Policy for Admission to School Year 2027/2028

Admissions Policy

John the Baptist Community School

Hospital, Co. Limerick.

Ratified

September 2026

Roll Number: 91502N

School Patrons:

Presentation Sisters (CEIST), the Catholic Archbishop of Cashel and Emly and Limerick and Clare 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 and circular 0039/2025. In drafting this policy, the board of management of the school has consulted with school staff, the school patrons and with parents/guardians of children attending the school.

The policy was approved by the school patrons in September 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 John the Baptist Community School 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.

2. Characteristic spirit and general objectives of the school

Mission Statement:
John the Baptist Community School is committed to the provision of a broadly based education in an atmosphere of mutual trust and respect, balancing vision with realism which facilitates personal growth and development among students, staff and community, within the context of a Christian ethos.

Overview

The school:

- values the on-going input of all the Education Partners in the life of the school
- aims to provide the optimum educational environment where highly effective learning and teaching can take place
- aims to manage this environment to promote a positive atmosphere of self-discipline and responsibility
- recognises and values the individuality of the students

- provides a broad curriculum, designed to meet the individual needs of students and to help them to reach their full potential
- assists and empowers students to have a healthy and confident self-image and to develop positive relationships through the school curriculum and extra-curricular programme
- endeavours to actively co-operate with parents/guardians, encouraging proactive engagement in the learning process
- links closely with the wider community in a spirit or partnership, stewardship and active citizenship
- works closely with all relevant outside agencies to provide assistance, support or guidance to all students.

Characteristic Spirit of a Community School under the joint patronage of Catholic and ETB Patrons

John the Baptist Community School is a co-educational multi-denominational post-primary school under the joint patronage of his Holiness Archbishop of Cashel and Emly, CEIST and Limerick and Clare Education Training Board ETB. 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 in 1997, following the amalgamation of all three schools, under the Joint Patronage of the Provincial of the Presentation Sisters, the Catholic Archbishop of Cashel and Emly and the Chief Executive of the Limerick and Clare Education and Training Board (formerly known as Co. Limerick and Co. Clare Vocational Education Committees). The community of Hospital has a very rich cultural, sporting and educational history dating back in time. It has a rich history of education dating from 1891 when the Presentation Sisters started to offer education in the area. In 1893, the De La Salle Brothers arrived in Hospital and its secondary school was established in 1940. The establishment of Hospital Vocational School followed in 1932, the first such school in Co. Limerick.

The values of Limerick and Clare ETB as a multi-denominational State Body and the inherited traditions, Christian values and founding intentions of the Archbishop of Cashel and Emly and the Presentation Sisters through CEIST and are enshrined in the characteristic spirit and in the life of our school and are respected and cherished.

The core values of John the Baptist 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 learning and teaching. We endeavour to assist each student to reach their 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, John the Baptist Community School provides all our students with equal opportunities to engage with the curriculum, school life and the local community.

John the Baptist 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 John the Baptist 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.

Underlying Ethos and History

The community of Hospital has a very rich cultural, sporting and educational history dating back in time. It has a rich history of education dating from 1891 when the Presentation Sisters started to offer education in the area. In 1893, the De La Salle Brothers arrived in Hospital and its secondary school was established in 1940. The establishment of Hospital Vocational School followed in 1932, the first such school in Co. Limerick. John the Baptist Community School was established in 1997, following the amalgamation of all three schools, under the Joint Patronage of the Provincial of the Presentation Sisters, the Catholic Archbishop of Cashel and Emly and the Chief Executive of the Limerick and Clare Education and Training Board (formerly known as Co. Limerick and Co. Clare Vocational Education Committees). The aim of the Joint Patrons is to carry forward this educational heritage and inherited traditions into the future.

The concept of a characteristic spirit refers to the fundamental purpose of our school, its ultimate meaning and value system. This policy is in line with the overarching objectives set out in the school's mission statement and in the Deed of Trust for our Community School to commit to the provision of a broadly-based wide-ranging education in a supportive atmosphere of mutual trust, inclusivity and respect. It aims to balance vision with realism which facilitates personal growth and development among students, staff and community within the context of a Christian ethos. The holistic philosophy

of John the Baptist C.S. is based on the education of the whole person. The school endeavours to foster the intellectual, spiritual, social, personal, artistic, physical, vocational development and wellbeing of all its students. The school is co-educational and inclusive. It is the aim of the school to enable students to participate as fully as possible in all school programmes both curricular and extra-curricular.

