

## **Boherbue Comprehensive School**

### **Enrolment Policy for Autistic Spectrum Disorder Programme**

#### **Scope**

- This document sets out the admissions policy of the school which is a Post Primary Comprehensive School.
- The policy reflects the school's ethos and mission statement, which is conscious of its position in the community and endeavours to give the best education to its pupils that will help all who come in contact with the school to reach their full potential.
- The policy covers all matters pertaining to admission to Boherbue Comprehensive School's ASD Programme.

#### **Rationale**

This policy is necessary to:

1. Provide a reference point for parents/guardians, students and teachers.
2. Provide transparency and accountability.
3. Clarify procedures.
4. Comply with relevant legislation.

#### **Goals/Objectives**

This policy aims to state:

- Criteria for admission to the school's ASD programme.
- Procedures for enrolment

#### **Admission of First Years**

1. Applications will be from 6<sup>th</sup> class Primary School only.
2. All applications must be received by the school on or before the last Friday of December of the preceding year for which the application is being made.
3. Applicants may be from the locality or elsewhere.
4. Applicants will be accepted for admission into the ASD Special class when all of the following criteria have been met:

'In order to access a special class a student must have a report from a relevant professional or team of professionals (for example, psychologist, speech and language therapist, psychiatrist) stating that:

1. S/he has a disability (in line with the designation of the special class in question) and
2. S/he has complex or severe learning needs that require the support of a special class setting and the reasons why this is the case.

The professional report must meet DES requirements for the particular disability in question. Under no circumstances should a school place a student in a special class without such a professional report'.

3. Applications will initially be reviewed by a Steering Committee (Appendix 1) to determine their suitability for the ASD Programme.
4. Following the selection of possible candidates the Principal and ASD teachers will carry out the enrolment procedures as set out below.
5. Following the finalisation of these procedures, the candidate(s) will be brought to the Steering Committee for the selection and approval of the most suitable student(s) to enrol in the school's ASD Programme.
6. The maximum number enrolled in the programme will be in accordance with national guidelines (currently 6 students).

### **Enrolment Procedures**

The following are the procedures for admission to the ASD Programme

1. The school must be informed about:
  - Any behavioural issues (i.e. emotional behavioural outbursts/physical aggression) which could impact on the student's ability to participate in the programme.
  - Any medication that the student may be in receipt of either at home or in the course of the school day.
  - Any additional medical conditions and/or dietary restrictions/toileting issues/requirements that the student may have.
2. The Principal, Special Needs Co-ordinator and a member of the ASD team will interview the parents/guardians of the students.
3. The Special Needs Co-ordinator and a member of the ASD team will interview the Principal of the feeder school and any other school personnel (i.e. mainstream teachers, resource teachers and Special Needs Assistants) who are deemed to have played a significant role in the applicant's education to that point.
4. The parents/guardians of the student and the Principal of the feeder school will be required to agree to facilitate members of the ASD team in conducting as many observations as appropriate of the student in their current educational placement.
5. Once a student has been offered a place on the programme, they will be invited to participate in a transition programme to the school. The participation of the student in the transition programme is essential in ensuring smooth transfer to post-primary school as well as facilitating ASD staff in making the necessary academic/other reasonable accommodations for the student. The transition programme involves:
  - Visits by a member/members of the ASD programme staff to the student in their general classroom in their primary school over the course of the remaining academic year.
  - A number of arranged visits by the enrolled student to the ASD class. The student will participate in group activities with the students who are currently in the programme.

### **Procedures to be followed if a student is found not to be benefiting from participation in the ASD Programme**

- If following enrolment a student is encountering serious difficulties and, in the professional opinion of the ASD team, is not benefiting from the ASD Programme, the Principal will arrange for an assessment of the student to be carried out.
- In cases (following further assessment) where it is the professional opinion of the ASD team that the pupil poses a serious health and safety risk to himself and/or to other students or staff in the school, the case will be referred to the Board of Management to assess suitability for the programme.

### **Enrolment other than to First Year**

Applications from students other than first years will initially be assessed by the Steering Committee and referred to the Board of Management.

### **Inclusion**

The school will make arrangements for the appropriate inclusion of students in the ASD Special Class in the school's activities programmes according to their level of need and attainment.

### **Appeal**

- Decisions of the steering committee may be appealed to the Board of Management.
- Decisions of the Board of Management may be appealed to the Secretary, Department of Education and Skills.

### **Success Criteria**

1. Parents and prospective students understand the admissions criteria and enrolment procedures.
2. Parents have the necessary relevant information prior to enrolling their son/daughter in the school.
3. Procedures enable the school to identify students who are suitable for the ASD Programme.
4. Students are facilitated in making a smooth transition from Primary School to Secondary School.

### **Review Procedures**

1. The policy will be reviewed every year.
2. The review group will consist of Principal, Deputy Principal, Special Education Needs Co-ordinator and a member of the ASD team.

Ratified by the Board of Management on:

12 Nov 2018

Signature of the Chairperson, Board of Management:

P. Javier

Signature of the Secretary, Board of Management:

Russell



## **Appendix 1**

### **Steering Committee**

The following are the members of the Steering Committee:

- The Principal/Deputy Principal
- Special Educational Needs Co-ordinator
- ASD Co-ordinator