



**Loreto Secondary School, St Michael's
Navan, Co Meath
64370T
Patrons - Loreto Education Trust**

Exemption from the study of Irish policy

[1. Mission Statement](#)

[2. Our Philosophy of Education](#)

[3. Purpose of this policy](#)

[4. Context of the policy](#)

[5. Guiding Principles of this policy](#)

[6. Grounds for Exemption from the study of Irish for the purpose of examination](#)

[6.1.1 A student moving from a different country without previous experience of learning the Irish language](#)

[6.1.2 A student who experiences significant literacy difficulties which are an obstacle to their learning across the curriculum](#)

[6.1.3 A student who experiences a high level of multiple and persistent needs that are a significant barrier to the student's participation and engagement in their learning and school life](#)

[6.1.4 A student in a recognised special school or class or who was previously enrolled in a recognised special school or class or who has a recommendation and has been deemed eligible for a place in a recognised special school and/or in a special class in a mainstream school](#)

[7. Procedures for application for exemption from Study of Irish](#)

[8. Processing of Applications](#)

[9. Role of the principal in decision making process](#)

[10. Recording the Decision](#)

[12. Arrangements for students who are exempt from the study of Irish](#)

[13. Reporting on Exemptions Granted to the Department of Education and Skills](#)

[14. Students Transitioning to Other Schools](#)

[15. Data Protection](#)

[16. Review and Ratification of Policy](#)

[Appendix 1: Glossary of Terms](#)

[Appendix 2: Application for Exemption from the Study of Irish](#)

[Appendix 3: Checklist for processing applicants](#)

In the following document and related appendixes the term senior management is used to refer to the principal and deputy principals of Loreto Secondary School St Michael's.

1. Mission Statement

Within a positive environment based on Christian values, and with a strong social justice focus, St Michael's students are encouraged to avail of all opportunities to develop to their true creative, academic, personal and spiritual potential.

2. Our Philosophy of Education

We aim to make our school an educational community where

- Justice, freedom, truth, sincerity and joy find expression
- Young people feel accepted and are allowed to experience the exercise of appropriate responsibility
- Special concern for the disadvantaged is experienced and encouraged
- Positive critical reflection is developed
- Staff, parents, students, past-pupils, and senior management co-operate for the common good.

3. Purpose of this policy

The purpose of this policy is to outline the practices and procedures involved in processing applications for exemption from the study of Irish in Loreto Secondary School St Michael's. This policy has been developed in line with Circular 0055/2022.

4. Context of the policy

The context of this policy is supported by the implementation of the terms of Circular 0055/2022 and by:

- the Guidelines for Post-Primary Schools: Supporting Students with Special Educational Needs in Mainstream Schools developed by the National Educational Psychological Services (NEPS), the Inspectorate and Special Education Section, DES (2017);
- Special Educational Needs: A Continuum of Support, NEPS (2007)
- Exemptions from the Study of Irish: Guidelines for Post-Primary Schools (English-medium), DES (2022)

5. Guiding Principles of this policy

This policy aims to support the school in addressing a wide diversity of needs by providing a differentiated learning experience for students in an inclusive school environment.

It is informed by the principles of

- Inclusion and the benefits of bilingualism for all students that underpin the Framework for Junior Cycle (2015) and curricular provision in Senior Cycle including contributing to the development of key cognitive, linguistic, creative and problem-solving skills.
- How developing lifelong language skills through engagement with both languages has the potential to prepare students well for learning additional languages as they journey through education and participate in a global society.
- The position of Irish as an official language in a bilingual society.

Reflecting the principles underpinning the Primary Language Curriculum and the Continuum of Support circular 0053/2019 sets 12 years of age or the final year in primary education as the most appropriate time to consider an application for an exemption from the study of Irish. Exemption of a student from the study of Irish is an important decision that will be considered at secondary school level in exceptional circumstances as it has implications for a student's future learning.

6. Grounds for Exemption from the study of Irish for the purpose of examination

An exemption from the study of Irish may be granted only in **exceptional** circumstances. The decision to grant an exemption from the study of Irish is made by the Principal, but it will be made following detailed discussion with the Irish teacher, the student's parents, the student, Special Education Team and the Year Head. A decision to grant an exemption will only be considered in the circumstances set out below as per section 2 of circular 0055/2022.

6.1 The circumstances in which a student may be granted an exemption from the study of Irish

Exempting a student from the study of Irish will be considered only in those **exceptional circumstances** set out in section 2.2 of Circular 0055/2022. The decision to exempt a student from the study of Irish is an important decision that has implications for his/her future learning.

6.1.1 A student moving from a different country without previous experience of learning the Irish language

An exemption from the study of Irish may be granted to a student whose education was received outside the State (for a minimum period of three consecutive years) where he/she did not have opportunity to engage in the study of Irish

AND either (a) or (b)

(a) who is not less than 12 years of age on the day of their enrolment¹ or re-enrolment

OR

(b) who is enrolling following the completion of the full course of primary education recognised by another state.

