

# Le Chéile Secondary School, Tyrrelstown Enrolment Policy

## *Our Shared Purpose*

*The Le Chéile Secondary School Community is here to:*

*Welcome all people & all experiences*

*To grow in Wisdom*

*And to bear witness to the Glory of God by being*

*FULLY ALIVE*

## **Type of School**

Le Chéile Secondary School Tyrrelstown is a co-educational Catholic voluntary secondary school under the patronage of the Le Chéile Schools Trust.

## **Characteristic Spirit**

The characteristic spirit of our school is based on the vision and values of the Le Chéile Charter. It is underpinned by a philosophy of education that has at its centre the unique dignity of the human person as a child of God. The school sees the interaction of people from different backgrounds spiritual, ethnic, language, special needs—as a gift that will enrich the community of the school and promote the growth and learning of all. Therefore, the school values each student and their family. It welcomes and is sensitive to each one, seeking to respond to their individual needs through:

**The Curriculum:** The school provides a comprehensive curriculum that has breadth, depth and academic rigour. It facilitates and supports the students' search for truth and meaning. It encourages them to strive for excellence in all areas of human growth. It provides a range of learning opportunities including curricular, co-curricular and extra-curricular activities that helps them to explore their talents and to achieve their potential. It prepares them for active participation in society and for living fully in all areas of life including the world of work. It encourages them to take increasing responsibility for their own learning and decision-making.

**Pastoral Care:** The school seeks to support and challenge its students so that they can make the most of their time in school. Through its pastoral care system, it aims to help them become integrated self-reliant people who respect all that is good in themselves, in each person, and in life. It provides programmes of language support, help with study, and personal counseling where necessary. It develops links with family, seeking to work in partnership with parents and guardians.

**Faith Development:** The school has a special commitment to the development of the spiritual dimension of the lives of its members. To this end, faith formation and the Religious Education programme play a key role.

- Students follow the State programme in Religious Education which is suitable for students of all faiths and those of no faith
- Optional enrichment modules for different denominations and faiths may be provided
- The school celebrates the major Christian feasts, and the major feasts of other faiths are acknowledged and celebrated in an appropriate way.

It is hoped that the gospel values inherent in the culture of the school will be internalised in the values, attitudes and behaviours of all members of the school community, and will find expression in their respect and care for one another.

The school is open to and welcomes all who share this vision and wish to benefit from it.

For further information on the Le Chéile Schools Trust and the Le Chéile Charter, see [www.lecheiletrust.ie](http://www.lecheiletrust.ie)

## **Operating Context**

Le Chéile Secondary School, Tyrrelstown, operates within the context of:

- The legislation and regulations of the Department of Education and Skills
- The rights of trustees as set out in the Education Act, 1998
- The religious and educational philosophy of the Le Chéile Trust
- The funding and resources available to the school at any given time.

Le Chéile Secondary School, Tyrrelstown, is a school that

- Is inclusive in intake
- Supports the principle of equality of access to and participation in education
- Recognises and supports the rights of parents to choose with regard to enrolment in secondary school
- Welcomes students with different values, beliefs, traditions, languages and ways of life and seeks to meet their particular needs, subject only to available resources and support for the ethos of the school.

### **School Resources**

- The financial and teaching resources of the school are provided by a combination of grants and teacher allocations from the Department of Education and Skills, voluntary contributions, and occasional fundraising
- Implementation of the school plan and school policy must have due regard to the resources and funding available.

### **Curricular Context**

- Le Chéile Secondary School, Tyrrelstown, operates within the regulations of the Department of Education and Skills and follows the curricular programmes so prescribed, which may be amended from time to time in accordance with Sections 9 and 30 of the Education Act, 1998.

### **Enrolment Procedures and Admission Criteria For First Year Students**

This section sets out the policy of the school with regard to enrolment procedures and admission criteria for entry into First Year 2019/20.

