

Malahide Community School

Pobalscoil Íosa

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Admission Policy Malahide Community School Broomfield, Malahide Co. Dublin K36 PR28 Roll Number 91325R

School Patron(s): Dublin and Dún Laoghaire ETB and Archdiocese of Dublin

1. Introduction

This Admission Policy (the "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 Malahide Community School (the "School") has consulted with school staff, the school patrons and with parents/guardians of students attending the School.

The policy was approved by the school patrons on **30th August 2024**. 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 the School's admission process are set out in the school's Annual Admission Notice which is published annually on the School's website at least one week before the commencement of the admission process for the school year concerned.

This policy must be read in conjunction with the Annual Admission Notice for the school year concerned.

2. Characteristic spirit and general objectives of the school

Malahide School Community school is a co-educational, multi-denominational post-primary school under the joint patronage of the Archdiocese of Dublin and Dublin Dún Laoghaire ETB.

Community Schools provide a comprehensive system of post-primary education open to all of the children of the local community. An innovative approach to delivery of a wide-ranging curriculum contributes to the spiritual, moral, mental, physical and social well-being of students within their community. Community Schools may also provide for life-long learning within their local community through the provision of Adult Education programmes.

Our school was established under the Deed of Trust and opened in 1976. In September 1953, Mrs Catherine Dowling set up the *Stella Maris School* - a secondary school for girls - in Malahide village. The school opened with 21 students at 1, Windsor Terrace, Malahide.

In 1958, the Sisters of the Holy Infant Jesus (now known as the Infant Jesus Sisters) were asked by the Archbishop of Dublin to open a convent secondary school for girls at Broomfield, Malahide - the site of Malahide Community School today. The students from the Stella Maris School transferred up the hill to Broomfield and Scoil Íosa, a secondary school for girls, opened its doors for the first time to 17 female students. It was known fondly as The Holy Infant Jesus School. Mrs Dowling joined the staff and the girls' green uniforms were gradually changed to blue uniforms instead. Scoil Íosa soon outgrew its surroundings, with a junior school opening in 1959. In September 1971, the students and staff moved from the convent into a brand new building, accommodating 300 students.

As the population of Malahide grew, coupled with the success of Scoil Íosa, so too did the numbers of students increase. In 1976, Scoil Íosa Convent Secondary School for Girls, joined the Community School system and became known as Pobalscoil Íosa, Malahide Community School. Sr Kathleen Day was its first Principal. The school was officially opened by Archbishop Ryan on the 18th May, 1977. The school population at that time was just over 500. Fortunately, some of the Sisters of the Infant Jesus continued to serve as members of staff and to administrate the school for over twenty years.

Since then, Malahide Community School has grown from strength to strength, and now has over 1,200 students. Staff and students are accommodated in a bespoke new building, which was erected on the grounds in February 2007, replacing the old Scoil Íosa building. Although the Sisters of the Infant Jesus no longer have a central role in the administration of the school, it is evident that their influence is still present through the traditions and values they established.

The values of Dublin Dún Laoghaire ETB as a multi-denominational State Body and the inherited traditions, Christian values and founding intentions of the Archdiocese of Dublin and the congregation of the Infant Jesus Sisters are enshrined in the Characteristic Spirit and in the life of our school and are respected and cherished.

The core values of Malahide Community School are Kindness, Respect and Inclusion, while we are also conscious of embracing our other values of Care, Community, Equality, Justice and Fairness. These values combine to provide and support an atmosphere which is conducive to excellence in teaching and learning. We endeavour to assist each student to reach his/her full potential in a calm, caring and creative environment.

Our values are reflected in how we live as a school community. The unique and intrinsic value of each member of the school community is recognised and respected. All are treated equally, regardless of race, gender, religion/belief, age, family status, marital status, civil status, membership of the Traveller community, sexual orientation, ability, disability or socio-economic status. All students are given equal opportunity for enrolment, in line with the Education (Admissions to School) Act (2018) constructed in accordance with section 3 of the Equal Status Act 2000. Once enrolled, our school provides all of our students with equal opportunities to engage with the curriculum, school life and the local community.

