Admission Policy of

Gorey Community School

Roll number: 91492N

School Patron/s:
The Loreto Sisters IBVM
Waterford and Wexford Education and Training Board

1. Introduction

This Admission Policy complies with the requirements of the Education Act 1998, the Education (Admission to Schools) Act 2018 and the Equal Status Act 2000. In drafting this policy, the board of management of the school has consulted with school staff, the school patron and with parents of children attending the school.

The policy was approved by the school patron on October 12th, 2026. It is published on the school's website and will be made available in hardcopy, on request, to any person who requests it.

The relevant dates and timelines for Gorey Community School's admission process are set out in the school's annual admission notice which is published annually on the school's website at least one week before the commencement of the admission process for the school year concerned.

This policy must be read in conjunction with the annual admission notice for the school year concerned.

The application form for admission is published on the school's website and will be made available in hardcopy on request to any person who requests it.

GLOSSARY OF TERMS

'Applicant' means the parent / guardian of a student, or, in the case of a student who has reached the age of 18 years, the student, who has made an application for admission to Gorey Community School.

'Student' means the person in respect of whom the application is being made. All uses of the word throughout this Policy therefore imply 'prospective' as part of the interpretation. That is, the use of the word 'Student' does not mean that an application or acceptance of offer makes him/her a student of Gorey Community School; a person is only regarded as a student of Gorey Community School once s/he is enrolled on his/her first day of attendance.

‘Enrolled’ means attending the school as a registered student, in line with section 20(2) of the Education (Welfare) Act 2000.

‘Gender’, in line with the definition of “the gender ground” in the Equal Status Act 2000, is such that “one is male and the other is female”. This does not prejudice any Student who is Intersex or identifies as Androgynous/Androgyne, Bigender, Demigender, Gender Fluid, Genderqueer, Multigender, Neutrois, Non-binary, Transgender, Transsexual or otherwise.

‘Parent’ has the same meaning as in the Education Act 1998 and includes a foster parent and a guardian appointed under the Guardianship of Children Acts, 1964 to 1997.

‘Feeder Primary Schools’ refers to the primary schools of preference for application to Gorey Community School. The feeder primary schools for Gorey Community School are categorised into 2 groups based on the Department of Education School Planning Areas. The two lists appear on pages 7/8/

For the purpose of this policy ‘Staff member’ refers to Teachers registered with the Teaching Council and who are currently contracted by the BOM of GCS to teach in this school in a PWT/CID/FT capacity, and ancillary staff who are currently (at the time of application), employed on an ongoing and non-temporary basis in Gorey Community School..

For the purpose of the selection criterion relating to the student having a sibling currently enrolled in the school, ‘Sibling’ refers to full siblings, half-siblings, foster-siblings, step-siblings and Students who reside in the same household.

Note: the wider definition of sibling in the second of the two paragraphs immediately above is for the purpose of facilitating families who are required to do more than one drop-off and/or collection to/from the school.

‘Special Class’ means a class that has, with the approval of the Minister for Education, been established by a school to provide an education exclusively for students with a category or categories of special educational needs specified by the Minister for Education. Gorey Community School has two Special Classes, established to cater for special educational needs of students with Autism/Autistic Spectrum Disorders.

‘Relevant Report’, as advised by the Department of Education and the National Council for Special Education (NCSE), means a written report based on an assessment by a relevant professional who makes a recommendation for a Special Class placement. The relevant professional may include an educational psychologist, psychologist, other relevant health professionals, HSE disability services or HSE multi-disciplinary team staff, in line with guidance issued by the NCSE on this point. The relevant report which has been prepared within the 24 months immediately preceding the Student’s application to the Special Class must state that:

(i) the Student has a diagnosis (in line with the designation of the special class in question); and

(ii) the Student has complex or severe learning needs that require the support of a special class setting and the reasons why this is the case.

‘First-Year’ means the intake group of students for the most junior class or year in a school.