The characteristic spirit of the school is one of openness, inclusiveness, responsiveness, which values the wellbeing, health and safety of all, in keeping with the legacy of compassion and care of our founders. It is a place where students are valued equally, regardless of ability, gender, creed, class or ethnic background. The school's atmosphere and environment are characterised by a spirit of honesty, appreciation, respect, tolerance, integrity, courtesy, responsibility, self-discipline, fairness and forgiveness. The holistic development of each student is paramount in John the Baptist Community School, including their physical, mental, emotional, intellectual, social, moral, cultural and spiritual growth. The school aims to nurture productive citizens that use their knowledge, talents and learned skills to sustain themselves as well as helping others, giving back to the community.

Patronage

In accordance with Section 8 (5) of the Education Act 1998, the Catholic Archbishop of Cashel and Emly, the Provincial of the Presentation Sisters and the Chief Executive of the Limerick and Clare Education and Training Board are deemed to be the Joint Patrons of John the Baptist Community School. The responsibilities of the Patrons of second level schools are clearly laid out in the Education Act, 1998. The functions, roles and responsibilities of Patrons in a Community School are outlined in the Deed of Trust and Model Lease for Community Schools. The school is multi-denominational, recognising all Christian faiths, other non-Christian faiths and those with no faith and will operate in accordance with the Deed of Trust and Model Lease for Community Schools and with relevant legislation.

The Joint Trustees/Patrons takes cognizance of John the Baptist Community School's underlying Catholic ethos, traditions and values along with the founding intentions of the school. The Board of Management of John the Baptist Community School is charged with the task of ensuring that the school upholds its characteristic spirit and ethos.

Inclusivity, Equality and Respect

John the Baptist Community School actively strives to create a school community where equality, harmony and friendship prevail. It accepts and acknowledges that it is a community of diverse individuals, who work together to ensure that everyone in the community may fulfil their potential in order to realise their purpose in life. The school is an active partnership between Joint Patrons, the Board of Management, parents/guardians, students, staff and the local Community. Positive relationships within these partnerships are fostered, encouraged, empowered and enabled. The

educational philosophy of our school, which reflects that of our Joint Patrons, is mindful of equality of access for all.

The school community respects the unique and intrinsic value of every person. The school is actively inclusive of all those joining our school community. All members of our school community are valued equally, regardless of gender, marital status, family status, sexual orientation, age, disability, race or religion. Students are encouraged to have respect for themselves and others, to recognise and nurture their own strengths and gifts. The school promotes respect for themselves and others in a spirit of mutual acceptance, care and friendship, while recognising the rich diversity of the individuals who make up our school community. John the Baptist Community School wishes always to build student leadership and responsibility, with student voice at its core, not only through our vibrant Student Council but every day, in every classroom, through active participation and engagement. Students engage in student-led dialogue which informs our School Self-Evaluation process and are thereby occupying their role as co-agents of curricular change and technological enhancement of learning in our school. This is achieved through many and varied channels and forms of communication, both formal and informal.

The school through its Code of Behaviour promotes an affirming atmosphere of self-discipline. The Code of Behaviour and Counter-Bullying Policy promote a safe and positive environment for all those in our school community. Both policies are promoted and adhered to in a spirit that is positive, firm and fair to all. Restorative practice is used throughout the school, with staff and management trained in this approach which aims to build positive relationships among all.

John the Baptist Community School has and will continue to develop policies and practices that clarify, articulate and communicate to all members of the school community, on how the school manages all aspects of activities within the school. Staff, parents/guardians, students and the Board of Management are all involved in both the formation and continual review of such policies.

Learning and Teaching

The school is committed to providing the optimum educational environment, where quality and excellence in learning and teaching can take place in a safe, inclusive, student friendly, well managed environment with an atmosphere of openness and inclusiveness for all.

We are a progressive and dynamic learning organisation that constantly strives to improve student learning and their development as self-directed learners. We aim to deepen their learning outcomes and experiences and further their quality of learning. The school is a learning environment for everyone, including our staff. The school encourages and facilitates regular professional development for all staff. As a school, we promote a reflective ethos which scaffolds the development of a community of practice, through which we share best practice, engaging in meaningful, progressive and

reflective dialogue towards deepening student thinking and learning. In our school, educational enhancement and refinement is proactive, responsive and context based. It is driven by teacher practitioners, with students as co-researchers in the process where they are recognised as agents of change and with student voice heard and valued. This culture of collaboration is at the heart of John the Baptist Community School.

