

## Broombridge ETNS Enrolment Policy for ASD Class 2020/21

### ***Introduction***

This policy is set out in accordance with the provisions of the Education Act, 1998. The Board of Management trusts that by so doing, parent(s)/guardian(s) will be assisted in relation to enrolment matters. Furthermore, the Board of Management and the Principal will be happy to clarify any further matters arising from the policy.

Broombridge Educate Together N.S is a national school which operates under the patronage of Educate Together. We are a mainstream co-educational national school which opened in September 2016. We opened an Autism Spectrum Disorder (ASD) specialised class in the school year 2019/2020. Educate Together schools are national schools that teach the national Primary Curriculum and are open to all, irrespective of social, cultural or religious background.

### ***Educate Together schools have four underlying principles:***

**Equality Based** – All children are treated equally, children of all denominations and none are equally welcome into our schools.

**Co-educational** – Educate Together schools are open to girls and boys and gender stereotyping is addressed and challenged.

**Child-centred** - this applies not only to teaching and learning within the classroom but to all decisions at staff and management level, which must have the well-being of the children at heart.

**Democratically-run** – parents are viewed as a positive resource for the school. Parental involvement is welcomed and encouraged, where appropriate. The professional role of the teacher is validated at all times.

### ***Context of Broombridge ETNS***

The decision to provide a special class for children with a definite diagnosis of Autism Spectrum Disorder in Broombridge Educate Together National School was taken by the Board of Management of the school in conjunction with the Principal and Staff in March 2019.

The decision was taken with a view to providing a specialised education within a mainstream setting for children who have an Autism Spectrum Disorder, who fulfil the enrolment criteria and for whom a place is available.

The Board of Management notes that it is open to any primary school to set up such a class and therefore does not see itself as providing a service for the entire area.

As a developing school, we will only have mainstream classes from Junior Infants to 3<sup>rd</sup> class from September 2020. Should a place/places become available, we will only offer those places to children in this age group this year, therefore ensuring the possibility for all children to integrate into the mainstream class where possible and appropriate.

### ***Our Mission***

We aim to offer a positive meaningful educational experience, which allows the child to develop to his/her full learning potential in an environment that offers clarity, predictability and calm.

After a period of time observing, assessing and interacting with the child, an Individual Education Plan (IEP) will be developed in consultation with parents and relevant professionals. This will be reviewed on an ongoing basis and will highlight priority-learning needs. These needs will be targeted through the provision of a broad and balanced curriculum.

### ***Our Aim***

The ASD class will aim to offer an autism-specific learning environment within a mainstream coeducational national school. This setting facilitates optimum inclusion as part of the school community with access to mainstream activities as appropriate.

### ***Criteria for Enrolment in A.S.D. Class***

Subject to sufficient places being made available in the (ASD class), the criteria for enrolment incorporating the Dept. of Education and H.S.E. policies are as follows:

- A child enrolled for Junior Infants class should be 4 on or before the 30<sup>th</sup> June. A child transferring to all other class levels must have completed the previous class levels.
- Current students of the school who meet the criteria for enrolment to the ASD class and who will benefit from a more appropriate setting in the ASD class will be prioritised for enrolment.
- An Application Form provided by the school must be fully completed by the parent(s)/guardian(s) on behalf of the child.
- This Application Form must be accompanied by a copy of the birth certificate and all other Supporting Documentation (refer to page 5 and 6).
- A recent psychological assessment or a report from a member of a multi-disciplinary team should be provided. A multi-disciplinary team may consist of a Clinical Psychologist, Occupational Therapist, Speech & Language Therapist,

Social Worker and a Physiotherapist. (“Multi-Disciplinary Team”). *Please note all reports in operation for a child should be provided to the school, for consideration by the Admissions Team. The withholding of reports from the school Admissions Team may invalidate an Enrolment Application at any time.*

- The child must have a primary diagnosis of Autism / Autistic Spectrum Disorder without significant intellectual impairment made using the DSM-V or ICD 10 by the psychologist or a member of the Multi-Disciplinary Team.
- If the child also presents with a general learning disability, it must fall within the mild range. This diagnosis must also be made using a professionally recognised clinical and psychological assessment procedure and cannot be dated more than two years prior to the proposed admission date.
- There must be a recommendation by a member of the Multi-Disciplinary Team in the report that a special class placement in a mainstream school is both necessary and suitable for the child.
- Where possible, a letter of acceptance from the clinical support service(s) associated with the pupil’s learning challenges should be submitted with the application form, as the school has no responsibility for the provision of such professional services to pupils attending the specialised class.
- The parent(s)/guardian(s) of the child must accept and agree to the school’s Code of Behaviour and the terms of this policy.
- When a complete application is submitted, the date and time of receipt are noted on the application form and an acknowledgement is sent by email indicating that the application has been received.

