

Transitioning to Post-Primary School

Transitioning from primary school to a bigger new school can be daunting for every student but especially students with additional needs. A good transition plan can really help this process.

This guide aims to provide information to both autistic students and their parents. Like all transitional periods, it's best to approach it in a planned and organised way. Start exploring the options available to your child as early as possible and make sure you know the steps needed for a seamless transition.

Our Parent Information Officer can help if you are experiencing any difficulties with the transitioning process trish@autismsupportlouth.com or 0860787356.

Prepare

- Get a lever arch file & some dividers.
- Contact your local SENO.
- Research the schools you are interested in by looking at their websites.
- The Admission policy should be available from the school website or by email.
- Start by researching local schools but you are not limited to this.
- Using your gathered information, create a list of questions tailored to your child's needs.
- In your lever arch file have a section for each school. Keep notes on your research and dated copies of all applications and documents.
- Send copies of all official documents and assessments and keep originals safe.
- Ask for help - please contact us for help (details below). There are also a lot of helpful parent support groups on Facebook. We have a private Facebook group for parents and close relatives called "Autism Support Louth&Meath". There is a very strong history of parents supporting other parents.

Post-Primary School Options

School options are the same as they are for primary school, i.e. 5 options available to the student.

1. Mainstream
2. Mainstream with access to an SNA (Special Needs Assistant)
3. ASD Class attached to Mainstream
4. Special School
5. Home Tuition/Home Schooling

1. Mainstream Schools. (No Recommendation Needed)

Some students may decide to attend mainstream schools where they will be taught by the class/subject teacher.

2. Mainstream Schools with Additional Support. (Recommendation needed for access to a SNA)

Some post-primary students may benefit from attending mainstream classes with access to a special needs assistant.

Starting from September 2017, students in all mainstream schools are entitled to receive additional teaching support without the need for a formal diagnosis of disability. Schools will use the NEPS Continuum of Support model to identify students who require extra assistance and provide them with the necessary support.

If a child requires additional assistance with their education, the school will provide it based on their assessments. This help is available to all children in the school, and an assessment from an educational psychologist is not required in order to receive it. However, if ongoing support is needed then they may ask the NCSE to provide additional assistance. NCSE will require an assessment from an educational psychologist regarding the student's needs to determine if extra supports are needed, such as a Special Needs Assistant (SNA). For more information, please visit the NCSE website. <https://ncse.ie/>

3. ASD Class in a Mainstream School.- (Recommendation Needed)

ASD classes in mainstream schools provide a supportive learning environment for students with more complex educational needs. To be placed in an ASD class, a child must have a professional report/ assessment from an educational psychologist with a clear recommendation for placement in a Special Class setting.

ASD classes have a lower student-teacher ratio. This means that classes have smaller numbers of students. Placement in a special class is a flexible arrangement that may change as a student's learning progresses. The teaching ratio in an ASD class is usually 6 children to 1.5 teachers and 2 Special Needs Assistants. Students in ASD Classes in mainstream schools can still access mainstream subjects and exam options should also be offered to them. They should be included in all the activities of the school.

You can access the NCSE list of ASD Classes in Secondary Mainstream Schools – 2023/2024 here:

<https://ncse.ie/wp-content/uploads/2023/12/Special-Classes-website-12Dec2023.pdf>

As children's needs and abilities change it is important that they are provided with the support to move from one placement to another. These placements are flexible and some students that attend an ASD class in a mainstream school may attend some mainstream classes.

4. Special Schools (Recommendation Needed)

Special schools are designed to provide support to students with educational needs. To be placed in a special school, a child must have a professional report/ assessment from an educational psychologist that recommends a special school placement. Typically, special schools have fewer students and a lower student-teacher ratio. Therefore, classes have a small number of students. Staff ratios in special schools are 1 teacher and 1 or 2 SNAs to a class of between 9 and 12 children. Some special schools are autism-specific, staff ratios in autism-specific Special Schools are 1.5 teachers and 2 SNAs to 6 students.



You can access the NCSE list of Special Schools 2023/2024 here:

<https://ncse.ie/wp-content/uploads/2023/12/Special-Schools-allocation-website-12Dec2023.pdf>

5. Home Tuition

The Home Tuition Scheme is designed to provide for children who need to be educated at home due to chronic illness or other reasons that prevent them from attending school. The scheme is also available to children with additional educational needs who are waiting for a suitable educational placement. It is very difficult to access Home Tuition at a post-primary level as you have to demonstrate that all possible school options are not available to your child.