¹ For the purposes of the Circular where students enrol in the final 2 months of an academic year, their enrolment/re-enrolment will be considered to take place on the first day of the following academic year.

6.1.2 A student who experiences significant literacy difficulties which are an obstacle to their learning across the curriculum

An exemption from the study of Irish may be granted to a student:

(i) who presents with significant literacy difficulties that are persistent despite having had access to a differentiated approach to language and literacy learning in all subjects/across the curriculum and over time. Documentary evidence to this effect, held by the school, should include Student Support Plans detailing:

- regular reviews of learning needs as part of an ongoing cycle of assessment
- target-setting
- evidence-informed intervention and review, including test scores (Word Reading, Reading Comprehension, Spelling, other scores of language/literacy) at key points of review

AND

(ii) who, at the time of the application for exemption presents with a standardised score on a discrete test in either Word Reading, Reading Comprehension or Spelling at/below the 10th percentile.

6.1.3 A student who experiences a high level of multiple and persistent needs that are a significant barrier to the student's participation and engagement in their learning and school life

It is recognised that there is a small cohort of students who have a high level of multiple and persistent needs that are a significant barrier to their participation and engagement in their learning and school life. In the case of these students, consideration may need to be given to adjusting the range of learning experiences to ensure that their needs are met and that they may engage purposefully in their learning in school. In very exceptional circumstances, this means that consideration may need to be given to exempting them from the study of Irish.

An exemption from the study of Irish may be granted to a student:

(i) who experiences a high level of multiple and persistent needs that are a very significant and continuing barrier to his/her participation and engagement in his/her learning and school life

AND

(ii) whose school has substantial written evidence that these needs persist despite targeted and individualised Student Support Plans to address those needs

AND

(iii) whose school has substantial written evidence that these individualised Student Support Plans have been implemented over not less than two school years, and have been monitored and reviewed by the school in collaboration with the parent(s)/guardian(s) and the student

AND

(iv) who has been given every reasonable opportunity to participate in the learning of Irish in mainstream classes for as long as possible in keeping with the integrated approach to language skills development and the communicative approach underpinning the Specification for Junior Cycle Irish (L2) and the Leaving Certificate Syllabuses for Irish.

AND

(v) the principal is satisfied that the granting of an exemption is in the overall best interests of the student concerned.

6.1.4 A student in a recognised² special school or class or who was previously enrolled in a recognised special school or class or who has a recommendation³ and has been deemed eligible⁴ for a place in a recognised special school and/or in a special class in a mainstream school

(i) Where a student is currently enrolled in a recognised special school or special class in a mainstream school or who has previously been enrolled in a recognised special school or special class in a mainstream school and who is transitioning to mainstream provision, that student is automatically entitled to an exemption from the study of Irish without an application.

OR

(ii) Where a student has a recommendation and has been deemed eligible for a place in a recognised special school and/or in a special class in a mainstream school, an application for an exemption from the study of Irish will be required.

² A recognised special school/class is a primary or post-primary level class sanctioned and resourced by the National Council for Special Education (NCSE). See <https://ncse.ie/> for a list of such schools/classes

³ The recommendation for the student to be placed in a special school or special class meets the specifications for such placement as determined by the NCSE and the student has been deemed eligible and/or is awaiting the recommended placement

⁴ See Exemptions from the Study of Irish: Guidelines for Post-Primary Schools (English-medium), DE (2022).

7. Procedures for application for exemption from Study of Irish

Before submitting an application Parent(s)/Guardian(s) or in the case of a student who has reached the age of 18 years, the student should familiarise themselves with **exceptional** circumstances under which an Irish Exemption can be granted as per section 2 of circular 0055/2022.

Note: Where a student is currently enrolled in a recognised special school or special class in a mainstream school or who has previously been enrolled in a recognised special school or special class in a mainstream school and who is transitioning to mainstream provision, that student is automatically entitled to an exemption from the study of Irish without an application.

1. A parent/guardian on behalf of a student or in the case of a student who has reached the age of 18 years, the student, must make an application in writing to the **principal only** of the school for a Certificate of Exemption from the study of Irish.
2. Teachers of mainstream subjects (Irish or otherwise), Year Heads or those involved in administering support to students with additional education needs who are contacted by parent(s)/guardian(s)/student regarding an application for a Certificate of Exemption from the study of Irish will refer the query, without reply, to the principal / deputy principals.
3. The date of receipt of the application will be noted on the application form and an acknowledgement issued to the applicant.
4. The applicant will be contacted at the earliest opportunity to discuss the written application and confirm the subparagraph of circular 0055/2022 on which the application is based. **If a parent/guardian, or the student where they are the applicant, does not confirm the sub-paragraph under which the application is based then the application is null and void and no further processing of the application will take place. Only criteria contained in this Circular can be considered as grounds for an exemption from the study of Irish and no other exceptional circumstances can be considered.**
5. The application will be processed and the outcome confirmed in writing within 21 school days of receipt of the application.
6. When a decision is reached that an exemption from the study of Irish may be granted a signed Certificate of Exemption will be issued to the parent(s)/guardian(s)/student and a copy will be held by the school in the student's file.
7. Where an application is refused, the principal must inform the applicant(s) in writing outlining the reasons for refusal and notifying the applicant(s) that the school's decision may be appealed to the Irish Exemptions Appeal Committee within 30 calendar days of the date of the written decision.

