

Admissions Policy of Mayfield Community School

2025 /26

School Address: Old Youghal Road, Mayfield, Cork

Roll number: 91400F

School Patrons: Cork ETB and the Bishop of Cork & Ross

Ratified by Board of Management: 2nd September 2025



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 our 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. 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 Mayfield Community School 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 2025 26.

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

Mayfield Community School is a co-educational, multi-denominational Community school 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.

Since 1973, 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.

Our **MISSION STATEMENT** can be understood in the following words:

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

Learning and Teaching in Mayfield Community School

The school is committed to providing the optimum educational environment, where quality and excellence in learning and teaching can take place in a safe, inclusive, student friendly, well managed environment with an atmosphere of openness and inclusiveness for all.

We are a progressive and dynamic learning organisation that constantly strives to improve student learning and their development as self-directed learners. We aim to deepen our students' learning outcomes and experiences and further their quality of learning.

The school is a learning environment for everyone, including our staff. The school encourages and facilitates regular prescribed and voluntary CPD (Continuous Professional Development) for all staff. As a school, we promote a reflective ethos which scaffolds the development of a community of practice, through which we share best practice, engaging in meaningful, progressive and reflective dialogue towards deepening student thinking and learning. In our school, educational enhancement and refinement is proactive, responsive and context based. It is driven by teacher practitioners, with students as co-researchers in the process where they are recognised as agents of change and with student voice heard and valued. This culture of collaboration is at the heart of Mayfield Community School.

Learning and teaching is central to the work of Mayfield Community School. The school's Self Evaluation process (SSE) is represented by our DEIS Plan. Our DEIS planning provides a means of systematically looking at how we teach, and how students learn. Our DEIS process helps our school to affirm what is working well and decide on changes on how to improve the experiences and outcomes of our learners. This enables us to evaluate past performance and guide our forward thinking and planning. Learning strategies that have been developed and tested within the school are embedded through practice, with the aim to build independent, confident learners with the inherent habits of mind to further progress their learning journey. Student voice is at the centre of the learning process in our school. Student voice in the classroom, inspires and empowers students to take ownership of their own learning and encourages and validates their contribution to the authentic learning that occurs.

Our current DEIS focus is for Term One is Attendance where we are promoting and publicising the significance of good school attendance.

Curriculum

Mayfield Community School, being cognisant of the differing needs, interests and learning styles of our students, provides a broad range of subject areas, and promotes the use of innovative methodologies, encouraging students to take increasing responsibility for their own learning and decision-making. Mayfield Community School is committed to the development of our students holistically, and through combining instruction in academic and practical subjects, with co-curricular and extra-curricular activities, the school contributes to the emotional, moral, social, cultural, mental, spiritual, physical well-being and the ongoing development of its students in an explicit and implicit manner.

Time for the teaching of religious education (worship and instruction), as agreed and stated in the Deed of Trust and Model Lease for Community Schools (Section 11 Second Schedule – Articles of Management), is respected and accommodated within the educational programmes offered within the school.

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

- Mayfield Community School will endeavour to promote excellence in learning and teaching
- The school aims to provide a broad, comprehensive curriculum
- The school aims to develop the whole person, through the provision of a wide and varied curriculum
- The school aims to identify the individual needs of students, including those who are gifted, and those with special educational needs and EAL students with the resources available to the school. It will endeavour to tailor programmes and curriculum to cater for identified individual needs, where possible.
- The school promotes inclusivity through the curriculum for those assigned to the special classes by integrating such students into mainstream in so far as possible and for their benefit.
- The school, through the provision of extra-curricular activities, aims to develop everyone's strengths and interests.

Community Links – Mayfield Sports Complex

Mayfield 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 through the Board of Management's governance of Mayfield Sports Complex. Our close link with the wider community in the North East of our city can be seen with the involvement of up to 50 clubs / organisations and local primary schools using our facilities on a regular basis in the Sports Complex.

Mayfield 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. Mayfield 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 Mayfield 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

Mayfield 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.

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

Mayfield Community School with the approval of the Minister for Education and Skills, has established two classes to provide an education exclusively for students with ASD.

Mayfield Community School will cooperate 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.

Mayfield Community 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.