Learn more about the Home Tuition application process and access the application form here: <https://www.gov.ie/en/service/d15f58-home-tuition/>

Resource Teachers

Resource Teachers, also known as Special Education Needs Teachers (SEN), work in mainstream schools and are responsible for teaching students with additional needs either within the class or in a separate class. Since 2017, each mainstream school is allocated a number of SEN teaching hours. The amount of SEN teaching hours allocated to a school is determined by the school's educational profile and size.

You can see the allocation of SNA's and SEN's to mainstream post-primary schools here:

<https://ncse.ie/wp-content/uploads/2023/12/Post-Primary-allocations-for-website-12Dec2023.pdf>

School Transportation

Children with additional educational needs attending a recognised Special School or an ASD class in a mainstream school can avail of the School Transport Scheme funded by The Dept of Education. The school principal should process all transport applications. After reviewing the application, the SENO will send it to the School Transport Section of The Dept of Education. Occasionally this is available to a child with additional needs attending mainstream but this requires an individual application.



Assistive Technology.

Assistive technology can greatly benefit students who have difficulty communicating through speech and writing due to additional physical or educational needs. This technology includes laptops or tablets with modified software, joysticks, keyboards, touch pads, tapes, braille equipment, and audiology equipment. To be eligible for the grant, a student must have an additional physical or educational need that makes ordinary communication through speech and writing difficult.

It is very important that the equipment is needed to allow the student to **access the curriculum.**

Applying for Assistive Technology

To apply for Assistive Technology, students must contact their school management. The application must be accompanied by a recent assessment from a relevant professional that describes the nature and extent of the student's disability, as well as the equipment that would be best suited for their needs. Assessments from Educational Psychologists, Occupational Therapists, and Speech and Language Therapists can be used to support the application. Professional reports should also clearly state how, when, and in what way the recommended equipment will be used.

Once the application is complete, the school will send it to the local SENO for processing. The SENO will then determine if the application meets the criteria set by the DES. If it does, the SENO will forward the form to the DES for approval. The DES will then notify the school of the outcome of the application.

Bringing Assistive Technology from Primary School to Post-Primary School

It is important to note that whether the assistive technology device previously awarded to a student will remain with them when they progress to secondary school is at the discretion of their primary school.



To learn more about the Assistive Technology Grant, please visit the Department of Education's website. <https://www.gov.ie/en/service/237c68-assistive-technology-grant/>

Transfer of Information and Supports

It's important to note that the support your child receives during their primary school years may not automatically continue into their post-primary (secondary) school years. As children's needs change over time, they may require different levels of support in a post-primary school setting.

When your child transitions from primary to post-primary school, depending on their need, the principal of the post-primary school may need to apply for Special Needs Assistant (SNA) support from the National Council for Special Education (NCSE). This process requires updated professional reports on your child. These reports should be relevant to your child's support needs. For example, if your child has difficulty with speech then a speech therapist's assessment will also be relevant. Even if you already have relevant reports from primary school, it's important to ensure they are current (within the previous 2 years), as your child's care needs may have changed. It is worth preempting this and depending on your child's support needs, having the updated reports ready before making any applications.

Updated Reports/Recommendations

While it is not mandatory to get an updated report or recommendation many secondary schools require one less than two years old on their admission policy.

Ideally, your child's primary school should request an up-to-date report from The National Educational Psychological Service (NEPS), but keep in mind that NEPS may have limited resources and this process could take some time. **This assessment also recommends the most suitable school placement for your child** and can, therefore help your decision-making and ensure that your child receives the necessary support.

It should also be noted that even though a child may be attending mainstream primary school the educational psychologist recommendation for secondary school may be for a special autism class or if in a special class in primary school the recommendation may be for a special school. It is important to ensure you are involved in the NEPS or Private Educational Assessment process to ensure your input is taken into account and also that you understand and agree with the recommendations.

This is a key document to have as it can be extremely useful to have in advance of applying for a post-primary school placement.

Due to NEPS' limited resources, and to avoid any delays, you may choose to pay for a private evaluation from an educational psychologist to get an updated report more quickly. This report will be needed if applying to an ASD class in a mainstream school or a Special School. But be sure to liaise with your child's primary school to confirm whether they have been able to secure a NEPS assessment for your child. You could start this conversation towards the end of 5th class.

The assessment is also a key document if your child needs reasonable accommodations during exams, decides to take a Level 1 or 2 Learning Programme for their Junior Cycle or needs assistive technology, such as laptops, to access the curriculum. It's an important document to access many supports, so make sure you have a copy and keep it safe.