8. Processing of Applications

The application process will be led by the principal and take the following route:

1. Once application is received official confirmation of subsection under which application is being made is sought from parent / guardian or student (if over 18)
2. Senior Management will meet with parent(s)/guardian(s)/student to advise of the process and possible implications of being exempt from Irish.
3. Meeting facilitated between the guidance department and parent(s) / guardian(s) / student.

4. Senior management will review evidence based on the subparagraph under which the application is being made

Subsection	Evidence to be reviewed
2.2.1a - A student moving from a different country, who is re-enrolling following a period spent abroad, provided at least three consecutive years have elapsed since the previous enrolment in the State and who is not less than 12 years of age on the day of their enrolment or re-enrolment	Relevant evidence about the student's previous enrolment and attendance at a school(s) outside the State provided at least three consecutive years have elapsed, since the previous enrolment in the State, and who is not less than 12 years of age on the day of their enrolment or re-enrolment has been examined. The student's educational experience and/or progress will also be considered
2.2.1b - A student whose education was received outside the State for a minimum period of three consecutive years and who is enrolling following the completion of the full course of primary education recognised by another state, where they did not have opportunity to engage in the study of Irish	Evidence of the student's attendance at a school(s) outside the state for a minimum period of three consecutive years (or up to and including the final year of his/her primary education) and where he/she did not have opportunity to engage in the study of Irish has been examined. The student's educational experience and/or progress will also be considered
2.2.2 - A student who presents with significant and persistent literacy difficulties and presents with a standardised score in a discrete test at/below the 10th percentile in either Word Reading, Reading Comprehension or Spelling.	The student's Student Support File will be reviewed. The student's class teachers and SET team will be consulted. Confirm that the applicant meets the following criteria Presents with significant literacy difficulties that are persistent despite having access to a differentiated approach to language and literacy in both Irish and English over time as evidenced in the Student Support File including regular reviews of learning needs as part of an ongoing cycle of assessment;

	● target setting; ● evidence-informed intervention and review, including test scores (Word Reading, Reading Comprehension, Spelling, other scores of language/literacy) at key points of review AND At the time of application for exemption presents with a Standardised Score on a discrete test in either Word Reading or Reading Comprehension or Spelling at/below the 10th percentile
2.2.3 - A student who experiences a high level of multiple and persistent needs that are a significant barrier to the student's participation and engagement in their learning and school life.	The student's Student Support File will be reviewed. The student's class teachers and SET team will be consulted. The above named student: Experiences a high level of multiple and persistent needs that are a very significant and continuing barrier to his/her participation and engagement in his/her learning and school life AND Whose school has substantial written evidence that these needs persist despite targeted and individualised Student Support Plans to address those needs AND Whose school has substantial written evidence that these individualised Student Support Plans have been implemented over not less than two school years, and have been monitored and reviewed by the school in collaboration with the parent(s)/guardian(s) and the student AND

	Who has been given every reasonable opportunity to participate in the learning of Irish in mainstream classes for as long as possible in keeping with the integrated approach to language skills development and the communicative approach underpinning the Specification for Junior Cycle Irish (L2). AND The Principal is satisfied that the granting of an exemption is in the overall best interests of the student concerned
2.2.4 (ii) A student has a recommendation and has been deemed eligible for a place in a recognised special school and/or in a special class in a mainstream school	The above named student has a recommendation and has been deemed eligible for a place in a recognised special school and/or in a special class in a mainstream school.

5. The following documents will also be consulted as appropriate:
 - a. Exemptions from the Study of Irish: Guidelines for Post-Primary Schools and the supporting documents maintained by the Department on the Government webpage on exemptions from the study of Irish: www.gov.ie/en/service/irish-exemption/
 - b. Guidelines for Post-Primary Schools: Supporting Students with Special Educational Needs in Mainstream Schools developed by the National Educational Psychological Services (NEPS), the Inspectorate and Special Education Section, DES (2017): <https://www.gov.ie/en/publication/56c43-supporting-pupils-and-students-with-special-educational-needs-guidelines-for-schools/>
 - c. Special Educational Needs: A Continuum of Support, NEPS (2007): <https://www.gov.ie/en/collection/dca316-special-education-needs-a-continuum-of-support/>
 - d. Student Support Teams in Post-Primary Schools: A Guide to Establishing a Team or Reviewing an Existing Team, NEPS (2021): <https://www.gov.ie/en/collection/97aa18-national-educational-psychological-service-neps-resources-and-public/>
 - e. Catalogue of Wellbeing Resources for Schools: gov.ie - Catalogue of Wellbeing Resources for Schools (www.gov.ie)
 - f. Junior Cycle Wellbeing Guidelines, NCCA (2021): https://ncca.ie/media/5062/updated-guidelines-2021_en.pdf
6. Checklist will be completed by senior management