The parent(s)/guardian(s) and the applicant are invited to a meeting with the Principal and are encouraged to bring reports from the applicant’s present educational setting to this meeting.

The application will then be considered by the ASD class Admissions Team, who will advise the BoM on the application.

The BoM will decide on the acceptance or otherwise of the application.

The admissions team and board will revert to applicants within 10 days following the BoM meeting at which the decision is taken.

In the event that the number of applicants seeking enrolment into the specialised class exceeds the number of places available, names will be placed on a waiting list according to enrolment selection criteria.

If offered a place, an Acceptance Form as issued by the school must be returned within fourteen working school days. If this confirmation is not received within that time, the school will take it that the place is not being accepted and the place will be reallocated.

If the applicant fulfils all the enrolment criteria but is not offered a place, as there is no place available, the parent(s)/guardian(s) may opt to put the pupil's name on a waiting list. The waiting list will operate in accordance to the enrolment criteria and priority order as decided by Admission Team and Board of Management, in respect of those parent(s)/guardian(s) who opt to place the student's name on the waiting list.

The waiting list will be maintained for the duration of the academic year only, for which the application was initially made.

Those who wish to apply for a place for the following school year must re-apply in accordance to the ASD Class enrolment policy for that school year.

Please note that fulfilling the enrolment criteria does not necessarily ensure enrolment if sufficient places are not available and/or sufficient classroom space is not available.

### ***Support by Outside Agencies***

Parent(s)/guardian(s) please note that a guarantee of support by outside agencies such as the H.S.E. cannot be provided. Children who require speech therapy, occupational therapy, physiotherapy, etc., will be dependent on the local H.S.E. services. The school does not have the resources to follow up on these services and it is up to the parents/guardians to ensure that all possible services are being availed of.

### ***Admissions Team***

Each application will be considered by the Admissions Team. The team may include the School Principal, the Deputy Principal, a Support Teacher and a member of the Board of Management. A recommendation will be made by the Admissions Team in relation to each application to the Board of Management of the school. Decisions in relation to applications for enrolment are made by the Board of Management.

### ***Current Capacity***

The ASD Class can take a maximum of 6 children.

Any places available in the ASD class will be offered following the April Board of Management meeting.

A child may be phased in gradually to the ASD class.

Requests for application forms and queries regarding supporting documentation should be made to:

*School Secretary,*  
*Broombridge Educate Together ETNS,*  
*Bannow Road,*  
*Cabra*  
*DUBLIN 7*

*Telephone: (01) 8682650*

*OR*

*Email [broombridgeetns@gmail.com](mailto:broombridgeetns@gmail.com)*

***The application process will open on Monday April 20<sup>th</sup>, 2020, and close at 2pm on Friday May 1<sup>st</sup>, 2020. All complete applications received by this time will be considered. Receipt of acknowledgement of an enrolment application by the school does not constitute an offer of a place nor does it guarantee a place in the school. It is simply the recording of an application for admission to our school. Decisions in relation to applications for enrolment are made by the Board of Management in accordance with our enrolment policy.***

The completed application must be accompanied by all of the following supporting documentation (“Supporting Documentation”) supplied by parents:

- A copy of the Birth Certificate.
- Proof of address provided in the form of a utility bill/bank statement in the name of one of the parents/guardians, which must be dated no later than three months prior to the date of application.
- A Diagnosis from a psychiatrist, psychologist, or a member of a Multi-Disciplinary team that has assessed and classified the child as having autism or autistic spectrum disorder according to DSMV or ICD 10 criteria and a recommendation for a placement in a special class within a mainstream school.

- Any other relevant reports – speech & language therapy/ occupational therapy and psychological reports

*NB If the school does not receive this documentation with the completed Application form, the application will not be processed or considered by the school. It is the responsibility of the parent(s)/guardian(s) to ensure that all supporting documentation is correct and is received by the school.*

***Where the number of children who apply is greater than the number of places available in the ASD class.***

In the event that the number of children that apply for a place is greater than the number of places available, such places will be filled on review of Enrolment Applications received in the following order of priority:

- A. Current students of the school who meet the criteria for enrolment to the ASD class and who will benefit from a more appropriate setting in the ASD class.
- B. Students with siblings currently enrolled in the school.
- C. Children living within the Catchment Area.
- D. Children living outside the Catchment Area.
- E. Children for whom a completed application is submitted in chronological order of date received **after the closing date.**

In the event of the number of children in category A exceed the number of places available, children within this category will be offered a place according to their chronological age, with the oldest applicants suitable for the ASD Class (Age appropriate 3<sup>rd</sup> Class – Junior Infants).

