



St. Patrick's National School, Drumcondra, D09XH52

Scoil Phadraig, Droim Conrach, Ath Cliath D09 XH52

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Charity number: 20116453

Admissions Policy of St Patrick's National School

Roll number: 11525a

School Patron: Archbishop Dermot Farrell

1. Introduction

This Admissions 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 (BoM) of the school has consulted with school staff, the school patron and with parents of children attending the school.

The policy was reviewed and approved by the school patron on 18th September 2023. 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 St. Patrick's National 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.

The application form and admission statement 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

St Patrick's National School is a single sex Catholic School with a Catholic ethos under the patronage of the Catholic Archbishop of Dublin. It will change its status with a phased approach, starting with Junior Infants 2024.

"Catholic Ethos" in the context of a Catholic Primary School means the ethos and characteristic spirit of the Roman Catholic Church, which aims to promote:

a) the full and harmonious development of all aspects of the person of the pupil, including the intellectual, physical, cultural, moral and spiritual aspects

b) a living relationship with God and with other people;

c) a philosophy of life inspired by belief in God and in the life, death and resurrection of Jesus

d) the formation of the pupils in the Catholic faith, and which school provides religious education for the pupils in accordance with the doctrines, practices and traditions of the Roman Catholic Church, and/or such ethos and/or characteristic spirit as may be determined or interpreted from time to time by the Irish Episcopal Conference.

In accordance with S15(2) (b) of the Education Act 1998, the Board of Management of St Patrick's National School shall uphold, and be accountable to the Patron for so upholding, the characteristic spirit of the school as determined by the cultural, educational, moral, religious, social, linguistic and spiritual values and traditions which inform and are characteristic of the objectives and conduct of the school.

Our Mission Statement states: 'At St. Patrick's National School, we believe all children are entitled to develop their fullest potential - academically, socially, emotionally, physically, morally, spiritually and aesthetically, enabling each child to grow in confidence to participate in the wider community. We provide a happy caring and stimulating environment promoting self-esteem and confidence. We work in partnership with parents and the community in an atmosphere of mutual trust.'

3. Admission Statement

St Patrick's National School. is a school whose objective is to provide education in an environment which promotes certain religious values and does not discriminate where it refuses to admit as a student a person who is not of the Catholic denomination, and it is proved that the

refusal is essential to maintain the ethos of the school.

St Patrick's National School will not discriminate in its admission of a pupil to the school on any of the following grounds:

- a) the gender of the pupil or the applicant in respect of the pupil concerned
- b) the civil status of the pupil or the applicant in respect of the pupil concerned
- c) the family status of the pupil or the applicant in respect of the pupil concerned
- d) the sexual orientation of the pupil or the applicant in respect of the pupil concerned
- e) the religion of the pupil or the applicant in respect of the pupil concerned
- f) a disability of the pupil or the applicant in respect of the pupil concerned
- g) the race of the pupil or the applicant in respect of the pupil concerned
- h) that the pupil or the applicant in respect of the pupil concerned is of the Traveller Community, or
- i) that the pupil ,or the applicant in respect of the pupil 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 'Traveler community ground' shall be construed in accordance with section 3 of the Equal Status Act 2000.

Saint Patrick's National School is currently a single-sex primary school with a Catholic Ethos under the patronage of the Archbishop of Dublin. It will change its status to co-educational in a phased approach starting with Junior Infants in September 2024. The school does not discriminate where it refuses to admit a girl applying for admission to other mainstream classes in this school.

St Patrick's National School will cooperate with the NCSE (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 in relation 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.

St Patrick's National School will comply with any direction served on the board or the patron under section 37A and 67(4)(b) of the Education Act.

St. Patrick's National School is a school which has established two Specific Speech and Language Disorder (S.S.L.D) classes, with the approval of the Minister for Education and Skills, which provides an education exclusively for boys and girls from senior infants to 6th class with Developmental Language Disorder; and may refuse to admit to the class a pupil who does not have the category of needs specified. The Department of Education (DE) has established the criteria for enrolment eligibility for Language Classes as per DES Circular 0038/2007. The admissions policy for the DLD

class is in Appendix 4 to this policy.

Saint Patrick's National School is a school which will establish a class for autism in 2024 subject to approval by the Department of Education, which will provide an education exclusively for students with a diagnosis of Autism Spectrum Disorder and may refuse to admit to the class a student who does not have the category of needs specified.

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

SSLD (Specific Speech and Language Disorder) class

St. Patrick's National School has two DLD (Developmental Language Disorder classes, formerly known as Specific Speech and Language Disorder (S.S.L.D) classes, which provide an education exclusively for boys and girls from senior infants to 6th class with Developmental Language Disorder. Criteria must be met by the applicant, and the application process must be adhered to. (please see appendix 4)

Autism class

St Patrick's National School, with the approval of the Minister for Education, will establish a class in 2024 to provide an education exclusively for pupils with a diagnosis of autism spectrum disorder. Criteria below, must be met by the applicant, and the application process must be adhered to.

The school will endeavour to place all applicants that comply with the following criteria:

- a) Applicants must be within the ages of 4 and 7 on the 1st June 2023.
- b) An application form for enrolment to the Autism class should be completed, and returned with a copy of the child's birth certificate and two recent utility bills as proof of address.
- c) A recent psychological assessment or a report from a member of a multi-disciplinary team should be provided. A multi-disciplinary team may consist of a Clinical Psychologist, Occupational Therapist, Speech & Language Therapist, Social Worker and a Physiotherapist. ("Multi-Disciplinary Team"). Please note all reports on a child should be provided to the school. The withholding of reports from the school may invalidate an enrolment application at any time.
- d) The child must have a primary diagnosis of Autism made using the DSM V or ICD 10 criteria, by the psychologist or a member of the Multidisciplinary Team.

f) There must be a recommendation, made within two years, by a member of the Multidisciplinary Team in the report that a placement in an autism class in a mainstream school is both necessary and suitable for the child

g) Once a place in the class has been accepted it would be advantageous for relevant staff to visit the current school or preschool as part of planning for the pupil's transition

5. Admission of Students

This school shall admit each student seeking admission except where:

a) the school is oversubscribed (please see section 6 below for further details)

b) a parent of a student, when required by the principal in accordance with section 23(4) of the Education (Welfare) Act 2000, fails to confirm in writing that the Code of Behaviour of the school is acceptable to him or her and that he or she shall make all reasonable efforts to ensure compliance with such code by the student.

c) St Patrick's National School is a school whose objective is to provide education in an environment which promotes certain religious values and may refuse to admit as a student a person who is not of the Catholic denomination where it is proved that the refusal is essential to maintain the ethos of the school.

d) The DLD (SSLD) classes attached to St Patrick's National School provide an education exclusively for pupils, both boys and girls, from senior infants to 6th class with Developmental Language Disorder, and the school may refuse admission to this class, where the student concerned does not have the specified category of additional ("special") educational needs provided for in this class.

e) The specialised autism class In St Patrick's BNS will provide an education exclusively for pupils, both boys and girls, with a diagnosis of autism, and the school may refuse admission to this class, where the pupil concerned does not have the specified category of additional ("special") educational needs provided for in this class.

