



Scoil Naomh Oilibhéar Pluincéad

St. Oliver Plunkett School

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School Enrolment Policy



School Enrolment Policy

Other Documents to be read in association with this policy:

- (i) Learning Support Policy
- (ii) Code of Behaviour
- (iii) Anti Bullying Policy
- (iv) Home School Links
- (v) School Policy on Equality of Access and Opportunity
- (vi) Circular 32/03 (www.education.ie)

- App a: General Information
- App b: Reading Class Applications
- App c: Special Needs Applications
- App d: Appeals Procedure (Section 29)
- App e: Verbal Description of St. Sylvester's Parish
- App f: Map of St. Sylvester's Parish
- App g: Map of Sacred Heart Parish, Yellow Walls

The Board of Management of the School sets out herein, its enrolment policy in accordance with the Education Act of 1998, the Education Welfare Act 2000, the EPSEN Act 2004 and all other relevant legislation.

Our Enrolment Policy is drawn up with our Vision Statement as central to our school mission:

“In our school we value the uniqueness and importance of every human being. We believe, where practical, all children should be included in mainstream and we recognise the rights of our children to equal access to all opportunities in our own school, our community and in society as a whole. We will strive to have all our children reach their full potential in a happy caring environment. We will endeavour to develop a sense of responsibility and adaptability for a changing world. We will work towards cultivating a positive self-worth and respect for the importance of each individual and each community. We will promote a co-operative spirit and good, independent work habits.”

In reading this policy please note:

“**The Board**” refers the Board of Management of St Oliver Plunkett School.

“**The school**” refers to St Oliver Plunkett School, Grove Road, Malahide, Co. Dublin.

“**The Parent(s)**” refers to the parent(s), guardian(s) and /or carers of the child attending at or applying to St Oliver Plunkett School.

“**The DES**” refers to the Department of Education and Skills.

“**Department Circulars**” refers to circular letters for all schools issued from time to time by the DES and available at www.education.ie

The use of term “days” implies calendar days unless otherwise stated.

The use of term parent implies guardian

School Enrolment Policy

St. Oliver Plunkett School is a Catholic school under the patronage of the Archbishop of Dublin. To maintain its Catholic ethos, the school strives to nurture children in the Catholic Faith.

The Board upholds the distinctive spirit of the school as determined by the cultural, educational, religious, moral, social, linguistic and spiritual values and traditions which are characteristic of the school.

The school is dependent on the grants and teacher resources provided by the DES and it operates within the regulations laid down by the DES.

The school is co-educational and inclusive. It caters for all classes from Junior Infants to 6th Class and currently numbers special needs children among its pupils. The school follows the curricular programmes prescribed by the DES, which may be amended from time to time in accordance with Sections 9 and 30 of the Education Act (1998).

1.0 Principles of our Enrolment Policy

It is the policy of the Board to seek to provide places for all Catholic children from St. Sylvester's Parish, and other family members (brothers/sisters/step-siblings/fostered children) of existing pupils, whose parents seek a place. Applications from other children will be considered according to the availability of places. The priority rating is outlined at 5 below.

Equality of access is the key value that determines the enrolment of children in the school. The school respects the diversity of values, beliefs, traditions, languages and ways of life in our society. The school celebrates difference and no child is refused admission for reasons of age (beyond requirements), ethnicity, special educational needs, ability or disability, language or accent, gender, traveller status, asylum-seeker or refugee status, religious or political beliefs & values, family or social circumstances, provided that it has been established that the school is in a position to provide an appropriate education for the child.

2.0 Enrolment

2.1 Rights of existing School Community

While recognising the right of parents to enrol their child in the school of their choice, the Board upholds the rights of the existing school community and, in particular, the children already enrolled. Principles of natural justice will apply to act in the best interest of all children.

The Board reserves the right to determine the maximum number of children in each separate classroom, bearing in mind:

- *DES guidelines in relation to class size and staffing provision;*
- *Size and space of classrooms;*
- *Health and welfare of the children;*
- *Educational needs of the applicant and those of pupils already in desired class;*
- *Multi-grade classes;*
- *Presence of children with special educational or behavioural needs;*

While respecting the wishes of all parents who choose to send their children to the school, account will be taken of the following:

- the need to avoid disruption of pupils during the course of the school year e.g. extra intake necessitating classes having to be reformed. (It is the desire of the Board that classes, once formed in September, will not have to be reconstituted mid year);
- the need not to exceed the maximum class size as set by Board of Management which is presently set at 29;
- a decision by the BOM to keep pupil teacher ratio lower in a specific class/classes
- the desire of the Board to maintain a pupil population consistent with the prevailing number of classes (and staffing);
- whether a move from current School to St Oliver Plunkett school is in the educational interests of the child;
- the desire of the Board to adhere to the agreements between the schools in the Malahide area in relation to applications for school enrolment so as to eliminate the possibility of multiple applications. Prior to the allocation of places, discussions take place between the schools to eliminate applications made to more than one school. Where multiple applications are made by a parent, it is the policy of the Boards to assign such applications to the school nearest to the primary residence of the child.

