

## **Admissions Policy**

This policy is drafted in accordance with Section 15 (2,d) of the Education Act 1998

- The closing date for acceptance of application forms is 30<sup>th</sup> September of the calendar year preceding entry, i.e. when the student is in sixth class. Late applications may, however, be considered in accordance with our enrolment policy. On receipt of the application form your son's name will be placed on an application list. Placement on this list is not a guarantee of a place in the school
- The Board of Management will establish the number of students to be taken in each year by 15<sup>th</sup> September of that preceding year
- To be eligible for 1<sup>st</sup> year students must be 12 years of age or more on 1<sup>st</sup> January in the calendar year following entry into 1<sup>st</sup> year
- Parent (s) / Guardian (s) of students must be willing to accept the school ethos and the Code of Behaviour and must be willing to allow their son (s) sit an assessment test prior to coming to the school

### **Criteria for Admission**

Applications will be processed in the following sequence and places filled from each category in order until the number of available places is filled:

1. Brothers of past or present pupils
2. Sons, grandsons or nephews of past pupils
3. Sons of serving staff
4. Students from St. Joseph's Primary School
5. Students from other primary schools by date of inclusion on the Application List for the relevant school year

Should the number of applicants exceed the number of places available, a waiting list will be compiled in accordance with the date applications were received

### **Admission procedure**

All applications must be completed in full on the official school application form **only** together with the relevant supporting documentation requested

All applications will be acknowledged within 14 days of receipt

All applicants will be notified of the decision to enrol by October 21<sup>st</sup>

In December of the year preceding entry parents will be asked to confirm that they are accepting a place in our school. An advance payment on book rental may be asked for on enrolment

There will be an assessment test in February of the year of entry to ensure that our first year classes are balanced in terms of ability and to identify strengths and weaknesses of students in the core subjects of Irish, English and Maths

All applications will be processed by the principal in the first instance in accordance with the Admissions policy. A refusal to enrol may be appealed to the Board of Management

The Board of Management reserves the right to refuse an application for admission in exceptional circumstances. In the case of refusal by the board the matter may be appealed to the Secretary General of the Department of Education and Skills under section 29 of the Education Act (1998)

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

- St. Joseph's CBS welcomes applications from students with Special Educational Needs unless the nature and degree of those needs is such that to enrol the student concerned would be inconsistent with both the best interests of the student and the effective provision of education for the other students with whom the student concerned is to be educated (as per the 2004 Special Educational Needs Act)
- Parents are required to outline the details of a student's special educational needs in the appropriate section on the application form
- St. Joseph's ability to accept students with particular needs is dependent on the supply of resources suitable to the needs of the individual student being supplied by the Department of Education and Skills. The Board of Management must be made aware of any special needs of prospective students as early as possible, so that these needs can be assessed and addressed where possible
- Please see attached statement on St. Joseph's CBS ASD Unit

### **Transfer Policy**

- Applications to join the school during an academic year will be considered by the Principal, who will consult with the Deputy-Principal and relevant Year Head. Each application will be treated on its merits. The school, being satisfied with the reasons for transfer will request information from the applicant's former/present school concerning attendance, behaviour, educational progress, etc., and the reason for transfer
- The decision to accept a transfer or not ultimately rests with the Principal

This policy will be subject to annual review. The up-to-date policy is available at the school and is published on the school website at [www.stjosephsfairview.ie](http://www.stjosephsfairview.ie)

**24<sup>th</sup> January 2014**

## **St Joseph's C.B.S. ASD Unit**

St Joseph's C.B.S.' program for students with Asperger's is a work in progress, with development based upon the needs of our students. Some program components, however, are fundamental:

Our classrooms are arranged to provide continuity in visual schedules, classroom rules, a positive behavioral support system, and other components.

The staff of St Joseph's receives training to build skills and knowledge about characteristics of students with Asperger's, Asperger's in adolescence, behavioural issues and social skills.

### **Mission Statement**

At St Joseph's we aim to:

- 1 View each child as an individual, having specific needs.
- 2 Provide education for each pupil in a safe, caring and stimulating environment which allows each child the best possible opportunity for learning and enjoying St Joseph's C.B.S. life.
- 3 Use strategies with pupils which enhance their communication, socialisation and independent skills.
- 4 Provide opportunities for increasing each child's inclusion in mainstream school.
- 5 Ensure that inclusion is suited to each child's individual level.
- 6 Develop skills, understanding and knowledge that will enable each pupil to achieve their full potential.
- 7 Build on each pupil's strengths and celebrate their achievements.
- 8 Raise levels of achievement in all key areas.
- 9 Promote an interactive partnership between home and St Joseph's.
- 10 Create a communication environment which will promote the understanding of and develop the use of appropriate communication skills according to the potential of individual pupils.
- 11 Develop social skills and understanding.