Malahide Community School provides a safe physical and social environment that reinforces a sense of belonging to the school community and wider society. We strive to enable every student to realise their full potential regardless of any aspect of their identity, culture or background. Our school promotes a fully inclusive education which recognises the plurality of identities, beliefs and values held by students, parent(s)/guardian(s) and staff. We

prepare open-minded and responsible citizens with a strong sense of shared values with a view to contributing to a just and fairer society.

Our school is multi-denominational where we welcome, respect and support students of all religions and beliefs. The provision of Religious Education, religious worship and the work of the Chaplain all combine to reflect the founding intention of the school, the school's Mission Statement and the needs of the students within the school. The Characteristic Spirit of the school finds practical expression through the provision of pastoral, liturgical and social outreach activities, as appropriate, for each student.

In Malahide Community School, we celebrate the partnership, collaboration and empathy which nurtures and develops our young people in a community where the essence of our ethos is care and respect for self, others and our environment.

School Vision:

The vision of the School aspires to engage, inspire and enthuse learners. We are a school that believes in creativity, critical thinking, communication and collaboration in order to develop an understanding of the world. We encourage lifelong learning in order to prepare the whole School community for change and innovation as 21st century learners.

Student Voice:

Students should find in our School an environment that promotes all types of abilities, talents and diversity. They should also find and develop the opportunities to make a positive contribution to their own education through their involvement and support for responsible and democratic processes and systems such as Student Voice, the Prefect system and the Student Council.

3. Admission Statement

The 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.

Malahide 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.

Malahide 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.

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

The School is committed, within its limited resources, to do all that is reasonable to accommodate the needs of students with disabilities or special needs. We strive to facilitate a smooth transfer from Primary to Post-Primary education and to provide supports for these students throughout their time in the School. The School is committed to helping all students reach their full potential. Support teachers work closely with parent(s)/guardian(s), other teachers, Year Heads, Management, Career Guidance, Chaplain and outside agencies.

However, there are exemptions from the general principles of discrimination under the Equal Status Act to the extent that compliance with any of its provisions in relation to a student with a disability would, by virtue of the disability, make it impossible, or have a detrimental effect on, the provision by an educational establishment of its services to other students. We are also committed to the principle of promoting equality and prohibit any forms of discrimination or harassment.

For the 2025-2026 Academic Year, Malahide Community School will establish an ASD Class, with the approval of the Minister for Education, which will provide an education exclusively for students with a category or categories of special educational needs specified by the Minister. The School may refuse to admit to the class a student who does not have the category of needs specified.

The ASD class in Malahide Community School will provide an education exclusively for students who fulfil the requirements for an Autism Specific class. The student must have a report or reports from a relevant professional or a team of professionals stating that:

1. The student has been assessed as having a primary diagnosis of Autism Spectrum Disorder. This assessment must be in line with the established Department of Education criteria of DSM IV/V or ICD 10.
And
2. The student has complex learning needs, “that require the support of a special class at second level”.
And
3. The complex learning needs arising from the student’s diagnosis are clearly outlined in the professional report.
(NCSE Special Class Guidelines)

The number of students in this class is limited to a maximum of 6 places.

For procedures regarding entry into the First Year ASD class, please see Appendix A.

Special Educational Needs:

Malahide Community School welcomes applications from students with special educational needs (SEN) who meet the above criteria for admission.

Malahide Community School is committed, within its Characteristic Spirit (See section 2 above), to do all that is reasonable to accommodate students with special education needs.

Following acceptance of a place in Malahide Community School the school authorities will meet with the parents/guardians to discuss the student’s needs and the school's ability to meet those needs.

The Autism Specific class in Malahide Community School will provide an education exclusively for students with a diagnosis of Autism meeting the conditions in [section 4](#). The decision on the conditions for granting a place in the ASD class lies with the SENO under the remit of the NCSE. The Board of Management may then offer a place to a student in the Autism Specific Class in accordance with the Admission policy. In the event of oversubscription, the criteria as outlined in **Section 6** will apply. The Board of Management may refuse admission to this ASD class, where the student concerned does not have the specified category of special educational needs provided for in this class.

A copy of the student’s educational, medical, or where appropriate, psychological report and other reports (Occupational Therapy, Speech and Language etc) will be requested. To assist Malahide Community School in meeting needs, it is essential that the Board of Management is fully informed of the student’s educational history and the resources required to provide an educational service appropriate to the applicant’s best interests.