6. Oversubscription - Mainstream classes

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

admission notice:

- a) Siblings of pupils currently attending St. Patrick's National School, including step-siblings and adoptive/foster siblings residing at the same address of children currently enrolled (priority to oldest child, on date of commencement of the school year, as per birth cert)
- b) Children ordinarily resident in the geographical area encompassed in the Drumcondra boundary map (which includes the parish of Corpus Christi) in Appendix 1, with priority to the oldest on date of commencement of the school year, as per birth cert)
- c) Children of current staff members of St. Patrick's National School, with priority to the oldest on date of commencement of the school year, as per birth cert
- d) Children ordinarily resident outside the parish of Corpus Christi, in the adjacent Drumcondra area, as outlined in the boundary map in Appendix 2, with priority to the oldest on date of commencement of the school year (as per birth cert)
- e) Children ordinarily resident outside the parish of Corpus Christi, in the geographical area encompassed in the boundary map in Appendix 3, with priority to the oldest on the date of commencement of the school year (as per birth cert)
- f) All other applicants (Priority to the oldest child, on date of commencement of the school year)

In the event that there are two or more students tied for a place or places in any of the selection criteria categories above (the number of applicants exceeds the number of remaining places), the following arrangements will apply:

In the event of two or more students being tied for a place, the oldest student will be given priority. If two applicants have the same date of birth, then a lottery will apply with an independent party present. In the case of twins being tied for one place, both children will be offered places as an exceptional measure.

Oversubscription- Autism Class

Applicants must be within the ages of 4 and 7 on the 1st June 2023. In the event that the number of children that apply for a place is greater than the number of places available, the following selection categories shall be applied. These will be applied in the order listed below, to applications received within the timeline as set out in the school's annual admission notice

- a) Current pupils of St Patrick's National School, and pupils who have been offered a place in the mainstream school for the coming September, who meet criteria as detailed in Admissions Notice. (Priority to the oldest, on date of commencement, as per birth cert)

b) Applicant pupils who are siblings of current pupils (including step-siblings and adoptive/foster siblings residing at the same address of children currently enrolled) who meet criteria as detailed in Admissions Notice. (Priority to oldest child, on date of commencement of the school year, as per birth cert)

c) Children living within the Catchment Area (Corpus Christi parish) who meet criteria as detailed in the Admissions Notice (priority to the oldest, on date of commencement, as per birth cert)

D) Children of current staff members of Saint Patrick's National School, who meet criteria as detailed in the Admissions Notice (priority to the oldest, on date of commencement, as per birth cert)

E) Children resident in the adjacent Drumcondra area, as outlined in the boundary appendix map 2, who meet criteria as detailed in the Admissions Notice (priority to the oldest, on date of commencement, as per birth cert)

F) Children resident in the adjacent Drumcondra area, as outlined in the boundary appendix map 3, who meet criteria as detailed in the Admissions Notice (priority to the oldest, on date of commencement, as per birth cert)

G) All children living outside the Catchment Area and outside boundary maps 2 and 3, who meet criteria as detailed in the Admissions Notice, (priority to the oldest, on date of commencement, as per birth cert)

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), places will be offered or added to a waiting list by way of a lottery of completed applications.

All unsuccessful applicants will be placed on a waiting list, in accordance with the above criteria for places that may become available at a later date. Unsuccessful applicants will be informed in writing by post of their place on the waiting list.

Applicants whose applications are received after the closing date, outlined in the Annual Admissions Notice, will be placed at the end of the waiting list in order of the date of receipt of the application. All unsuccessful applicants have a right of appeal under Section 29 of the Education Act, 1998.

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 pupils on the waiting list, in accordance with the order of priority in relation to which the pupils have been placed on the list.

Oversubscription - SSLD class

If the SSLD classes are oversubscribed the Common Advisory Admissions Committee will apply the following selection criteria (Criteria C) relating to greatest (medical) need. These will be applied to applications received within the timeline as set out in the school's annual admission notice for the DLD class.

Criteria C: Factors relating to greatest medical need:

The following factors will be considered by the Common Advisory Admissions Committee in relation to identification of the children's needs and those presenting with the greatest (medical) need will be offered a place in the class. The adapted New Brunswick Priority Rating Scale (PRS) will be used to identify the applicants with the greatest need under Criteria C under the areas of;

- The impact of primary presenting problem
- The predicted outcome of Intervention
- The impact of service delay

These areas of the PRS will be rated on a 5-point scale with 1 being a low impact score and 5 being a high impact score. The following information will be considered when reviewing individual applications under Criteria C;

- a) The applicant's current profile, including standardised assessment results of receptive and expressive language development and speech. Standard scores, percentile ranks, standard deviations and age equivalents should be included where possible.
- b) The severity of the applicant's speech impairment i.e. current level of intelligibility, phonological system, oral motor functioning.
- c) History of the applicant's involvement to date with speech and language therapy services including the number of therapy sessions attended and/or offered, the focus of therapy and therapy outcomes.
4. Summary of the impact of the applicant's language and/or speech impairment on his/her educational progress
- d) Summary of the impact of the applicant's language on his/her social/emotional development.
- e) Case history information as included in the SLT Report; Psychology Report and other reports submitted. In the event of spare capacity in the SSLD class the Advisory Admissions Committee will adhere to the relevant clauses in Circular 0038/2007. 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), places will be offered or added to a waiting list by way of a lottery of completed applications.

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 pupil'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 pupil's academic ability, skills or aptitude; other than in relation to admission to the specialised classes for Developmental Language Disorder (DLD) and Autism, insofar as it is necessary in order to ascertain whether or not the pupil has the category of additional ("special") educational needs concerned.
- d) The occupation, financial status, academic ability, skills or aptitude of a pupil's parents; e) A requirement that a pupil, or his or her parents, attend an interview, open day or other meeting as a condition of admission;
- f) A pupil'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 siblings/step siblings of a pupil attending the school.
- 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 (up until 31st January 2025 only.)

