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# SPECIAL EDUCATIONAL NEEDS & LEARNING SUPPORT POLICY



*Presentation Secondary School,  
Milltown, Co. Kerry*

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## **MISSION STATEMENT**

*'Our school is a Catholic school which aspires to the full development of all its members according to Christian Principles. Every effort is made to ensure that each student develops according to his/her talents and potential: physically, spiritually, emotionally, intellectually.*

*We aim to develop fully integrated people who are aware of their own dignity as persons, who have Christian values, who are reliable, trustworthy, honest, truthful, caring, prayerful, devoted to duty, lovers of God and of neighbour; people who are prepared to reach out to those less fortunate than themselves.'*

## **STATEMENT OF INCLUSION**

A core value of our school, and our policies, is the commitment to ensuring that each individual is guaranteed an inclusive and equitable educational experience. Presentation Secondary School will strive to create a secure, respectful, collaborative and stimulating community in which everyone is valued and in which every student is encouraged to achieve to the highest degree possible within his/her potential.

## **POLICY RATIONALE**

This policy aims to ensure that appropriate procedures are in place to ensure that:-

- An accurate and appropriate assessment of the needs of students with special educational needs is carried out, monitored and reviewed.
- The school identifies and attempts to secure and implement the necessary resources required to meet these needs.

This policy is based on the CEIST Core Values and the founding intentions of Nano Nagle and Blessed Edmund Rice, as well as seeking to implement the legislative requirements of the Education Act (1998), Education Welfare Act (2000), Equal Status Act (2000), the Education for People with Special Educational Needs Act (EPSEN 2004 – on implementation) and all relevant data protection legislation.

## **POLICY AIMS**

Presentation Secondary School seeks to ensure that all students are provided, as far as is possible, with an educational experience which is accessible, inclusive and appropriate to their individual needs.

Within the constraints of available resources all students with special educational needs, who are admitted to the school, shall have access to participate in and benefit from an education suitable to their needs.

The school shall actively seek adequate resources, equipment, staff, expertise and accommodation from the National Council for Special Education (NCSE), Department of Education & Science and other relevant agencies.

## **POLICY OBJECTIVES**

- To provide opportunities for students to acquire the basic personal skills, social skills, literacy skills and numeracy skills needed for them to reach their full potential in life.
- To identify the special educational needs of all incoming students and to continually attempt to identify student needs throughout their school career.
- To monitor and review these needs regularly.
- To seek to provide appropriate resources and facilities to address these needs.

## **ROLES & RESPONSIBILITIES**

### **Role of the Board of Management**

The Board of Management of recognised schools “shall provide for education to students which is appropriate to their abilities and needs and, without prejudice to the generality of the foregoing, it shall, as far as resources permit .... ensure that the educational needs of all students, including those with special educational needs, are identified and provided for.”

The Education Act (1998) section 15 states that the Board of Management shall publish “the policy of the school concerning admissions to and participation in the school and ensure that as regards that policy principles of equality and the right of parents to send their children to the school of the parents’ choice are respected.”

The Board shall also “within the resources provided to the school in accordance with section 12, make reasonable provision and accommodation for students with special educational needs.”

### **Role of the Principal**

- To ensure that a suitable and effective Special Educational Needs Policy is in place that reflects the ethos and nature of the school mission as well as legislative requirements.
- To ensure that this policy is monitored, reviewed and amended in order to address changes in legislation and the needs of students in our care.
- To ensure that adequate resources/facilities are sought and provided, well maintained and appropriately used.
- To keep teachers informed of new developments relating to SEN/LS and to provide staff training and development in areas relating to special educational needs.
- To respond to appeals by parents with respect to decisions made at this level.