5. Admission of Students

This School shall admit each student seeking admission into First Year, except where:

- a) the School is oversubscribed (please see section 6 below for further details)
- b) a parent/guardian 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) where a student is less than 12 years of age in First Year on the 1st January of the school year concerned. Students should reach 12 years of age by 1st January in their First Year in second-level school.
- d) The Autism Specific class in Malahide Community School will provide an education exclusively for students with a diagnosis of Autism meeting the conditions in [section 4](#). The decision on the [conditions for granting](#) a place in the ASD class lies with the SENO under the remit of the NCSE. The Board of Management may then offer a place to a student in the Autism Specific Class in accordance with the Admission policy. In the event of oversubscription, the criteria as outlined in **Section 6** will apply. The Board of Management may refuse admission to this ASD class, where the student concerned does not have the specified category of special educational needs provided for in this class.

i) Procedures for entry into the First Year ASD class:

Please see **Appendix A** for information regarding Malahide Community School's Admission procedure to the ASD Class.

A specific **Application Form** for the ASD Class will be available to download from the school website: www.malahidecs.ie.

ii) Procedures for student entry into First Year Mainstream Classes:

Application Forms for school entrance are completed online via the School website, following the school's Open Evening, as per the Annual Admission Notice.

Please note: Parents/Guardians must note the closing dates for submission of completed Application Forms, Acceptance Forms and any other requested documentation. Malahide Community School reserves the right to change any of the dates and procedures in accordance with changing circumstances after the commencement date of the admission process.

An Open Evening is held in September/October each year, during which time the Principal will outline the application and enrolment procedures. It is important for prospective parent(s)/guardian(s) to attend this meeting.

The fully completed online Application Form, should be signed and submitted by 18:00, on the closing date which is noted on the digital Application Form, and on the Annual Admission Notice, and as agreed by the Board of Management (BOM) each year. Applications received after that date will be considered late for whatever reason and will only be considered after all other applications have been processed.

It is the sole responsibility of the parent(s)/guardian(s) to ensure that the required accompanying documentation, in accordance with the Admission Policy and the

Admission Information Sheet, is submitted at time of application. Failure to do so may render the incomplete application null and void and the application may not be processed.

There is no obligation on the School authorities to process the Application before the closing date for receipt of applications.

An automated receipt will be issued on submission of the online Application Form.

Acknowledgement of receipt of a submitted Application is not confirmation of a placement in Malahide Community School. (Please see Section 6.)

Parent(s)/Guardian(s) applying for enrolment in the school must fill out the online school Application Form **and** provide proof of Principal Private Residence in accordance with the documentation specified on the **Admission Information Sheet. (Please see Section 6, Note 4 below.)**

No mobile phone bills will be accepted.

Providing false information will automatically disqualify applicants from the process.

The Board of Management reserves the right to regularly update/amend the Admission Policy.

Note 1: Please note that a child's offer of a place comes into effect on enrolment i.e. on the first day of the academic year, when they enter the school as a student of Malahide Community School. (See Education Welfare Act 2000, Section 2 (2)).

Note 2: A parent/guardian may only make one application per child to either the ASD Class or the mainstream school, i.e. a parent/guardian may not complete an application to both the mainstream school and the ASD Class.

6. Oversubscription.

Oversubscription to Mainstream Classes / ASD Class:

In the event that the School is oversubscribed, the School will, when deciding on accepting applications for admission, apply the following selection criteria in the order listed below to those applications that are received within the timeline for receipt of applications as set out in the school's Annual Admission Notice:

1. Children whose parent's/guardian's Principal Private Residence is in the School's catchment area, who are attending St. Oliver Plunkett's, St. Andrew's, Pope John Paul II, Malahide Portmarnock Educate Together or Scoil an Duinnínigh primary schools **and** who have siblings currently attending the School. ("Sibling" shall be defined as "any brother or sister, or step brother or step sister, of any child attending, or who will be attending the school during the proposed academic year of entry".)