Learning and teaching are central to the work of John the Baptist Community School. The school's Self Evaluation process (SSE) is a valued yardstick within the school. Our SSE process provides a means of systematically looking at how we teach, and how students learn. Our SSE process helps our school to affirm what is working well and decide on changes on how to improve the experiences and outcomes of our learners. This enables us to evaluate past performance and guide our forward thinking and planning. Learning strategies that have been developed and tested within the school are embedded through practice, with the aim to build independent, confident learners with the inherent habits of mind to further progress their learning journey. Student voice is at the centre of the learning process in our school. Student voice in the classroom, inspires and empowers students to take ownership of their own learning and encourages and validates their contribution to the authentic learning that occurs. Our current SSE focus is UDL which acknowledges the diversity of students as learners across each year groups with a focus on inclusion for all within the classroom.

John the Baptist Community School also views home learning as an integral part of the learning process in students. Home learning serves to re-enforce learning done in class and acts as a bridge between the learning of one day and the next. Home learning also helps students to construct knowledge, develop deeper understandings and connections amongst the concepts to which they have been introduced, and provides an opportunity for them to apply the skills they have acquired. It is linked with and integrated into the programme of learning and teaching in John the Baptist Community School thereby forming part of the process of assessment for, of and as learning. As the primary educator, parents/guardians are expected to routinely support student learning. This may be achieved through active participation and monitoring of the learning process at home, by weekly engagement with the student's journal and by regular discussion about their learning experiences at home and at school (Please see Home Learning Policy).

Curriculum

John the Baptist Community School, being cognisant of the differing needs, interests and learning styles of our students, provides a broad range of subject areas, and promotes the use of innovative methodologies, encouraging students to take increasing responsibility for their own learning and decision-making. John the Baptist Community School is committed to the development of our students holistically, and through combining instruction in academic and practical subjects, with co-curricular

and extra-curricular activities, the school contributes to the emotional, moral, social, cultural, mental, spiritual, physical well-being and the ongoing development of its students in an explicit and implicit manner. Time for the teaching of religious education (worship and instruction), as agreed and stated in the Deed of Trust and Model Lease for Community Schools (Section 11 Second Schedule – Articles of Management), is respected and accommodated within the educational programmes offered within the school. John the Baptist Community School is a healthy eating school, aiming to instil healthy eating habits in all students that will serve them throughout their lives. Wellbeing is also embedded across the curriculum, most notably as a curricular area in the Junior Cycle programme, in addition to dedicated classes.

The curriculum provided by John the Baptist Community School is subject to the allocation and provision of adequate resources as provided for in the Education Act 1998 and other legislation -

- John the Baptist Community School will endeavour to promote excellence in learning and teaching
- The school aims to provide a comprehensive equitable curriculum
- The school aims to develop the whole person, through the provision of a wide and varied curriculum
- The school aims to identify the individual needs of students, including those who are gifted, and those with special educational needs and EAL students with the resources available to the school. It will endeavour to tailor programmes and curriculum to cater for identified individual needs, where possible.
- The school promotes inclusivity through the curriculum for those assigned to the special classes by integrating such students into mainstream in so far as possible and for their benefit.
- The school, through the provision of extra-curricular activities, aims to develop everyone's strengths and interests.

Partnership with Parents/Guardians and the Wider Community

John the Baptist Community School strives to be a model of justice, care and compassion in its administration, teaching and in the relationships between educators, learners, parents/guardians and the community.

Our school as an inclusive school, places an emphasis on the vital role of effective parent/guardian partnerships. Parental voice and collaboration are integral parts of the decision-making process. Part of this collaboration extends to relevant external agencies, working closely with parents/guardians. The development of such effective partnerships provides greater consistency between school and home and helps us to meet the needs of all our students and in turn helps to influence student outcomes. We recognise that the family perspective is invaluable in providing insight and information

as to what a child needs to be successful in school. We recognise that greater parental engagement, leads to greater student engagement and enhanced learning outcomes.

The school strives to respond sensitively to the individual educational and pastoral needs of the students, as evidenced by an extensive support system including Senior Leadership Team, Year Heads, Class Tutors, Class Teachers, our Guidance Department, our AEN team and our Cabhair team. This involves close collaboration between the school and the parents/guardians of each student. The school acknowledges parents/guardians as the primary educator of their child. In line with this right and responsibility, the school promotes the close partnership between home and school by encouraging parents/guardians to take a consistent active role in their student's learning on a routine basis, at least once a week. The school encourages regular communication between parents/guardians and the school through official channels to further their student's learning. Parent/guardians are an integral part of the creation, development and review of all school policies through its very active Parents Association.