### **Role of Teaching Staff**

- To implement this policy taking into account the special educational needs of students.
- To co-operate with the school procedures for identifying and addressing the special educational needs of students and to attend training/staff development provided in this area.
- To ensure that SEN students are offered a broad, balanced, and differentiated curriculum which challenges them to reach their full academic and personal potential.
- To ensure that SEN provision is fully inclusive in mainstream learning and teaching, and not viewed in isolation. This requires consideration of the needs of each student in the way teaching resources are selected, how lessons are planned/taught, and how formative and summative assessments are conducted.
- To be familiar with and implement recommendations identified in students’ education plans and if necessary, to seek advice when addressing students with special educational needs.
- To integrate students with special education needs/learning difficulties into regular class as much as possible and to accommodate their withdrawal (where necessary) by assisting them with any necessary notes/activities missed.
- To foster students' positive self-esteem by giving genuine praise whenever possible and promoting achievable activities which yield success.
- To bring to the attention of the Learning Support Co-ordinator or Principal concerns about students who may be experiencing difficulties.

## **Role of the Special Educational Needs Co-ordinator (SENCO)**

- The SENCO assists the Principal/Deputy Principal in coordinating the school's response to students who have special educational needs and/or learning difficulties.
- To assess the nature and extent of the learning difficulties experienced by students.
- In conjunction with the Principal/Deputy Principal, SEN Team, parents, students and other relevant agencies, to compile, monitor and review student education plans.
- To disseminate this information and recommended teaching strategies to staff.
- To make referrals/applications to the National Educational Psychological Service, NCSE, DES, SEC and other relevant agencies.
- To advise the Principal/Deputy Principal on issues relating to assessment, admissions and provision for students with special educational needs/learning difficulties.
- To assist the Principal/Deputy Principal in devising a programme/timetable which addresses the needs identified through allocated 'Resource' hours, learning support classes and other provisions which are required to meet specific needs.
- To advise parents on other strategies available to them and to consult them with regard to ensuring effective measures at home and at school complement each other.
- To ensure that applications are submitted on behalf of students who require reasonable accommodations for State Examinations.

## **Special Needs Assistants**

The duties and responsibilities of special needs assistants involve tasks of a non-teaching nature and are based on care needs. For example:

- Assisting students coming to school/going home (where necessary).
- Providing special assistance as necessary for students with particular difficulties including helping the student to organise books, equipment, bag etc
- Assisting with activities outside the classroom where needed.

A special needs assistant's role is to assist the student(s) with their care needs which may hinder them in accessing the curriculum, under the guidance of the classroom teacher.

Each student is exceptional, and the duties of the special needs assistant will be modified to support the particular needs of the student concerned.

## **Role of the Parents**

- To consult with and share relevant information with the school which may help to enhance the student's educational experience.
- To support the procedures and programmes put in place by the school to address the needs of their son/daughter.
- To bring to the attention of school authorities any concerns they may have in relation to the school's provision for the special educational needs of students.
- To participate in compiling and reviewing their son/daughters education plan and /or other programmes, facilities, resources put in place to address specific needs.

## **Role of the Students**

- To co-operate fully with the school in the implementation of their education plan and /or other programmes, facilities, resources put in place to address their specific needs.
- To regularly attend Resource hours, learning support classes and/or other programmes/resources put in place to provide for their special education needs/learning difficulties.
- To participate in discussions and reviews of education plans/other programmes and inform the SENCO of areas in which they continue to have difficulties.

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## **PROVISIONS & PROCEEDURES**

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Presentation Secondary School will seek appropriate resources/facilities from NCSE, Department of Education and Science and other relevant agencies to meet the needs of all our students.

### **Identification of Needs**

Where possible students who have provisions allocated to them in National School will continue to have similar provisions in Presentation Secondary School. Parents are asked to provide all relevant information at enrolment in order to allow school authorities to apply to the NCSE and/or Department of Education and Science for resources/facilities.

Students whose needs are identified on admission or whilst enrolled in the school will have applications made on their behalf for appropriate hours, resources, facilities as soon as is possible. This will happen in consultation with the students, their parents, teachers and other relevant parties.