NEPS - transition planning documents

The National Educational Psychological Service (NEPS) has produced three very useful documents on the transfer from primary to post-primary which are available on their website at:



[National Educational Psychological Service \(NEPS\) Guidelines, Tips and Handouts for Parents and Teachers](#)

The documents are:

- A transfer profile which can be used to share information between primary and post-primary schools
- An information pack for the transfer of information to post-primary school
- Sample transfer programmes and workbooks which can be used to prepare students for the move

It is advised that the SENO be kept up to date, in advance of exploring post-primary school options.

School Life

ASD Class Curriculum

Students who attend ASD Classes in mainstream post-primary schools are encouraged to attend mainstream classes (referred to as Level 3 during The Junior Cycle) as much as possible. This means that if a student enjoys a particular class, they can still attend it without taking a state examination. The decision on how many mainstream subjects are taken by the student is based on the individual's abilities and needs. The school will provide the necessary support to help students with ASD integrate into mainstream classes so that they can learn alongside their peers. When students attend mainstream classes, they are accompanied by an SNA.

During their time in the ASD Class, students have access to an extended curriculum. While the extended curriculum can vary usually it includes areas such as sensory programmes, social skills, life skills training and stress management strategies. This can happen either individually or in a small group setting. Students may also receive learning support and pre-and/or post-tutoring of mainstream subjects.

Students' Junior Cycle examination suitability is identified during their first year.



It is possible for a student who is working on a Level 2 Learning Programme to receive recognition for learning in one or two Level 3 subjects.

Due to the individualised nature of ASD classes, many students' timetables are customised to include a mix of mainstream and ASD classes. The number of mainstream subjects taken is entirely dependent on each student's needs and abilities.

Special Schools Curriculum

The curriculum in special schools are tailored to the abilities, learning needs, and styles of the students. This comprehensive approach involves continuous assessment to ensure that the appropriate learning styles are being implemented.

During the Junior Cycle, students in special schools will undertake a Level 1 or 2 Learning Programme. Level 2 Learning Programmes are evaluated through ongoing assessments, while students taking the Level 1 Learning Programme are required to collect evidence of their learning in a portfolio, which they then submit to their teachers for evaluation.

During the Senior Cycle, students may be able to take the QQI 2 or 3 certification or similar covering a variety of modules such as; Food Choice and Health, Personal Safety, Non Verbal Communications, Decision Making, Life Sciences and Data Handling.

The modules offered by QQI vary between schools and cover practical and creative skills, as well as improving literacy and numeracy. Other modules focus on essential life skills for independent living and employment opportunities.

Timetable

Depending on the school students may need to move from one classroom to another. To reduce the stress of these situations, students should have a colour-coded timetable, assigning each subject a colour on the timetable and matching this with folders or notebooks of the same colour. This allows the student to easily associate the colour with their class, reminding them to bring the correct coloured folder.



In most mainstream schools, bells signal the start and end of classes or break times. During this time, large numbers of students move from one classroom to another. This can be a noisy and stressful period and a significant change for students who are used to learning within one classroom in primary school. It may be more challenging for some students to adapt to the bells and the movement between classrooms than others. Those attending mainstream classes or in an ASD Class but taking some mainstream classes may find this a big change. Students who stay within their ASD Classes may not need to leave the class as frequently. Parents and students need to be aware of this when choosing a school.

Lockers

Lockers are used to store books, bags, coats and other school items. Most schools provide lockers to their students, but each school's policies may vary. You can usually find information about locker policies on the school's website. Depending on the school's policy, students may need to bring their own locks or the school may provide them. Some schools may allow students to choose a locker, while others may assign lockers to each student.

Students are required to have certain items with them during their school day, such as copybooks, folders, school books, and stationery. However, different schools may have varying policies regarding these items. Lockers can provide students with access to additional items that they would not be able to carry around with them. Some useful locker items may include a refillable water bottle (if the school provides refill stations) or a drink that the student enjoys, extra stationery and copy books, personal hygiene products, an umbrella, jacket or jumper and some emergency money.

Class Exemptions

If a student has a specific disability, they may not have to take certain subjects or a certain part of an exam. If your child is in a special school or class, they don't need to apply for an Irish exemption from an exam. Your child's school will decide if they need to learn Irish, but they should still have opportunities to experience Irish culture and language.



