

**Admissions Policy for  
Whitechurch National School ASD special class**

**Introduction**

This admissions policy is set out in accordance with the provisions of the Education Act (1988) and the Education (Admissions to Schools) Act 2018. The Board of Management of Whitechurch N.S trusts that by so doing parents and staff will be assisted in relation to enrolment/admissions matters. The Chairperson of the Board of Management and the Principal will be happy to clarify any further matters arising from the policy.

Whitechurch N.S operates under the Rules for National Schools, The Education Act (1998), The Education (Admissions to Schools) Act 2018, The Education Welfare Act (2000), enacted sections of The Education of Persons with Special Education Needs Act (2004), The Disabilities Act (2002), all relevant equality legislation and Department of Education Skills (DES) Circulars.

School Name:	Whitechurch National School
School Roll No.:	18108T
School Address:	Clonkerdon, Cappagh, Dungarvan, Co. Waterford
Telephone No.:	058 68282
Email:	admin@whitechurch.org
Ethos:	Roman Catholic
Patron:	Bishop Alphonsus Cullinan
Classes Taught:	Junior Infants to Sixth Class
Gender Orientation of School:	Mixed

The school follows the curricular programmes prescribed by the Department of Education and Skills which may be amended from time to time, in accordance with Sections 9 and 30 of the Education Act (1998).

A Special Class catering for pupils diagnosed with ASD (DSM V or ICD 10/ ICD 11) ASD (Autistic Spectrum Disorder), was proposed by our SENO Selina Lyng, and agreed to by the Board of Management. The ASD Class was sanctioned by our SENO on 05/04/2024 and approved by the NCSE to open for the school year 2024/25.

This School Policy has regard to and is contingent on the funding, resources, services, and space available to our school in the future.

## **Aims**

Our aim is to provide a quality driven, appropriate educational service to all children in the autism class, within the requirements of all recent legislation pertaining to Special Needs Education.

We aim to strive towards the inclusion of children in the class into mainstream education, having regard for levels of disability, available resources, and suitability for such inclusion.

## **Objectives**

1. To provide the optimum learning environment for children with ASD, which is safe, visual, structured, predictable, encouraging, stimulating, interesting, challenging and fun.
2. To develop the child's self-esteem.
3. To improve the child's social skills as far as appropriate.
4. To improve the child's level of independence in social situations.
5. To help the child develop better organisational skills and thereby prepare them for and support them in the transition between primary and secondary schools.
6. To improve their understanding and use of oral and written language.
7. To help them to develop more effective communication skills.
8. To include each child into their peer class in Whitechurch National School as far as appropriate.
9. To foster close links between home and school. The success of the special class depends on parents and staff planning and working together. This will enable the development of realistic expectations and agreed goals for each individual child.

## **General Information**

- i. The Board of Management provides a class for children with Autistic Spectrum Disorder in accordance with the Department of Education and Skills guidelines and support structures. It is committed to providing the highest quality of education for the children concerned. A multi-disciplinary approach is recommended by the Department of Health in collaboration with the Department of Education and Skills to support these classes and continued financial support from DES.

**ii. The number of admissions depends on the number of places available, which may vary from year to year.**

**iii.** The curriculum is tailored for individual needs and works towards the mainstream primary education.

**iv.** Teaching methods may include elements of a range of styles and techniques. An eclectic model will be employed to meet the unique strengths and needs of the pupils. A visual and structured teaching approach will be employed to provide a framework for the pupils to engage and learn. This approach which adheres to the principles of the T.E.A.C.C.H. Programme, will be combined with other evidence-based approaches and strategies to meet the individual language and communication, social and emotional and behaviour needs of all pupils e.g.:

1. Communication cards/boards
2. Symbols, visual timetables
3. Social stories – group and individual
4. Functional behaviour assessments (ABA) and IBPs
5. Specific (individual) paired and group social skills training –including video modelling
6. Support Plans will be implemented and reviewed regularly with parent/guardian input and specialist recommendations.

**v.** The aim is to include all pupils within the main body of the school whenever possible.

Considering the Department regulations and programmes, the rights of the patron as set out in the Education Act, and the funding available, the school supports the principles of.

- Inclusiveness, particularly with reference to the enrolment of children with a disability or other special education need.
- Equality of access and participation in the school.
- Parental choice in relation to enrolment.
- Respect for the diversity of values, beliefs.
- Traditions, languages, and ways of life in society.

The Board of Management will not refuse a child based on ethnicity, disability, traveller status, refugee status, political beliefs or family or social circumstances, provided they fulfil the enrolment criteria. Fulfilling the enrolment criteria does not necessarily ensure enrolment if.