2. Children of teachers (for the purposes of the Admission Policy a 'teacher' shall be defined as those registered with the Teaching Council and who are currently contracted by the Board of Management of the School, teaching in the day school, in a PWT/CID/FT or equivalent capacity), and ancillary staff (for the purposes of the Enrolment Policy, 'ancillary staff' are defined as those people who are directly paid by the Department of Education or as directly paid employees of the Board of Management of the School and who are currently employed in the day school on an ongoing and non-temporary basis by the Board).
3. Subject to a maximum *25% of the enrolment figure, children whose parent's/guardian's Principal Private Residence is in the School catchment area, who are attending St. Oliver Plunkett's, St. Andrew's, Pope John Paul II, Malahide Portmarnock Educate Together or Scoil an Duinnínigh primary schools **and** who completed their post-primary education in the School to either Intermediate/Junior Certificate and/or Leaving Certificate level. If necessary, proof of attendance at Malahide Community School and/or certification will rest with the parent/guardian. *(Should the number of children falling into this category exceed the maximum *25% of the enrolment figure, an independently adjudicated lottery will be held. Children whose names are not drawn in the lottery will be placed in category 4).*
4. Children whose parent's/guardian's Principal Private Residence is in the School's catchment area **and** who are attending St. Oliver Plunkett's, St. Andrew's, Pope John Paul II, Malahide Portmarnock Educate Together or Scoil an Duinnínigh primary schools.
5. Children whose parent's/guardian's Principal Private Residence is in the School catchment area, but who are **not** attending St. Oliver Plunkett's, St. Andrew's, Pope John Paul II, Malahide Portmarnock Educate Together or Scoil an Duinnínigh primary schools.
6. Children attending St. Oliver Plunkett's, St. Andrew's, Pope John Paul II, Malahide Portmarnock Educate Together or Scoil an Duinnínigh primary schools, whose parent's/guardian's Principal Private Residence is **outside** the catchment area **and** who have siblings currently attending the School.
7. Children whose parent's/guardian's Principal Private Residence is **outside** the catchment area **and** who have siblings currently attending the School.
8. Any other applications received before the deadline as notified in the Annual Admission Notice.
9. Applications received after the date set out for submission of applications in the Annual Admission Notice.

Note 1: If there are insufficient places available to meet demand in a particular criterion, it may be necessary to allocate those places on the basis of an independently adjudicated lottery (This process will be explained at the school's Open Evening). In the case of

twins/triplet, etc. entering the lottery, where one is successful, they will not be split up. The draw for placements in the ASD Class will take place first.

Note 2: The Deed of Trust for Community Schools places particular emphasis on the provision for children “in the locality”. With that in mind, students from the Malahide area, as specified in the map of our catchment area, are catered for as a priority, with applications from neighbouring areas being considered on the basis of the places we have available.

Consequently, we require accurate information from parent(s)/guardian(s) as to the location of their Principal Private Residence, at the time of application. False or misleading information, up to and including the date of enrolment, will invalidate an application. A map of the catchment area is available on the school’s website www.malahidecs.ie.

Note 3: The parent’s/guardian’s Principal Private Residence must be a home owned by the parent/guardian or a rental property with a minimum 1 year Residential Tenancy Agreement at the time of application, accompanied by the relevant RTB Confirmation Letter.

Note 4: The Board of Management reserves the right to verify the information provided by the parent(s)/guardian(s). Where an issue arises in relation to the Principal Private Residence status of a parent/guardian applying in any particular year, it will be the responsibility of the parent/guardian to satisfy the Principal/Board of that status to the Principal’s/Board’s satisfaction. **Please see the Admission Information Sheet for documentation requirements.** Additional documentation may include, but is not limited to: additional correspondence from an Irish State Agency (e.g. Child Benefit correspondence, Local Property Tax correspondence, etc.), Mortgage Documents, Residential Tenancy Agreements (or equivalent), etc.

Note 5: Failure to complete the Application Form fully and/or to submit the required documentation by the closing date for receipt of Application Forms, may immediately render the Application null and void. Any subsequent application, submitted after the closing date, will be deemed a Late Application.

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, other than in relation to a student’s prior attendance at: (i) an early intervention class, or (ii) an early start pre-school, specified in a list published by the Minister from time to time;
- b) the payment of fees or contributions (howsoever described) to the school;

- c) a student's academic ability, skills or aptitude;
- d) the occupation, financial status, academic ability, skills or aptitude of a student's parent(s)/guardian(s);
- e) a requirement that a student, or his or her parent(s)/guardian(s) attend an interview, open day or other meeting as a condition of admission. (Please note that the Assessment Day is held in January each year, details of which will be published on the School's website. It is strongly recommended, but is not obligatory, that students attend the Assessment Day);
- 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 the school wishing to include a selection criteria based on (1) siblings of a student attending or having attended the school and/or (2) parent(s) or guardian(s) of a student having attended the school. *In relation to (2,) parent(s) and guardian(s) having attended, a school may 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).