2. Characteristic spirit and general objectives of the school

Characteristic Spirit
Gorey School Community School is a co-educational multi-denominational post-primary school under the joint patronage of The Loreto Sisters and WWETB. Community Schools provide a comprehensive system of post-primary education open to all the children of the local community. An innovative approach to delivery of a wide-ranging curriculum contributes to the spiritual, moral, mental, physical and social well-being of students within their community**.** Community Schools may also provide for life-long learning within their local community through the provision of adult education programmes. Our school was established under the Deed of Trust and opened on September 1st 1993. Gorey Community School was opened following the amalgamation of loreto Abbey, Gorey Vocational College and the CBS The values of WWETB as a multi-denominational State Body and the inherited traditions, Christian values and founding intentions of The Loreto Sisters are enshrined in the characteristic spirit, and in the life of our school and are respected and cherished. The core values of Gorey Community School are care, respect, community, inclusion, equality, justice and fairness. These values combine to provide and support an atmosphere which is conducive to excellence in teaching and learning. We endeavour to assist each student to reach his/ her full potential in a calm, caring and creative environment. Our values are reflected in how we live as a school community. The unique and intrinsic value of each member of the school community is recognised and respected. All are treated equally, regardless of race, gender, religion/belief, age, family status, marital status, civil status, membership of the Traveller community, sexual orientation, ability, disability or socio-economic status. All students are given equal opportunity for enrolment, in line with the Education (Admissions to School) Act (2018) construed in accordance with section 3 of the Equal Status Act 2000. Once enrolled, Gorey Community School provides all our students with equal opportunities to engage with the curriculum, school life and the local community. Gorey Community School provides a safe physical and social environment that reinforces a sense of belonging to the school community and wider society. We strive to enable every student to realise their full potential regardless of any aspect of their identity, culture or background. Our school promotes a fully inclusive education which recognises the plurality of identities, beliefs and values held by students, parents and staff. We prepare open-minded and responsible citizens with a strong sense of shared values with a view to contributing to a just and fairer society. Our school is multi-denominational where we welcome, respect and support students of all religions and beliefs. The provision of religious education, religious worship and the work of the Chaplain all combine to reflect the founding intention of the school, the school's mission statement and the needs of the students within the school. The characteristic spirit of the school finds practical expression

through the provision of pastoral, liturgical and social outreach activities, as appropriate, for each student.
In Gorey Community School, we celebrate the partnership, collaboration and empathy, which nurtures and develops our young people in a community where the essence of our ethos is care and respect for self, others and our environment.

Mission Statement.

As a community school, we foster a safe and positive, learning environment where we can all realise our potential as citizens of the 21st century. Community, personal responsibility and belonging is at the heart of all that we do in Gorey Community School.

3. Admission Statement

Gorey Community School will not discriminate in its admission of a student to the school on any of the following:

(a) the gender ground of the student or the applicant in respect of the student concerned,
(b) the civil status ground of the student or the applicant in respect of the student concerned,
(c) the family status ground of the student or the applicant in respect of the student concerned,
(d) the sexual orientation ground of the student or the applicant in respect of the student concerned,
(e) the religion ground of the student or the applicant in respect of the student concerned,
(f) the disability ground of the student or the applicant in respect of the student concerned,
(g) the ground of race of the student or the applicant in respect of the student concerned,
(h) the Traveller community ground of the student or the applicant in respect of the student concerned, or
(i) the ground that the student or the applicant in respect of the student concerned has special educational needs

As per section 61 (3) of the Education Act 1998, 'civil status ground', 'disability ground', 'discriminate', 'family status ground', 'gender ground', 'ground of race', 'religion ground', 'sexual orientation ground' and 'Traveller community ground' shall be construed in accordance with section 3 of the Equal Status Act 2000.

Gorey Community School will cooperate with the National Council for Special Education in the performance by the Council of its functions under the Education for Persons with Special Educational Needs Act 2004 relating to the provision of education to children with special educational needs, including in particular by the provision and operation of a special class or classes when requested to do so by the Council.

Gorey Community School will comply with any direction served on the patron or the board, as the case may be, under section 37A and any direction served on the board under section 67(4B) of the Education Act."

Schools with special education class(es)
Gorey Community School is a school which has established two classes, with the approval of the Minister for Education and Skills, which provides an education exclusively for students with a category or categories of special educational needs specified by the Minister and may refuse to admit to the class a student who does not have the category of needs specified.

4. Categories of Special Educational Needs catered for in the school/special class

Gorey Community School, with the approval of the Minister for Education and Skills, has established two classes to provide an education exclusively for students with a diagnosis of ASD.

Note for schools: The act does not require schools and special classes providing for a category or categories of special educational needs to change their current status. The current arrangements in relation to the category or categories of special educational needs provided by schools will continue as in previous years unless otherwise directed by the NCSE or the Department.

5. Admission of Students

This school shall admit each student seeking admission except where –

a) the school is oversubscribed (please see section 6 below for further details)

b) a parent of a student, when required by the principal in accordance with section 23(4) of the Education (Welfare) Act 2000, fails to confirm in writing that the code of behaviour of the school is acceptable to him or her and that he or she shall make all reasonable efforts to ensure compliance with such code by the student

School with special education class(es)
The special classes attached to Gorey Community School provides an education exclusively for students with a diagnosis of ASD and the school may refuse admission to

this class, where the student concerned does not have the specified category of special educational needs provided for in this class.