5. Admission of Students

Application for enrolment is carried out by the completion in full of the approved application form, duly signed by parent(s) / guardian(s).

Each year the Board of Management will decide on the date on which the school shall commence accepting applications for admission to the school and the date on which the school shall cease accepting applications for admission to the school for the school year concerned.

The process of enrolment, including the closing date for the receipt of applications, will be made public by means of an annual admission notice distributed to all feeder primary schools and on our website, www.mayfieldcs.ie. The school's Admission Notice is published on our website each year in mid-September

Our local feeder schools are:

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 Olibhéar
St Killian's Special School

Parent(s) or guardian(s) seeking to enrol a child in first year in Mayfield Community School are requested to return a completed enrolment application form, with all necessary accompanying documentation, to the main school office before the closing date.

Application forms will be available from the school's main office, from all feeder primary schools and downloadable from www.mayfieldcs.ie.

The first day that our school can start to accept application forms for the intake group of 2025/ 26 will be the 1st October 2025.

An open night (mid/late September) at the school will occur prior to the closing date.

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 by signing the school journal on the relevant pages.

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-andtransfer>. Please note that feeder schools may be requested to forward relevant SEN documentation with the consent of parents/guardians.

Admission Criteria for admission to ASD Special Class in Mayfield Community School

Parents Notify is an online form to let the NCSE know that you are seeking a place for your child in a Special Class. Once the form is submitted, the NCSE will review your information. If the reports provided meet the criteria, you will receive an eligibility letter. This letter is required when applying for a Special Class or a Special School. This process is outlined in [**Department of Education Circular 0039/2025**](#).

If you already have an eligibility letter, there is no need to complete this form again, but please contact your local Special Education Needs Organiser – also called SENO, for an updated eligibility letter. If your child is not eligible, one of our SENOs will contact you to discuss available options. If you are unsure whether you need to fill out the form, please [contact your local SENO**](#).**

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.

Applicants must have copies of a most recent psychological/cognitive/multi-disciplinary etc. assessment and this 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.

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.

Students who apply must, in the judgement of the MCS, have an ability to meaningfully participate in mainstream classes in order to be considered for enrolment in the MCS ASD Classroom.

Students applying who have a general learning disability, will only be considered for enrolment if:

- Their diagnosis is no greater than ‘Mild’
- The ASD Classroom is deemed suitable to meet their needs.

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 in the year of application. In its absence a School Transition Report must be completed by the Primary School.

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.

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)

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.

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.

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

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.

Criteria determining enrolment to Special Class during school year

Should a place in the ASD Classroom become available *during* the school year the following procedure will take place

A meeting with ASD classroom staff and management to determine the suitability of the applicant according to the criteria outlined in the admissions policy.

Applicants must be a student in Mayfield Community School.

The following criteria will be used to allocate places during the school year:

1. Brothers and sisters of students who are attending or who have attended & completed their full education at Mayfield Community School.
2. Children who are the eldest in the family and attend one of the named feeder Primary Schools below.
3. Children who are not the eldest in family and attend one of the named feeder Primary Schools
4. Children whose parent(s)/guardian(s) attended Mayfield Community School and who continue to live in the Mayfield area
5. The children of current school staff members.
6. Any applicant not covered within the criteria 1-5.

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:

The Chairperson of the Board of Management will draw the name of the successful candidate in the presence of the Principal and three other board members, one of whom must be a parent

ON-GOING REVIEW OF STUDENTS IN THE ASD CLASSROOM

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.

In cases where it is the professional opinion of ASD Classroom staff and school management 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.

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.

Mayfield Community School shall admit each student seeking admission except where –

- a) the school is oversubscribed
- 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
- c) The special class attached to Mayfield 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.
- d) 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.
- e) 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.
- f) An established prior record of poor or unsatisfactory behaviour
- g) Where enrolment would clearly have a demonstrable negative impact on the capacity of the school to deliver programmes to other students
- h) Where enrolment would constitute a risk to the health and safety or well-being of other students enrolled in Mayfield Community School
- i) 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.
- j) 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.
- k) 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.

