



Scoil Phobail Bhéara

Ní Neart Go Cuir Le Chéile

Admission Policy of Scoil Phobail Bhéara

Castletownbere, Co Cork

Roll number: 91387Q

School Patron/s: Mercy Order and Cork Education and Training Board

1. Introduction

This Admission Policy complies with the requirements of the Education Act 1998, the Education (Admission to Schools) Act 2018 and the Equal Status Act 2000. In drafting this policy, the Board of Management of the school has consulted with school staff, the school patrons and with parents of students attending the school.

The policy was approved by the school patron on [TBC]. 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 Scoil Phobail Bhéara'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 for admission 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

Characteristic Spirit of Scoil Phobail Bhéara

The responsibilities of the patron of Second level schools are clearly laid out in the Education Act, 1998. In the Community School Sector, the Trustees of the school are the Joint Patrons of the school. The roles and responsibilities of the Patron in a Community School are laid out in the Education Act, 1998. These roles and responsibilities are further defined in the *Deeds of Trust of a Community School*.

The Joint Patrons of Scoil Phobail Bhéara (Beara Community School) are The Provincial of the Sisters of Mercy and the Chief Executive of the Cork Education and Training Board.

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

Scoil Phobail Bhéara was established under the Deed of Trust and opened on the 1st September 1980 following the amalgamation of the Mean Scoil Naomh Iosaf and the Castletownbere Vocational School who together established a new single post-primary school to serve the educational needs of the wider Beara community. Scoil Phobail Bhéara is a co-educational multi-denominational post-primary school under the joint patronage of the Mercy Sisters and Cork ETB. The values of Cork ETB as a multi-denominational State Body and the inherited traditions, Christian values and founding intentions of the Mercy Order are enshrined in the characteristic spirit and in the life of our school and are respected and cherished.

The core values of Scoil Phobail Bhéara are care, respect, community, inclusion, equality, justice and fairness. These values combine to provide and support an atmosphere which is conducive to excellence in teaching and learning. We endeavour to assist each student to reach his/ her full potential in a calm, caring and creative environment.

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

Scoil Phobail Bhéara provides a safe physical and social environment that reinforces a sense of belonging to the school community and wider society. We strive to enable every student to realise their full potential regardless of any aspect of their identity, culture or background. Our school promotes a fully inclusive education which recognises the plurality of identities, beliefs and values held by students, parents and staff. We prepare open-minded and responsible citizens with a strong sense of shared values with a view to contributing to a just and fairer society.

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

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

General Objectives:

The school promotes the partnership between home and school by encouraging Parents/Guardians to support fully their student's learning. The school also endeavours to encourage maximum communication between home and school through its Board of Management approved policies and procedures.

The school aims to cooperate fully with all relevant agencies to develop initiatives to overcome the problem of educational disadvantage.

The school promotes on-going personal and professional development among its staff.

Scoil Phobail Bhéara will endeavour to address, meet and deliver the educational needs of the local community.

Students will be encouraged to have respect for themselves, to recognise and nurture their own strengths and gifts. Each student is encouraged to acknowledge and accept their own individuality.

The school through its Code of Behaviour promotes a positive atmosphere of self – discipline.

The school promotes respect for others in a spirit of mutual acceptance, care and friendship, while recognising the rich diversity of the individuals who make up our school community.

The school Code of Behaviour and Anti-Bullying policy promote a safe and positive environment for all those in the school community. Both policies are promoted and adhered to in a spirit that is positive, firm and fair to all.

The school develops local policies that clearly clarify, articulate and communicate to all members of the school community, on how the school manages all aspects of activities within the school.

The School fosters positive relationships and good communication with the local community which will be mutually beneficial to all.

Scoil Phobail Bhéara endeavours to create a healthy respect and awareness among its students for the school environment, that of the surrounding community and the fragile universal environment.