2.2 Applications for Enrolment

2.2.1 Application for entry to the school must be made by way of the school's Enrolment Application Form.

- a) Closing date for applications for Junior Infants is 3.00pm January 29th of the year of entry.
- b) Closing date for applications for classes above Junior Infants is by 3.00pm May 6th.

- c) Applications will be accepted during the year from children who move into the Malahide area.
- 2.2.2 The application process begins directly after the Halloween midterm break. Application Forms are made available from November of the year prior to entry and no applications will be accepted prior to that date.
- 2.2.3 The Board reserves the right to seek further information or to clarify or verify any information contained in the enrolment application form. To ensure the authenticity of applicants, the Board will ask all new families to verify place of residence by way of utility bills or other documentation. Where a child is not yet resident in the area, but is in the process of moving house, a letter from Estate Agent/Solicitor verifying that a contract has been signed for the purchase/lease of a property will suffice.
- 2.2.4 The school organises an information meeting for prospective parents in March/April of the year of entry and an informal “Open Hour” for new pupils is held in June each year.
- 2.2.5 The school has a single enrolment date of September 1st for all children except –
- a) *New residents to the area*
- New residents to the area can apply at anytime during the year; however, places will be allocated on the basis of availability. Parents will be notified in writing of the decision with 21 calendar days of the date of application.
- b) *Pupils wishing to transfer from other schools*
- Pupils wishing to transfer from other schools in the Malahide area or adjoining communities are enrolled subject to agreements between Malahide Schools, the school’s enrolment policy and the provisions of the DES regarding transfers.
- 2.2.6 Applications received after the closing date will be deemed “late applications” and will only be considered once all other applications have been satisfied.;
- 2.2.7 The date on which the application is made is not a determining factor for placement except in the case of applications which are deemed “late applications”.
- 2.2.8 Applications for classes above Junior Infants must be accompanied by a school report indicating the child’s educational progress to date and a letter from child’s present school certifying up-to-date attendance record for the present school year.. These should be less than one month old.
- 2.2.9 When an application is received from a child and no change of residence is envisaged, such applications will be discussed with the Principal of the child’s existing school.

3.0 Enrolment of Pupils with Special Educational Needs

St. Oliver Plunkett school is an inclusive school and welcomes applications from Special Needs Pupils. It is the desire of the Board that all parents of Special Needs pupils, who seek a place for their child, will be accommodated, provided they comply with enrolment criteria except where individual circumstances make this impossible.

- 3.1 The Board recognises the right of each parent to send their child to the school of their parents choice but it espouses the maxim “it takes a village to raise a child”. Notwithstanding the desire of the Board to accept all pupils who apply, it is the policy of the Board to encourage children living outside the Parish of St. Sylvester to attend their local school so that they grow and develop in, and are supported by, their own community.
- 3.2 It is the policy of the Board to provide a quality educational service to all children who have been identified with Special Educational Needs, whether the disability is learning or physical.
- 3.3 Applications will be accepted from pupils in this category in line with the priority rating stated at 5.1, provided that it has been established that the child is suitable for and can be enrolled in a mainstream school and that the Board feels it is in a position to adequately meet the needs of the child concerned.

The Board recognises the importance of early intervention and this is reflected in the school’s “Procedure for Enrolment for Special Needs Pupils” as set out in Appendix b.

- 3.4 Children with special needs will be supported in line with the school’s “Educational Support Policy” (available separately). The Board will seek resources from DES in line with Dept. Circulars and National Guidelines, and will seek to direct any available extra support to those who need it so that they can benefit from the educational opportunities provided by the school.

The level of support will be in accordance with the level of resources provided to the Board by the DES. The Board will, within the confines of the resources provided, make all reasonable efforts to provide suitable accommodation, and educational resources, for children with disability or special educational needs.

Notwithstanding the availability of such resources, parents of children may be advised by the Board to consider a Special School or Special Class placement. These schools and classes are designed and resourced to specifically cater for the needs of children with Special Educational Needs.

The school reserves the right to refuse enrolment to any pupil in exceptional cases. Such an exceptional case could arise where either:

- i) The pupil has needs such that, even with additional resources available from the Department of Education and Skills, the school cannot meet such needs and/or provide the pupil with an appropriate education or
- ii) In the opinion of the Board of Management, the pupil poses an unacceptable risk to other pupils, to school staff or to school property.