Learn more about Irish exemption here:

<https://www.gov.ie/pdf/?file=https://assets.gov.ie/257933/33e14fff-9d78-4af0-9d04-77dd6f1e3611.pdf#page=null>

For information about exemptions from state examinations please see the Reasonable Accommodations section below.

State Exams

Reasonable Accommodations

Reasonable accommodations are designed to remove as much of the impact of a disability on a student's performance as possible and to support the student in accessing the state examinations.

Special arrangements are available for post-primary school students with additional needs, who are sitting State examinations such as the Leaving Certificate and Junior Certificate.

Students with additional needs can apply through their school for Reasonable Accommodations to be provided to them at Certificate Examinations (RACE).

Your child's schools will be able to request reasonable accommodations from the State Examinations Commission (SEC).

To apply, information about how your child's additional needs and educational needs affect their school work will be required. A form giving the school permission to share your child's information with the SEC will also need to be signed.

The State Examinations Commission is the body responsible for overseeing State examinations in Ireland.



Learn more about the role of The State Examinations Commission here:

<https://www.citizensinformation.ie/en/education/state-examinations/the-state-examinations-commission/>

The Commission's policy governs how reasonable accommodations are provided to students with additional needs during examination time.

Read about the Governing Policy here:

<https://www.examinations.ie/index.php?l=en&mc=ca&sc=ra>

Schools can also make a number of arrangements to facilitate students with additional needs without requesting advanced permission from the Commission.

For more information and important dates, you can refer to the guide for students on reasonable accommodations:

<https://www.examinations.ie/misc-doc/EN-EX-94915644.pdf>

Junior Cycle

The first three years of post-primary school are referred to as The Junior cycle. During this time students study a range of subjects, and short courses and are assessed through continuous assessment as well as examinations at the end of the Junior Cycle. Various programmes can be taken during these 3 years leading to different combinations of exams and coursework.

- Junior Certificate Level 3 (Established).
- Junior Certificate School Programme (JCSP).
- Level 2 Learning Programme (L2LP)
- Level 1 Learning Programme (L1LP)

Junior Certificate Level 3

Junior Cycle, students taking the Level 3 examination (Established exam) will study a combination of full Subjects and Short Courses. Of the full subjects, English, Irish, Maths and History are compulsory and can be studied at either ordinary or higher



levels. All the other subjects are optional so students can decide on these subjects when choosing their school's subject.

Short Courses are half the size of full subjects and do not have a terminal exam. Different schools will offer different short courses. Short Courses offered can vary between schools. However, subjects such as Social, Personal and Health Education (SPHE), Civil, Social and Political Education (CSPE) and Physical Education (PE) are also compulsory.

Junior Certificate School Programme

The Junior Certificate School Programme offers support to students who may leave school early and need extra help preparing for Junior Cycle exams. Students follow the regular Junior Cycle syllabus, and all JCSP students receive a personalised record of their achievements called a profile.

Learning Programmes

For students who find the junior cycle too demanding, an additional range of subjects known as Learning Programmes has been designed, at Level 2 and Level 1. Students who take Level 1 or Level 2 Learning Programmes will need to have an assessment from an educational psychologist. The assessment from the educational psychologist obtained during the post-primary school application process can be used.

Level 2 Learning Programmes

These programmes allow students to learn at a different level in the National Framework of Qualifications.

To obtain a Level 2 certification, individuals need to complete five Priority Learning Units (PLUs) and two short courses. These PLUs cover a range of subjects, including Literacy and Communications, Numeracy, Personal Care, Living in the Community, and Preparing for Work. While the short courses offered may differ based on the school, some examples include Animal Care, Grow it, Cook it, Eat it, Enterprise in Animation, CSI, and Exploring Forensic Science.

Assessment of Level 2 Learning Programmes is school-based and ongoing.

Level 1 Learning Programmes

Autism Support Louth&Meath founders of Drogheda ABACAS Special School for Children with Autism
c/o 37 Matson Lodge, Drogheda, Co. Louth, A92 W77K
CHY 15264 T 087 240 7431 E info@autismsupportlouth.com W autismsupportlouth.com



Level 1 Learning Programmes are for students who would struggle with a Level 2 Programmes.

Level 1 learning programmes include six Priority Learning Units (PLUs) and two short courses. The PLUs are designed to develop essential skills needed for students' future lives and are interrelated with each other. The six PLUs cover Communication and language, Numeracy, Personal care and wellbeing, Being part of a community, The Arts, and Physical Education. The short courses vary depending on the school and can cover topics such as Around the World in 80 Days, Food Glorious Food, and Looking Good Being Great. Over the three years during the Junior Cycle, Level 1 Learning Programme students will assemble evidence of their learning in a portfolio, which is submitted to their teachers for assessment.