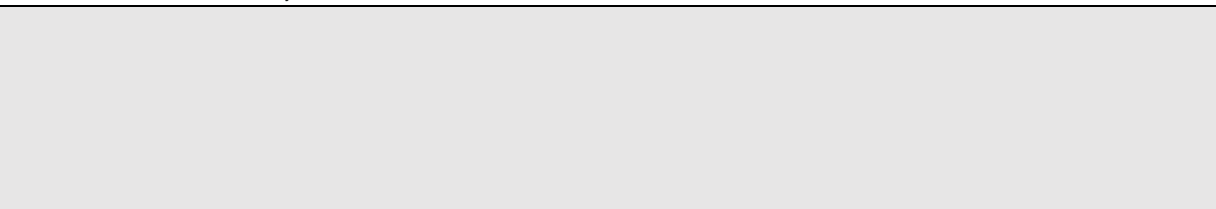
Comprehensive Curriculum

Subject to the allocation and provision of adequate resources as provided for in the Education Act 1998 -

- Scoil Phobail Bhéara will endeavour to promote excellence in teaching and learning
- The school aim to provide a comprehensive curriculum, available equally and equitably to all.
- The school aims to develop the whole person, through the provision of a wide and varied curriculum,
- The school aims to identify the individual needs of students. It will endeavour to tailor programmes and curriculum to cater for identified individual needs.
- The school promotes inclusivity through the curriculum.
- The school, through the provision of extra-curricular activities, aims to develop everyone's strengths and interests. The aim through this provision is to promote a sense of teamwork and cooperation.
- The school will promote and foster student voice in all areas of school life
- The school is a learning powered school and will as such challenge each student to direct his/her own learning facilitated by teaching and SNA staff

Finally, the school through the provision for and outgoing support of extra-curricular activities across a wide spectrum of human endeavour that includes the sports and creative endeavours, including the arts, aims to develop everyone's strengths and interests. The aim of this provision is to promote creativity and achieve as well as a sense of teamwork and cooperation.

The Joint Trustees/Patrons wish all associated with Scoil Phobail Bhéara success in their respective roles within the school, into the future.



3. Admission Statement

Scoil Phobail Bhéara will not discriminate in its admission of a student to the school on any of the following:

- (a) the gender ground of the student or the applicant in respect of the student concerned,
- (b) the civil status ground of the student or the applicant in respect of the student concerned,
- (c) the family status ground of the student or the applicant in respect of the student concerned,
- (d) the sexual orientation ground of the student or the applicant in respect of the student concerned,
- (e) the religion ground of the student or the applicant in respect of the student concerned,
- (f) the disability ground of the student or the applicant in respect of the student concerned,
- (g) the ground of race of the student or the applicant in respect of the student concerned,
- (h) the Traveller community ground of the student or the applicant in respect of the student concerned, or

- (i) the ground that the student or the applicant in respect of the student concerned has additional educational needs

As per section 61 (3) of the Education Act 1998, 'civil status ground', 'disability ground', 'discriminate', 'family status ground', 'gender ground', 'ground of race', 'religion ground', 'sexual orientation ground' and 'Traveller community ground' shall be construed in accordance with section 3 of the Equal Status Act 2000.

Scoil Phobail Bhéara is a school which has established classes, with the approval of the Minister for Education and Skills, which provides an education for students with a category or categories of additional educational needs specified by the Minister and may refuse to admit to the class a student who does not have the category of needs specified.

4. Categories of Additional Educational Needs catered for in the school/special class

The Board of Management of Scoil Phobail Bhéara welcomes students with additional educational needs. The AEN team meet with the parents/guardians of incoming students with additional needs well in advance of admission in order to review documentation that may assist the placement. The application process for a student with additional educational needs will be the same as that of any other applicant. However, in order to assess the needs of a student with additional educational needs the parents/guardians will be requested to provide a copy of the student's educational, medical, or where appropriate, psychological reports. The AEN team with the support of the parents/guardians will apply to the NCSE and/or DES for appropriate resources e.g. special needs assistant, assistive technology, specialised equipment or remedial works to be carried out within the school to improve accessibility for the student if needed. Where adequate resources and necessary structural alterations are not forthcoming from the NCSE and/or DES, the school may have to postpone admission until such resources are put in place. The Board of Management will do all it possibly can to identify, plan and provide for a student with additional needs or for a student with a disability seeking admission to the school. The Board is aware of its responsibility under Section 9 of the Education Act 1998 to:

“Provide education to students which is appropriate to their abilities and needs in order to ensure that the education needs of all students, including those with a disability or other additional educational needs are identified and provided for”.