Community Links

John the Baptist Community School endeavours to address, meet and deliver the ongoing educational requirements of the local community, by providing an education of the highest quality that is open to all eligible children of the surrounding areas (in accordance with Admissions criteria). The school aims to work in collaboration and co-operation with the local community, with the school being a resource for the local community and the local community being a resource for the school. The fostering of positive relationships and good communication through various projects, such as paired reading and work placements, with the local community is mutually beneficial to all. Strong community links foster a sense of belonging in students helping to build improved community cohesion. This is of benefit to all and supports improved learning outcomes.

In addition, John the Baptist Community School innately recognises the vital importance of ongoing, life-long learning and to this end, facilitates adult and continuing education, in accordance with the needs of the local community. A reinvigorated Adult Education Programme and regular use of school facilities by local organisations benefits persons living in areas that traditionally have fed students to John the Baptist C.S such as: Ballylanders, Barna, Bruff, Bulgaden, Carnane, Caherconlish, Caherelly, Caherline, Cloverfield, Emly, Fedamore, Galbally, Garrydoolis, Glenbrohane, Herbertstown, Hospital, Kilteely, Knockea, Knockadea, Knockainey, Knocklong, Lough Gur, Manister, Martinstown, Lisvernane, Nicker, Bohermore, Crecora, Donoughmore, Killinure, Tineteriffe etc. This list is not exhaustive.

Should the need arise, coordination with other post-primary schools in the area may take place, regardless of patronage, so that local applicants for mainstream and special classes are appropriately prioritised and enrolment patterns are sustainable.

John the Baptist Community School, through its curricular and extra-curricular provision, promotes an awareness of those facing challenges in the local community and globally. The school aims to cooperate fully with all relevant agencies to develop initiatives to overcome the problem of inequality of access to education. The school through its cross curricular provision, aims to promote stewardship of our environment and the need to protect same. John the Baptist Community School endeavours to create a healthy respect and awareness among its students for the school environment, that of the surrounding community and the environment through practical initiatives.

The characteristic spirit of John the Baptist Community School is a lived experience for all our educational partners and stakeholders. Every student who joins our school community is expected to do their utmost to embody our founding ideals, to work daily for the betterment of their educational experience and the development of the school as a whole in order to protect and continue the rich legacy of education in the area.

3. Admission Statement

John the Baptist 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.

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

John the Baptist Community School with the approval of the Minister for Education and Skills, has established three special classes to provide an education exclusively for students with Autism.

John the Baptist 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. This relates to the provision of education to children with special educational needs, including in particular the provision and operation of a special class or classes when requested to do so by the Council.

John the Baptist 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.

Data will be made available to the NCSE to support planning for special classes, if requested.

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/guardian 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 them and that they shall make all reasonable efforts to ensure compliance with such code by the student.

c) The Special Classes attached to John the Baptist Community School provide an education exclusively for students with Autism 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.

Admission Process

- The school's Admission Notice is published on the school's website each year in mid-September.
- School Personnel contact feeder primary schools of the area each year e.g. Ballylanders, Barna, Bruff, Bulgaden, Carnane, Caherconlish, Caherelly, Caherline, Cloverfield, Emly, Galbally, Garrydoolis, Glenbrohane, Herbertstown, Hospital, Kilteely, Knockea, Knockadea, Knockainey, Knocklong, Lough Gur, Manister, Martinstown, Lisvernane, Nicker, Bohermore, , Donoughmore NS, NS, Killinure NS, Scoil an Spioraid Naoimh, St Joseph's NS (Tipperary), Tineteriffe N.S. This list is not exhaustive. Applications forms are distributed and also made available online.
- An open night, for incoming First Year students, is held for parents/guardians. This will give parents/guardians an opportunity to see the school, meet some staff members and have any queries answered. Enrolment forms will be available also. Please note that members of the SEN Team are also present at the Open Night to provide guidance to prospective SEN students and to obtain information and consent to contact primary schools (see Admissions Process for Special Classes).
- Offer and acceptance timelines are aligned locally when possible. A closing date for receipt of applications will be indicated on the application form and the school's Annual Admissions Notice which is displayed on the school website.
- Parents/guardians will be notified of an offer of a place approximately two weeks after the closing date for applications, as outlined in the school's Annual Admission Notice.
- Students who are not offered a place (due to oversubscription) will be informed in writing outlining the decision and placed on a waiting list within two weeks of the closing date for acceptance of offers as outlined in the Annual admissions notice.
- Parents/guardians are required to indicate if they will be accepting a place at the school by the date set out in the Annual Admissions Notice.
- Upon accepting an offer, parents/guardians must outline to the school if they have accepted a school place(s) in another school(s)/are awaiting an offer from another school(s). Failure to do so may result in the school withdrawing an offer of a school place.
- Administration enter accepted students on the Post-Primary Online Database (PPOD) as acceptances are received and use the PPSN Validation and PPSN Conflict Resolution functions to support earlier identification and resolution of multiple accepted offers.
- Parents/guardians will be asked to confirm in writing that the schools Code of Behaviour is acceptable to them and that they shall make all reasonable efforts to ensure compliance with the Code of Behaviour by their child by signing the Enrolment Application Form.
- All feeder schools will be asked to forward pupil passport forms as per DES guidelines. In accordance with DES Circular 56/2011 primary schools are obliged to prepare this "Education Passport" for students who will enter 1st year in the following school year containing materials developed by the National Council for Curriculum and Assessment. This is an invaluable