8. Decisions on applications

All decisions on applications for admission to St Patrick's National School will be based on the following:

- a) Our school's admission policy

b) The school's annual admission notice

c) 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, which may be subject to verification.

(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

Applicants will be informed in writing as to the decision of the school, within the timeline outlined in the annual admissions notice.

If a pupil 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 pupil's ranking against the selection criteria and details of the pupil'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 St. Patrick's National 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.

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 St Patrick's National 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 of a pupil 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) 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 pupils.

Section 66 (6) allows a school to provide a patron or another board of management with a list of the pupils in relation to whom

- a) an application for admission to the school has been received.
- b) an offer of admission to the school has been made,
- c) an offer of admission to the school has been accepted.

The list may include any or all of the following:

- a) The date on which an application for admission was received by the school;
- b) the date on which an offer of admission was made by the school;
- c) the date on which an offer of admission was accepted by the applicant;
- d) a pupil's personal details including his name , address, date of birth and personal public services 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 pupils whose applications for admission to St. Patrick's N.S 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 St. Patrick's is in the order of priority assigned to the pupils' applications after the school has applied the selection criteria in accordance with this admission policy.

Applicants whose applications are received after the closing date, outlined in the Annual Admissions Notice, will be placed at the end of the waiting list in order of the date of receipt of the application.

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 pupils on the waiting list, in accordance with the order of priority in relation to which the pupils have been placed on the list.

14. Late Applications

All applications for admission received after the closing date as outlined in the annual admission notice will be considered and decided upon in accordance with our school's admissions policy, the Education Admissions to School Act 2018 and any regulations made under that Act.

Late applicants will be notified of the decision in respect of their application no later than three weeks after the date on which the school received the application. Late applicants will be offered a place if there is a place available. In the event that there is no place available, the name of the applicant will be added to the waiting list as set out in Section 13.

15. Procedures for admission of students to other years (not Junior Infants)

The procedures of the school in relation to the admission of pupils who are not already admitted to the school to classes or years other than Junior Infants, are as follows:

- a) The decision of how many children to enrol in a year is a function of the BOM. The BOM reserves the right to determine the maximum number of children enrolled and the numbers enrolled in each separate classroom..
- b) The selection criteria for admission as outlined in this policy will be applied to those applications that are received within the timeline for receipt of applications as set out in the school's annual admission notice for other year groups.
- c) Applicants whose applications are received after the closing date, outlined in the Annual Admissions Notice for other year groups, will be placed at the end of the waiting list in order of the date of receipt of the application.
- d) 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 pupils on the waiting list, in accordance with the order of priority in relation to which the pupils have been placed on the list.

- e) Should there be space in the required class, having applied the criteria for enrolment as outlined in this policy, the pupil shall be enrolled once all necessary paperwork is provided.
- f) Where multiple applications are received for a place in a given class, the admission criteria will apply as with an application for infant enrolment , as set out in this policy.
- g) In the event of no places being available for a given year, an application will be retained and will be considered 'live' for that school year only.

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

The Board of St Patrick's National 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

The following are the school's arrangements for pupils, where the parents have 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:

A written request should be made to the Principal. A meeting will then be arranged with the parent(s) to discuss how the request may be accommodated by the school.

18. Reviews/ Appeals

Review of decisions by the Board of Management:

The parent of the pupil, 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 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)

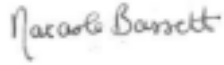
Appeals under Section 29 of the Education Act 1998 will be considered and determined by an independent appeals committee appointed by the Minister for Education and Skills.

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.

19. Review

This policy will be reviewed annually.

Signed:



Ms. Natasha Bassett (Principal)

Prof. Anne Looney (Chairperson of Board of Management)



Date 18th September 2023

Appendices

Appendix 1: Catchment Area, Map 1, reviewed 2023

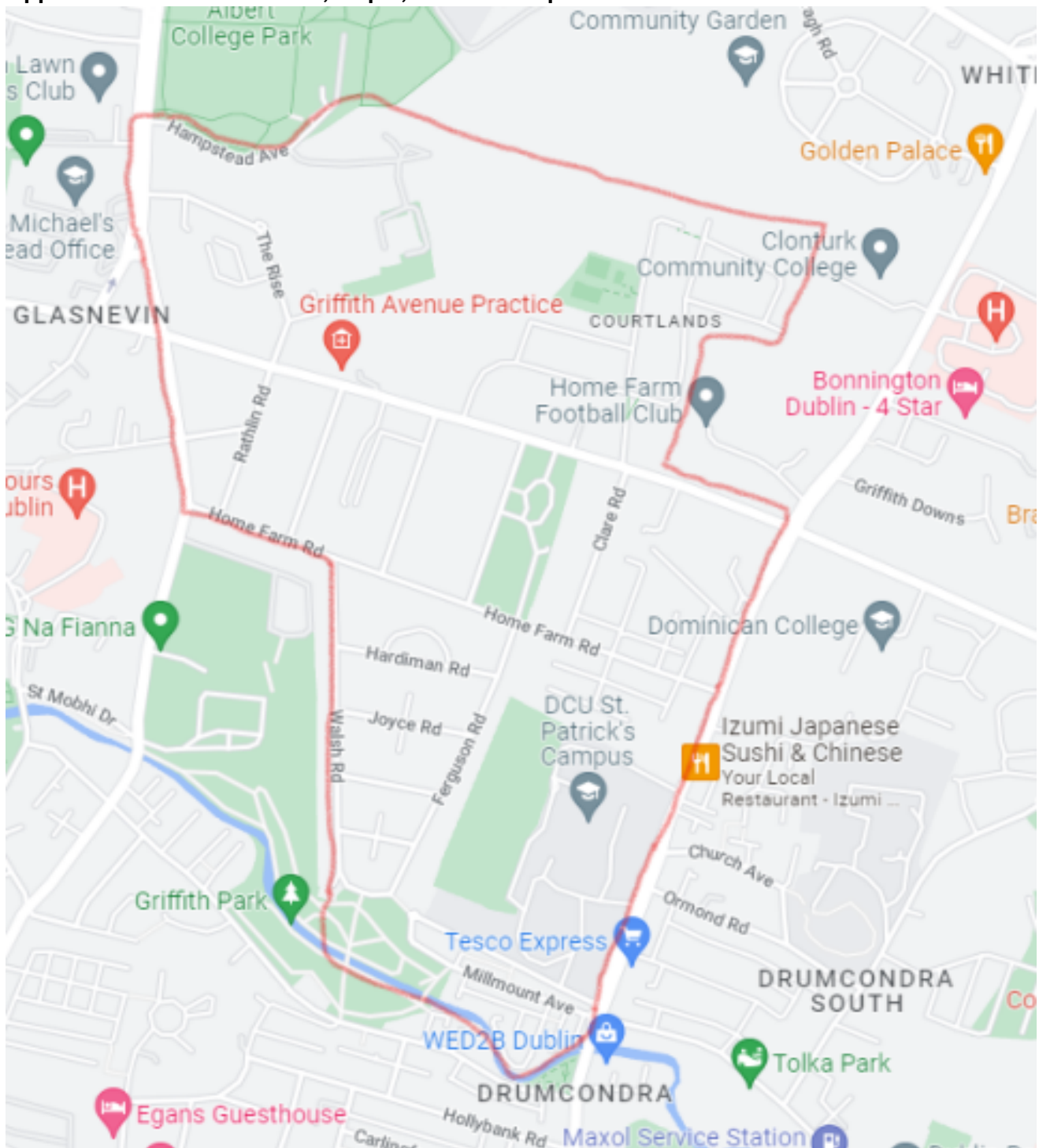
Appendix 2: Catchment Area, Map 2, reviewed 2023