3.5 In the event of a child leaving a mainstream class to attend a special unit, e.g. ASD, Specific Language or Reading Unit, the school will hold a place for that child's return, as these placements are typically for a specified term of one or two years.

3.6 Applications for Enrolment in the Reading Support Classes

Enrolment in the Reading Support Classes will be in accordance with the criteria and procedures laid down by the DES. Details of these criteria are set out in Appendix a.

4.0 Authority of School Principal

The school Principal is authorised by the Board to take decisions on pupil intake consistent with this Policy Document. In line with the Education Welfare Act 2000, these decisions will be communicated to parents in writing as follows:

- Junior Infant intake for September - within 21 calendar days of closing date for applications;
- Pupils for other classes in September - within 21calendar days of the closing date for applications
- Applications during school year - parents will be notified within 21 calendar days of receipt of fully completed Enrolment Application Form.

Parents who wish to discuss the decision may contact the school and arrange to meet the Principal within 7 calendar days of the date of the decision.

Where a parent wishes to appeal to the Board on any decision made by the Principal, such appeal must be addressed, in writing, to the Chairperson of the Board within 7 calendar days of date of the decision of the Principal or within 5 calendar days of meeting the Principal. This does not effect the statutory rights of parents to the appeal process as indicated in the Section 29 of the Education Act and detailed in Circular 22/02 of the DES (see appendix c).

5.0 Priority Rating for Pupils of suitable age

While compulsory attendance only applies from the age of 6, the school will continue to enrol pupils who have reached their 4th birthday in accordance with the criteria set out below. As the school operates only one commencement date for Junior Infants i.e. September 1st, children reaching 4 after this date will not be enrolled until the following September.

While children aged 4 on 1st September are eligible to start, it is the recommendation of the Board that children reaching their 4th birthday in the preceding February to May, and in particular children born in June, July or August, should wait until the following year.

There is no facility for children to repeat a year on the grounds of being too young.(cf Circular 32/03)

Criteria used for Enrolment Priority

Where the number of children seeking enrolment in any standard exceeds the number of places available it will be necessary to adopt certain enrolment criteria.

In such cases the following criteria will be used to prioritise children for enrolment and (in each category (except 5.1.5) priority will be given to the oldest:

- 5.1.1 Brothers & sisters (including step-siblings and fostered children, resident at same address) of children already enrolled ^{see note1}. Children of staff members. Catholic children whose principal private residence ^{see note3} is within the Parish of St. Sylvester, Malahide ^{see note2};
- 5.1.2 Other children who live in the parish;
- 5.1.3 Catholic Children from the Sacred Heart Parish, Yellow Walls, Malahide.
- 5.1.4 Other children from the Sacred Heart Parish area, Yellow Walls;
- 5.1.5 Children who live outside the parishes of St. Sylvester and Sacred Heart. Places will be allocated on the basis of proximity to school which will be determined by the shortest distance by public road between the school gates and the gates/road entrance to the child's home.

Where the number of applicants within categories exceeds the number of places available in any class or any standard, the Board will operate a cut off point based on the applicants' Date of Birth (i.e. older children will be given priority of accommodation) except in the case of children in category 5.1.5. For example, if the number of applications from children in category 5.1.1 exceeds the number of available places, children are offered places in age order. This may create an age cut off and would vary from year to year, depending on the numbers and ages of children applying in any given year. Those children with a date of birth after the cut off date will be placed on a temporary waitlist, which will lapse on 1st of September.

Where children cannot be accepted, parents may request a meeting to discuss the matter with the Principal. This meeting must be requested within 7 calendar days of receipt of decision.

When a waiting list is formed the priority rating on the list will be as follows:

- i) Children from category 5.1.1: the eldest is given highest priority (in the event that two or more share the same Date of Birth, priority will be given to a child who is a brother/sister of an existing pupil **or** else the child who lives in closest proximity to the school. Where a waiting list has been formed in this category, any late applicant will be placed last regardless of age unless the applicant has newly taken

up permanent residence in the area in which case age will be the deciding factor(cf; 2.2.7.a);

- ii) Children from category 5.1.2-5.1.4, the eldest will be given highest priority. When a waiting list has been formed any child joining the list will be placed last regardless of age and within the correct category.
- iii) Where children from category 5.1.5 are to be placed on a waiting list, priority will only be established when all children from category 5.1.1 to 5.1.4 have been placed. All children will be contacted to establish whether they are still interested in joining the waiting list. **Children will be placed on the list by reference to their distance from the school**, which will be determined by the shortest distance by public road between the school gates and the gates/road entrance to the child's home.
- iv) In the event of the Board being unable to enrol a child **from category 5.1.1**, the family of that child will be advised to reapply the subsequent school year. A Junior infant place should be secured the following year, provided that the child is still satisfying entry requirements, and provided that the he/she doesn't attend Junior Infants in another school in the interim year.. (cf. Circular 32/03)
- v) Where a junior infant waiting list is formed, it will lapse on September ^{1st} of the year of entry.

