emotional and disciplinary problems of any applicant and may have, if deemed necessary, requested further information including educational, psychological and medical reports. The school Authorities will have established the status of Irish Exemptions in accordance with CL M 10/94.
- (Note: all such exemptions must be processed by the primary school authorities prior to enrolment).
- 6.7 Prospective students will be informed in writing of the date of Enrolment Assessment. Parents are notified in writing of all the details to be completed in order to finalise enrolment. It is reasonable to expect that all steps of enrolment are complied with.
- 6.8 Class placement is based on mixed ability. Places will be allocated through the enrolment process on a first come first served basis with priority being given to
- students living locally and attending local schools
 - siblings of students already in attendance at Mayfield Community School
 - students from outside the hinterland and attending local schools.
 - students from outside the hinterland and attending other schools
 - special circumstances at the discretion of the Board through the Principal

- 6.9 Neither the issue of the application form nor its completion guarantees an applicant a place in this school.
- 6.10 In certain circumstances the school may refuse admission if it cannot provide an appropriate education or if the student's behaviour may constitute a threat to the Health, Safety or Education of existing students.
- 6.11 An offer of enrolment may be revoked if the enrolment process is not complied with or if the school authorities become aware of vital or significant information relating to the applicant's academic history, health, behaviour and/or any other matter being withheld.
- 6.12 In exceptional cases the Board of Management reserves the right to refuse to enrol a student where that student has special needs which this school cannot meet or where s/he poses an unacceptable risk to her/himself or other students and/or staff and where such placement does not have the support or recommendation of a Multi-Disciplinary Team.
- 6.13 Any refusal to enrol may be appealed to the Board of Management of the school. Appeals should be addressed to the Secretary to the Board.
- 6.14 The Board of Management shall make every effort to comply with legislative requirements in its admission processes so that it can ensure that each student admitted can avail of an education appropriate to his/her needs and abilities.

7.0 INFORMATION MEETING

- 7.1 An information meeting will be held for all new parents of First Year students in the spring prior to admission. There is a transition process in which all students and parents are expected to participate.

8.0 PHOTOGRAPHY / FILM / PERSONAL INFORMATION

- 8.1 From time to time, and **only by authorisation of the Principal**, photographs and/or film may be taken of your son/daughter which may be used for the students file, official school publications or documentary type programmes i.e. school prospectus, newsletter, website, press releases, TV or print media, or school activities.
- 8.2 The personal information of our students is protected by the Data Protection Acts as regards release of that information to third parties. No personal information held by the school will be disclosed to a third party without first seeking the permission of parents or guardians. However, in enrolling your son/daughter in the school parents/guardians agree to the release of certain

personal information as is required by Government bodies in relation to examination entries, school population returns etc.

9.0 ENROLMENT POST FIRST YEAR / TRANSFER FROM ANOTHER SCHOOL

9.1 If the foregoing criteria are observed students may be enrolled into other years following interview by the Principal or Deputy Principal in consultation with the Career Guidance Counsellor and relevant Year Tutor. As such students will have attended other post primary institutions; these institutions will have prior responsibility for their post primary education. Admission will strictly depend on option availability, class vacancy and commitment to school discipline and ethos. The transfer of students from one school to another in their examination year is considered inadvisable and not in the best interest of the student. Mayfield Community School does not consider such applications for enrolment in the best interest of all concerned.

It is school policy that transfers should only occur at the end of the school year except in exceptional circumstances such as a change of residence.

9.2 Where a student seeks to transfer from another school the transfer policy as outlined in Appendix 1 shall apply. Students seeking to be re-admitted to the school after voluntarily leaving shall have their re-enrolment considered under the criteria as set out in Appendix 1. Where a student is not enrolled in another school and is seeking to commence school in a year group other than first year, the enrolment process will be that as for a transfer.

Before any offer of enrolment is made all relevant reports together with any vital or important information relating to the students' academic history, health, behaviour and any other matter will have been submitted to the school authorities for consideration.

9.3 The general provisions outlined in Section 6.9 to 6.14 inclusive shall apply.

10.0 CODE OF DISCIPLINE AND BEHAVIOUR

10.1 In accordance with the Education (Welfare) Act, Section 20, before registering a child as a student at the school, the parents/guardians of the child will be provided on request with a copy of the Code of Behaviour and may if requested, as a condition of so registering such child, confirm in writing that the Code of Behaviour so provided is acceptable to them and that they shall make all reasonable efforts to ensure compliance with such Code by the child.

10.2 Parents/guardians will endeavour to ensure that the ethos, aims and objectives of the school will be promoted and upheld.