6. Oversubscription

In the event that the school or one of our classrooms for students with ASD 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:

In the event that the number of children seeking enrolment in any year exceeds the number of places available, the criteria outlined in the table below will be used to prioritise children for enrolment. Applicants in all subsequent categories will be placed in order on the waiting list, based on a lottery within each category. Applications received after the closing date will be considered only after all applications received before the closing date, have been accommodated. The waiting list for each particular year will cease to exist on the last working day prior to the opening of the school for the next new school year. A condition of

enrolment is that the application form be completed in full and be factually correct. Any incomplete application form will be considered invalid. Parent(s)/guardian(s) and the child applying for a place must give their consent in writing, to the school's Code of Conduct.

Criteria determining maximum number for enrolment.

1. Brothers and sisters of students who are attending or who have attended & completed their full education at Mayfield Community School.
2. Children who are the eldest in the family and attend one of the named feeder Primary Schools below.
3. Children who are not the eldest in family and attend one of the named feeder Primary Schools
4. Children whose parent(s)/guardian(s) attended Mayfield Community School and who continue to live in the Mayfield area / The Glen area
5. The children of current school staff members
6. Any applicant not covered within the criteria 1-5.

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, when any one of the categories below is reached, the full quota of places available would be exceeded if all applicants within that category were accepted the remaining available places will be filled by means of a lottery involving all the applications within that category. This lottery will be conducted in the presence of a member of the school's Board of Management. Any applicant not offered a place will then be placed on a waiting list based on that lottery.

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;
- (c) a student's academic ability, skills or aptitude;
other than an admission to a special class insofar as it is necessary in order to ascertain whether or not the student has the category of special educational needs concerned and/or
 - admission to an Irish language school, in accordance with the provisions of section 62(9) of the act
- (d) the occupation, financial status, academic ability, skills or aptitude of a student's parents;

- (e) a requirement that a student, or his or her parents, attend an interview, open day or other meeting as a condition of admission;
- (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;
other than, in the case of our school wishing to include a selection criteria based on (1) siblings of a student attending or having attended the school and/or (2) parents or grandparents of a student having attended the school.

In relation to (2) parents and grandparents having attended, our school will only apply this criteria to a maximum of 25% of the available spaces as set out in the school's annual admission notice).

- (g) the date and time on which an application for admission was received by the school,

This is subject to the application being received at any time during the period specified for receiving applications set out in the annual admission notice of the school for the school year concerned.

This is also subject to the school making offers based on existing waiting lists

8. Decisions on applications

All decisions on applications for admission to Mayfield 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 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 Mayfield 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 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.

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 Mayfield 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.

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 Mayfield 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 Mayfield 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.

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, after the commencement of the school year in which admission is sought, are as follows:

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.

There are exceptions, 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.

Admission to Specific Programmes/Courses

The school provides the curricular programmes as set down by the Department of Education and Skills i.e. Junior Cycle, JCSP, Leaving Certificate, Leaving Certificate Vocational Programme, Leaving Certificate Applied, and 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 LCA, as they are both optional courses and places are limited due to school resources. Support is given to students, in regard 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 (L2LP)

Admission into the Level Two Learning Programme (L2LP) is based on meeting the criteria outlined by the NCCA. Meetings with parents and other relevant professionals 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.

Leaving Certificate Applied (L.C.A.) Admissions

Mayfield Community School is very proud of its Leaving Certificate Applied and its contribution to school life. 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 would 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. Please see the LCA Policy/Plan for more information.

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 Mayfield 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 medical 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 Management of Mayfield 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.

17. Arrangements regarding students not attending religious instruction

This section must be completed by schools that provide religious instruction to students.

The following are the school's arrangements for students, where the parents or in the case of a student who has reached the age of 18 years, the student, who has requested that the student attend the school without attending religious instruction in the school. These arrangements will not result in a reduction in the school day of such students:
Our school follows the Religious Education programme as devised by the National Council Curriculum & Assessment (NCCA). In the case of any liturgical events during the school year, the parent or the student if they have reached the age of 18 is advised to discuss arrangements with the School Principal.

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 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.

Date ratified by the Board of Management: Tuesday 2nd September 2025

Chairperson: *Mary Shields*

Secretary to the Board of Management: *Kieran Golden*