Note1: Older siblings wishing to be enrolled in this school, while resident at the same address but attending a different school, are referred Paragraph 2.2.7.b of this Enrolment Policy.

Note2: St. Sylvester's Parish is defined in Appendix d. A map of Sacred Heart Parish is available in Appendix e.

Note3: The place of residence is defined as the principal private place of residence of the child at the date of entry to the school. Where the place of residence is not the principal private residence of the child, the application will be discussed with the parent to verify the facts.

6. Role of Parents and Guardians

Parents are expected to give a commitment to afford their children every opportunity to experience their faith at home and to give their children every opportunity and encouragement to practise it.

Parents must accept that all students will partake fully in every aspect of the school programme except where children are withdrawn on moral or religious or physical/emotional grounds.

Parents are expected to support the teaching staff and the school administration. Open communication is actively promoted.

Parents are expected to help whenever possible and to support the school's activities and fund raising efforts.

Parents are encouraged to participate/be involved in all aspects of the life of the school.

6.1 Responsibilities of Parents and Guardians

Children enrolled in St. Oliver Plunkett National School, and their parents, are required to co-operate with and support the school's Code of Behaviour and Anti-Bullying Policy, as well as all other policies on curriculum, organisation, & management. Parents are expected to accept, support, and encourage the standards of behaviour, punctuality, dress, cleanliness, tidiness and other expectations of the school. A Copy of the Code of Behaviour will be made available to all new applicants.

The Board holds parents responsible for ensuring that children co-operate with all policies in an age appropriate way.

In accordance the Education Welfare Act, the Education Act and **the NEWB Guidelines**, a child may be suspended or expelled for a serious breach of or continuous breaches of the Code of Behaviour. This is detailed in full in the school's Behaviour and Anti Bullying Policy, which is available through our website or from the school office.

The Board holds Parents/Guardians responsible for ensuring that their child(ren) co-operate with all policies in an age-appropriate way. In accordance with the Department of Education's Rules for National Schools and the NEWB Guidelines, a child may be suspended for breaching the rules and policies of the school. These rules and policies may be added to and revised from time-to-time.

Appendix a: General Information

Enrolment Procedure

Parents who wish to enrol children must complete an enrolment application form available from the school office. Applications for Junior Infants will only be accepted during the year prior to entry and must be completed by January 29th for Junior Infants and May 6th for other classes. Parents will be informed of the outcome within 21 calendar days from these dates.

School Information

The information contained here under offers some details on St Oliver Plunkett School. While every effort is made to ensure this information is current, you are requested to check details with the School Secretary.

- St Oliver Plunkett School is set over 3 permanent and a number of temporary buildings.
- The school employs 48 teachers including the Principal. Within that grouping, two teachers are allocated to the Reading Support Classes, and eleven are allocated to Learning Support and Resource.
- There are 927 pupils currently attending the school.
- The school opening hours are 0850 hrs – 1430 hrs. (13.30 hrs. in the case of Infants)
- The school operates its own website (details below).
- The contact details for the school are:

St Oliver Plunkett National School,
Grove Road,
Malahide,
Co Dublin

Telephone:	01 8452052
E mail:	office@stops.ie
Web:	http://www.stops.ie
Principal:	Claire O'Connor
Deputy Principal:	Hugh Curran
School Secretary:	Claudia Fisher
Chairperson of Board:	Alan Markey.

Appendix b:

Criteria and Procedure for the Enrolment of Pupils in the Reading Support Classes

The Board of Management has responsibility for the enrolment of pupils.

Enrolment procedure will be in accordance with the DES "Guidelines for Enrolment of Children with Specific Learning Disability"(June 1998), which may be summarized as follows:

- a. Children should be from catchment area as defined by the DES;*
- b. Children must be of average or above average intelligence;*
- c. Children must have a significant deficit in reading or maths ability, generally will be at or below the 2nd Percentile;*
- d. Pupils must have completed Second Class or be aged at least eight on the first day of the School year in which it is proposed to enrol them;*
- e. The referring psychological report should be less than two years old;*
- f. Children enrolling must **not** have a behaviour problem;*
- g. Pupils who satisfy the criteria are selected for enrolment in accordance with age. The level of disability will determine precedence.*

All applications must be received by February 28th and parents will be informed, in writing, of the outcome

The child, accompanied by his/her parents, will be interviewed as part of the enrolment process on the day on which the children are tested to set baseline-reading scores. The interview will include discussion on the child's needs, and the school's suitability or capacity to meet these needs.