Thereafter;

In the event of the number of children in category B exceed the number of places available, children within this category will be offered a place according to their chronological age, with the oldest applicants suitable for the ASD Class (Age appropriate - 3<sup>rd</sup> Class – Junior Infants).

Thereafter;

In the event of the number of children in category C exceed the number of places available, children within this category will be offered a place according to their chronological age, with the oldest applicants suitable for the ASD Class (Age appropriate - 3<sup>rd</sup> Class – Junior Infants).

In the event of the number of children in category D exceed the number of places available, children within this category will be offered a place according to their chronological age, with the oldest applicants suitable for the ASD Class (Age appropriate - 3<sup>rd</sup> Class – Junior Infants).

All unsuccessful applicants will be placed on a waiting list for that academic year, if requested by the parents, in accordance with the above criteria for places that may become available. Parents/guardians will be notified of same.

All unsuccessful applicants have a right of appeal under Section 29 of the Education Act, 1998 within 42 days from the date of the decision by the Board of Management.

### ***Offer of Placement***

A child will be offered a place in our ASD class if all of the assessment criteria are met and if there is a place available.

If prior to enrolment, it transpires that the school cannot at present meet the required needs of the child for placement in our ASD class, the child will be enrolled in the school and the following actions will take place:

The child's admission to the school will be delayed until the required supports are provided by the DES.

The school will notify in writing, the parent(s)/guardian(s) of the rationale for the decision.

The school will notify the National Council for Special Education (NCSE) of the decision and the requirements necessary for the school to meet the specified needs of the child.

### ***Post Acceptance***

Once a parent(s)/guardian(s) has made an application to the school for a place in the ASD class on behalf of a child, the parent(s)/guardian(s) of a child being offered a place in the class will be invited to visit the school to meet with the principal of the school. Any information requested by the parent(s)/guardian(s) will be provided at this meeting.

The parent(s)/guardian(s) may be requested by the school to consent to a visit by the staff to a child's pre-school/ school/home setting to observe the child.

The parent(s)/guardian(s) will be invited on another occasion to come with their child to the class to meet with staff and see the classroom.

After placement in the class a relevant Individual Education Plan will be provided for the child. This plan will have input from all parties involved with the education of the child and will be supported by a psychologist from the N.E.P.S. (National Education Psychology Service) team.

The S.E.N.O. (Special Education Needs Officer) will also be made aware of the plan.

The plan will be updated on a regular basis by staff.

A child may be phased in gradually to the ASD class through a mutually agreed process between the school and the parents of the child. It is important that every child gets the best possible start in the class. In order to achieve this, the duration of the child's day may vary depending on his/her needs.

Each child in the ASD class will be assigned to an age appropriate mainstream class for inclusion purposes.

### ***Monitoring and Review***

The school reserves the right to review the child's progress from time to time, during or after each year to determine whether the child is ready for inclusion in a mainstream class.

### ***Behaviour***

It is accepted that children with special educational needs may display difficult, defiant or oppositional behaviours. All efforts will be made by the school to manage such behaviour using various strategies and through the implementation of the child's Individual Education Plan. All pupils including pupils with special needs and pupils without special needs are subject to the School Code of Behaviour and Health & Safety Statement. Where a child's behaviour impacts in a negative way on the other children in the ASD class or another mainstream class to the extent that their constitutional right to an education is being interfered with as judged by the Board of Management of the School, the school reserves the right to advise parents that a more suitable setting should be found for their child.

### ***Refusal to Enrol and/or a Decision to Exclude***

The school reserves the right to refuse enrolment/admission to any student where either

- The student has special needs such that even with additional resources available from the Department of Education & Skills and the Department of Health, the school cannot meet such needs and/or provide the student with an appropriate education.
- The school endeavours to support each child on an individual basis and ensure that it is an appropriate school placement for the child. However, if it is the opinion of the Board of Management that the student poses an unacceptable risk to the health and safety of other students, to school staff or to school property, a decision may be made not to enrol the child and/or to exclude the child from the school.



**Broombridge Educate Together NS**  
**Bannow Road,**  
**Cabra,**  
**Dublin 7**  
**20453C**

*Any applicant who applies for and is not offered a place in Broombridge Educate Together National School has the right to appeal the decision under Section 29, with the Department of Education and Skills.*

***This policy is subject to annual review by the Board of Management. This Policy is valid for enrolments for 2020/2021 school year only.***

Ratified by the Board of Management, 16<sup>th</sup> April 2020.

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Eibh Ní Mhordha,  
Principal

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Patricia Duffy  
Chairperson