All incoming first years students are assessed through standardised literacy and numeracy tests and teacher based observations/assessments. In September of each year, all 1<sup>st</sup> Year students take the CAT4 cognitive ability test and the PPAD-E literacy test. Presentation Milltown also receives transfer Passports from the students' primary schools.

### **Inclusive In-Class Support and Team Teaching**

Students with special education needs and/or learning difficulties are generally supported within an inclusive whole-class environment. Subject teachers are kept informed of students with education plans and special educational needs. Teachers are familiar with teaching and learning strategies which enable effective differentiation and accessibility of the curricula for all students.

Where possible SEN/LS hours will be utilised to provide team teaching and small class provision in a range of subjects in order to support students in accessing the curriculum.

### **Withdrawal Policy**

Students who are identified as having special educational needs will be met by the SENCO and an education plan or support programme put in place (*in consultation with parents*).

In some cases, students may be advised to reduce the number of subjects studied in order to address their needs effectively. Where possible students will be timetabled for withdrawal assistance (resource hours /learning support classes) during the classes of subjects they do not study. However, due to a number of constraints, this is not always possible. In such cases students and parents will be consulted and informed of the classes they will be withdrawn from.

### **Resource & Learning Support Classes**

Students are generally allocated resource hours timetabled in literacy, numeracy and support strategies based on their needs. Where needs are of a more specific nature (eg. ASD, social anxiety) we will work with the student and parents to determine how best to utilise this support time.

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## **Physical Accommodation / Facilities**

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Where students' physical difficulties are not catered for by our current accommodation funding and facilities will be sought from the Department of Education & Science in order to provide adequately for these needs.

In some cases, in the interest of Health & Safety admission may be deferred until these facilities are in place.

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## Procedures for Acquiring an Exemption in Irish

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Exemptions from Irish are sought where appropriate in strict accordance with DES Circular 53/2019.

The school will consider granting an exemption for Irish in the following circumstances;

- A request is made by a student's parents/guardian or recommendation made by member of staff.
- The student meets the criteria as required by DES circular 53/2019.
- The Learning Support Coordinator, Guidance Counsellor and relevant teachers have discussed the decision to exempt and the consequent implications with both the student and parent/guardian.

Where the school determines that the student does not meet the criteria specified in circular 53/2019 parents have the right to appeal this decision to the Department of Education & Skills.

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## Curricular Modification

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Exemptions from modern languages are considered on an individual basis in consultation with parents, class teachers, SENCO, Guidance Counsellor and the Principal/Deputy Principal.

Other curricular modifications are considered for individual students where deemed absolutely necessary. Consultation between all relevant parties is deemed essential when making such decisions.

The timetabled periods which become available due to such curricular modifications will be used, where feasible, to implement individual resource interventions and/or learning support. However, due to timetabling constraints this is not always possible.

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## Reasonable Accommodations for State Examinations

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Applications are made for all students identified as being in need of Reasonable Accommodations for State Examinations (RACE) by the school's SENCO.

The procedures of the Department of Education and Science and the SEC will be strictly adhered to.

The school makes the application for relevant accommodations for students who meet the criteria as laid down by the SEC at Junior Cycle. These accommodations can be reactivated for the Leaving Certificate, providing the school is satisfied that the student still has a need for the accommodations.

Where resources permit and when deemed appropriate readers, laptops, spelling & grammar waivers and other accommodations are available to students who qualify for such accommodations during the mock and house exams.

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## DARE – Section B - Educational Impact Forms

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DARE is the Disability Access Route to Education in the CAO process. The application has 3 sections.

1. Section A is completed by the student/guardians online in their CAO application
2. Section B is completed by the school *at the request* of the student/guardian.
3. Section C is the evidence required by a professional diagnosing the condition. There are restrictions on the type of report allowed. See [www.accesscollege.ie](http://www.accesscollege.ie)

### Section B

- Students interested in applying to CAO as a DARE applicant will need to ask the school to complete Section B. They may ask Ms Barrett (SEN) or Ms. Stack (Guidance Counsellor).