The child's present school will be asked to provide a report on child's progress, attendance, behaviour, social and personal development, attitude to school and school work, and the parents' attitude to school and school work. The report will also provide information on level of competence in language, reading, spelling and mathematics, from present class teachers and also from Learning Support or Resource Teacher, if the child is attending these.

Pupils are initially enrolled for a probationary period of one month. Enrolment is then extended to one year, with an option of a further year if necessary. The child's present school must undertake to re-enrol the child at the end of the child's enrolment in the Reading Classes, or if the placement is unsuitable.

At all times, evidence of behaviour problems will be a determining factor in deciding on placement.

Procedure for the Enrolment of Pupils with Special Education Needs

Definition of Special Educational Needs (SEN) definition from the Education for Persons with Special Educational Needs Act, 2004 – “special educational needs” means, "a restriction in the capacity of the person to participate in and benefit from education on account of an enduring physical, sensory, mental health, or learning disability, or any other condition which results in a person learning differently from a person without that condition"

St. Oliver Plunkett School supports inclusion and welcomes applications from pupils with Special Education Needs (SEN). The Board strives to provide a quality educational service to all children who have been identified with SEN due to a learning or physical disability.

The Board accepts that not all Special Needs Children are suitable for inclusion. The advice of the Educational Specialists will be adhered to and the team of specialists will be consulted to ensure that any child with SEN who applies is suitable for mainstream education, that the school is suitable and capable of providing an appropriate educational service for the child.

All members who make up the specialist team have a crucial role to play in preparing for the child's entry to school and once a child with SEN has been accepted and a place allocated, a full case conference may be held to discuss all issues in relation to the applicant's condition to ensure that all necessary steps are taken for a smooth entry to school.

The success of any such placement in mainstream education depends to a very large extent on the openness of communication and the level of co-operation between home and school, and the level of resources available to the school. These may include specialist teacher services, resource teacher support, special needs assistant, specialist or additional equipment or resources or transport.

- Where children are accepted without identification of the special need and the school becomes concerned after entry, parents will be immediately invited to attend a meeting where this will be discussed and advice offered of the procedure to follow.
- To ensure adequate preparation, parents wishing to enrol pupils with SEN should contact the school at the earliest possible opportunity to ensure that adequate provision can be in place when the child is admitted. In all cases, it is recommended that such contact be made at least one year prior to entry.
- When a child with SEN has been accepted, the parent/guardian of the child will be invited to meet with our school's Special Educational Needs Co-ordinator (SENco) and the Principal. This meeting will deal with such issues as:-

Present Position

- | | |
|-------------------|--|
| Disability | - Description of disability and any medication or regime to be followed;
- Definition of and long term effects of disability;
- Parents' expectations; |
|-------------------|--|

- Child**
- Present position - re stage of development;
 - Pre-school - whether the child attends such and progress there;
 - Supports - any additional support being received etc.

Support Network

- For child:** Agencies for example: St. Michael's House, HSE/ DES;
Voluntary Organisations;
Local Groups.
- For School Team** Contacts available through outside agencies:
Psychologist, Occupational Therapists Medical, etc.
Visits for School personnel to meet the child informally and/or?
meet the child in play school/playgroup/support setting.

- At the initial meeting parents will be asked to share all relevant reports, medical or psychological;
- Where the child has not already been assessed the parents will be asked to arrange a suitable assessment to identify the problems and needs, so that the school can profile necessary and suitable supports (if child is accepted).

Preparing to meet the needs of child

Once the initial meeting with parents has taken place the following procedures will apply:

- The Board of Management/relevant Teaching Staff will consider the application. The referrals by psychologists and doctors will be examined and a decision will be made regarding class group and the resources needed to support the child;
- An application will be made to the SENO/DES for the necessary resources and work will be put in hand if modification or alterations are necessary to the school environment to accommodate the child;
- After discussion at staff level a teacher will be nominated;
- The Principal, SENCo and Reception Teacher will meet with the (pre-)school teacher and observe the child in a classroom situation. Any special provisions, arrangements will be noted;
- Where necessary a presentation by specialist in the area of the disability will be given to staff at a staff meeting.;

- The child will visit the school to meet the Principal, class teacher, and SENCo and Parents will be encouraged to visit school by appointment after school hours to become familiar with surroundings and buildings.
- Following entry to school a further meeting with the Principal, Class teacher, SENCo, parents and members of support team is arranged once the child has entered school. This meeting is organised to agree goals for the child, both social and academic, to agree communication framework and initial and annual review date. A further formal meeting will be held with parents and school team after Christmas to ensure that the goals originally set are realistic and discuss other matters relevant to child and the success of first term.