7. Convey the outcome of the application in writing to the parent(s)/guardian(s)/student
 - a. If the principal decides that the **applicant meets the criteria** they will
 - i. Issue a certificate of exemption
 - ii. Record decision on P-Pod
 - iii. Advise of option not to exercise the exemption granted, without any loss of the right to exercise it at a future time.
 - b. If the principal decides that the applicant **does not meet the criteria** they will
 - i. Confirm decision in writing to Parent(s)/ Guardian(s)/Student.
 - ii. Advise Parent(s)/Guardian(s)/Student of option to appeal the school's decision to the Irish Exemptions Appeal Committee
8. If it is determined that a student does not qualify for an exemption, the AEN department will identify students' learning needs and put in place targeted interventions as per the continuum of support.

9. Role of the principal in decision making process

The decision to grant an exemption from the study of Irish is made by the principal teacher. Upon receipt of a written request for a student to be exempted from the study of Irish the principal will (Appendix 1):

- 1) Ensure that the date of receipt of the application by the school is recorded on the form.
- 2) Acknowledge receipt of the application for exemption from the study of Irish in writing.
- 3) Discuss the written application with the parent(s)/guardian(s)/student and confirm the sub-paragraph on which the application is based as soon as practicable following receipt of a written application.
- 4) Advise the parent(s)/guardian(s) of the next steps in processing the application.
- 5) Inform the parent(s)/guardian(s)/student regarding any implications of an exemption from the study of Irish for the student while in post-primary education and into the future.
- 6) Inform the parent(s)/guardian(s)/student that the application will be processed and the outcome confirmed in writing within 21 school days of receipt of the application.
- 7) Explain to the parent(s)/guardian(s)/student that a signed Certificate of Exemption will issue where a decision is reached that an exemption from the study of Irish may be granted.
- 8) Inform the parent(s)/guardian(s)/student that, where an application is refused, the school's decision may be appealed to the Irish Exemptions Appeal Committee within 30 calendar days from the date the decision of the school was notified to the parent(s)/guardian(s)/student.
- 9) Explain to the parent(s)/guardian(s)/student the arrangements for the student's learning in the case of an exemption being granted

10. Recording the Decision

1. The outcome of the application process will be conveyed by the school in writing to the applicant.
2. Where an **exemption is granted**,
 - a. A Certificate of Exemption, signed and dated by the school principal will be issued.

- b. The Certificate of Exemption will state the name and address of the school, the school roll number, the student's name, date of birth and the sub-paragraph under which the exemption is being granted.
 - c. The arrangements for the student's learning will be explained to the parent(s)/guardian(s)/student.
 - d. Parent(s)/guardian(s) and the student will be informed of the option not to exercise the exemption granted, without any loss of the right to exercise it at a future time.
 - e. The application form, all supporting documentation, and a copy of the Certificate of Exemption will be retained by the school in accordance with data protection legislation and will be made available for inspection by authorised officers of the Department.
 - f. Parental/guardian consent for the retention and use of such records will be obtained.
 - g. The student's record on the Post-Primary Online Database (P-POD) will be updated to include the reason for that exemption.
3. Where an **application is refused**
- a. A copy of the application form, together with the letter of refusal and all supporting documentation, will be retained by the school in accordance with data protection legislation.
 - b. The school will maintain these records for at least the duration of the student's enrolment in the school.
 - c. Parental/guardian consent for the retention and use of such records will be obtained.

11. Appeals

Where the application for exemption from the study of Irish is refused, an applicant can appeal the school's decision to the Irish Exemptions Appeals Committee (IEAC). The IEAC will comprise three persons who shall be selected from a panel of persons established and maintained by the Minister, having regard to the need for each IEAC to have available to it:

- Experience and skills in the provision of or inspection of special education in schools
- Experience and skills in the area of educational psychology and/or child and adolescent wellbeing and mental health
- Experience and skills in the leadership and administration of schools
- Experience and skills in the initial or continuing education of teachers of students with special educational needs.

The IEAC will make a decision on whether the exemption should be granted or not, inform the school of the decision and require the school to give effect to their decision. In making a decision the IEAC will consider the decision of the school and the grounds given for refusing the application, the criteria set out in this Circular and any supporting documentation that was available to the school, contained in the Student Support Plan(s) and any supplementary information provided to the school by the applicant. The appeal should be made on the appropriate form published on the Department's website.

The appeal must be lodged within 30 calendar days from the date of the written decision of the school not to grant an exemption was notified in writing to the applicant. Irish Exemption Appeal Form and Guidelines for Post-Primary Schools can be accessed at www.gov.ie/en/service/irish-exemption/

12. Arrangements for students who are exempt from the study of Irish

Arrangements for students who are exempt from Irish are made on an individual student basis based on the following

- The identified need of the student
- The position of the student on the continuum of support⁵
- If the student is taking part in the Junior or Senior Cycle programme.