## **St Joseph's C.B.S. ASD Unit**

### **Admissions Policy**

#### **(In Accordance with St Joseph's CBS' Admissions Policy)**

Applications for places will be considered by the Board in consultation with St Joseph's C.B.S. A.S.D. Unit Staff. There are four classes in the ASD unit which allows for a maximum of 24 students.

Before an application for a placement can be considered each pupil will need to meet the following criteria:

- A diagnosis of Aspergers
- Priority will be given to students in the following order.
  - a) Students from St. Joseph's Primary School.
  - b) Brothers of past or present pupils.
  - c) Sons, grandsons or nephews of past pupils.
  - d) Sons of serving staff.
  - e) Students who have applied irrespective of primary school attended by them- by date of inclusion on the Application List for the relevant school year.

Should the number of applicants exceed the number of places available a lottery will take place to determine the order on a waiting-list.

The current situation is that all 24 places in the unit have been allocated up to and including the school year 2020/21.

An offer of a place is dependent on the following:

- The pupil fitting into an existing vacancy.
- The admissions panel should judge that the child is well placed within the mix of children already in the Unit when the vacancy occurs.
- St Joseph's C.B.S. having the resources to meet the child's needs.
- Appropriate funding to cover the educational needs of each child should be available.

## **Compatibility**

Consideration will be given to the best interests of pupils already in St Joseph's C.B.S. when applicants are being considered for admission.

Consideration will be given to the level of ability in an attempt to achieve a manageable class balance.

## **Procedure**

If the education authority is in agreement, a visit may be made to see the child in their current provision and an observational assessment is made according to the St Joseph's admission criteria.

Following informal assessment, account will be taken of the following:

- will the curriculum at St Joseph's C.B.S. fully meet the needs of the pupil.
- the developmental level and the degree of learning difficulty of the pupil.
- the pervasive nature of the child's ASD and its effect on behaviour.

If all parties are in agreement that they wish consideration for admission to proceed, a full case history, copy of statement and accompanying reports including the latest review report, are sought.

All admissions are subject to a six month assessment period following which an initial review is held.

Transition / Integration arrangements for new pupils are needs led.

St Joseph's C.B.S. endeavours to seek the optimum level of support and resources from the relevant agencies in both the Department of Education and Science and the Department of Health to assist in its maximum inclusion policy.

## **Parental Involvement**

Links between the Unit and parents/guardians of pupils are vital to ensure a consolidated approach. Parents wishing to discuss any aspects of their child's education should contact the Unit Coordinator.

Parents should understand that students within the ASD Unit are subject to the same code of behaviour as the entire student body.

### **Hours**

The Unit is open from 9:00a.m. to 4:00p.m.

### **Curriculum**

The Unit provides an elaborated curriculum based on the individual needs of each child.

Due to the pervasive nature of ASD particular emphasis is placed on social awareness, social communication and play.

Personal and social development permeates all areas of the curriculum.

### **Inclusion**

The Unit is an integral part of St Joseph's C.B.S., enabling the additional support needs of each individual pupil to be met through a continuum of integrated experiences.

Due to the complex nature of ASD, each pupil may be at a different point or stage in the inclusion process.

Inclusion involves liaison and consultation between Unit and mainstream staff and will be reviewed and evaluated regularly.

### **Child Protection Procedures**

We create a positive ethos and climate which actively promotes child welfare and a safe environment by:

- 1 Ensuring that children are respected and listened to.
- 2 Ensuring that programs of health and personal safety are central to the curriculum.
- 3 Establishing and maintaining close working relationships and arrangements with other agencies to make sure that professionals collaborate effectively in protecting children.

### **Staffing and Professional Development within the Unit**

The Unit Co-Ordinator has undergone the following training:

- 1 Post-Graduate Certificate in the Education of Students with ASD.
- 2 Post-Graduate Diploma in the Education of Students with ASD.
- 3 Understanding Autism (ICEP)

- 4 Applied Behaviour Analysis (ICEP)
- 5 Contemporary Applied Behaviour Analysis (C-ABA)
- 6 5 day TEACCH

Two other teachers within the Unit have undertaken the Graduate Diploma in Special Education, one of whom has also attended 5 day TEACCH.

**This information is correct at time of printing**