The Board is also aware that the Equal Status Act, 2000 prohibits discrimination on the grounds of disability. The Education Act 1998 and the Equal Status Act, 2000 define disability as:

- (a) The total or partial absence of a person's bodily or mental functions, including the absence of a part of a person's body
- (b) The presence in the body of organisms causing, or likely to cause, chronic disease or illness
- (c) The malfunction, malformation or disfigurement of a part of a person's body
- (d) A condition or malfunction which results in a person learning differently from a person without the condition or malfunction or
- (e) A condition, disease or illness which affects a person's thought processes, perception of reality, emotions or judgement or which results in disturbed behaviour

Apart from any legal responsibilities, the Board accepts that it has a moral and social responsibility to promote inclusiveness and integration in Scoil Phobail Bhéara. The principles of inclusivity and integration underpin the admission policy for AEN students. Final confirmation of a place may in exceptional cases be given only when the NCSE and/or DES confirms that the necessary resources are in place. Note: It may take some time for the Department of Education and Skills to process such applications. Parents are strongly advised to inform the school as early as possible and discuss their particular situation well in advance of making application.

In conclusion The Board of Management of Scoil Phobail Bhéara will strive to ensure that an education appropriate to their needs is provided for pupils with additional educational needs. It will seek to:

- Identify the needs of pupils
- Acquire the necessary resources to cater for students' needs
- Do all that is reasonable to accommodate a student with identified additional needs.

Scoil Phobail Bhéara reserves the right to refuse enrolment to any students in exceptional cases. Such an exceptional case could arise where either:

- The student has additional needs such that, even with additional resources available from the DES, the school cannot meet such needs and/or provide the student with an appropriate education
- In the opinion of the Board of Management, the student poses an unacceptable risk to other students, to the staff or to school property.

The parents/guardians (or a student over eighteen years) have the right to appeal a refusal to enrol to the Board Of Management with the appeal being lodged within 14 days.

Scoil Phobail Bhéara with the approval of the Minister for Education and Skills, has established a class to provide an education for students with ASD.

The ASD class is funded and resourced by the Department of Education and Skills (DES). The Board of Management of the school has the responsibility for the ongoing management of the ASD Unit, having regard to the funding, resources, services and space available.

The aim of the ASD class is to offer a specific learning environment within a mainstream post-primary school. This setting facilitates optimum inclusion as part of the school community with access to mainstream educational activities that are available and that are deemed appropriate to the ongoing education of the student.

Pre-enrolment

All applicants must have an assessed primary diagnosis of Autism/Autistic Spectrum Disorder. The assessment must be in line with the established DES criteria of DSM-IV or DSM-V or ICD-10. All applications must be accompanied by an assessment, carried out by an Educational/Clinical Psychologist approved by the DES, recommending the applicant as suitable.

A prospective student for the ASD class should have a professional recommendation, from a NEPS Psychologist, Clinical Psychologist, Educational Psychologist, Psychiatrist, or from a multi-disciplinary team (Clinical Psychologist, Education Psychologist, Occupational Therapist, Speech and Language Therapist, Social Worker, and/or Physiotherapist), for placement in the ASD class or multi disabilities class.

Parents/Guardians should note that under the official DES guidelines, the number of student places available in the ASD class in Scoil Phobail Bhéara is a maximum of 6 students. It should be noted that fulfilling the enrolment criteria does not necessarily guarantee the student a place in the ASD class.

The Board of Management require that Parents/Guardians must accept that the enrolment process only proceeds where the educational and physical needs of the applicants as identified can be met within the ASD class.

The Parents/Guardians of the applicant must accept and agree to Scoil Phobail Bhéara School Code of Behaviour/Discipline and the terms of this policy.

The ASD class in Scoil Phobail Bhéara will only cater for children that are 12 years or more, and less than 18 years of age, on the 1st of September of the school year in question

Enrolment

All applications for enrolment in the ASD Class (or Multi Disabilities class if available) will be considered within the context of the school's Admission Policy. Applications to enrol a student in the ASD class will only be considered in the year of entry of the applicant to Scoil Phobail Bhéara