- The school will complete section B & send it home with the student for the parent/guardian signature.
- The student must return the form to Ms. Barrett or Ms. Stack who will arrange for the form to be signed and stamped by the Principal and a final copy left in the school office.
- A copy will also be kept in the student's file.
- It is the student's/guardian's responsibility to send both Section B and Section C to CAO, Tower House, Eglinton Street, Galway before the deadline.

Deadlines are final with CAO and submission of forms, with no exceptions. For this reason, we ask that **students inform the school** that they wish to be considered for DARE **before December 15<sup>th</sup>** by making an appointment with either Ms. Barrett or Ms. Stack to complete Section B.

The school cannot guarantee an appointment in time to complete or sign the form if the request for Section B completion is not made before 1<sup>st</sup> March.

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## **Monitoring & Review Procedures**

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Education plans and other support programmes will be monitored and reviewed on a regular basis. The SEN Team will ensure that monitoring occurs throughout the school year through consultation with the students, teachers and parents and also through both formative and summative assessments.

Scheduled reviews will also take place and education plans/programmes/facilities will be evaluated as identified and agreed by those involved in the consultation review process. (Student, parents, teachers, SENCO, Principal, other relevant agencies)

The SENCO will meet regularly with the Guidance Counsellor, Principal & Deputy as well as with teachers of resource/learning support and team teaching to ensure ongoing monitoring and evaluation of SEN provision occurs.

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## **Success Criteria**

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- Students with special educational needs are identified, assessed and receive appropriate provision.
- Suitable programmes are in place for individual students and for groups of students at both Junior & Senior cycle.
- Targets are set and recommendations made for each student.
- Student progress is measured and assessed through a variety of means appropriate to each individual and the targets set.

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***Ratified by Board of Management: Thursday 16<sup>th</sup> June 2022***

***Review Date: April 2025***

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## EXEMPTION FROM THE STUDY OF IRISH

### REVISING CIRCULAR M10/94

**To: Boards of Management, Principal Teachers and all Teaching Staff of Post-Primary Schools**

#### 1. Introduction

##### 1.1 The purpose of the circular

The purpose of this Circular is to advise Post-Primary Schools<sup>1</sup> of the revised arrangements for the exemption of students from the study of Irish. It supersedes Circular M10/94 and the 2008 revision of that Circular both of which are hereby withdrawn. The revised arrangements set out in this Circular apply to English-medium Post-primary Schools<sup>2</sup> only. Existing exemptions from the study of Irish granted under Circulars 12/96 and M10/94 and held by students will continue to apply until the end of their post-primary education.

Exemption from the study of Irish will no longer apply in Post-primary Schools where Irish is the medium of instruction.

*Rules and Programme for Secondary Schools* (2004) and the *Framework for Junior Cycle* (2015)<sup>3</sup> set out the list of subjects to be studied by students in junior cycle and in senior cycle in order to be recognised for the purposes of teacher allocation and other payments to the school by the Department. Irish and English are the languages in which schools must provide instruction for all junior cycle and senior cycle students. In order for students who are exempt from the study of Irish to be recognised by the Department for grant payment and teacher allocation purposes, schools will continue to be required to record data on students who are exempt from the study of Irish and the reason for that exemption on the Post-Primary Online Database (P-POD).

##### 1.2 The principles underpinning this Circular

This Circular aims to support schools in addressing a wide diversity of needs by providing a differentiated learning experience for students in an inclusive school environment. It is informed by the principles of inclusion and the benefits of bilingualism for all students that underpin the *Framework for Junior Cycle* (2015) and curricular provision in senior cycle.