Members of the team at time of entry

The Parents: It is crucial that parents maximise communication with the School and all members of the team. Outside agencies will not fully communicate or work with the School if parents are not seen to be in full agreement.

The pre-school or previous school teacher: In pre-school, children learn social skills, developed through playing with others, taking turns etc. Interaction between pre-school and mainstream establishes a positive link and gives much needed background so that teachers know the child as fully as possible from the beginning.

The Home Tutor or specialist teacher: Where a home tutor is available they will give much valuable support and information to the school at a later stage. As well as assisting in the learning situation the Tutor will be able to advise on age appropriate functions.

The Specialist Advisors: The ultimate decision on suitability rests with the specialist advisor. It is therefore extremely important that a firm relationship is established early on. The school relies heavily on the support of this team during the child's time in school.

The SENO: The SENO will be asked to support application for additional resources and be kept appraised of the child's progress in school.

At entry stage and beyond:

Age: The school's experience suggests that it is usually better that Special Needs Children enter a year older than their peers. This year gives them an opportunity to develop as fully as possible and is a source of great confidence to the child when entering.

Speech and Language: It is essential that speech and language is well developed at entry. It is important that the child can communicate well and be understood by peer group and teacher. The child should be encouraged to verbalise all needs from an early age. Experience in the use of language is fundamental to the success of the placement.

Goal Setting and Review: The setting of realistic and attainable goals is important from the start as is the ongoing review of progress. To achieve success the school must know what each child is capable achieving and set its goals accordingly. Yearly reviews will ensure that these targets are being met and that all members of the team agree on these. Should the need arise; it may be necessary to revise the goals or look at alternative placement.

Appeal Procedures under Section 29 of the Education Act 1998.

Section 29 of the Education Act, 1998 gives parents (and students who have reached the age of 18) the right to appeal certain decisions made by a school board of management, or a person acting on behalf of a board, to the Secretary General of this Department.

Parents who wish to appeal should do so on the form available on the DES website (Form:- Section 29 Appeals Application Form).

The following decisions by a Board of Management of a Primary school may be appealed to the Secretary General of the Department of Education & Science.

- 1) Permanent exclusion/ expulsion of a pupil from a Primary school.
- 2) Suspension for a period which would bring the cumulative period of suspension of a pupil to 20 school days or longer in any school year from a Primary school.
- 3) Refusal to enroll a pupil into our school.

If the Board indicates to parents/guardians of a child whom it is going to either:

- expel
- suspend for 20 school days or more
- refuse to enrol.

The Board will also advise the parents/guardians that they have the right to appeal the Board decision with 42 calendar days from the date they were notified by the Board and inform them that the relevant form is available on www.education.ie.

Negotiated settlement before initiating Formal Appeal Procedure

Both parties will be asked in the first instance to see if an accommodation can be reached at local level. Should that fail and where the Appeals Committee considers that it may be possible to facilitate agreement between the appellant and school, a facilitator will be appointed to contact the parties at the earliest opportunity. Finally, An Appeals Committee may refer an appeal for hearing.

In the event that an Appeal is not resolved at local level or by Facilitation between the parties the Appeals Committee will determine the issue having due regard to:

- The established practices within the school for dealing with issues/grievances which are the subject matter of the appeal, including, where relevant and available, any statutory or non-statutory procedures, guidelines, regulations or other provisions in operation at any time,
- The educational interests of the student who is the subject of the appeal,
- The educational interests of all other students in the school,
- The effective operation and management of the school,
- Any resource implications arising from the issues under appeal,
- Where relevant, the policy of the patrons and the board of management in respect of the characteristic spirit/ethos of the school and,
- Such other matters as the Committee considers relevant.

Processing an appeal

Initially a local resolution to the problem will be sought and the Appeals Administration Unit of DES will support this effort. If this fails the Appeals Administration unit will:

- a) acknowledge the parents application for an appeal as stated in the Parents Application Form
- b) write to the Board of Management informing the Board of the Appeal and the grounds for the Appeal. The Board will have to submit all documents relevant to the appeal and the School Enrolment Policy and/or Code of Behaviour to the Appeals Administrator.
- c) The Appeals Administrator will appoint an independent facilitator to try and solve the difficulty. If the facilitation fails an Appeals Hearing will take place.

The Appeal Hearing

The facilitator's report, the parents appeal, the documents supplied by the Board of Management will be forwarded to the Appeals Committee. The Appeals Committee will consist of 3 people appointed from the Appeals Panel by the Minister for Education & Skills One of the committee will be a Department Inspector.