10.3 **Anti-Bullying Policy;** Mayfield Community School has a written Anti-Bullying Policy, which has defined bullying as “repeated aggression, verbal,

psychological or physical abuse, conducted by an individual, or group against others”.

- 10.4 Bullying, under any guise, will not be tolerated and parents are expected to co-operate fully with the school at all times in this matter.

11.0 STUDENTS WITH SPECIAL NEEDS

- 11.1 Mayfield Community School will consider applications on behalf of students attending local schools or residing in the catchment area of the school who have disabilities or special educational needs.
- 11.2 Applications for enrolment will be made in the normal way. Parents/guardians will make all relevant reports and documentation available to the school on application. The school Authorities will consult with the principal and/or teacher of the relevant primary school and may seek consultation with other professionals as deemed appropriate.
- 11.3 The school will use its available resources to identify and provide for the special educational needs of such students so that they can benefit from an education that is appropriate to their abilities and needs.
- 11.4 The Board will make application where necessary to the Department of Education and Science and any council or agency with statutory responsibilities for students with educational needs for additional and specific support so that appropriate education can be provided.
- 11.5 Before making an offer of enrolment the Board through the Principal, or other designated person will fully inform the parents/guardians of the range and limitations of the educational provision available.
- 11.6 The general provisions outlined in Section 6.9 to 6.14 inclusive shall apply.

12.0 ENROLMENT TO OUR ASD CLASSROOM

Mayfield Community School ASD Classroom:

- ✓ Will enrol pupils whose educational needs can be met by the available professional service
- ✓ Will give priority to applications for enrolment into First Year of the programme
- ✓ Stipulates that a student may not apply for a place in both the mainstream school and MCS ASD Classroom. An application to the MCS ASD Classroom carries with it an acknowledgement that said student requires the support only provided by the ASD Classroom

Enrolment of Incoming First Years into the ASD Classroom

- 12.1 School Transition Report and most recent psychological/cognitive/multi-disciplinary etc. assessment should recommend placement in an ASD class in a mainstream post-primary setting. This documentation being in-date (in the previous 3 years) can be a determining factor in the allocation of places. It must be supplied with the application. (see Application Form Appendix 2)
- 12.2 Students who apply must have a diagnosis of Autistic Spectrum Disorder (DSM-VI/DSM-V/ICD 10) and supporting original documentation in order to be considered for enrolment in the MCS ASD Classroom.
- 12.3 Priority will be given to students who are currently enrolled in our school. Only applications from 6th Class Primary School will be considered.
- 12.5 Ordinarily all applications must be received by the School on or before 31st October of the preceding year. However, for September 2017 enrolment, it will be no later than Friday, 26th May 2017
- 12.6 Students applying who have a general learning disability, will only be **considered** for enrolment if:
 1. Their diagnosis is no greater than 'Mild'
 2. The ASD Classroom is deemed suitable to meet their needs.
- 12.7 Students who apply must, in the judgement of the MCS Steering Committee, have an ability to meaningfully participate in mainstream classes in order to be considered for enrolment in the MCS ASD Classroom but would be unable to do so without the support provided by the MCS ASD Classroom.
- 12.8 Students must have a reasonable expectation of being able to follow school rules to be considered for enrolment in the MCS ASD Classroom
- 12.9 Where the number of students meeting the above criteria to an equal degree exceeds the number of places available priority will be given in accordance with the criteria of mainstream enrolment policy (as available on the school's website).
- 12.10 The Principal of the Mayfield Community School and/or ASD Classroom teaching staff will carry out the enrolment procedures as set out in Item 14 below.
- 12.11 Following the finalisation of these procedures the applicants(s) will be brought to the steering committee for the selection of those students who will be offered places in the MCS ASD Classroom.

- 12.12 In making its decision, the steering committee 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 accommodation, including physical space and the health and welfare of existing and prospective students.
- 12.13 All applications, offers of enrolment and continuing enrolment are subject to signing of, adherence to and ability to adhere to the school's Code of Behaviour.
- 12.14 The steering committee and Board of Management of MCS respect the rights of the existing school community and students already enrolled. This will be taken into account when assessing entry into the MCS ASD Classroom.

13. ENROLMENT OF SECOND & THIRD YEARS INTO THE ASD CLASSROOM

- 13.1 Places will initially be offered to existing students with the relevant diagnosis and recommendation.
- 13.2 Any remaining places will be offered in accordance with the procedures for incoming First Years.