8. Decisions on applications

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

- Our school's Admission Policy.
- The school's Annual Admission Notice (where applicable).
- The information provided by the applicant in the school's official Application Form received during the period specified in our Annual Admission Notice for receiving applications.

(Please see section 15 below in relation to applications received outside of the admissions period and section 16 below in relation to applications for places in years other than the intake group.)

Selection criteria that are not included in our school Admission Policy will not be used to make a decision on an application for a place in our school.

9. Notifying applicants of decisions

As soon as is practicable, the Board of Management will make a decision in respect of the applications concerned and inform parent(s)/guardian(s), in writing, to the email address specified on the Application Form, within the timeline outlined in the Annual Admissions Notice.

Due to the large number of applications received, we regularly have to disappoint some applicants. To ensure fair distribution of places, we require parent(s)/guardian(s) to act with integrity. **Parent(s)/Guardian(s) who provide false or misleading information (e.g. use an address which is not their Principal Private Residence at the time of application) will render their applications null and void.**

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 the School, you must indicate:

- a) 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**
- b) whether or not you have applied for and are awaiting confirmation of an offer of admission from another school or schools, and if so, you must provide details of the other school or schools concerned.
- c) Parent(s)/guardian(s) who accept a place in the School must familiarise themselves with our Admission Policy and our Admissions Criteria as well as the school's Code of Behaviour. Parent(s)/guardian(s) must sign that they have read our Code of Behaviour and support the school in its implementation. The Code of Behaviour can be found on the school website www.malahidecs.ie. A copy will be sent to all parent(s)/guardian(s) when a place is being offered.

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 the School where:

- a) **it is established that information contained in the application is false or misleading;**
- b) 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;
- c) the parent/guardian 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
- d) the parent/guardian 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. Section 66(6) allows a board to provide a patron or another board of management with a list of the students in relation to whom —

- (i) an application for admission to the school has been received,
- (ii) an offer of admission to the school has been made, or
- (iii) an offer of admission to the school has been accepted.

The list may include any or all of the following:

- (i) the date on which an application for admission was received by the school;
- (ii) the date on which an offer of admission was made by the school;
- (iii) the date on which an offer of admission was accepted by an applicant;
- (iv) a student's personal details including his or her name, address, date of birth and personal public service number (within the meaning of section 262 of the Social Welfare Consolidation Act 2005).

13. Waiting list in the event of oversubscription

In the event of there being more applications to the school year concerned than places available, a waiting list of students whose applications for admission to the 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 the 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.

A waiting list for admission into the ASD Class, in the event of oversubscription, will be similarly established as in Section 13 paragraphs 1, 2 and 3.

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 Admission 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 Board of Management will make every reasonable effort to facilitate a student seeking a transfer to the School. The School will consider requests for admission in other years and during the school year, subject to the maximum number of places prescribed and ratified by the Board of Management for each year group or for the ASD Class.

In the event of oversubscription to other year groups and/or to the ASD Class during the school year, priority will be given to applicants as per our Selection Criteria (see section 6) and, if necessary, should a place become available, a lottery will be used to separate applicants of equal standing at the time the place becomes available.

Where a place is not available, a waiting list is maintained based upon our Selection Criteria. This waiting list ceases at the end of each academic year. Unsuccessful applicants are required to reapply during the next academic year.

As soon as possible after enrolling a student from another second-level school, we will inform the Principal of the previous school of the enrollment.

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

The 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

Malahide Community School offers Religious Education in all year groups as it promotes the holistic development of students and can contribute positively to their wellbeing in line with the principles of the Junior Cycle and Senior Cycle Frameworks and in the spirit of the Deed of Trust. It facilitates the intellectual, social, emotional, spiritual values and moral development of students and encourages respect for all members of our school communities. In addition, Religious Education supports the 'multi-denominational' aspect of our school's ethos as it provides opportunities for students to engage with questions around their own religious or non-religious beliefs and those of their peers.