Appendix 3: Catchment Area, Map 3, reviewed 2023

Appendix 4: Specific Speech and Language (S.S.L.D) Class, Enrolment Policy

Appendix 5: Standard Application Form

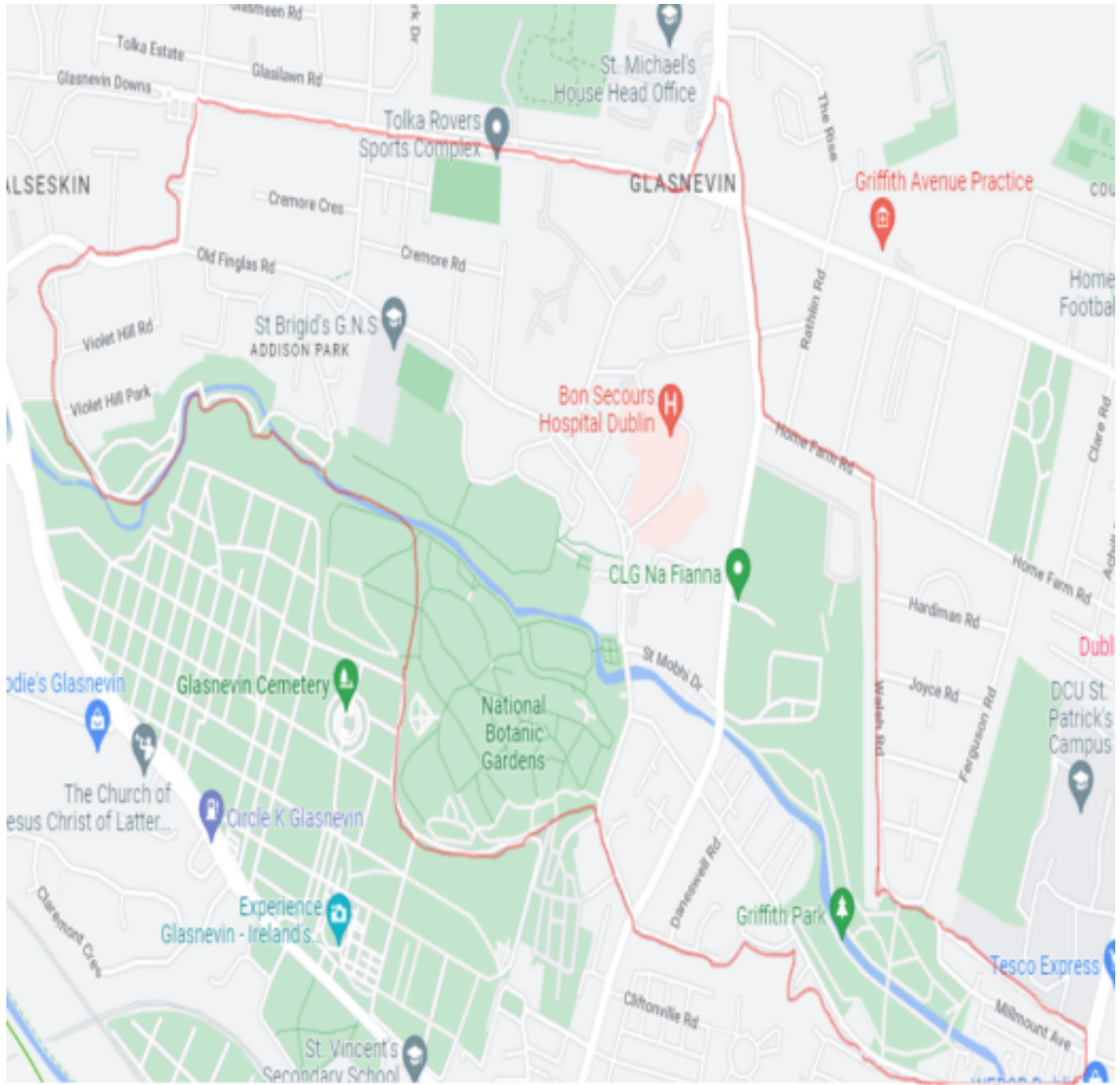
Appendix 1: Catchment Area, Map 1, reviewed September 2023



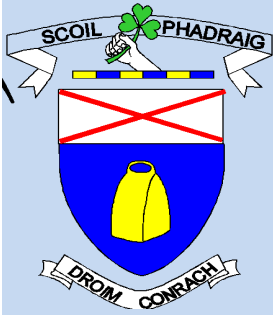
Appendix 2: Catchment Area Map 2, reviewed September 2023



Appendix 3: Catchment Area Map 3, Reviewed September 2023



Appendix 4 : Admissions Policy for DLD classes (formerly SSLD Classes)



St. Patrick's School, Drumcondra, D09XH52

Scoil Phadraig, Droim Conrach, Ath Cliath D09 XH52

Email: secretary@saintpats.ie Telephone: (01)8373714

Charity number:20116453

Specific Speech and Language Disorder (SSLD) Class Enrolment/Admissions Policy

(September 2023, for September 2024)

Introduction

This policy is set out in accordance with the provisions of the Education Act, 1998, the Education (Admission to Schools) Act 2018 and the Department of Education and Skills Circular 0038/2007. The Board of Management trusts that by doing so, parents/guardians will be assisted in relation to enrolment matters and procedures for the Specific Speech and Language Disorder (SSLD) Classes in St Patrick's BNS. Furthermore, the Board of Management and the Principal will be happy to clarify any further matters arising from the policy.