Once the hearing has been arranged the Appeals Committee will invite the Parents/Guardians of the pupil concerned, two members of the Board of Management (normally the Chairperson and the Principal). With the prior consent of the Appeals Committee up to two other people will be allowed to attend. Legal representation is not allowed. The Appeals Committee will notify the General Secretary of DES of its decision, the reasons for the decision and the Appeals committee will recommend a course of action. The General Secretary will notify both parties of the result of the Appeal and will direct the Board of Management as to the method of remedying the matter if such is warranted. The Board of Management are bound by the General Secretary's decision.

Parish of St. Sylvester - Malahide.

This should be read in conjunction with the Parish Map.

VERBAL DESCRIPTION:

Commencing where Texas Lane meets the Estuary, the boundary runs in a SW direction along the centre of Texas Lane to No. 1 Texas Lane. The boundary follows the line of the back gardens of No. 17 to No.1 Yellow Walls Road, then around the and follows the boundary of St. Sylvester's School to its junction with Dublin Road.

The boundary turns westerly along the Dublin Road and includes the houses opening onto Dublin Road between Yellow Walls Road and Ard-na-Mara junction. From the junction of Ard na Mara and the Dublin Road it travels along the centre of the Dublin Road to its intersection with Back Road

The boundary proceeds along Back Road, encompassing both sides of it (but not Kinsaley Lane), to its intersection with the Dublin/Belfast Railway Line. It follows the railway line to the intersection with the bridge over Hill Road and includes The Grange.

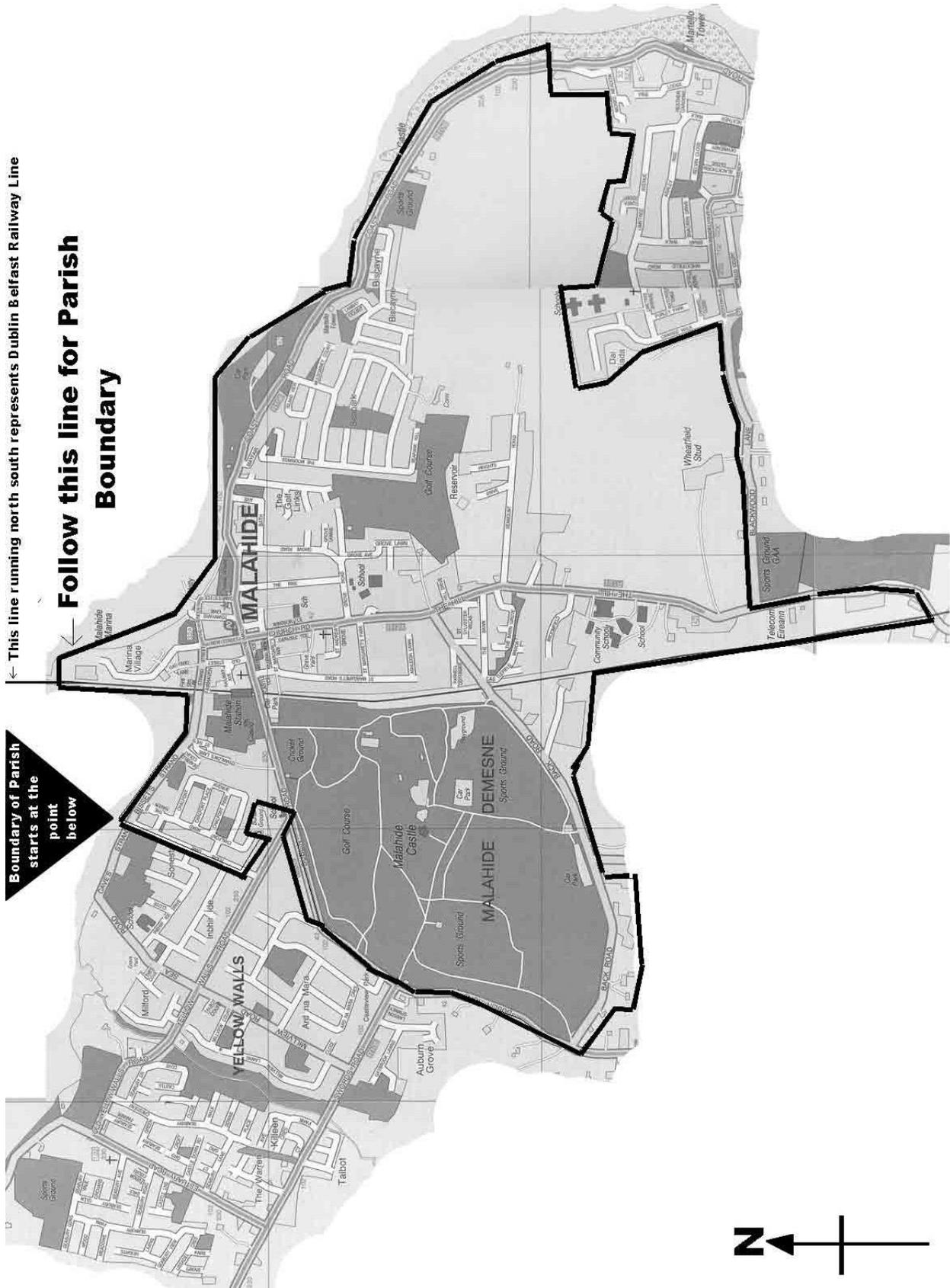
The boundary now turns back in a NE direction along the centre of Hill Road to the intersection with Blackwood Lane and along Blackwood Lane to back gardens of the houses on Onward Walk.