In this context, it is important to understand the distinction between '*Religious Education*' and '*Religious Instruction*':

- *Religious Education* is open to all students regardless of their commitment to any particular religion or worldview. It seeks to contribute to the spiritual and moral development of all students equally.
- *Religious Instruction* is instruction in accordance with the rites, practices and teachings of a particular religion or denomination for students of that religious tradition.

Given that Religious Education, as distinct from Religious Instruction, is timetabled across our school at all levels, the legal requirement to advise of the option to opt-out of Religious Instruction does not arise.

(We are providing this clarification with regards to section 17, *Arrangements regarding students not attending Religious Instruction*, of the Department of Education and Skills Template Admissions Policy because Malahide Community School offers Religious Education as distinct from Religious Instruction.)

18. Reviews/Appeals

Review of decisions by the Board of Management

The parent(s)/guardian(s) 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.

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

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

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

Right of Appeal

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

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

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

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

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

Appeals under Section 29 of the Education Act 1998 will be considered and determined by an independent appeals committee appointed by the Minister for Education.

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.

Appendix A:

Malahide Community School Admission Procedure for the ASD Class

The following is subject to the Department of Education providing the necessary and appropriate accommodation and resources to support the provision of an ASD Class within the campus of Malahide Community School.

This policy must be read in conjunction with, and is part of, the overall Admission Policy for Malahide Community School. The aim of Malahide Community School is to offer a positive meaningful educational experience to the student that allows her/him to develop to their full learning potential, in an environment that offers clarity, predictability and calm. After a period of time observing, assessing and interacting with the student, an Individual Support Plan will be developed following consultation with parents/guardians and with other relevant professional staff (e.g., NEPS Psychologist, Coordinator/Teacher(s) of Special Educational Needs/ASD, Occupational Therapist, School Principal/Deputy Principal, etc.) as deemed appropriate.

Malahide Community School welcomes applications from students with special educational needs (SEN) who meet the criteria for admission.

Malahide Community School is committed, within its Characteristic Spirit (See **section 2 of the Admission Policy**), to do all that is reasonable to accommodate students with special education needs.

Following acceptance of a place in Malahide Community School, the school authority will meet with the parents/guardians to discuss the student's needs, parent(s)/guardian(s) expectations, and the school's ability to meet those needs and expectations. A copy of the student's educational, medical, or where appropriate, psychological report and other reports (Occupational Therapy, Speech and Language etc.) will be requested.

To assist Malahide Community School in meeting a student's needs, it is essential that the Board of Management is fully informed of the student's educational history and the resources required to provide an educational service appropriate to the applicant's best interests.

The parents/guardians of the applicant must accept and agree to Malahide Community School's Code of Behaviour/Discipline and the terms of this Admission Policy.

Children with special educational needs may display difficult, defiant or oppositional behaviours. All efforts will be made by staff at the school to manage such behaviour using various strategies and through the implementation of the Students' Support Plan. All students, including those with special educational needs, are subject to the school's Code of Behaviour/Discipline and to the terms of the Health and Safety Statement adopted by the Board of Management at the school.

External Support Services

Essential services are provided by the Health Service Executive (HSE). These services include Speech and Language Therapy, Occupational Therapy or Physiotherapy. The Board of Management at Malahide Community School has no function in accessing these services, but merely acts as a relevant conduit for their provision, where available and possible. Furthermore, Malahide Community School cannot guarantee any additional service or support that may be available to the student through the offices of the HSE. Malahide Community School does not have the resources to follow up on these services and it is a matter for the parents/guardians alone to ensure that all such possible support services are being accessed and availed of.

Pre-enrolment

All applicants must have an assessed primary diagnosis of Autism/Autistic Spectrum Disorder. **The assessment must be in line with the established Department of Education's criteria of DSM-V and ICD 10.** All applications must be accompanied by an assessment, carried out by an Educational/Clinical Psychologist approved by the Department of Education, as outlined in **Section 4** above, recommending the applicant as suitable. The report must state that the applicant meets the requirement of an ASD Class.

A prospective student for the ASD Class must have a professional recommendation, from a NEPS Psychologist, Clinical Psychologist, Educational Psychologist, Psychiatrist, **or** from a multidisciplinary team (Clinical Psychologist, Occupational Therapist, Speech and Language Therapist, Social Worker, and/or Physiotherapist), for placement in the ASD Class. Malahide Community School requires that all applications are accompanied by documentary evidence that proves conclusively that the applicant has the appropriate diagnosis. The withholding of such reports from the Board of Management may invalidate an admission application at any time.