resource, outlining the learning skills and strengths of all students. Accordingly, following the enrolment of a new 1st Year pupil, the Principal initiates the Education Passport transfer process as outlined on the NCCA website at https://www.ncca.ie/en/primary/reporting-and-transfer. Please note that feeder schools will be requested to forward relevant SEN documentation with the consent of parents/guardians.

- Please see Appendix 1.1 Admission Notice for 2027/28

Additional Information for Admissions to Special Classes

All students who apply for a place in the Special Class for Autism, should also complete the general application form to John the Baptist Community School, and should tick the box indicating that they are applying for a place in the Special Class for Autism.

Eligibility Criteria for Admission to Special 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:

- Diagnosis of Autism: DSM IV/V or ICD 10/11 (psychologist, psychiatrist, multi-disciplinary report)

- Evidence of complexity of needs in professional reports

- Clear recommendation that enrolment in a Special Class is essential

Parents/guardians should notify the NCSE of their request for a place in a Special class by 1st September 2026 and the Parent/Guardians must provide them with the necessary documentation by 15th September 2026, or as soon as reasonably practicable thereafter. A parent/guardian awaiting reports should still make the initial notification by 1 September.

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 Autism. This letter is to be submitted to John the Baptist Community School when registering students.

We will where possible assist the Department and NCSE communication strategy by drawing Parents Notify process to the attention of families and directing applicants to the NCSE portal.

Student Support Plans: Where a child or young person is already enrolled in school and seeks a specialist placement, the NCSE will also require the most recent Student Support Plan. Our SEN department will endeavor to have plans reviewed.

Annual eligibility letters: An NCSE eligibility letter applies only to the school year for which it is issued. Where a 2026/2027 specialist placement was not taken up and a place is again sought for 2027/2028, a new letter is required.

Portal information: The Parents Notify portal, on the NCSE website, seeks clearer information on the applicant's current setting, transition stage, requested placement, whether a special-class place is sought in the current school, and the child or young person's PPSN.

Vacancies and leavers: We will inform the NCSE in identifying available places and expected leavers as they arise.

Accepted places: We will notify the NCSE within 10 days when an offer of a special class or special school place has been accepted. Delayed notification may affect planning and resourcing decisions.

A closing date for receipt of applications will be indicated on the enrolment application form and the school's Annual Admissions Notice which is displayed on the school website.

Parents/guardians will be notified of an offer of a place approximately two weeks after the closing date for applications, as outlined in the school's Annual Admission Notice. Students who are not offered a place (due to oversubscription) will be informed in writing, outlining the decision and placed on a waiting list for the academic year 2027/28.

Parents/guardians are required to indicate if they will be accepting a place at the school by the date set out in the Annual Admissions Notice. Upon accepting an offer, parents/guardians must outline to the school if they have accepted a school place(s) in another school(s)/are awaiting an offer from another school(s). Failure to do so may result in the school withdrawing an offer of a school place. Administration enter accepted students on the Post-Primary Online Database (PPOD) as acceptances are received and use the PPSN Validation and PPSN Conflict Resolution functions to support earlier identification and resolution of multiple accepted offers.

Once the parents/Guardians indicate that they want to accept an offer of a place in the special class/classes the school will complete the Notification of Enrolment in Special School/Special Class (NCSE Form 7). This can be obtained from the school's SEN Team on request.