The boundary turns north along Onward Walk and along the western boundary of its intersection with the boundary of the townland of St. Helen's and continuing in a NE direction along that townland to its intersection with the townland boundary of Carrickhill.

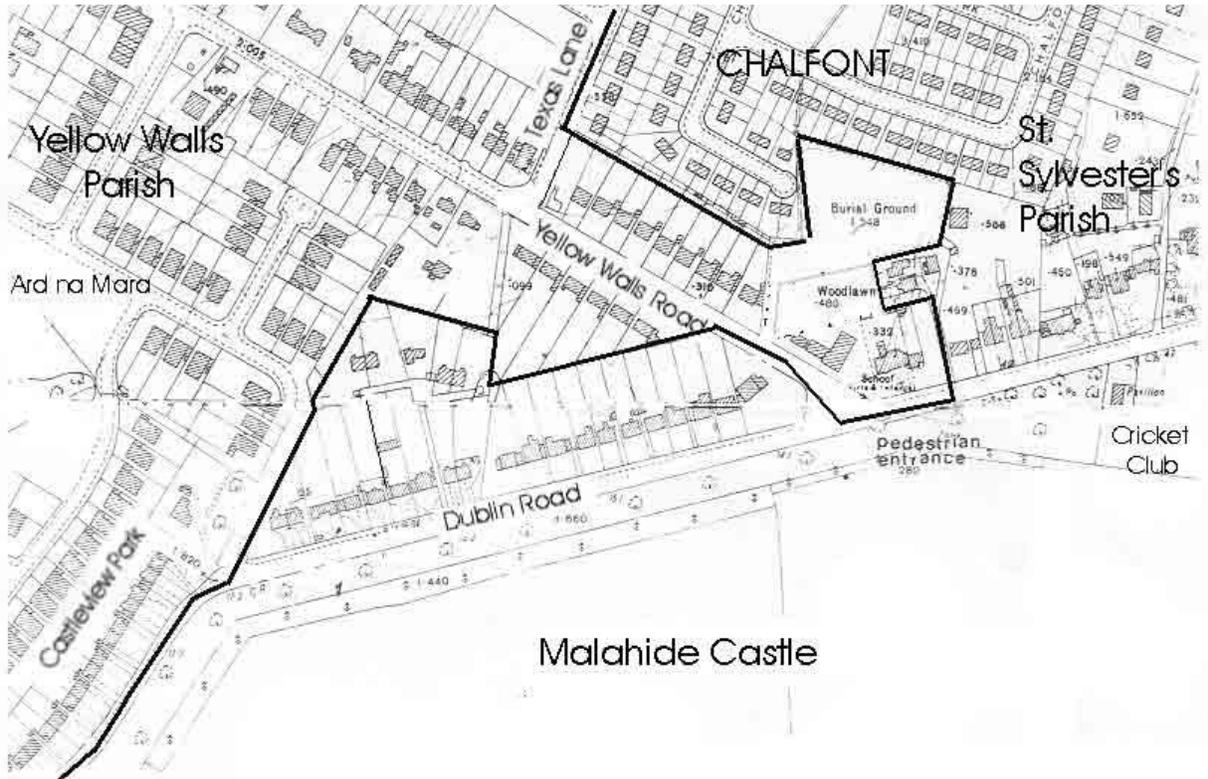
The boundary turns east along Carrickhill to its intersection with the high water mark north of Little Monksmeadow

Turning north, the boundary follows the high water mark along the coast and around the Marina Village to the railway line. It follows the Dublin/Belfast Railway line to the intersection with Upper Strand Road.

The boundary returns to the starting point following the high water mark on the Broadmeadows Estuary



Close up of intersection of the two parishes at Yellow Walls:



Ratification: This policy was ratified by the Board of Management in October 2014

Review: This policy will be reviewed June 2015

Signed:

Alan Markey,
Chairperson,
Board of Management.