Developmental Language Disorder

Developmental Language Disorder (DLD) means that a child has significant, on-going difficulties understanding and/or using spoken language, in all the languages he/she uses. DLD was previously known as Specific Speech and Language Impairment (SSLI) or Specific Language Impairment (SLI). In Ireland the new term DLD has been adopted by the Irish Association of Speech and Language Therapists (IASLT) in line with international consensus. Specific Speech and Language Disorder (SSLD) is the term which the Department of Education and Skills (DES) in Ireland continues to use. IASLT in its 2017 Position Paper and Guidance Document *Supporting Children with DLD in Ireland* explain that DLD describes "children likely to have language problems enduring into middle childhood and beyond, with a significant impact on everyday social interactions and/or educational progress". For this group of children, their language disorder is not caused by other medical conditions, such as, hearing loss, physical impairment, Autism, severe learning difficulties or brain injuries. The characteristics of children with DLD include speech, language and communication difficulties affecting

the following areas: phonology, syntax, semantics, word finding, pragmatics/language use and verbal learning and memory. Children with DLD can also have other difficulties (e.g. attention, motor, literacy, and speech or behaviour difficulties).

One option within the clinical care pathway for provision of a Speech & Language Therapy (SLT) service to children with DLD is by means of enrolment within a specific class. These classes, termed SSLD (Specific Speech & Language Disorder) classes by the DES offer intensive speech & language therapy which is integrated with the child's academic development

How the SSLD Classes are organised

For school aged children with DLD in Ireland an arrangement exists between the Department of Education and Skills (DES) and Department of Health & Children (DOHC /Health Services Executive (HSE) to provide school-based SLT to children through attendance at an SSLD class.

1. St. Patrick's N.S. has two SSLD Classes, which cater for the needs of children with DLD, from Senior Infants upwards.
2. St. Patrick's N.S is a boys' school however girls can attend the SSLD classes.
3. The maximum enrolment in each class is in line with the Department regulations (i.e. 7 children per class) to allow for intensive educational and SLT programmes suited to the children's needs.
4. Each class is staffed by a full time teacher, and has designated time assigned to it by a speech and language therapist (17.5 hours per class, per week, which includes therapy time, assessment, reports, planning and meetings with parents and teachers) Each class also has an allocation (0.33 post) of a Special Needs Assistant (SNA).
5. SLT is provided by arrangement with the DoHC/HSE and the therapy delivery is integrated with the educational provision. The SLT is onsite 5 days a week. The SLT's time is divided equally between the two classes (2.5 days per week working with each class)
6. Eligible pupils may spend up to a maximum of two years in the SSLD class, as per circular 38/2007.
7. Pupils follow the regular primary school curriculum, differentiated to the level at which they can access it. Pupils in the SSLD class are entitled to an Irish exemption. They receive intensive individual and group therapy with the Speech and Language Therapist (SLT). The teacher and SLT work closely together to help promote each child's speech, language and communication skills in a programme which is integrated into the educational setting.

8. The pupils in the SSLD Class are included with their peers from mainstream classes for some curriculum subjects, during break times and for school activities such as concerts/ school tours and sacraments. The inclusion programme is accelerated in terms 2 and 3 of the second year placement to prepare for the child's successful transition back to the mainstream classroom.

Admissions Process

The Common Advisory Admissions Committee (CAAC) under the direction of both the Board of Management (BOM) of St. Patrick's National School and the Board of Management of Powerstown ETNS has the final decision in the enrolment of children in the SSLD Classes (subject to allowable appeals). The following eligibility criteria must be met by each applicant:

1. Eligibility

The child must live within the designated catchment area at the time of referral (i.e. HSE areas- Dublin North Central and North West Dublin).

2. Department of Education and Skills Criteria

The Department of Education has outlined the criteria for enrolment in a SSLD Class. These include exclusionary and discrepancy criteria in relation to language and IQ scores in children with DLD. In order to qualify for a place in the SSLD class, as per the Department of Education, pupils should meet each of the following criteria (from the DE Circular 38/07):

1. Assessment by a psychologist on a standardised test of intelligence, which places non-verbal, or performance ability within the average range or above (i.e. non-verbal IQ of 90, or above).

2. Assessment on a standardised test of speech and/or language development by a speech and language therapist which places performance in one or more of the main areas of speech and language development at two standard deviations or more below the mean or at a generally equivalent level (i.e. at or below a standard score of 70).

3. The pupils' difficulties are not attributable to hearing impairment, the hearing threshold for the speech related frequencies should be 40dB.

4. Emotional or behavioural disorders or a physical disability are not considered to be primary causes.

Local Criteria

1. At the time of application a child must currently be enrolled in Junior Infants, Senior Infants, 1st, 2nd, 3rd , 4 th or 5th class (or equivalent).
2. A child must have attended a minimum of 8 individual therapy sessions within 9 months of the application deadline (i.e. from 1st June 2023, for referral deadline of 1st March 2024) These 8 sessions must not include assessment sessions.
3. Speech & Language Assessments must have been carried out within 6 months of the application deadline (i.e. from 1st September 2023, for referral deadline of 1st March 2024). Standardised assessments should be used and all subtest and core/index scores should be reported which places performance in one or more of the main areas of speech and language development at two standard deviations or more below the mean or at a generally equivalent level. SLTs are required to supplement this with previous assessment results/findings (from the past two years) that demonstrate the clinical markers for DLD and support the clinical diagnosis of DLD.
4. An up to date psychology report, which includes the results of a comprehensive assessment of intellectual ability, including non-verbal index/factor scores and subtest results, completed within three years of the referral deadline. i.e from 1st March 2021, for referral deadline of 1st March 2024.
5. An up to date speech and language therapy report (written within three months of the closing date of 1st March, i.e from 1st December 2023, for referral deadline of 1st March 2024) confirming a diagnosis of Developmental Language Disorder (DLD) and outlining the need for the placement in the SSLD class.

Priority Rating Scale

The Priority Rating Scale for SSLD Class Admissions is used during the Common Advisory Admissions Committee Meeting.