At both levels

- To support inclusive practices, a student who is exempt from the study of Irish may be included in aspects of Irish language and cultural activities in line with their ability and interests.
- Where a student has an identified need and based on their position on the continuum of support¹ a student will attend and participate in the learning support class(es). This is subject to the availability of school resources.

Students at Junior Cycle

- When the above does not apply for health and safety reasons students will be asked to remain in Irish class. The student will use this time to catch up on work missed, organise themselves / their work, complete homework or read their library book as part of the school's accelerated reader programme.

Students at Senior Cycle

- Depending on the availability of school resources the student may be given the opportunity to study a different subject at leaving cert level⁶ in place of Irish.

13. Reporting on Exemptions Granted to the Department of Education and Skills

School management is required to provide statistical information relating to the number and the grounds on which exemptions were granted under Circular 0055/2022 as part of the annual October returns on the Post-Primary Online Database (P-POD). A copy of the Certificate of Exemption will be given to the parents of the student being exempted.

14. Students Transitioning to Other Schools

It is the responsibility of the parents to ensure that a copy of the student's Certificate of Exemption is made available to the receiving school.

15. Data Protection

In processing applications the school will comply with data protection law.

⁵ A student's position on the continuum of support is continuing monitored and reviewed regularly

⁶ Subject option can vary from year to year depending on school resources available

16. Review and Ratification of Policy

This policy was ratified by the Board of Management of Loreto Secondary School, St Michael's, Navan on 14th September 2022

It will be reviewed every two years or less should the Board of Management think it necessary in light of changed or amended legislation. Any review will continue to be guided by the school's characteristic spirit and commitment to its responsibilities under data protection legislation.

Signed

Liz Cogan

Maria Harney

Liz Cogan (Chairperson)

Maria Harney (Acting Principal)

Date

14th September 2022

14th September 2022

Appendix 1: Glossary of Terms

Differentiated Learning Experience: Differentiation is a framework for effective teaching that involves providing different students with different avenues to learning. It is a process within which differences between learners are accommodated, so that all students or pupils in a group have meaningful access to the curriculum and can participate in their learning. It ensures that what a student learns, how he/she learns and how that learning is demonstrated is a match for the readiness level, interest and preferred mode of learning for each individual. Differentiation is a proactive way of adjusting teaching and learning methods that involves planning at an individual teacher and whole-school level.

English-medium school: An English-medium school is a school where English (L1) is the primary language of instruction, except in the case of Irish.

Guidelines for Post-Primary Schools: Supporting Students with Special Educational Needs in Mainstream Schools: These guidelines support schools in the implementation of the revised model for allocating special education teaching resources. Effective provision for students with special educational needs is situated within an inclusive whole-school framework which emphasises effective teaching and learning for all and good collaboration and engagement between schools, parents/guardians and students.

[gov.ie](http://www.gov.ie) - [Supporting Pupils and Students with Special Educational Needs - Guidelines for Schools \(www.gov.ie\)](http://www.gov.ie)

Inclusive Education: The NCSE (2011) described inclusion as a process of addressing and responding to the diversity of needs of learners. It involves removing barriers so that each learner will be enabled to achieve the maximum benefit from his/her schooling. www.ncse.ie/inclusive-education-framework and [CPD Audit Tools | National Council for Special Education - CPD and In-School Support \(sess.ie\)](http://www.ncse.ie/cpd-audit-tools)

Multiple and Persistent Needs: Multiple and persistent needs are those that are enduring and severe in nature and that significantly impact on the student's functioning at school on a day to day basis, and are a cause of significant distress to the student in the school environment, despite the implementation of a highly individualised, intensive and evidence-based programme of support, that has been developed, implemented and monitored by the school, in collaboration with the student, parents and other relevant agencies involved in providing support.

Primary Language Curriculum: The *Primary Language Curriculum* is for teachers of children of all abilities, in all school contexts. The integrated curriculum provides support to teachers to help each child to achieve the learning for oral language, reading and writing. This policy is in keeping with the *20 year Strategy for the Irish Language* (2010). <http://www.curriculumonline.ie/primary>
<https://www.gov.ie/en/policy-information/2ea63-20-year-strategy-for-the-irish-language/>

Significant literacy difficulties: Significant literacy difficulties despite access to learning opportunities that are effective and appropriate for most other children, whatever the reason.

Special Educational Needs: A Continuum of Support: The Department of Education has set out the Continuum of Support framework to assist schools in identifying and responding to students' needs. This framework recognises that special educational needs occur along a continuum, ranging from mild to severe, and from transient to long term, and that students require different levels of support depending on their identified educational needs.