You can learn more about the Junior Cycle curriculum here:

<https://www.curriculumonline.ie/junior-cycle/>

Senior Cycle

Depending on whether the optional transition year is taken, the Leaving Certificate, also known as the Senior Cycle, can be a two or three year programme. Transition Year or fourth year, offers students an opportunity to experience a variety of activities and develop a range of life skills.

In the final two years of the Senior Cycle (Fifth and Sixth Year), students have the option of three programmes, students can take one of the following three programmes leading to a state examination:

- Leaving Certificate (Established).
- Leaving Certificate Vocational Programme (LCVP).
- Leaving Certificate Applied (LCA).
- QQI Level 2 or 3 (offered in many Special Schools).

Leaving Certificate

Students must take 3 core subjects (English, Irish and Maths) as well as 4 subjects of their choosing.



LCVP and LCA have modules focused on preparing students for work. LCA students earn credits based on performance over the two-year programme. In place of the Leaving Certificate, the QQI Level 2 or 3 certification is offered in many special schools.

Leaving Certificate Vocational Programme

LCVP students are required to take a minimum of five Leaving Certificate subjects (Higher, Ordinary or Foundation Level). If a student is exempt from taking Irish then they will have to take an additional; subject to meet the 5 subject minimum requirement. Over the two years of the programme, LCVP students must also take 2 link modules- Preparation for the World of Work and Enterprise Education. These modules are almost entirely activity-based and aim to prepare students for entrepreneurship and/ or the workplace.

Leaving Certificate Applied

Modules in LCA are centred around 3 main areas; Vocational Preparation; General Education; and Vocational Education.

Over the two years, students will be required to take 6 modules which will be assessed based on a final exam. Modules include:

- English and Communication
- Mathematical Applications
- Language
- Social Education
- Two Vocational subjects

It's important to note that although LCA subjects don't meet the minimum requirements for 3rd Level or DARE access route to college, LCA holders can still proceed to a PLC course and then to 3rd Level based on a QQI award.

Once your child completes the junior cycle, their school will be able to advise you on the most suitable senior cycle programme for your child.

Senior Cycle in Special Schools



Following the Junior Cycle, QQI level 2 or 3 certifications are offered in many special schools in place of the Leaving Cert (Established), LCVP or LCA certifications. The QQI modules will vary from school to school but typically consist of a mix of creative and practical modules, as well as modules that focus on developing functional literacy and numeracy skills, and a broad range of other skills and knowledge that are important to promoting life skills for independent living and vocational opportunities. Examples of some of the modules offered at QQI 2 or 3 level includes quantity and number, music, personal care, design and listening and speaking. The programmes offered by QQI are flexible enough to cater to the unique learning needs, abilities, and interests of each student.

The QQI Programme of learning that the students can undertake may vary depending on the school. However, schools may offer one, two or both of the below awards in their curriculum.

- Minor Award/Component Certificate, which is awarded upon successful completion of a module or a group of modules.
- Major Award such as the General Learning Certificate, which is awarded for the achievement of at least five modules.

After completing a QQI programme, students can further their education by enrolling in various post-school training and educational programmes offered by QQI across the country. QQI is a nationally recognised awarding body that provides a wide range of learning opportunities for students.

You can learn about the range of Senior Cycle options and curriculum here:

<https://www.curriculumonline.ie/senior-cycle/>

Considerations

When deciding on a School you should consider the following :

1. Does the school meet your child's needs?
2. What is the layout of the school? Is it easy to get around? Will your child be overwhelmed?
3. Speak with the principal and understand the supports that are available to your child in the school.
4. What is the school culture like?
5. Is the school co-ed or single-sex? Which works best for your child?
6. Consider how your child will travel to and from school.

It is also recommended that you visit the school with your child as part of the process of assessing suitability. Open days can be an overwhelming experience but many schools welcome visits on quieter days. This can allow you to ask questions, meet the Principal and for your child to experience what attending the school might look like to them.

Once you have decided on the school you would like your child to attend, making an application as soon as possible is recommended. Getting a school place is not guaranteed and many schools receive more applications than their capacity allows.



It is also advised to familiarise your child with the post-primary school routine. This can be a helpful way to alleviate your child's stress related to the upcoming changes.