Building on students' language learning experience as provided for in the *Primary Language Curriculum*, the specification for *Junior Cycle Irish* (L2)<sup>4</sup> aims to consolidate and deepen their knowledge, understanding, values and language skills supporting their personal, cognitive and social development. The learning outcomes presented in the specification apply to all students. Students should be encouraged to study the language and achieve a level of personal proficiency that is appropriate to their ability.

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<sup>1</sup> Recognised School – means a school recognised by the Minister in accordance with section 10 of the Education Act, 1998.<sup>2</sup> An English-medium school is a school where English (L1) is the primary language of instruction, except in the case of Irish (*Literacy and Numeracy for Learning and Life: The National Strategy to Improve Literacy and Numeracy among Children and Young People 2011- 2020*, DES (2011)).

<sup>3</sup> Circular 0015/2017 sets out the programme of study for junior cycle students in order for them to be recognised by the Department for the purposes of teacher allocations and other payments to the school.

<sup>4</sup> The L2 specification for Junior Cycle Irish is aimed at students in English-medium schools.

As students progress along their language learning journey into senior cycle, they are provided with opportunities to engage further with Irish at a level appropriate to their needs through a variety of programmes offered.

This Circular is also set in the context of the Special Education Teaching Allocation<sup>5</sup> model that allows mainstream schools to provide additional teaching support for all pupils who require such support in their schools based on their identified learning needs in school, as opposed to being based primarily upon a diagnosis of a particular disability.

Schools will be supported in implementing the terms of this Circular by

- the *Guidelines for Post-Primary Schools: Supporting Students with Special Educational Needs in Mainstream Schools* developed by the National Educational Psychological Services (NEPS), the Inspectorate and Special Education Section, DES (2017);
- *Special Educational Needs: A Continuum of Support*, NEPS (2007) and
- *Exemptions from the Study of Irish: Guidelines for Post-Primary Schools (English-medium)*, DES (2019).

Special schools and special classes in mainstream schools

The policy of the Department of Education and Skills is to provide for the inclusive education of students with special educational needs in mainstream education, other than in circumstances where it would not be in the best interest of the student, or the effective education of students with whom they are to be educated<sup>6</sup>.

In the case of students in special schools and in special classes in mainstream schools, and in recognising the authority devolved to the management authorities in decision making concerning the Irish language learning needs of the students concerned, a formal application for a Certificate of Exemption is not required. Students in special schools and in special classes in mainstream schools will therefore be exempt without holding a Certificate of Exemption. In line with the Department's policy above however, schools are expected and encouraged to provide all pupils, to the greatest extent possible and in a meaningful way, with opportunities to participate in Irish language and cultural activities at a level appropriate to their learning needs.

What are the key changes in this Circular on exemptions from the study of Irish in post-primary schools?

***Consideration of the language of instruction in the school***

This Circular is for implementation in English-medium post-primary schools only.

***The language learning needs of students in special schools and in special classes in mainstream schools***

This Circular recognises the authority devolved to the management authorities of special schools and mainstream schools where there are special classes in decision making concerning the Irish language learning needs of students enrolled in special schools or in special classes in mainstream schools.

***The exceptional circumstances in which an exemption may be granted***

The exceptional circumstances in which pupils may be granted an exemption from the study of Irish reflect developments in curricular provision and education more generally including current understandings of learning difficulties and differences.

<sup>5</sup> Circular 0014/2017 and Circular 0008/2019 to the Management Authorities of all Mainstream Post-primary Schools: Special Education Teaching Allocation

<sup>6</sup> Section 2 Education for Persons with Special Educational Needs Act 2004