#### **Students eligible for admission to First Year**

To be eligible for admission to First Year, students must

- Have reached the age of 12 years by 1<sup>st</sup> of January of the calendar year following entry into First Year (as required by Department of Education and Skills regulations)
- Have completed Sixth Class in Primary School or its equivalent
- Be willing, in conjunction with their parents/guardians, to accept the Characteristic Spirit of the school

- Be willing, in conjunction with their parents/guardians, to accept the school's Code of Behaviour
- Be willing to sit an Assessment Test, the date for which will be communicated in writing to the parents/guardians of the students accepted for enrolment at the school
- Be willing to complete the detailed student data form that will be issued following acceptance for enrolment.

## **Enrolment Procedures**

- To apply, parents/guardians should complete the official Le Chéile Secondary School Tyrrelstown Application Form, which will be issued through the feeder Primary Schools and which will also be available from the School Office.
- The application form for entry into First Year in Autumn 2019 will be available from mid September 2018
- The closing date for receipt of completed applications for First Year for the school year 2019/20 is Friday 26th October
- When an application form, properly completed and signed, is received, it will be stamped with the date on which it was received
- Properly completed application forms will be acknowledged
- Incomplete application forms will not be processed but will be returned to the parents/guardians for completion
- Late applications will be considered only after all applications received on time have been fully processed.

## **Allocation of Places in First Year 2019/20**

Decisions regarding student admissions are a matter for the Board of Management. As soon as possible but not later than 21 days after the closing date for receipt of completed application forms, the Board of Management shall make a decision in respect of each application, and inform the parents guardians of the outcome in writing (as required by the Education Welfare Act 2000).

When a place in the school is offered, parents/guardians will be required to confirm in writing their acceptance of the place. If the place is not accepted by the date specified in the letter of offer, the offer may be withdrawn.

A maximum of 150 places will be available in First Year for the school year 2019/20. In the event that applications for enrolment exceed this number the criteria and process outlined in Appendix 1 will be used.

The Board of Management reserves the right to refuse enrolment to any student in exceptional cases, for example in the opinion of the Board of Management, the student poses an unacceptable risk to other students, to school staff or to school property.

Where the Board of Management decides to refuse admission to the school, the parents/guardians of the student concerned may appeal the decision to the Department of Education and Skills under Section 29 of the Education Act, 1998. The appeal must generally be made within 42 calendar days of the date that the decision of the Board of Management was notified to the parents/guardians.

### **Students with Special Educational Needs**

Le Chéile Secondary School, Tyrrelstown, welcomes applications from parents/ guardians of students with special educational needs. The school will use the resources (finance and personnel) provided by the Department of Education and Skills to make reasonable provision and accommodation for students with disabilities or special educational needs and will ensure that these students are free to participate in the life of the school in so far as is reasonably practicable.

While recognising and fully supporting the rights of parents/guardians to have a school of their choice for their children, the school's ability to provide for students with particular educational needs is dependent on resources suitable to those needs being supplied by the Department of Education and Skills. Parents/guardians are encouraged to make the Board of Management aware of any special needs as early as possible, as it may take some time for the Department to process applications for the resources needed. In order to determine the specific resources, facilities and learning support required, the Board will request a copy of the student's medical and/or psychological report. Where such a report is not available, the Board will request an immediate assessment. The purpose of the assessment report is to assist the school in establishing the educational needs of the student relative to their special needs and to profile the support services required.

Following receipt of the report, the Board will assess how the school can meet the needs of the student as specified in the report. The school will also request information from the student's primary school with regard to such

matters as learning support and/or resource hours. Where the Board deems that further resources are required, it will, prior to the student commencing to attend the school, request the Department of Education and Skills to provide the resources necessary to meet the needs of the student as outlined in the psychological or medical report.