1. This priority rating scale (PRS) was adapted from the New Brunswick Health and Community Services PRS and was developed in 1997. The Special Interest Group of SLTs in DLD in Ireland has adapted the New Brunswick PRS for application to SSLD class admissions procedure. The rating scale has three sections: impact of the presenting problem (academic, social, emotional), predicted outcome of intervention (e.g. history and success of previous intervention) and impact of service delay. Information from the reports received on each applicant is used in the completion of this rating scale. Each child is then given an overall priority rating that is high, medium or low.
2. All children are then listed in order of their priority. Those children at the top of the priority list will be recommended for places in the class for the academic year commencing in September of that year.
3. 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), places will be offered or added to a waiting list by way of a lottery of completed applications.

4. Where the number of children referred exceeds the number of places available, names are placed on a prioritised waiting list for that admission year. This list of both children offered SSLD class places and children on a prioritised waiting list will be ratified by the BOM and noted in the BOM minutes.

Age and Geography

1. Once children meet the DES and local eligibility criteria (outlined above) they are listed in order of priority of need using the Priority Rating Scale (detailed above).
2. The Common Advisory Admissions Committee will then proceed to the enrolment stage. Children may be offered a place in Powerstown Educate Together NS (PETNS) or St. Patrick's NS depending on age-appropriate available places in St. Patrick's and Powerstown ETNS SSLD classes.
3. The Common Advisory Admissions Committee will endeavour, where possible, to offer the prioritised children an available place in the closest SSLD class to their home address. This is dependent on available places in the SSLD class.

Admissions to the SSLD Classes under spare capacity provision

The DES has outlined (in circular 0038/2007) a spare capacity provision for SSLD class admissions. This applies in instances where there is spare capacity in a SSLD class because of insufficient eligible children, the board of management (BOM) may offer a place to a maximum of two pupils who do not meet the eligibility criteria above but who could benefit from enrolment in the class for one year on a concessionary basis. Such placements must be supported by the recommendation of a speech and language therapist and/or psychologist. The question of the continued enrolment of these pupils for a second year can only be considered once all of the eligible pupils have been accommodated. The National Council for Special Education through the local Special Education Needs Organiser (SENO) will monitor such situations. The Board of Management (BOM) of St Patrick's BNS has the final decision in the enrolment of children in the SSLD Classes.

Referral Procedure

Once a diagnosis of DLD is established by the referring SLT a child may be referred for SSLD class placement. Children are referred to the class by a Speech and Language Therapist and/or Psychologist. These professionals will recommend the SSLD Class if they feel it is appropriate to meet the child's needs. Either the SLT or Psychologist must coordinate the referral.

Three copies of each of the documents listed below are required. The referral should be sent to the Language Classes Applications Office for St. Patrick's NS and Powerstown ETNS, c/o St. Patrick's National School, Drumcondra, Dublin 9.

The closing date for referrals is 5pm on 1st March each year, (or whereby the 1st falls on a weekend/school closure day the closest Friday to the 1st of March).

All and any professional reports in support of an application must be received by this date. Any reports which are received following this date, will not be considered by the Common Advisory Admissions Committee for the year in question. (However they may form part of an application for the following year).

Please note that all applications are considered by the Common Advisory Admissions Committee for both schools, which combines Dublin North City & County Community Healthcare, Dublin North Central & North West Dublin areas.

Children may be offered a place in Powerstown ETNS or St. Patrick's N.S. (not both).

Completion of this application does not guarantee or constitute an offer of a place in any of the SSLD classes.

Reports Required for Referral to SSLD Classes in St Patrick's National School

1. A completed 'Referral and consent form for Language Classes'. This includes a parental consent section and a Social, Emotional and Behavioural Rating Scale to be completed by the child's parents with the assistance of the SLT.
2. An up to date psychology report (within 3 years of referral) which includes the results of a comprehensive assessment of intellectual ability, including non-verbal index/factor scores and subtest results.
3. A school report which provides information on the impact of the child's language disorder on his/her educational progress and social/emotional development. A specific report form for primary school children is provided and should be used. Please refer to the instructions on the top of the form prior to completion. A Social, Emotional and Behavioural Rating scale for teachers to complete is included in the primary school report form
4. An up to date speech and language therapy report (written within three months of the closing date of 1st March) confirming a diagnosis of Developmental Language Disorder (DLD) and specifically recommending referral/ placement in the Language class, as per the NCSE and HSE guidance documents on recommendations on school placements and Special Educational Needs (See NCSE Policy Advice on Special Schools and Classes 2019.) The SLT report should include the following :

-Developmental, Educational and Linguistic Information

A summary of case history information: please include any related family history of speech, language, reading, writing or learning difficulties. If there is a history of hearing or other difficulties, please ensure reviews are up to date and enclose copies of any relevant audiology/medical reports (with parental consent). Please outline any involvement or onward referral to other services. Referring SLT should make onward referrals, if possible, prior to Language class referral if this is required (e.g., ENT, OT, Audiology, Primary Care Psychology).

Further specific information in the case of children who are bi/multilingual is required (e.g., languages used, for how long, in what contexts). Clinical judgment should be described if appropriate as to differential diagnosis between second language learning and a DLD. Please see the IASLT (2016) Guidelines for SLTs Working with Linguistically Diverse Service Users.

A brief summary of the child's **educational history** as the school report should elaborate on this section. Where the child has access to additional support teaching in school this should be stated and summarise collaboration between SLT, school and home (e.g., school visits, attendance at IEP meetings, school programmes provided). If the child has access to SNA support or additional support teaching, please state the reason why this support was granted. If a child does not have SNA support but requires it, this should be clearly stated in the report.

Speech and Language Assessment & Intervention

Most Recent Speech & Language Assessment: This must have been carried out within the last 6 months of the referral deadline (i.e., SLTs may use assessments administered from 1st of September 2022 onwards). **Standardised assessments** should be used and **all subtest and core/index scores** (i.e., from CELF-P 2UK or CELF4 UK assessments) or an equivalent overall speech or language core/index score (i.e., from CASL, DEAP, ACE, Reynell or PLS-4 assessments) are required for the 2023 applications year. Include the standard deviation (SD), percentile rank and state the severity when reporting each standard score. This assessment can be completed face to face or via online Telehealth platforms. **SLTs are required to supplement this result with previous assessment results/findings and clinical observations, up to and including the past two years, to demonstrate the clinical markers for DLD present in the child's profile and therefore support the clinical diagnosis of DLD.** For bi/multilingual children please refer to IASLT guidelines mentioned above. For standardised speech assessments include a description of the child's phonological and/or motor speech systems where relevant and if applicable. Referral to ENT in the case of children who are constant mouth breathers/have rhinitis

should have been already considered. For pragmatic/social language skills include a description of the areas of difficulty and use a checklist where possible.