Children and young people are eligible for enrolment in a special class for Autism when the following is provided in support of such an application:
Professional report(s) outlining:

- *Diagnosis of special educational needs (e.g. Autism: DSM IV/V or ICD 10/11 (psychologist, psychiatrist, multi-disciplinary report)*

AND

- *A demonstration of the understanding of complexity of the child's overall level of need/s evidenced in the professional reports*

AND

- *Given the severity or complexity of the child's support needs, a clear professional recommendation as to what educational placement type would be most appropriate to best meet the child's needs, along with the rationale for same*

AND

- *A letter from the NCSE confirming that the child is known to them and that the child has the required diagnosis and recommendation for a special class for (insert category of special educational need e.g. autism)*

6. Oversubscription (this section must be completed by all schools including schools that do not anticipate being oversubscribed)

In the event that the school is oversubscribed, the school will, when deciding on applications for admission, apply the following selection criteria in the order listed below to those applications that are received within the timeline for receipt of applications as set out in the school's annual admission notice:

The Board of Management will make decisions in respect of applications based on the following criteria.

1. Siblings of students currently attending Gorey Community School.

2. Siblings of former students of Gorey Community School.

3.Children of Teachers (for the purposes of the Admission Policy a Teacher shall be defined as those registered with the Teaching Council and who are currently contracted by the Board of Management of Gorey Community School in a PWT/CID/FT capacity) ,and ancillary staff (for the purposes of the Admission Policy, ancillary staff are defined as those people who are directly paid employees of the Board of Management of Gorey Community School and who are currently (at the time of application), employed on an ongoing and non temporary basis by the Board).

4. Students who currently attend Primary Schools which are identified as feeder schools for Gorey Community School based on Department of Education & Skills School Planning Areas (the list appears on page 5/6). These schools have been catarorised into two

groups with Group one having priority over Group 2. This includes students who have moved to a school outside the catchment area for 6th class for educational purposes having already completed 5th and/or 6th class in a feeder school.

5. Intending 1st year students who are currently in 6th class in a primary school which has not been identified as a feeder school for Gorey Community School.

In the event that there are two or more students tied for a place or places in any of the selection criteria categories above (the number of applicants exceeds the number of remaining places), the following arrangements will apply:

 In the event of criterion 1 exceeding 300, a lottery will take place in that criterion.

 In the event of criterion 1 not reaching 300, all students included in criterion 2 will be placed in an open lottery.

 In the event of criterion 1 and 2 not reaching 300 places, all students included in criterion 3 will be placed in an open lottery.

 In the event of criterion 1,2 and 3 not reaching 300 places all students in criterion 4 will be placed in an open lottery.

The lottery will be used to offer available places and places on the waiting list.

In the event that there are two or more siblings in the Lottery, if one of the sibling(s) is/are selected the other sibling(s) are automatically offered a place.

Parents/guardians who wish to keep their son/daughter on the waiting list once the school year has commenced must inform the Board of Management in writing by September 1st.

The lottery will be held in the school under independent supervision and parents will be invited to attend.

The Schools listed below are catergorised into two groups based on the Department of Education and Skills School Planning Areas. (in alphabetical order)

SCHOOL NAME
Group 1
Ballycanew Primary School
Ballyduff Primary School
Ballyoughter Primary School
Ballythomas Primary School
Camolin Primary School
Castletown Primary School
Craanford Primary School
Educate Together
Gorey Central
Gorey Gaelscoil

Kilanerin Primary School
Loreto Primary School
Riverchapel Primary School
St. Joseph's Primary School
Tara Hill Primary School

Group 2
Ballygarrett national School
Coolgreaney National School
Monaseed national School.

7. What will not be considered or taken into account

In accordance with section 62(7)(e) of the Education Act, the school will not consider or take into account any of the following in deciding on applications for admission or when placing a student on a waiting list for admission to the school:

Points (a) to (g) must be included here by all schools. There are limited exceptions to some of these (highlighted in red below) and schools must retain the exceptions that apply to them and delete those that do not:

(a) a student's prior attendance at a pre-school or pre-school service, including naíonraí,

(b) the payment of fees or contributions (howsoever described) to the school;

(c) a student's academic ability, skills or aptitude;
(other than in relation to:
- admission to a special class insofar as it is necessary in order to ascertain whether or not the student has the category of special educational needs concerned.