<p><b>Consideration of the most appropriate stage at which to grant an exemption from the study of Irish</b></p> <p>Reflecting the principles underpinning the <i>Primary Language Curriculum</i> and the Continuum of Support, this circular sets <b>12 years of age or the final year in primary education</b> as the most appropriate time to consider an application for an exemption from the study of Irish where pupils</p> <ul style="list-style-type: none"> <li>i. may have received their primary education outside the state or</li> <li>ii. are re-enrolling following a period abroad.</li> </ul> <p>Typically, applications for exemption are made by the parent(s)/guardian(s) on behalf of students. This Circular provides that students who have reached the age of 18 years may apply for an exemption from the study of Irish.</p>
<p><b>Moving from away diagnosis towards the identification of students' learning needs</b></p> <p>In line with other Department policies in the area of special educational needs, this Circular moves from a diagnostic categorical model to a needs-based model.</p>
<p><b>Psychological assessments and cognitive ability scores</b></p> <p>Psychological assessments and cognitive ability scores are no longer necessary to process applications for exemption from the study of Irish.</p>
<p><b>Literacy attainment scores as criteria</b></p> <p>In the case of students with significant and sustained learning difficulties, the criteria for exemption include a literacy attainment score, in <b>Word Reading, Reading Comprehension, or Spelling</b> at/below the 10<sup>th</sup> percentile.</p>
<p><b>Appeals mechanism</b></p> <p>Where an application for exemption from the study of Irish is refused, the process may be appealed to the Irish Exemptions Appeal Committee.</p>

## 2. Granting an exemption from the study of Irish

### 2.1 An exemption should be granted only in exceptional circumstances

Exempting a student from the study of Irish will be considered only in exceptional circumstances. The decision to exempt a student from the study of Irish is an important decision that has implications for his/her future learning. The decision to grant an exemption from the study of Irish is made by the principal teacher, but it must be made following detailed discussion with the student's parent(s)/guardian(s), the student where he/she is the applicant, the class teacher, special education teachers, and the student. A decision to grant an exemption should only be considered in the circumstances set out in section 2.2 below.

### 2.2 The circumstances in which a student may be granted an exemption from the study of Irish

Exemption from the study of Irish may be allowed in the following exceptional circumstances only:

- a. students whose education up to 12 years of age (or up to and including the final year of their primary education) was received outside the State and where they did not have opportunity to engage in the study of Irish

**Or**

- b. students who were previously enrolled as recognised students in a primary or post-primary school who are being re-enrolled after a period spent abroad, provided that at least three consecutive years have elapsed since the previous enrolment in the State and are at least 12 years of age on re-enrolment

**Or**

- c. students who:
- i.) present with significant learning difficulties that are persistent despite having had access to a differentiated approach to language and literacy learning over time (Irish and, or, English). Documentary evidence to this effect, held by the school, should include Student Support Plans detailing
    - regular reviews of learning needs as part of an ongoing cycle of assessment
    - target-setting
    - evidence-informed intervention and review, including test scores (word reading, reading comprehension, spelling, other scores of language/literacy) at key points of review.
- and**
- ii) at the time of the application for exemption present with a Standardised Score on a discrete test in either Word Reading, Reading Comprehension or Spelling at/below the 10<sup>th</sup> percentile.

### **2.3 Procedures for granting an exemption from the study of Irish**

A parent/guardian on behalf of a student or in the case of a student who has reached the age of 18 years, the student, must make an application in writing to the principal of the school for a Certificate of Exemption from the study of Irish.

*a) Considering an application for exemption*

The principal will:

1. Ensure that the date of receipt of the application by the school is recorded on the form.
2. Acknowledge receipt of the application for exemption from the study of Irish in writing.
3. Discuss the written application with the parent(s)/guardian(s)/student and confirm the sub-paragraph on which the application is based (2.2a, 2.2b, 2.2c or 2.2d) as soon as practicable following receipt of a written application.
4. Advise the parent(s)/guardian(s) of the next steps in processing the application.
5. Inform the parent(s)/guardian(s)/student regarding any implications of an exemption from the study of Irish for the student while in post-primary education and into the future.
6. Inform the parent(s)/guardian(s)/student that the application will be processed and the outcome confirmed in writing within 21 school days of receipt of the application.
7. Explain to the parent(s)/guardian(s)/student that a signed Certificate of Exemption will issue where a decision is reached that an exemption from the study of Irish may be granted.
8. Inform the parent(s)/guardian(s)/student that, where an application is refused, the school's decision may be appealed to the Irish Exemptions Appeal Committee within 30 calendar days from the date the decision of the school was notified to the parent(s)/guardian(s)/student.
9. Explain to the parent(s)/guardian(s)/student the arrangements for the student's learning in the case of an exemption being granted.