14. ENROLMENT PROCEDURES

- 14.1 Mayfield Community School 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. The school require that parents/guardians of applicant pupils provide it 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.
- 14.2 In order to best support students and without affecting their eligibility for a place in the MCS ASD Classroom the school require that it be made aware of :
- 1) Any medications that the applicant pupils may be in receipt of either at home or in the course of the school day.
 - 2) Any additional medical conditions and / or dietary restrictions / requirements that the individual may have.
- 14.3 In order to determine the suitability of MCS for a student, it is strongly recommended that applicant students have School Transition Reports

completed by a psychologist in conjunction with the feeder school and parents/guardians. This is especially important for applicant students whose most recent psychological, cognitive, multi-disciplinary, educational, developmental, clinical assessment etc. are more than three years old by the **October 31st (26th May 2017 for the first year 2017)** in question. In its absence a School Transition Report must be completed by the Primary School.

- 14.4 A letter recommending your child's admission into an ASD Classroom by the relevant ASD service or diagnosing professional is compulsory
- 14.5 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.
- 14.6 In order to determine the suitability of MCS for a student, it is required that the Principal and/or selected member/members of the ASD Classroom staff are facilitated in meeting and engaging with the Principal of the feeder school and/or any other school personnel (such as mainstream Teachers, Resource Teachers and Special Needs Assistants)
- 14.7 To determine the suitability of the school for the student, the enrolment process requires that the parents/guardians of the applicant pupil, and the Principal of the feeder school, agree to facilitate a selected member(s) of the ASD team, in conducting as many observations as appropriate of the pupil in his/her current educational placement.
- 14.8 The enrolment process also requires that the feeder school, with parental permission, supply MCS ASD Classroom staff with copies of the applicant students' work and their most recent IEP.
- 14.9 Parents/guardians of students offered a place in the MCS ASD Classroom will inform MCS of their decision to accept or turn down a place in the MCS ASD Classroom within ten working days of offer letter being posted
- 14.10 Once a pupil has been offered a place on the programme they will be invited to participate in a transition programme. MCS regard pupils' participation in the transition programme to be essential in ensuring their smooth transition to their new environment, as well as in facilitating ASD Classroom staff in making any necessary academic/other reasonable accommodations for the pupil in a pre-emptive and responsible manner.

15. ON-GOING REVIEW OF STUDENTS IN THE ASD CLASSROOM

15.1 In reviewing the students' progress and the ability of the ASD Classroom to meet their needs and deliver the most beneficial educational programme, the following model of evaluation will be used:

Regular assessing of:

- The academic, social and behavioural benefits of the student being enrolled in the MCS ASD Classroom.
- The level and quality of mainstream participation.
- Students' progression through IEPs.

15.2 In cases where it is the professional opinion of the Steering Committee that a student is not benefitting from their place in the MCS ASD Classroom this will be discussed with parents and referred to the Board of Management to assess suitability for continuance on the programme.

15.3 In cases where the attendance of a student enrolled in the ASD Classroom is of a nature that causes the ASD Classroom staff and school management to be significantly concerned about their commitment and engagement to the programme, the impact on the attendance/non-attendance on the progress of the other students enrolled in the programme, and the possibility that a place is being denied to a more suitable applicant, the case for the students removal from the programme will be referred to the Board of Management.

16. MAYFIELD COMMUNITY SCHOOL ASD CLASSROOM STUDENTS NUMBERS

16.1 Under Department of Education and Skills guidelines the maximum number of students' enrolled in the special classes of the MCS ASD Classroom is up to 6 students.

17. REFERRALS TO BOARD OF MANAGEMENT

17.1 Applications in the following instances will be referred to the Board of Management for decision.

- Late Applications.
- Refused a place in first year in another post primary school.
- Matters relating to adequacy of the professional services to meet the needs of particular applicants.

18. APPEAL

18.1 Decisions of the steering committee may be appealed to the Board of Management.

18.2 Decisions of the Board of Management may be appealed to the Department of

Education and Skills.

19. PROCEDURES

19.1 Enrolments will only be finalised following the completion of the following enrolment procedures:

- Submission of a completed application form by requested date.
- Attendance at an enrolment interview as notified.
- Consent to educational records being made available by previous schools and to professional assessment being undertaken and reports provided if requested.
- Attendance at enrolment assessment tests as required.

19.2 All applicants must supply the following enrolment requirements:

- Signed copy of Code of Behaviour and Discipline
- Birth Certificate
- 1 Passport photograph

19.3 Additionally, for enrolment in years other than First Year

- Two most recent term (or similar) reports
- Reasons for seeking transfer
- Report from Principal/Director of the last school/centre attended, giving reasons for leaving that school/centre.