Individual Transition Plan

Once you have chosen a school place it is a good idea to develop an individual transition plan for your child. Things to consider include :

- Can your child visit the school towards the end of the school holidays prior to starting to familiarise themselves
- Is there a Storyboard or social story for the school including a map.
- Ensure they are able to visit all subject rooms
- Ensure they hear the bell for subject change to get an idea of how loud it is
- Will your child have a key staff member and can they meet them in advance
- Develop a School Passport for your child and request this is given to all subject teachers (and subs)
 - Include items such as sensory needs
 - Masking
 - Homework
 - Communication between school and family
- Request an end higher locker.
- Colour code timetable and folders/books
- Ensure uniform has been worn in – eg might need to be washed a few times to soften .



- How is your child getting to school ? - practice the route with them
- If they need any specific accommodations eg headphones, movement breaks, fidgets etc ensure school know this (School Passport) and all teachers aware.
- Does the school have a buddy system
- Do you know other children in the school

School Enrolment Process

Annual Admissions Notice

The annual admissions notice should be published before accepting any applications for a given year. This notice will be published on the school's website and must be available upon written request.

The admission notice must tell you

- How to get a copy of the school's admission policy
- How to get an application form for admission
- The date when the school will start to accept applications for the year
- The deadline for receiving applications
- The date the school will inform you of their decision
- The date by which you must accept a place

The School's Admissions Policy

All schools must have an Admissions Policy. This policy governs the steps a school takes if too many students apply for limited spaces, and the process used to choose



which students to accept and in what order. Each School will have different admission policies, however, no school can accept or reject students based on the following.

- Disability or additional educational needs (for exceptions see below)
- Gender (exceptions include in single-sex schools)
- Civil status
- Family status
- Sexual orientation
- Religion (If a school promotes or instructs on certain religions)
- Race
- Membership of the Traveller community

Students with Additional Needs

No school can refuse admission to a child just because they have additional needs.

However, special schools may refuse admission if the student does not have the special educational needs that the school provides for or if the recommended placement by an educational psychologist is for a different educational setting.

Again, this should be mentioned in the admission notice.

Similarly, if a special class is designed for students with specific special educational needs and if a student doesn't meet this criteria or if an educational psychologist suggests a different placement, the school may refuse admission to this class. As above this should be mentioned in the admission notice.

If You Cannot Find a School for Your Autistic Child.

Some schools may not have the necessary resources to provide support for students with additional needs. If you are having trouble finding a school that can accommodate your child's additional needs get in contact with your local SENO or Tusla - the Child and Family Agency. They can support you to find a school in your local area.



Find contact details of SENOs in your area here: <https://ncse.ie/seno-contact-information>

Access TUSLA's Education Support Services
here: <https://www.tusla.ie/services/educational-welfare-services/>

Accepting An Offer

It is recommended that you apply to multiple schools to increase your chances of being accepted.

If you decide to accept an offer from one school but have applied to one or more other schools, you must tell the schools that your child will not attend that you are accepting an offer from a different school.

The school's admission policy will state what the most appropriate way to notify the school is.

Appealing a Decision to Refuse Your Child Due to Oversubscription.

If a school is oversubscribed and won't enrol your child, you can ask the school's board of management to review their decision using a form called BOMR1.

The Board will let you know their decision within 42 days. If you're not happy with that decision, you can then appeal to the Department of Education using a Section 29 appeal form **within 63 days of the school's original refusal to enrol your child.**

Appealing a Decision to Refuse Your Child Due to Other Reasons



If you wish to appeal a decision made by a school board regarding the admission of your child, you can request a review in writing. However, please note that this is not mandatory.

Your request for review should be based on the school's admission policy and the contents of its annual admission notice. You should also clearly state the reasons for your request.

If you wish to appeal directly without requesting a review by the board of management, you need to complete the Section 29 form and send it to the address provided on the form. Along with the form, you must also submit a copy of your original application for admission to the school, any documents you submitted with your application, and a copy of the decision you originally received from the school. If you have requested a review by the board of management, you should also provide a copy of their response to your request.

The Department has FAQs about this process. If the school refused your child for another reason, you can still appeal using the Section 29 form. You can also request a review by the board of management before appealing to the Department of Education.

Learn more about the appeals process and access the BOMR1 and a Section 29 Appeal Application form here:

<https://www.gov.ie/en/service/90de23-appeal-against-permanent-exclusion-suspension-or-refusal-to-enrol/>

Contact Us

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Join our private Facebook page for carers and close family members of autistic persons- Autism Support Louth&Meath