Previous Speech & Language Assessments and Intervention:

This can be a short paragraph summarising the details of the key information outlined here. Include the total language or index standard scores of previous assessments completed with the child **prior to the past two years** if/where applicable; however, ***it is not necessary to elaborate on individual subtest score results***. Provide evidence of monitoring the child's progress with language development over time, particularly for younger children. State the number of intervention sessions offered, number attended and provide a brief synopsis of therapy goals and outcomes. Provide information about the amount of progress made relative to the level of therapy provided, including parental commitment and home carryover.

Recent Speech & Language Therapy Intervention:

This can be a brief paragraph summarising the key information outlined here. Briefly describe recent general targets and outcomes. Include information on the child and family levels of cooperation/motivation (e.g., attendance at recent sessions, completion of home activities, mitigating family circumstances where applicable). It may be helpful to include any information from any observations made of the child in more natural settings (e.g., waiting room).

The Functional Impact of Developmental Language Disorder

A brief description of the impact of the DLD on **functional communication, emotional, social and behavioural development** should be provided. Give clear objective examples of the impact of the disorder on the child's ability to carry out effective verbal interaction with family, peers (e.g., can the child make his/her needs and wants known to others etc.). Describe briefly if the child has developed other skills or strategies to aid communication. If the DLD is not impacting significantly on these areas of development you should state if the child has developed coping strategies or if support systems are in place at present (e.g., small class numbers with high staff-pupil ratio).

Diagnosis and Recommendations

Provide clear recommendations as to the need for placement in Language Class based on severity and impact. HSE Clinicians are asked to recommend a placement type (i.e., "Language Class placement") rather than naming a class in a specific school in their reports as per the NCSE and HSE Guidance Document for Health Professional Reports with Recommendations on School Placement and Special Education Needs (2019). The child's current diagnosis should be clearly

stated and linked to a summary of the overall areas speech, language and communication affected. Include information on any co-occurring disorders/needs a child may present with. Please refer to IASLT's Position Paper (2017) Supporting Children with Developmental Language Disorder in Ireland for terminology to use

Processing of Applications

1. Following receipt of a referral, parents/guardians and the referral source will receive a letter from the SSLD Classes Applications Office. This will acknowledge that the referral has been received and give the Common Advisory Admissions Committee meeting date. It will also give an approximate date as to when the parents/referral sources will be informed of the committee's decision
2. The SSLD Classes Application Office collates the incoming referrals. Copies of the reports for each referral will be distributed to all members of the Common Advisory Admissions Committee as soon as possible after the closing date for referrals.

Common Advisory Admissions Committee (CAAC)

The Common Advisory Admissions Committee (CAAC) is a multi-agency committee made up of a group of professionals working for either the DES or the HSE who decide which referrals are selected for places in the SSLD classes. The CAAC is generally composed of the following: School Principals of Powerstown ETNS and St. Patrick's N.S, SSLD class teachers, SSLD Class SLTs, SLT manager (HSE), Principal Psychologist Manager (HSE) and NEPS Psychologist.

The Committee discusses the clinical and educational needs of the applicants for SSLD Class placement based on the information provided in the reports outlined above. It prioritises the applicants for allocation to the available places in the SSLD Class.

Common Advisory Admissions Committee Meeting.

This meeting usually takes place in April each year. This is the meeting at which the CAAC makes recommendations on the allocation of places in the SSLD classes. This will include discussion regarding which current pupils will stay in the class for a further year, and which pupils will return to their local primary schools.

The number of new places becoming available each year will vary depending on the number of children discharged from the class. The maximum number of places available at any one time is in line with DES regulations.

Initially the CAAC checks that each child meets the eligibility, and DES and local criteria outlined above. Children who do not meet the DES criteria or the local criteria are not considered further for a

place in the SSLD Classes (subject to spare capacity provision explained on page 4 of this policy). The Common Advisory Admissions Committee then applies the Priority Rating Scale, which considers a number of criteria (as detailed above), for each child who meets the DES and local criteria.

1. All children are then listed in order of their priority.
2. Those children at the top of the priority list will be recommended for places in the class for the academic year commencing in September of that year.
3. Where the number of children referred exceeds the number of places available, names are placed on a prioritised waiting list for that admission year.
4. This list of children offered SSLD class places and children on a prioritised waiting list will be ratified by the BOM and noted in the BOM minutes.
5. The recommendations of the CAAC are conveyed in writing to all the parents and referral sources. This letter is signed by the School Principal on behalf of the BOM.

The recommendations of the CAAC are conveyed in writing to all the parents and referral sources. This letter is signed by the School Principals on behalf of the BOMs (of both schools).

Pupils who are offered a place

In the letters to parents/guardians of children who are being offered a place in the SSLD Class, parents are asked to send a return email to the relevant school within one week (5 working days) of receipt of the letter of offer, to confirm that they are interested in accepting the place.

These parents/guardians are invited to attend an information meeting in the school prior to confirming acceptance of a place.

1. The parents/guardians and children meet with the SSLD class teacher, SLT and school Principal at this meeting.
2. Parents/guardians are asked to fill out the School Enrolment form at the end of the group meeting if they are happy to proceed with enrolment.
3. Parents/guardians are asked to fill out School Transport and other DES forms if they are happy to proceed with enrolment.
4. All pupils are accepted on the understanding that they and their parents/guardians fully accept the school's Code of Behaviour, and all other school policies (e.g. Healthy Eating, Child Protection Policy, Homework Policy) currently in place or which may be drawn up from time to time by the school's staff and/or Board of Management.

Where an offer of a place is declined, the next child on the prioritised waiting list will be offered a place.

Pupils who are not offered a place

The parent/guardian of 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 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 within 21 calendar days of the date 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 within 21 calendar days of the date of that decision by the Board of Management prior to making an appeal under section 29 of the Education Act 1998.

Right to Appeal

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.

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. More information on appeals can be found here. <https://www.appeal.procedures>.

Referrals are not carried forward from one year to the next and children who are unsuccessful in securing places in the SSLD classes must be referred again if they are to be considered for the following year.

All referral reports except originals will be shredded by SSLD Class Speech and Language Therapist, each child's original referral documents will be stored in the child's Speech and Language Therapy file in the case of children who attend the SSLD class following the CAAC meeting. For children who are not offered a place and who are placed on the waiting list, the original referral documents will be stored in a secure filing cabinet in the Speech and Language Therapist's clinic room

Oversubscription

In the event that there are two or more students tied for a place or places in any of the selection criteria categories (i.e the number of applicants exceeds the number of remaining places), places will be offered or added to a waiting list by way of a lottery of completed applications.