#### *b) Recording the decision*

The outcome of the application process will be conveyed by the school in writing to the parent(s)/guardian(s)/student.

Where an exemption is granted, a Certificate of Exemption, signed and dated by the school principal will be issued. The Certificate of Exemption will also state the name and address of the school, the school roll number, the pupil's name, date of birth and the sub-paragraph under which the exemption is being granted.

The application form, all supporting documentation, and a copy of the Certificate of Exemption where applicable, will be retained by the school in accordance with data protection legislation and will be made available for inspection by authorised officers of the Department. In maintaining such documentation, schools should ensure that they have obtained appropriate parental consent for the retention and use of such records.

Parents/guardians and students should be informed of the option not to exercise the exemption granted, without any loss of the right to exercise it at a future time.

#### **2.4 Appeal**

Where the application for exemption from the study of Irish is refused, a parent/guardian/student can appeal the school's decision to the Irish Exemptions Appeals Committee (IEAC). The deliberations of the IEAC will focus solely on the process the school engaged in in reaching its decision. The IEAC will consider how the school followed the process as prescribed by this Circular and the accompanying Guidelines for Post-Primary Schools.

An appeal must be lodged within 30 calendar days from the date the decision of the school not to grant an exemption was notified in writing to the parent(s)/guardian(s). Irish Exemption Appeal Form and Guidelines for Post-Primary Schools can be accessed at [www.education.ie/en/Parents/Information/Irish-Exemption/](http://www.education.ie/en/Parents/Information/Irish-Exemption/).

#### **3. Arrangements for students who are exempt from the study of Irish**

Schools, where appropriate, should take account of the literacy learning needs of students who are exempt from the study of Irish when deploying available special education teaching resources. Students who are exempt from the study of Irish may also be allowed to substitute another subject, short course or area of learning for Irish. To support inclusive practices, a student who is exempt from the study of Irish should be included in a meaningful way in aspects of Irish language and cultural activities in line with his/her ability and interests.

#### **4. When will the terms of this Circular come into effect?**

The terms of this Circular will apply with effect from the beginning of the school year 2019/2020. The Circular will apply to all applications for exemption from the study of Irish for students who are currently enrolled in English-medium Post-primary Schools and to students who will enrol in English-medium Post-primary Schools (English-medium) in the future.

An exemption granted to a student may be operative throughout their enrolment in primary and post-primary school.

## **5. Reporting on exemptions granted to the Department**

The school management will be required to provide statistical information relating to the number and the grounds on which exemptions were granted under this Circular as part of the annual October returns on the Post-Primary Online Database (P-POD).

As set out in 2.3.b) above, a copy of the Certificate of Exemption must also be given to the parent(s)/guardian(s) of the student being exempted.

## **6. Students transitioning to other schools**

It is the responsibility of the parent(s)/guardian(s)/student (the applicant) to ensure that a copy of the student's Certificate of Exemption is made available to the receiving school.

## **7. Monitoring and reviewing the Circular**

The operation of the revised Circular will be monitored regularly by the Department. An initial review of the operation of this Circular will be conducted after the first two years of implementation and periodically thereafter.

## **8. Data protection**

In processing applications schools must comply with data protection law.

## **9. Further information**

Further information can be found at the following website:

[www.education.ie/en/Parents/Information/Irish-Exemption/](http://www.education.ie/en/Parents/Information/Irish-Exemption/)

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28 August 2019