Parents/guardians should note that under the official DE guidelines, the number of student places available in the ASD Class is **six students**. It should be noted that fulfilling the admission criteria does not necessarily guarantee the student a place in the ASD Class.

The Board of Management requires that parents/guardians accept that the admission process only proceeds where the educational and physical needs of the applicants as identified can be met within the ASD Class.

The ASD Class at Malahide Community School will only cater for children that are 12 years or more, and less than 18 years of age, on the 1st of September of the school year in question.

Admission

All applications for admission in the ASD Class will be considered within the context of the School's Admission Policy. Where the number of applicants exceeds the number of places available, priority will be given as per the criteria in **Section 6** above.

Application Process

A specific Application Form, a copy of which will be available from the school website, should be fully completed and submitted by the parent/guardian on behalf of the applicant. The closing date for receipt of such completed applications by the school is published in the Annual Admission Notice for the relevant year.

Completed Application Forms should be accompanied by an original Birth Certificate of the applicant, any other requested documentation on the Application Form and by all up to date and pertinent educational psychological assessments(s) and diagnostic report(s). The Application Form must also be accompanied by School Reports and relevant documented information from all previous schools that the applicant attended.

Only applications that meet the criteria for admission, subject to available space and maximum student numbers, will be considered.

Students that are currently enrolled in an ASD Class in another post-primary school will not be considered for transfer during the school academic year.

Students enrolled in an ASD Class in another post-primary school will not be considered for transfer at the end of a school academic year, unless the family has moved residence into the catchment area of Malahide Community School.

The advice, support and recommendation of the Special Educational Needs Organiser (SENO) for the area/region, based on the needs of the applicants, will be considered in the decision-making process associated with enrolment of applicants to the ASD Class.

It is important that parents/guardians note that Malahide Community School may in certain clarified circumstances, and following an assessment and investigation, be unable to meet the special educational or physical needs of the applicant on the grounds that:

1. The applicant is deemed a risk, on health, safety, welfare or security grounds to themselves and/or others, or
2. Admission of the applicant will make impossible, or have a serious detrimental effect on, the education provision by Malahide Community School as an educational establishment of its services to others.

The Board of Management will make the final decision on all admission applications.

On acceptance of a place

- The parents/guardians of a child being offered a place in the Special Class will be invited to visit the school to meet with a member of the Special Education Team and

the Principal/Deputy Principal of the school, etc. to discuss the placement/enrolment of their child.

- The parents/guardians will be requested to consent to a visit by a member of the Special Educational Teaching Team at Malahide Community School, to visit the existing school placement of the student concerned in order to observe the student in a classroom situation.
- The parents/guardians will be invited to accompany their child to visit Malahide Community School's ASD Class and to meet staff.
- The parents/guardians will be consulted about the Support/Education Plan for their child.
- The NEPS psychologist and SENO may be appraised of the Support/Education Plan.
- A child may be phased gradually into the ASD Class through a mutually agreed process between parents/guardians and the Management of the school.
- Where it is deemed appropriate, a student in the ASD Class will be assigned to an age-appropriate mainstream class for integration purposes by school management.

The placement of every student within the ASD Class will be subject to regular review by school management and staff, and where appropriate, the professional services external to the school. The outcomes following the review will be to either:

- Continue within the Special Class at Malahide Community School or to
- Integrate fully into the mainstream post-primary or to
- Seek an alternative and more appropriate educational placement for the student as Malahide Community School is unable to meet the educational needs of the student.

In such an instance, the support and assistance of the staff at Malahide Community School will be available to assist the family in securing a more suitable learning environment in another educational institution, for the student concerned.

The Board of Management at Malahide Community School reserves the right of admission and reserves the right to refuse to enrol a student, within the terms of this policy. Parents/guardians of applicants who are refused admission to Malahide Community School will be advised of their right to appeal the matter to the Secretary General, Department of Education under Section 29 of the Education Act 1998.

Ratified by the Board of Management on Wednesday, 28th August, 2024.

Signed by:

Patricia McDonagh
Chairperson
Board of Management
Malahide Community School

28.8.2024
Date

[Signature]
Principal

28/8/24
Date

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