20. EXCEPTIONAL CASES

20.1 The Board of Management Mayfield Community School reserves the right to refuse enrolment, to rescind an offer of enrolment or current enrolment to any student, in exceptional cases. Such an exceptional case could arise where either:

- a) The child has special needs such that, even with additional resources available, the school cannot meet such needs and/or provide the student with an appropriate education, or
- b) In the opinion of the Board of Management, the student poses an unacceptable risk to other students, to school staff or to school property.

Ratified by the Board of Management on: Date 6th April 2017

To be reviewed: Prior to 2018 enrolment

Signature –

Chairperson, Board of Management:

Signature –

Secretary, Board of Management:

Steering Committee

The committee shall be comprised of:

- 1 Mayfield Community School Principal
- 2 Mayfield Community School Deputy Principal
- 3 Mayfield Community School ASD Classroom Coordinator
- 4 Mayfield Community School SEN Coordinator
- 5 Mayfield Community School Deputy SEN Coordinator
- 6 Special Education Needs Officer
- 7 Member of school's Board of Management

Appendix 1

TRANSFERS

- 1.0 While it is appreciated that in certain exceptional circumstances transfers are unavoidable (e.g. a change of residence or a family moving into the area) as a matter of general policy transfers into the school are discouraged in the overall interests of the continuity of the applicant's education. An application to transfer is defined as one from a student who has previously enrolled in another Irish post primary school in or outside the catchment area or from a student who makes an application after the commencement of the autumn school term. In general it is not the policy of the Board of Management to accept transfer applications from students previously enrolled in other local post primary schools. It is not the policy of the Board of Management to accept transfer applications from students during the school year except in exceptional circumstances such as a transfer of residence. Transfer requests for students in an examination year are not considered, Applications from students wishing to transfer into the school shall be accompanied by a letter setting out clearly the reason(s) for the application and the following documentation shall be supplied:

- 1.1 The two most recent school reports from the pupil's previous post primary school(s), in addition to any examination results from the State Examination Commission
- 1.2 A written reference/report from the previous school together with two additional written references, dated within one month of the date of application, from a local Youth Club/Sports Club or similar organisation and/or a member of An Garda Síochána or a person of standing in the community.
- 1.3 A statement on special needs, if relevant.
- 1.4 In addition to the above a confidential reference or references from the authorities in the applicant's previous school(s) can be requested at the discretion of the Principal or Deputy Principal.
- 2.0 Having due regard to the statutory and constitutional rights of parents and their children, the Board of Management reserves the right to refuse any application in particular circumstances, which might include but is not exclusively confined to the following:
 - 2.1 An established prior record of poor or unsatisfactory behaviour
 - 2.2 Lack of adequate resources available to the school to cater for particular needs
 - 2.3 Insufficient educational attainment to participate in a particular course
 - 2.4 Where adequate physical accommodation is not available for the applicant
 - 2.5 Where enrolment would constitute a risk to the health and safety or well-being of other students enrolled in Mayfield Community School.
 - 2.6 Where enrolment would clearly have a demonstrable negative impact on the capacity of the school to deliver programmes to other students and alternative arrangements cannot reasonably be made at the school.
 - 2.7 When the school authorities are not satisfied that they have sufficient information to make an informed decision on the educational needs of the student.
 - 2.8 Where Parent(s)/Guardians and/ or applicant student refuse to sign up to the School's Code of Behaviour and other policies as required by the Board of Management.
 - 2.9 Applications will not be accepted from students who are the subject of on-going disciplinary proceedings in another school which includes any on-going statutory procedures in accordance with the Education Act 1998 or The Education (Welfare) Act 2000.

- 3.0 Applicants and their parents/guardians should note that the Application form shall be completed in full and that the school reserves the right to request other details relevant to the enrolment process. Decisions will be notified to parents within 21 days after a parent/guardian has provided all relevant data as per Section 19, Education Welfare Act, 2000 **and** only after the school has received the required reference(s) from the authorities of the previous school(s) which the applicant attended.
- 3.1 Where the Board of Management of the school is satisfied that the applicant has provided full information and, mindful of its statutory obligation, is in a position to cater for the educational needs of the applicant whilst not infringing the rights of the students already attending the school, then a place may be offered to the applicant. The school reserves the right to refuse to admit an applicant where full disclosure of information has not been made or where false information was provided.
- 3.2 All applicants may appeal the decision of the Principal to the Board of Management. Where admission to a school is refused by the Board of Management, the parent and student (or a student over 18 years of age) shall be informed of the appeals procedure in accordance with the Education Act 1998 and the Education Welfare Act 2000.