<https://www.gov.ie/en/collection/dca316-special-education-needs-a-continuum-of-support/>

Special Education Teacher Allocation: Under the revised model, the Department provides special education teaching supports directly to schools based on their educational profiles (including a baseline component). It offers schools greater autonomy to allocate teaching resources flexibly, based on students' needs, without the requirement for a diagnosis of disability. A key principle underpinning this model is that all students, irrespective of special educational needs, are welcomed and enabled to enrol in their local schools.

Student Support File: A Student Support File has been developed to enable schools to plan interventions and to track a student's pathway through the Continuum of Support. It facilitates teachers in documenting progress and needs over time and assists them in providing an appropriate level of support to students, in line with their level of need. The Student Support File keeps together all the information about the support of the student: information gathered, plans, interventions and review, informed by consultations with other professionals where relevant.

[gov.ie - Supporting Pupils and Students with Special Educational Needs - Guidelines for Schools \(www.gov.ie\) // gov.ie - Special Education Needs a Continuum of Support \(www.gov.ie\)](#)

Student Support Plan(s): Provision for students with special educational needs is enhanced through clear identification processes and careful planning of interventions to address academic and/or personal and social development needs. Identification of needs, planning, target-setting and monitoring of outcomes are essential elements of an integrated and collaborative problem-solving process. Details are recorded in the Student Support File.

Appendix 2: Application for Exemption from the Study of Irish

Application for Exemption from the Study of Irish Post-Primary Schools For completion by the parent(s)/guardian(s) on behalf of a student (or by a student who has reached 18 years of age)		
Name of Student		
Date of Birth		
Class		
Name of School		
I/We wish to apply for an exemption from the study of Irish on behalf of _____ I _____ (student who has reached 18 years) wish to apply for an exemption from the study of Irish. Please indicate (✓) the grounds for an exemption from the study of Irish in accordance with Circular 0055/2022		
2.2.1(a)	The student is not less than 12 years of age on the day of their enrolment or re-enrolment whose education was received outside the State (for a minimum period of three consecutive years) where he/she did not have the opportunity to engage in the study of Irish.	
2.2.1(b)	The student's education was received outside the State (for a minimum period of three consecutive years) where he/she did not have opportunity to engage in the study of Irish or who is enrolling following the completion of the full course of primary education recognised by another state.	
2.2.2	The student experiences significant literacy difficulties which are an obstacle to their learning across the curriculum and which are persistent despite having had access to a differentiated approach to language and literacy learning in all subjects/across the curriculum and over time and presents with a standardised score on a discrete	

	test in either Word Reading, Reading Comprehension or Spelling at/below the 10th percentile.	
2.2.3	The student experiences a high level of multiple and persistent needs, that persist despite targeted and individualised Student Support Plans to address those needs (over not less than two years) and which are a significant barrier to the student's participation and engagement in their learning and school life and who been given every reasonable opportunity to participate in the learning of Irish in mainstream classes for as long as possible and the Principal is satisfied that the granting of an exemption is in the overall best interests of the student concerned.	
2.2.4(ii)	The student has a recommendation and has been deemed eligible for a place in a recognised special school and/or in a special class in a mainstream school	

Please provide detail of any supporting documentation being submitted to the school

1. _____

2. _____

3. _____

4. _____

For the purpose of this application the documentation provided will be assessed, by relevant school personnel and other professionals where necessary, to determine whether there is grounds to grant an exemption from the study of Irish. Tick the box if you wish to proceed.

Signed: _____ Date: _____

Signed: _____ Date: _____

For school use only

Date of receipt of application: _____

Principal: _____ Date: _____

School roll number: _____

Appendix 3: Checklist for processing applicants

CHECKLIST FOR PROCESSING APPLICATIONS FOR EXEMPTION FROM THE STUDY OF IRISH IN ACCORDANCE WITH CIRCULAR 0055/2022 2.2.1b			
A student whose education was received outside the State for a minimum period of three consecutive years and who is enrolling following the completion of the full course of primary education recognised by another state, where they did not have opportunity to engage in the study of Irish			
Name of school			
School roll number			
Name of student			
Date of birth			
Student PPSN			
1.	RECEIVING THE APPLICATION		
		Yes	No
a)	The date on which the school received the application is recorded on the form.		
b)	Receipt of the application has been acknowledged in writing and the parent(s)/guardian(s)/student have been informed that the application will be processed within 21 school days of date of receipt.		
2.	CONSIDERING THE APPLICATION		
		Yes	No
a)	The written application and supporting documentation have been discussed with parent(s)/guardian(s) and the student on whose behalf the application is made.		
b)	The parent(s)/guardian(s)/student have been advised of the next steps in processing the application.		
c)	The parent(s)/guardian(s) and the student on whose behalf the application is made have been informed of any implications of an exemption from the study of Irish now and into the future.		