Once the form 7 is completed, these are forwarded to the SENO who will then add then officially add these students to the list of students registered in the special class/classes

6. Oversubscription

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:

1. Traditional feeder schools - applicants from those schools that have an established custom and practice of sending their students to John the Baptist C.S. over a number of years e.g. Ballylanders, Barna, Bruff, Bulgaden, Carnane, Caherconlish, Caherelly, Caherline, Cloverfield, Emly, Galbally, Garrydoolis, Glenbrohane, Herbertstown, Hospital, Kilteely, Knockea, Knockadea, Knockainey, Knocklong, Lough Gur, Manister, Martinstown, Lisvernane, Nicker, Bohermore, , Donoughmore NS, NS, Killinure NS,, Scoil an Spioraid Naoimh, St Joseph's NS (Tipperary) , Tineteriffe N.S. This list is not exhaustive.
2. Siblings – of present students
3. Children of staff
4. Applicants who attend a primary school in the catchment area, but do not live there.

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:

- If two or more students are tied in the selection criteria above, the next criteria on the list will then be applied.
- If all criteria have been applied and a deadlock remains, a random supervised lottery allocation of the remaining places and the order by which students appear on a waiting list, will be used to determine the issue. This will be done in an open and transparent manner. The lottery will be supervised by two members of the Board of Management. All applicants within the category will have their names drawn until all places are filled. When the places are filled, names of the applicants in this category will continue to be drawn to establish the order of applicants on the waiting list. Parents/Guardians will be offered a place and asked to accept or refuse offer in line with the school's Admissions Notice.

<u>Oversubscription in Special Classes</u>

If the school's Special Classes are oversubscribed, the school will apply the following selection criteria, for the proposes of creating a waiting list, in the order listed below, to those applications that are received within the timeline for receipt of applications as set out by the annual admission notice and

who have not been offered a place. This list will remain and will be the basis of giving a place in the Special class for Autism to students, until the registration process commences the following year. Please note that all other aspects of the application process must be completed as outlined above.

Criteria:

- Students already attending John the Baptist Community School who met the admissions criteria for a place in the Autism class at the time of enrolment, but who are attending mainstream classes.
- Students already attending John the Baptist Community School where a recommendation and SENO letter was received after commencing in John the Baptist Community School.
- Feeder school area
- Siblings
- Children of Staff
- Applicants who attend a primary school in the catchment area, but do not live there.

Please note:

• Enrolment in the Special classes is reviewed on an annual basis for all students.

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:

(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;(other than in relation to a fee charging school or a plc or further education and training course run by a school in respect of those courses)
(c) a student's academic ability, skills or aptitude
(d) the occupation, financial status, academic ability, skills or aptitude of a student's parents/guardians;
(e) a requirement that a student, or his or her parents/guardians, 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 subject to subsection 10;

(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.

(h) Late applications will be placed on a waiting list.

8. Decisions on applications

All decisions on applications for admission to John the Baptist 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 15 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 John the Baptist 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 are 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.

The acceptance of the offer must be completed by the dates outlined in the Admission Notice.

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 John the Baptist 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.

Please note that a place is offered based on the information provided by applicants. If this information is found to be false or misleading, the offer of place will be withdrawn, even if the place has been accepted.

12. Sharing of Data with other schools/Department

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. Parents of students with SEN may be required to sign an additional document allowing

professional reports and relevant information to be released from the Primary school. We also engage with the Department requests for admissions data.

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 John the Baptist 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 John the Baptist 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.

Late applications will be placed on a waiting list if the school is oversubscribed. If a place becomes available, the applicant will be informed in writing and given one week to accept the place. If the place is not accepted within this time frame, the place will be offered to the next student on the waiting list.

Late applications to the Special Classes will also be considered in accordance with the school's Admissions Policy. All late applications to the ASD classed/units must:

- Meet the general admissions criteria
- Meet the Special Class criteria
- Have complied with all aspects of Special Class admissions process (outlined above)

Please note that any unfilled vacancy in the Special Classes will only be offered after all qualifying JTBCS students have been offered a place.

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

It is the policy of John the Baptist Community School that enrolment is normally only considered for First Years. However, the Board will consider applications for enrolment of students attending other schools providing post primary courses, on the completion of an application and transfer form and the provision of information in relation to the student's educational performance, school attendance and behaviour.

If parents/guardians move residence into the catchment area of JTBCS, the school will consider an application after the commencement of the school year bearing in mind the constraints of the pupil/teacher ratio. Parents/guardians will be asked to meet with school management. The school will advise the parents/guardians if it is unable to fulfil the student's curricular requirements, such as the provision of a particular subject.