(d) the occupation, financial status, academic ability, skills or aptitude of a student's parents;

(e) a requirement that a student, or his or her parents, attend an interview, open day or other meeting as a condition of admission;

(f) a student's connection to the school by virtue of a member of his or her family attending or having previously attended the school;
(other than, in the case of the school wishing to include a selection criteria based on siblings of a student attending or having attended the school

(g) the date and time on which an application for admission was received by the school,

This is subject to the application being received at any time during the period specified for receiving applications set out in the annual admission notice of the school for the school year concerned.
This is also subject to the school making offers based on existing waiting lists (up until 31st January 2025 only).

8. Decisions on applications

All decisions on applications for admission to Gorey Community School will be based on the following:

- Our school's admission policy
- The school's annual admission notice (where applicable)
- The information provided by the applicant in the school's official application form received during the period specified in our annual admission notice for receiving applications

  (Please see section 15 below in relation to applications received outside of the admissions period and section 16 below in relation to applications for places in years other than the intake group.)

Selection criteria that are not included in our school admission policy will not be used to make a decision on an application for a place in our school.

9. Notifying applicants of decisions

Applicants will be informed in writing as to the decision of the school, within the timeline outlined in the annual admissions notice.

If a student is not offered a place in our school, the reasons why they were not offered a place will be communicated in writing to the applicant, including, where applicable, details of the student's ranking against the selection criteria and details of the student's place on the waiting list for the school year concerned.

Applicants will be informed of the right to seek a review/right of appeal of the school's decision (see section 18 below for further details).

10. Acceptance of an offer of a place by an applicant

In accepting an offer of admission from Gorey Community School, you must indicate—

(i) Whether or not you have accepted an offer of admission for another school or schools. If you have accepted such an offer, you must also provide details of the offer or offers concerned and

(ii) Whether or not you have applied for and awaiting confirmation of an offer of admission from another school or schools, and if so, you must provide details of the other school or schools concerned.

11. Circumstances in which offers may not be made or may be withdrawn

An offer of admission may not be made or may be withdrawn by Gorey Community School where—

(i) it is established that information contained in the application is false or misleading.
(ii) an applicant fails to confirm acceptance of an offer of admission on or before the date set out in the annual admission notice of the school.
(iii) the parent of a student, when required by the principal in accordance with section 23(4) of the Education (Welfare) Act 2000, fails to confirm in writing that the code of behaviour of the school is acceptable to him or her and that he or she shall make all reasonable efforts to ensure compliance with such code by the student; or
(iv) an applicant has failed to comply with the requirements of 'acceptance of an offer' as set out in section 10 above.

12. Sharing of Data with other schools

Applicants should be aware that section 66(6) of the Education (Admission to Schools) Act 2018 allows for the sharing of certain information between schools in order to facilitate the efficient admission of students.

13. Waiting list in the event of oversubscription

In the event of there being more applications to the school year concerned than places available, a waiting list of students whose applications for admission to Gorey Community School were unsuccessful due to the school being oversubscribed will be compiled and will remain valid for the school year in which admission is being sought.

Placement on the waiting list of Gorey Community School
is in the order of priority assigned to the students' applications after the school has applied the selection criteria in accordance with this admission policy.

Offers of any subsequent places that become available for and during the school year in relation to which admission is being sought will be made to those students on the waiting list, in accordance with the order of priority in relation to which the students have been placed on the list.

14. Late Applications

All applications for admission received after the closing date as outlined in the annual admission notice will be considered and decided upon in accordance with our school's admissions policy, the Education Admissions to School Act 2018 and any regulations made under that Act.

15. Procedures for admission of students to other years and during the school year

The procedures of the school in relation to the admission of students who are not already admitted to the school to classes or years other than the school's intake group are as follows:

1. The school enrolment form must be completed in full.

2. All relevant information from the applicants' former school must be made available including: Copies of the two most recent school reports. Copies of results of any state examinations taken by the student. Copies of all psychological reports.

3. All applications to enter the school or to join the school during the school year must be in agreement with the school's current admission policy.

3. There must be a place available for the student in the particular year group after the general admissions criteria have been applied. The maximum numbers in each year/programme group for the 2026/2027 academic year are as follows: - 1st year 300, 2nd year 270, 3rd year 270, LCA1 18, 5th year 270, LCA 11 18,
4. 6th year 270 and Transition year 220.

5. The change of school must be in the best interest of the student, the school, and the other students in the school.

6. The change of school must be of educational benefit to the student. (It may not be possible to offer the student certain subject combinations or a place in a certain programme.)