GDPR Guidelines

Each child's original referral documents will be stored in the child's SLT file in the case of children who attend the SSLD class. For children who are not offered a place and who are placed on the waiting list, the original referral documents will be stored in a secure filing cabinet, and then shredded after one academic year.

Inclusion of pupils with SSLD

All the children in the SSLD Classes are included with other pupils for playtime, during school trips and outings and sacraments. The SSLD Class pupils are also included with mainstream classes for a variety of subjects at different times. The child's individual and group SLT sessions are timetabled so as not to clash with the timetable for pupils integrating with their peers but this is not always possible.

Pupils in the SSLD Class will be part of the normal day to day experiences, determined by the reality

of school life, and the existing customs and practices. Every child in the school is bound by school policies, both those in existence and those developed from time to time by the staff and/or Board of Management. The school cannot offer any additional tuition, support and supervision beyond that which is offered to any other pupil in the school, at times other than when the school is in operation during the normal school year.

Pupils in the SSLD Classes will be no different to those in other classes in terms of not having any separate or additional provisions put into place from other classes in the event of staff illness, absences or whole school events such as school visits, parish liturgy etc.

From year to year, the allocation of teachers to classes is focused on the needs of the whole school, and consequently the school cannot guarantee long term continuity or predictability with regard to teaching staff.

Parental involvement

It is a key requirement of the school that parents/guardians must commit to attend meetings with the SSLD class teacher and SLT as required during the school year. Parents are also required to attend at least 1 SLT session per month so as to help their child make progress with their speech and language development while in the class.

Communication between teacher/SLT and parents is encouraged from the outset and where any classroom issues arise they are dealt with jointly (by parents and SSLD Class staff).

Parents/guardians are required to be involved with setting speech and language goals and implementing speech and language therapy programmes in the home while their child is attending the class. This home support is of great value to the child and also to parents.

Parental support is essential to ensure that a child benefits fully from his/her limited time in the class.

Placement Reviews

Placement in the SSLD Class is for up to a maximum of two years.

The pupil's progress will be reviewed throughout each year, and the Class Teacher and the Speech and Language Therapist will give feedback to parents/guardians at regular individual meetings. At the review IEP meeting (usually in February each year), the Speech and Language Therapist and teacher will discuss with parents regarding suitability of 2nd year of placement for the child. A joint decision regarding this is made between the SSLD class staff and parents.

The SSLD Class staff, in consultation with parents/guardians, may carry out a review regarding suitability of placement, during the first term if necessary. Parental engagement with SLT and

teacher during the course of the year will be among the factors taken into consideration as part of any review. Where difficulties arise, it may be necessary for the school staff to meet regarding the child's placement. When a child is required to leave the SSLD Class during the academic year, this is communicated in writing to the relevant parties by the school Principal. Where a placement is terminated, the place is then offered to the next child on the prioritised waiting list.

Discharge from the SSLD Class

A child may be discharged from the SSLD Class following a one or two year placement when any or some of the following apply:

1. The child has come to the end of the two year period of attendance
2. The child has reached the upper class age limit for attendance in the SSLD Class
3. The SSLD Class team and BoM (Board of Management) consider the pupil able to return to mainstream education
4. The SSLD Class team and BoM no longer considers the SSLD Class as the most suitable placement for the child's educational development
5. The parents/guardian of the child request transfer from the SSLD Class

Prior to discharge from the SSLD Class speech and language and academic assessments i.e standardised, diagnostic and teacher-based) will be carried out and reports forwarded to the relevant parties. The SSLD Class staff will give feedback on the assessment results and recommendations to parents/guardians on the pupil's discharge.

Transition to Mainstream/Other Educational Placement

Towards the end of their time in the SSLD Class pupils will have comprehensive Speech and Language reassessments carried out with them. Reports on these assessments will include recommendations for any support they may need on their return to mainstream or other educational placements. The parents/guardians are encouraged to visit the school to which their child is transferring to ensure there will be appropriate support provided there for their child.

SSLD Class teacher and SLT liaise with staff and other professionals involved in the child's next educational placement prior to the child's transition there. Children visit their next school placement prior to transferring there full time.

Teachers/Principal from the child's next school placement are encouraged to visit the child in the SSLD Class setting to get a sense of how the class operates and how the child functions with the SSLD class setting.

The SLT from the SSLD Class will visit pupils in their new school one to two months after the child has started there to allow time for the child to settle there. At this time, SLT provides advice and school programmes to teaching and support staff if appropriate.

School Transport

In general, a child who is eligible for placement in a SSLD class is on the basis of DES criteria or spare capacity provision, also eligible for free transport to the SSLD class assigned by the AAC, subject to the terms of the School Transport Scheme.

The Schools Transport Service facilitates the children attending this class in the same manner as children attending other Special Classes/Schools.

It is a parent's responsibility to ensure that a child is ready for collection at the agreed time in the morning and that there is someone to receive the child on return home in the evening.

Implementation

This policy is effective immediately.

Ratification & Communication

This policy was ratified by the Chairperson of the Board of Management in October 2019 and reviewed annually.

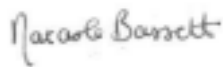
Review Timetable

This policy will be reviewed in September 2024.

Evaluation

This policy is monitored on an ongoing basis.

Ms. Natasha Bassett (Principal)



Prof. Anne Looney (Chairperson)



Date: 18 September 2023

Appendix 6



St. Patrick's National School, Drumcondra, D09XH52

Scoil Phadraig, Droim Conrach, Ath Cliath D09 XH52

Email: secretary@saintpats.ie Telephone: (01)8372714

Charity number:20116453

FOR SCHOOL YEAR SEPT

APPLICATION FOR ENROLMENT (PLEASE USE BLOCK CAPITALS) ALL SECTIONS
MUST BE COMPLETED

SECTION A: CHILD

First name First Name(s)

Date of Birth PPS:.....

Does child have a sibling in this school YES NO

SECTION B: PARENTS/GUARDIANS

Parent/ guardian A:

Names

Address

.....

Email address.....

Telephone No: Mobile/Home..... Work.....

Parent/ guardian B:

Names

Address

.....

Email address.....

Telephone No: Mobile/Home..... Work.....

SECTION C:

Has the child attended any other school? YES NO

If YES please state in respect of last school attended

(a) Name and address of school

.....

.....

(b) Class level in which the child was in the school

Signatures of Parent/Guardian

Date