A representative of the Board will meet with the parents/guardians of the student to discuss the student's needs and the school's capacity to meet them. It may be necessary for the Board to postpone the attendance of a student at the school, pending the receipt of an assessment report, and/or the provision of appropriate resources by the Department of Education and Skills to meet the needs specified in the psychological or medical report.

The school commits itself to working closely with the Special Education Needs Organiser (SENO) to ensure that students with special needs are given every assistance possible, subject to available resources, to achieve their educational potential.

### **Enrolment into The Claddagh (Special Class-ASD)**

The Board of Management has made a decision that subject to demand, student needs and resources two Special Class will operate in the 2019/20 academic year. These classes will cater for a maximum of twelve students. Enrolment in a Special Class is subject to a recommendation on a professional report clearly stating that the child would benefit from inclusive in an ASD special class.

## **Admissions to Programmes within the School**

### **Transition Year (TY)**

The Transition year is a one-year programme which comes immediately after completion of the Junior Certificate. No student is automatically guaranteed a place on this programme. Students who express an interest in Transition Year are required to complete an application form and attend an interview to access their suitability for and commitment to the programme.

### **Leaving Certificate Applied Programme (LCA)**

The provision of the LCA programme is based on appropriate demand. Students who express an interest in following the LCA programme or those for whom the School believes the LCA is the most appropriate programme are given relevant information and support by the Guidance Counsellor and when appropriate the SEN Department.

Each applicant is dealt with on an individual basis and the decision to place a student on the LCA programme is made in consultation with Student, Parents, Year Head, Guidance Counsellor, SEN Department (if appropriate) and Principal/Deputy Principal.

### **Leaving Cert Vocational Programme (L.C.V.P)**

This is a senior cycle programme, which students may take along with the traditional Leaving Certificate. The programme is offered to those students who wish to take the LCVP as an eighth option, in addition to their seven Leaving Certificate subjects.

The requirements for LCVP as outlined by the DES are as follows:

- LCVP students must take a minimum of 5 Leaving Certificate subjects
- Two of these must be from the designated Vocational Subject Groupings\*
- A Leaving Certificate modern language or an ab-initio course in a modern European language or a vocational language module.

Students studying LCVP are required to participate in a short work experience during the February or Easter holiday of 5th Year.

\* Information with regard to this is made available to students and parents as part of the Subject Choice process

The Board of Management reserves the right in relation to the above programmes to decide on the numbers entering each programme on an annual basis

### **Transfer Applications (At the beginning of an Academic Year)**

In exceptional circumstances consideration may be given to a transfer application where a child has moved into the area. The Board of Management will consider these application on an individual basis.

### **Transfer Applications (During the Academic Year)**

The Board of Management has made a decision that as normal practice the school will not accept applications or offer places to students who wish to transfer into the School during the academic year.

### **Appeals**

**The Board of Management reserves the right to refuse an application for admission in exceptional circumstances.**

*“The Board of Management of a recognised school shall not refuse to admit as a student in such school a child, in respect of whom an application to be so admitted has been made, except where such refusal is in accordance with the policy of the recognised school concerned published under section 15 (2) (d) of the Education Act 1998”* (Education (Welfare) Act 2000. (Section 19 (1)).

Should a student’s application for admission to the school be refused the parents/guardians have the right to appeal to the Board of Management in writing. The parents/guardians are informed in writing of the Board’s decision and the reasons why the student was not accepted should be clearly stated. The parents/guardians then have the right to appeal to Secretary General of the Department of Education and Skills (Education Act 1998, Section 29 (d)). The right to appeal should be restated and the application form provided (Circular M48/01). The appeal must be made within 42 calendar days from the date the decision of the Board of Management was notified to the parents/guardians concerned (Circular, M48/01).

An appeal may be made to The Secretary General of the Department of Education and Skills, The Appeals Administration Unit, Department of Education and Skills, Marlborough Street, Dublin 1. An appeal should be made in writing on the Application Form supplied. The Appeals Application Form should be completed in full and should state the following 1. The decision being appealed. 2. The grounds on which the decision is being appealed. 3. The date that the parents/guardians were informed of the decision. 4. All other relevant information. Etc. (Circular M48/01).