Where possible, new entrants should start at the beginning of a school term to minimise disruption. As TY is a natural break between Junior and Senior Cycle, John the Baptist Community School would consider the admission of a student at this level if they are in the catchment area. However, please note this is only in the case of availability of a place in the Transition Year programme.

Section 20 of the Education (Welfare) Act imposes an obligation on the Principal, as soon as possible after enrolling a pupil from another school, to inform the Principal of the other school of the enrolment. The Principal of the other school has an obligation to notify the Principal of the new school of:

- Any problems relating to attendance that the child concerned had while attending the other school.
- Such other matters relating to the child's educational progress and wellbeing which he or she considers appropriate.

<u>Admission to Specific Programmes/Courses</u>

The school provides the curricular programmes as set down by the Department of Education and Skills i.e. Junior Cycle, Leaving Certificate, Leaving Certificate Vocational Programme, Leaving Certificate Applied, and an optional Transition Year in accordance with sections 9 and 30 of the Education Act (1998). The Board of Management has the right to refuse entry to Transition Year and LCA, as they are both optional courses and places are limited due to school resources. Support is given to students, in regard to their Post Junior Cycle choices through the Senior Cycle options night, dedicated input by the Career Guidance department at SPHE class times, in addition to assemblies and informal discussion with subject teachers.

Level Two Learning Programme (L2LP)

Admission into the Level Two Learning Programme (L2LP) is based on meeting the criteria outlined by the NCCA. Meetings with all the stakeholders must be held prior to admission to discuss the following:

- meeting the criteria,
- suitability for the programme,
- progression options,
- possible combinations of modules that can be undertaken.

Senior Cycle – L2LP

Level 1 and level 2 learning program

The short-term and long-term goals that form part of the Student Support Plan (SSP) are included in the overall SSF. The SSF is a live, workable document that is used to facilitate and support tracking of student progress and their transfer from junior cycle to the most appropriate programme for the student at senior cycle and beyond school. Prior to making the decision that a Level 1 or Level 2 Senior Cycle Learning Programme is suitable for a specific student, schools will engage in a robust, collaborative information-gathering process. Mainstream post-primary schools will be guided by the Continuum of Support Framework to collect and collate information and documentation from the student's special education teacher, class teachers, parents and external professionals, as relevant. The SSF in every school context helps ensure that there is an appropriate progression plan for the student, following completion of their junior cycle programme. This includes a plan for senior cycle and transition to the world of work, occupation(s), study or further services beyond school. This information is also recorded in the student's SSF.

Transition Year

The system of allocating places in Transition Year has been in place since 2019, and ensures equity of access and equality of all, while maintaining the integrity of The Transition Year programme. Students who apply for Transition Year undergo an interview with a panel that may include Year heads, Senior management, tutors or other relevant school personnel. Areas for discussion include their contribution to school life, their work ethic, past behaviour, Goals for TY etc. In certain cases, Parents/Guardians may be invited for a meeting to discuss if TY is the best option for their child.

Please note that all students are granted a "clean sheet" at the beginning of Third Year. Previous difficulties or behavioural issues prior to Third Year will not be considered for admission to Transition Year. It is hoped that this positive model will encourage students in Third Year to avail of the opportunity to become a valued member of our school community and demonstrate the level of

maturity, responsibility, self-awareness, teamwork and capacity to take on a leadership role among peers that is central to a successful Transition Year experience. Please see the TY plan for further detail.

Leaving Certificate Applied (L.C.A.) Admissions

John the Baptist Community School is very proud of its Leaving Certificate Applied and its contribution to school life. The qualities required for L.C.A. include maturity, an ability to work autonomously and be a team player. This programme provides a thorough grounding in the key skills required for the world of work. It suits students who would benefit from a blending of practical approaches, work experience and life skills during their Senior Cycle. Due to the small class sizes and individual support provided, the dynamic at the heart of L.C.A. is predicated on students and teachers interacting in an adult, mature manner in accordance with the ethos of this course. To be selected for L.C.A., students must have demonstrated a very high standard of behaviour and must commit to maintaining this high standard to stay on the course. As per Department regulations, 90% attendance is mandatory to receive certification. An interview may be required. Please see the LCA Policy/Plan for more information.

LCW Admissions

Life, Community, Work (L.C.W. - formerly LCVP) is an extra subject a Senior Cycle student can take when taking the traditional Leaving Certificate. As from 2022/2023 students can access LCW without having to meet any subject criteria.