d)	The parent(s)/guardian(s) and the student on whose behalf the application is made have been informed that a signed Certificate of Exemption will issue where a decision is reached that an exemption will be granted.		
e)	The parent(s)/guardian(s)/student have been informed that where an application is refused that the school's decision may be appealed to the Irish Exemptions Appeal Committee within 30 days from the date the decision of the school is notified in writing.		
f)	The arrangements (as per Section 6 of the Guidelines), in the case of an exemption being granted, have been explained to the parent(s)/guardian(s)/student and the student on whose behalf the application is made.		
g)	Evidence of the student's attendance at a school(s) outside the state for a minimum period of three consecutive years (or up to and including the final year of his/her primary education) and where he/she did not have opportunity to engage in the study of Irish has been examined.		
h)	The student's educational experience and/or progress has been considered.		
3.	CONFIRMING A DECISION		
		Yes	No
a)	The above named received his/her education outside the State for a minimum period of three consecutive years and completed the full course of primary education recognised by another state.		
c)	An exemption from the study of Irish is granted ☐ or An exemption from the study of Irish is not granted ☐		
Where an application for exemption is refused, please note reason(s).			

4.	COMMUNICATING AND RECORDING THE DECISION			
			Yes	No
a)	The outcome of the application has been confirmed in writing to the parent(s)/guardian(s)/student and the reason(s) for not granting an exemption where relevant.			
b)	Arrangements have been made for the retention of the application form and all supporting documentation, including a Copy of the Certificate of Exemption where applicable, and this checklist, in accordance with data protection law.			
Principal: _____ Date: _____				

CHECKLIST FOR PROCESSING APPLICATIONS FOR EXEMPTION FROM THE STUDY OF IRISH IN ACCORDANCE WITH CIRCULAR 0055/2022 2.2.2

A student who presents with significant and persistent literacy difficulties and presents with a standardised score in a discrete test at/below the 10th percentile in either Word Reading, Reading Comprehension or Spelling.

Name of school			
School roll number			
Name of student			
Date of birth			
Student PPSN			
1.	RECEIVING THE APPLICATION		
		Yes	No
a)	The date on which the school received the application is recorded on the form.		
b)	Receipt of the application has been acknowledged in writing and the parent(s)/guardian(s)/student have been informed that the application will be processed within 21 school days of date of receipt.		
2.	CONSIDERING THE APPLICATION		
		Yes	No
a)	The written application and supporting documentation have been discussed with parent(s)/guardian(s)/student and the student on whose behalf the application is made.		
b)	The parent(s)/guardian(s)/student have been advised of the next steps in processing the application.		

c)	The parent(s)/guardian(s)/student and the student on whose behalf the application is made have been informed of any implications of an exemption from the study of Irish now and into the future.		
d)	The parent(s)/guardian(s)/student have been informed that a signed Certificate of Exemption will issue where a decision is reached that an exemption will be granted.		
e)	The parent(s)/guardian(s)/student have been informed that where an application is refused that the school's decision may be appealed to the Irish Exemptions Appeal Committee within 30 days from the date the decision of the school is notified in writing.		
f)	The arrangements (as per Section 6 of the Guidelines), in the case of an exemption being granted, have been explained to the parent(s)/guardian(s)/student and the student on whose behalf the application is made.		
g)	The student's Student Support File has been reviewed.		
h)	The student's class teachers and SET team has been consulted.		
3.	CONFIRMING A DECISION		
		Yes	No
a)	The above named student: 1. presents with significant literacy difficulties that are persistent despite having access to a differentiated approach to language and literacy in both Irish and English over time as evidenced in the Student Support File including · regular reviews of learning needs as part of an ongoing cycle of assessment; · target setting; · evidence-informed intervention and review, including test scores (Word Reading, Reading Comprehension, Spelling, other scores of language/literacy) at key points of review AND		
	2. at the time of application for exemption presents with a Standardised Score on a discrete test in either Word Reading or Reading Comprehension or Spelling at/below the 10th percentile		

b)	An exemption from the study of Irish <u>is granted</u> ☐ or An exemption from the study of Irish is not granted ☐			
Where an application for exemption is refused, please note reason(s).				
4.	COMMUNICATING AND RECORDING THE DECISION			
			Yes	No
a)	The outcome of the application has been confirmed in writing to the parent(s)/guardian(s)/student and the reason(s) for not granting an exemption where relevant.			
b)	Arrangements have been made for the retention of the application form and all supporting documentation, including a Copy of the Certificate of Exemption where applicable, and this checklist, in accordance with data protection law.			
Principal: _____ Date: _____				

CHECKLIST FOR PROCESSING APPLICATIONS FOR EXEMPTION FROM THE STUDY OF IRISH IN ACCORDANCE WITH CIRCULAR 0055/2022 2.2.3

A student who experiences a high level of multiple and persistent needs that are a significant barrier to the student's participation and engagement in their learning and school life.