**N.B. The school must be informed in writing of the decision to appeal. (Education Act, Section 29)**

Having regard to the desirability of resolving grievances within the school where possible, the parties to an appeal under Section 29, i.e. the appellant and the school’s Board of Management, will be asked to consider the matter in the first instance at local level to see if an accommodation can be reached. As a general rule, appeals will only be considered by an appeals committee under section 29 where the parties are unable to resolve the issue at local level (Circular M48/01).

The school’s Admission Policy is published on the school’s website: [www.lecheilesecondaryschool.ie](http://www.lecheilesecondaryschool.ie) , and is also available by contacting the school secretary. This policy is reviewed annually by the Board of Management.

## **Review**

This policy will be reviewed by the Board of Management on an annual basis.



## **Ratification**

This policy was ratified by the Board of Management on

Signed: \_\_\_\_\_  
Chairperson Board of Management

## **Appendix 1**

In the event that applications for enrolment exceed 150, the Board of Management will allocate places in accordance with the following procedure:

- Each application will be assigned to one of six categories. The first five categories will have equal priority. Applications in the sixth category will be considered only if there are places remaining after the other categories have been processed.
  
- Students from the four primary schools designated as feeder schools by the Department of Education and Skills will be assigned to categories 1 to 4, as appropriate. The feeder schools are:
  - \* St. Luke's National School, Tyrrelstown
  
  - \* Educate Together Primary School, Tyrrelstown
  
  - \* Lady's Well National School, Mulhuddart
  
  - \* St. Patrick's Senior National School, Corduff
  
- Students resident in the area served by the school [defined as Mulhuddart/Tyrrelstown D15 on the Department of Education and Skills map on the Le Chéile website] who are attending primary school outside this area will be assigned to category 5.
  
- Other students whose parents/guardians wish them to attend Le Chéile Secondary School, Tyrrelstown, will be assigned to category 6.

- A Random Selection Process will be operated. The number of places to be offered to students in categories 1 to 5 will be on a percentage pro-rata basis directly proportional to the number of applications received from each of the categories 1 to 5. (So, for example, if 30% of the total number of applications are in a particular category, then 30% of the available places will be allocated to that category.)
- The random process to select those students from each category to whom an offer of a place will be made will be overseen by the Chairperson of the Board of Management and witnessed by a representative of the Le Chéile Schools Trust and an Independent Observer. The process may be video-recorded.
- There will be five containers, one for each of the categories 1 to 5. The name of each applicant will be placed in the appropriate container. A member of the Board of Management will draw names from each container, one by one, until the maximum number of places allotted to each category is reached. The order in which the names are drawn from the container will be recorded on a numbered list. Places will be allocated in that order until the available places are filled.
- The remaining names in the five containers will then be placed in a single container and a second similar random process will take place to establish a single numbered waiting list.
- Where there are application forms from two or more siblings in the one random selection process, then upon selection of one of the siblings, all of the siblings' names will be deemed selected. Where there are insufficient places left in the relevant category, the name of a remaining sibling will be automatically placed at the beginning of the single numbered waiting list.
- **Please note:** The Board of Management wishes to support the family ethos in education. Accordingly, it is the intention of the Board in subsequent years to give first priority for entry into First Year to siblings of current students of the school, prior to the operation of the random selection process, subject only to the requirements of legislation and the regulations of the Department of Education and Skills.  
In the event that there are places available when all applicants in categories 1 to 5 have been accommodated, places will be allocated to applicants in category 6. Where the number of such applicants exceeds

the number of remaining places, a random selection process will be operated, as above.

If there are any unfilled places when all applications received on time have been dealt with, late applications will be considered. Available places will be allocated to late applications in order of the date of their receipt. If necessary, a random selection process will be used.