Students who wish to repeat at Senior Cycle

All applications for a place to repeat Leaving Certificate will be considered in accordance with:

- The school's Admissions Policy
- The school being satisfied with the reason(s) for the applicant given to repeat
- The school regarding the repeat in this school to be in the best interest of the student
- The school regarding the repeat in this school to be in the interest of existing students
- Available space in classrooms
- Places available in the subject groups which student wishes to repeat
- Number of subjects that repeat student wishes to study and issues regarding supervision of students
- Health, safety and welfare considerations
- Information in relation to attendance and punctuality record
- Information in relation to work ethic and effort to date
- Information in relation to disciplinary record
- Overall contribution to the school over previous five/six years
- Students will be required to study a minimum of six subjects at the school

- Students will be required to follow the Religious Education Programme
- Students will be required to be in attendance for the full school day

Acceptance and Continued Attendance

Acceptance and continued attendance in John the Baptist Community School is based on the following:

- Parents/guardians must actively support our school ethos and goals.
- Parents/guardians must accept the Code of Behaviour and make all reasonable effort to ensure the student complies with the code.
- Students must follow the full timetabled programme. Exceptions are made for students who have reduced timetables in the context of special educational needs, in consultation with management, teachers, parents/guardians, the student themselves and other relevant professionals. This list is not exhaustive.

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

This rule applies to <u>all</u> schools.

The board of John the Baptist 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

John the Baptist 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.

Please note that all students are legally required to attend RSE instruction.

RSE and the Special Class students

Should a student from the Special classes withdraw from RSE, needs appropriate support will be delivered to these students in an individual or small group setting in one of the Special classes.

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.

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.

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.

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.



Admissions Policy

Reviewed by:

- Assistant Principals
- Parent Association
- Teachers
- Student Council Members
- Presented to the Parent Association

Ratified by the B.O.M on: September 21st 2026

Review Date: September 2027

Signed: _____ **Date:** _____

Chairperson, Board of Management

Signed: _____ **Date:** _____

Principal

Appendix



Appendices 1.1. Admissions Notice for 2027/2028

John the Baptist Community School

Annual Admission Notice
in respect of admissions to the 2027/2028 school year

Admission Policy and Application Form

A copy of the school's **Admission Policy** and the **Application Form for Admission** for 2027/28 is available as follows: –

To download at: www.johnthebaptistcs.ie
On request: By writing to: John the Baptist Community School (Admissions)
Hospital,
Co. Limerick.
V35 WT25

PART 1 - Admissions to the 2027/2028 school year

Application and Decision Dates for admission to 2027/2028

The following are the dates applicable for admission to First Year:

The school will commence accepting applications for admission on	**7th October 2026**
The school shall cease accepting applications for admission on	**23rd November 2026**
The date by which applicants will be notified of the decision on their application is	**7th December 2026**
The period within which applicants must confirm acceptance of an offer of admission is	**14h December 2026**

Note: the school will consider and issue decisions on late applications in accordance with the school's admission policy.

Special Class Application and Decision Dates for admission to 2027/2028

The following are the dates applicable for admission to the school's Special Class which caters for children diagnosed with ASD.

The school will commence accepting applications for admission to the special class on	**7th October 2026**
The school shall cease accepting applications for admission to the special class on	**23rd November 2026**

The date by which applicants will be notified of the decision on their application for admission to the special class is	**14th December 2026**
The period within which applicants must confirm acceptance of an offer of admission is	**21st December 2026**

***Failure to accept an offer within the prescribed period above may result in the offer being withdrawn**

Number of places being made available in 2027/2028

The number of places being made available in First Year	**200**
The number of residential places is (boarding schools only)	**n/a**
The number of non-residential places is (boarding schools only)	**n/a**
The number of places being made available in the special class* catering for children with ASD is	**1**

(***Note:** If school has a number of classes that cater for different categories of SEN, details of the numbers of places for each SEN class must be provided)

PART 2 - Admissions to the 2027/2028 school year

Information regarding the admission process for the intake Group for 1st year (Special Class) for the 2026/2027 school year

(This section should only be completed if your school intake group/ special class was oversubscribed in the previous school year)

In respect of the 2026/2027 school year, the total number of applications for admission received by the school was 3 (Special Class)

Breakdown of places allocated for the 2026/2027 school year:	
Number of places available:	3
Number of applications received:	3
Number of Offers made and accepted under each criteria:	3
Total number of offers made	3
Number of names placed on waiting list for the school year concerned.	0