Name of school			
School roll number			
Name of student			
Date of birth			
Student PPSN			
1.	RECEIVING THE APPLICATION		
		Yes	No
a)	The date on which the school received the application is recorded on the form.		
b)	Receipt of the application has been acknowledged in writing and the parent(s)/guardian(s)/student have been informed that the application will be processed within 21 school days of date of receipt.		
2.	CONSIDERING THE APPLICATION		
		Yes	No
a)	The written application and supporting documentation have been discussed with parent(s)/guardian(s)/student and the student on whose behalf the application is made.		
b)	The parent(s)/guardian(s)/student have been advised of the next steps in processing the application.		
c)	The parent(s)/guardian(s)/student and the student on whose behalf the application is made have been informed of any implications of an exemption from the study of Irish now and into the future.		

d)	The parent(s)/guardian(s)/student have been informed that a signed Certificate of Exemption will issue where a decision is reached that an exemption will be granted.		
e)	The parent(s)/guardian(s)/student have been informed that where an application is refused that the school's decision may be appealed to the Irish Exemptions Appeal Committee within 30 days from the date the decision of the school is notified in writing.		
f)	The arrangements (as per Section 6 of the Guidelines), in the case of an exemption being granted, have been explained to the parent(s)/guardian(s)/student and the student on whose behalf the application is made.		
g)	The student's Student Support File has been reviewed.		
h)	The student's class teachers and SET team has been consulted.		
3.	CONFIRMING A DECISION		
		Yes	No
a)	The above named student: 1. experiences a high level of multiple and persistent needs that are a very significant and continuing barrier to his/her participation and engagement in his/her learning and school life AND		
	2. whose school has substantial written evidence that these needs persist despite targeted and individualised Student Support Plans to address those needs AND		
	3. whose school has substantial written evidence that these individualised Student Support Plans have been implemented over not less than two school years, and have been monitored and reviewed by the school in collaboration with the parent(s)/guardian(s) and the student AND		

	4. who has been given every reasonable opportunity to participate in the learning of Irish in mainstream classes for as long as possible in keeping with the integrated approach to language skills development and the communicative approach underpinning the Specification for Junior Cycle Irish (L2).		
	AND		
	5. the Principal is satisfied that the granting of an exemption is in the overall best interests of the student concerned		
b)	An exemption from the study of Irish <u>is granted</u> ☐ or An exemption from the study of Irish is not granted ☐		
Where an application for exemption is refused, please note reason(s).			
4.	COMMUNICATING AND RECORDING THE DECISION		
		Yes	No
a)	The outcome of the application has been confirmed in writing to the parent(s)/guardian(s)/student and the reason(s) for not granting an exemption where relevant.		
b)	Arrangements have been made for the retention of the application form and all supporting documentation, including a Copy of the Certificate of Exemption where applicable, and this checklist, in accordance with data protection law.		
Principal: _____ Date: _____			

CHECKLIST FOR PROCESSING APPLICATIONS FOR EXEMPTION FROM THE STUDY OF IRISH IN ACCORDANCE WITH CIRCULAR 0055/2022 2.2.4(ii)

A student has a recommendation and has been deemed eligible for a place in a recognised special school and/or in a special class in a mainstream school

Name of school			
School roll number			
Name of student			
Date of birth			
Student PPSN			
1.	RECEIVING THE APPLICATION		
		Yes	No
a)	The date on which the school received the application is recorded on the form.		
b)	Receipt of the application has been acknowledged in writing and the parent(s)/guardian(s)/student have been informed that the application will be processed within 21 school days of date of receipt.		
2.	CONSIDERING THE APPLICATION		
		Yes	No
a)	The written application and supporting documentation have been discussed with parent(s)/guardian(s)/student and the student on whose behalf the application is made.		
b)	The parent(s)/guardian(s)/student have been advised of the next steps in processing the application.		
c)	The parent(s)/guardian(s)/student and the student on whose behalf the application is made have been informed of any implications of an exemption from the study of Irish now and into the future.		

d)	The parent(s)/guardian(s)/student have been informed that a signed Certificate of Exemption will issue where a decision is reached that an exemption will be granted.		
e)	The parent(s)/guardian(s)/student have been informed that where an application is refused that the school's decision may be appealed to the Irish Exemptions Appeal Committee within 30 days from the date the decision of the school is notified in writing.		
f)	The arrangements (as per Section 6 of the Guidelines), in the case of an exemption being granted, have been explained to the parent(s)/guardian(s)/student and the student on whose behalf the application is made.		
3.	CONFIRMING A DECISION		
		Yes	No
a)	The above named student has a recommendation and has been deemed eligible for a place in a recognised special school and/or in a special class in a mainstream school.		
b)	An exemption from the study of Irish is granted ☐ or An exemption from the study of Irish is not granted ☐		
Where an application for exemption is refused, please note reason(s).			
4.	COMMUNICATING AND RECORDING THE DECISION		
		Yes	No

a)	The outcome of the application has been confirmed in writing to the parent(s)/guardian(s)/student and the reason(s) for not granting an exemption where relevant.		
b)	Arrangements have been made for the retention of the application form and all supporting documentation, including a Copy of the Certificate of Exemption where applicable, and this checklist, in accordance with data protection law.		
Principal: _____ Date: _____			