Application Process

- The process begins with a referral from an external agency or a telephone call or a visit in person to Scoil Phobail Bhéara by a Parent/Guardian.
- An enrolment application form, a copy of which is available from the school, should be fully completed and submitted by the parent/guardian on behalf of the applicant.
- This enrolment application form should be accompanied by an original Birth Certificate of the applicant and accompanied by all the up to date and pertinent educational psychological assessment(s) and diagnostic report (s).
- Consent will be sought from the Parents/Guardians granting the Board of Management of Scoil Phobail Bhéara permission to access and share any other reports relevant to the application.
- Fully completed enrolment application forms are then recorded in the school applications file. Entry on to Scoil Phobail Bhéara's applications file secures a place on the list of applicants only. Only applications that then meet the criteria for enrolment, subject to available space and maximum student numbers, will be considered.
- The advice, support and recommendation of the Special Educational Needs Organiser (SENO) for the area/region, based on the needs of the applicants, will be considered in the decision making process associated with enrolment of applicants in the ASD class at Scoil Phobail Bhéara
- It is important that Parents/Guardians note that Scoil Phobail Bhéara may in certain circumstances based on professional information to hand be unable to meet the additional educational or physical needs of the applicant on the grounds that
 - (i) the applicant is deemed a risk, on health, safety, welfare or security grounds to themselves and/or other, or
 - (ii) admission of the applicant will make impossible, or have a serious detrimental effect on, the education provision by Scoil Phobail Bhéara
- All recommendations will then be considered by the Board of Management of Scoil Phobail Bhéara who make the final school decisions on all applications to enrol.

- Parents/Guardians should note;
 - a) The Parents/Guardians of a child being offered a place in the ASD class will be invited to visit the school to meet with a member of the Additional Educational Needs (AEN) Team and the Principal/Deputy Principal of the school, to discuss the placement/enrolment of their child. Any information requested by the Parent/Guardian will be provided at this meeting.
 - b) The Parents/Guardians may be requested to consent to a visit by a member of the AEN Team, to visit the existing school placement of the student concerned in order to observe the student in a classroom situation. Staff will also meet with the principal and any relevant personnel involved in the student's education to that point.
 - c) The Parents/ Guardians will be invited to accompany their child to visit the ASD class and meet staff.
 - d) The Parents/ Guardians are also invited, after the acceptance and placement of their child in the ASD class, to be consulted about the IEP for their child.
 - e) The NEPS psychologist and SENO will be appraised of the IEP.
 - f) A child may be phased gradually into the ASD class through a mutually agreed process between Parents/Guardians and the Management of the school.
 - g) Where it is deemed appropriate, a student in the ASD class will be assigned to an age appropriate mainstream class for integration purpose by school management.

Parents/Guardians must note Scoil Phobail Bhéara respects the right of the existing school community and the students already enrolled therein and this consideration is paramount when assessing entry to the ASD class.

The placement of every student within an ASD class will be subject to regular review by the school staff and where appropriate the professional services external to the school, following which decisions will

- (i) continue within the ASD class at Scoil Phobail Bhéara
- (ii) integrate fully into the mainstream post-primary, or
- (iii) seek an alternative and more appropriate educational placement for the student as Scoil Phobail Bhéara is unable to meet the educational needs of the student. In such an instance

the support and assistance of the staff at Scoil Phobail Bhéara will be available to assist the family in securing a more suitable learning environment in another educational institution, for the student concerned.

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

School with special education class(es)

The special classes of Scoil Phobail Bhéara provide an education for students with ASD and the school may refuse admission to this class, where the student concerned does not have the specified category of additional educational needs provided for in this class.

6. Oversubscription

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:

1. Students who come from our feeder schools. Our feeder schools are:

**Scoil Chaitigherin, Eyeries, Co Cork.
Scoil Mhichil Naofa, Bere Island, Co Cork
Trafrask National School, Adrigole, Co Cork
Adrigole National School, Adrigole, Co Cork
Urhan National School, Urhan, Co Cork
Cahermore National School, Allihies, Co Cork
Scoil an Croi Naofa, Castletownbere, Co Cork**

- 2. Students who live within the catchment area i.e within the geographical area of the school listed above on the Beara Peninsula.**
- 3. Students who qualify for school transport i.e live within the area the above geographical area.**

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:

A Lottery system is in place to determine the outcome. This system will be overseen by a neutral party.

In the instance where the number of applicants for a place exceeds the number of places in the school the following process should apply. The Board of Management will oversee this process. The allocation of places will be conducted in the presence of an independent observer.