7. In arriving at a decision the Board of Management may consult with the Parents/Guardians, the student's former school and the education welfare officer.

8. As soon as is practicable but not later than 21 days the Secretary to the Board of Management shall make a decision in respect of the application and inform the Parents/Guardians.

9. Provision may be made for an interview with the Principal using the criteria outlined above.

10. The Board of management reserves the right to refuse to enrol a student who has applied for admission to the school.

The procedures of the school in relation to the admission of students who are not already admitted to the school, after the commencement of the school year in which admission is sought, are as follows:

As above

16. Declaration in relation to the non-charging of fees

This rule applies to all schools.

The board of Gorey Community School or any persons acting on its behalf will not charge fees for or seek payment or contributions (howsoever described) as a condition of-

(a) an application for admission of a student to the school, or
(b) the admission or continued enrolment of a student in the school.

Note: Exceptions apply only in relation to fee charging post primary schools, the boarding element in Boarding Schools and admission to post leaving cert or further education courses run by post-primary schools.

17. Arrangements regarding students not attending religious instruction

This section must be completed by schools that provide religious instruction to students.

The following are the school's arrangements for students, where the parents or in the case of a student who has reached the age of 18 years, the student, who has requested that the student attend the school without attending religious instruction in the school. These arrangements will not result in a reduction in the school day of such students:

Gorey Community School offers *religious education* in all year groups as it promotes the holistic development of students and can contribute positively to their wellbeing in line with the principles of the Junior Cycle and Senior Cycle Frameworks and in the spirit of the Deed of Trust. It facilitates the intellectual, social, emotional, spiritual values and moral development of students and encourages respect for all members of our school communities. In addition, *religious education* supports the 'multi-denominational' aspect of our school's ethos as it provides opportunities for students to engage with questions around their own religious or non-religious beliefs and those of their peers.

In this context it is important to understand the distinction between '*religious education'* and *'religious instruction'*:

- *Religious education* is open to all pupils regardless of their commitment to any particular religion or worldview. It seeks to contribute to the spiritual and moral development of all students equally.
- *Religious instruction* is instruction in accordance with the rites, practices and teachings of a particular religion or denomination for pupils of that religious tradition.

Given that Religious Education, as distinct from Religious Instruction, is timetabled across our school at all levels the legal requirement to advise of the option to opt-out of religious instruction does not arise.

18. Reviews/appeals

Review of decisions by the board of Management

The parent of the student, or in the case of a student who has reached the age of 18 years, the student, may request the board to review a decision to refuse admission. Such requests must be made in accordance with Section 29C of the Education Act 1998.

The timeline within which such a review must be requested and the other requirements applicable to such reviews are set out in the procedures determined by the Minister under section 29B of the Education Act 1998 which are published on the website of the Department of Education and Skills.

The board will conduct such reviews in accordance with the requirements of the procedures determined under Section 29B and with section 29C of the Education Act 1998.

Note: Where an applicant has been refused admission due to the school being oversubscribed, the applicant **must request a review** of that decision by the board of management prior to making an appeal under section 29 of the Education Act 1998.

Where an applicant has been refused admission due to a reason other than the school being oversubscribed, the applicant **may request a review** of that decision by the board of management prior to making an appeal under section 29 of the Education Act 1998.

Right of appeal

Under Section 29 of the Education Act 1998, the parent of the student, or in the case of a student who has reached the age of 18 years, the student, may appeal a decision of this school to refuse admission.

An appeal may be made under Section 29 (1)(c)(i) of the Education Act 1998 where the refusal to admit was due to the school being oversubscribed.

An appeal may be made under Section 29 (1)(c)(ii) of the Education Act 1998 where the refusal to admit was due a reason other than the school being oversubscribed.

Where an applicant has been refused admission due to the school being oversubscribed, the applicant **must request a review** of that decision by the board of management **prior to making an appeal** under section 29 of the Education Act 1998. (see Review of decisions by the Board of Management)

Where an applicant has been refused admission due to a reason other than the school being oversubscribed, the applicant **may request a review** of that decision by the board of management prior to making an appeal under section 29 of the Education Act 1998. (see Review of decisions by the Board of Management)

Appeals under Section 29 of the Education Act 1998 will be considered and determined by an independent appeals committee appointed by the Minister for Education and Skills.

The timeline within which such an appeal must be made and the other requirements applicable to such appeals are set out in the procedures determined by the Minister under section 29B of the Education Act 1998 which are published on the website of the Department of Education and Skills.