1. Applications will be divided into categories based on the criteria for allocation of places stated in the policy.
2. Starting with category Number 1, places will be offered to applicants. Where there are sufficient places to offer a place to all applicants who qualify under category Number 1, this will be done and the process of offering places will move on to criterion number 2.
3. The process outlined above will be repeated for the subsequent categories until the process reaches a category where the remaining number of places available is less than the number of applicants within this category.
4. Where the remaining number of available places is less than the total number of applicants within a category, the remaining places will be offered by means of a lottery involving all the applicants within this category.
5. When all available places have been allocated, the remaining applicants within the category will be placed on a waiting list in rank order based on the lottery.
6. The process of placing applicants on the waiting list in rank order will then be repeated for each subsequent category until all unsuccessful applicants have been allocated a place on the waiting list.
7. The waiting list will be recorded on school headed paper and the record will be signed in the presence of the Board of Management by the Chairperson of the Board of Management and the independent observer.

7. What will not be considered or taken into account

In accordance with section 62(7)(e) of the Education Act, the school will not consider or take into account any of the following in deciding on applications for admission or when placing a student on a waiting list for admission to the school:

- (a) a student's prior attendance at a pre-school or pre-school service, including naíonraí,

- (b) the payment of fees or contributions (howsoever described) to the school;
- (c) a student's academic ability, skills or aptitude;
other than in relation to:
 - a special class insofar as it is necessary in order to ascertain whether or not the student has the category of additional educational needs concerned and/or
- (d) the occupation, financial status, academic ability, skills or aptitude of a student's parents;
- (e) a requirement that a student, or his or her parents, attend an interview, open day or other meeting as a condition of admission;
- (f) a student's connection to the school by virtue of a member of his or her family attending or having previously attended the school;
- (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 Scoil Phobal Bhéara will be based on the following:

- Our school's admission policy
- The school's annual admission notice
- 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

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 student is not offered a place in our school, the reasons why they were not offered a place will be communicated in writing to the applicant, including, where applicable, details of the student's ranking against the selection criteria and details of the student's place on the waiting list for the school year concerned.

Applicants will be informed of the right to seek a review/right of appeal of the school's decision

10. Acceptance of an offer of a place by an applicant

In accepting an offer of admission from Scoil Phobail Bhéara, you must indicate—

(i) 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

(ii) whether or not you have applied for and 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 Scoil Phobail Bhéara where—

- (i) it is established that information contained in the application is false or misleading.
- (ii) 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.
- (iii) the 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; or
- (iv) an applicant has failed to comply with the requirements of 'acceptance of an offer'

12. Sharing of Data with other schools

Applicants should be aware that section 66(6) of the Education (Admission to Schools) Act 2018 allows for the sharing of certain information between schools in order to facilitate the efficient admission of students.

13. Waiting list in the event of oversubscription

In the event of there being more applications to the school year concerned than places available, a waiting list of students whose applications for admission to Scoil Phobail Bhéara 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 Scoil Phobail Bhéara is in the order of priority assigned to the students' applications after the school has applied the selection criteria in accordance with this admission policy.

Offers of any subsequent places that become available for and during the school year in relation to which admission is being sought will be made to those students on the waiting list, in accordance with the order of priority in relation to which the students have been placed on the list.

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.

15. Procedures for admission of students to other years and during the school year

The procedures of the school in relation to the admission of students who are not already admitted to the school to classes or years other than the school's intake group are as follows:

Applications will be assessed taking into account the following:

Numbers within classes and year groups

Subjects that can be offered to the student

Oversubscription of subjects required by the student (s)

Limits on resources

Operation of waiting list if applicable at the time of application

Student applications in this category should be passed by the BOM

The procedures of the school in relation to the admission of students who are not already admitted to the school, after the commencement of the school year in which admission is sought, are as follows:

As per procedures above.

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

This rule applies to all schools.

The board of Scoil Phobail Bhéara 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

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

In this context it is important to understand the distinction between '*religious education*' and '*religious instruction*':

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

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

18. Reviews/appeals

Review of decisions by the board of Management

The parent of the student, or in the case of a student who has reached the age of 18 years, the student, may request the board to review a decision to refuse admission. Such requests must be made in accordance with Section 29C of the Education Act 1998.

The timeline within which such a review must be requested and the other requirements applicable to such reviews are set out in the procedures determined by the Minister under section 29B of the Education Act 1998 which are published on the website of the Department of Education 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, or in the case of a student who has reached the age of 18 years, the student, may appeal a decision of this school to refuse admission.

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

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