A. Necessary resources pertaining to the enrolment are not available.

B. Sufficient classroom space is not available.

C. The Admissions Team decide that the school is unable to adequately meet the needs of the child.

Taking all the above into account and based on the advice of the Admissions Team of the ASD Class, the Board of Management reserves the right of admission.

### **Health Service Executive Input**

The Health Service Executive may provide essential services. These services include Speech and Language Therapy and Occupational Therapy. Whitechurch N.S has no control over these services, merely acting as relevant setting for their provision. All queries about these services must be addressed to the Health Service Executive and not to Whitechurch N.S.

### **Home School Links**

The role of parents in their child's education is recognised and valued. Every effort is therefore made to maintain effective communications with parents via frequent parent-teacher/parent-therapist meetings.

We also encourage parents to meet jointly with the class teacher and speech and language therapist. We request that parents ring or email the school to arrange a suitable time for meetings.

## **A. Application and Enrolment Procedure**

### **Section A Pre-Enrolment Procedure:**

1 A school enrolment application form, incorporating an application to enrol in the ASD

Class, is completed (available from the school office).

2 This application must be accompanied by an **u p - t o - d a t e** educational psychological assessment which confirms the diagnosis of ASD in line with current Department of Education and Skills criteria. PLEASE READ THE ENROLMENT CRITERIA BELOW AS THEY ARE VERY SPECIFIC AND NOT NEGOTIABLE.

3 Applications must be accompanied by an original birth certificate. Date of application, date of birth, address and telephone numbers must be entered on the application form.

4 **The closing date and time for the submission of enrolment applications is 3pm on Monday May 13th.**

5 **All applications received on or before this date will be acknowledged within 2 weeks of the closing day for the submission of applications.**

6 Applications will be dated and numbered in order of receipt.

The list of applicants will be reviewed by the Admissions Team, which will consist of the Principal, Autism Class Teacher, and a member of the school's ISMT or SET Coordinator. The Admissions Team will be reviewed every two years. The Support Teacher placed on the Team will be reviewed in line with ongoing changing roles within the wider school staff. The Admissions Team will make a recommendation on each application to the Board of Management. The Board has the right to endorse or overrule any decision made by the Admissions Team.

Enrolment Criteria to be taken into consideration by the Admissions Team are laid out as follows.

## Section B Enrolment Criteria

The maximum class size is six pupils. Subject to sufficient places being made available in the ASD class, the criteria for enrolment to the ASD class, incorporating the Department of Education and Skills and HSE policies, are as follows:

1. The Enrolment Application Form provided by the school must be fully completed by the parents/guardians on behalf of the child.
2. The enrolment Application Form must be accompanied by an original Birth Certificate.
3. All reports in existence on a child must be provided to the school for assessment by the Admissions Team. These will be treated with the utmost confidentiality and only shared with professionals on a need-to-know basis. The withholding of reports from the school Admissions Team will invalidate an Enrolment Application. A recent psychological or psychiatric assessment is mandatory. A report from a member of a multi-disciplinary team should also be provided. A multi-disciplinary team may consist of a Clinical Psychologist, Occupational Therapist, Speech & Language Therapist, Social Worker, and a Physiotherapist.
4. A child must have.
  - (a) a diagnosis of ASD (DSM-V / ICD-10/ ICD 11) from a psychologist or psychiatrist.
  - (b) a recommendation that a special class attached to a mainstream school is the most appropriate educational placement for the child in light of their complex needs (**note, a recommendation for *either* mainstream with supports *or* a special class attached to a mainstream school will not meet DES criteria for enrolment in a special class**).

To access the supports of a special school DES current policy, require:

A student must have a recent report from a relevant professional or team of professionals (for example, psychologist, SLT, psychiatrist) stating that:

- (i) they have a diagnosis (ASD); and
- ii) they **have complex or severe learning needs** that require the support of a special class setting and the **reasons why this is the case**. The professional report **must state that the specific needs of the pupil are severe or complex (i.e. using these precise words), give a description of these needs, recommend that a special class attached to a mainstream school is the most appropriate educational placement** for the pupil in light of the severe or complex needs (and in line with parental choice) and **give reasons** as to why this is the case.

5. As inclusion is an integral part of our school ethos, it is a necessary criterion of enrolment that any child attending the autism class will have their placement reviewed on an ongoing basis. If a child, attending an ASD class shows little *potential for future inclusion into the mainstream class setting, the suitability of the placement will be reviewed.*

The level of inclusion, duration and timing will be decided upon by the principal and the staff of ASD Classes in consultation with the mainstream teacher, parents of the child in question and based on information shared at an annual review meeting.

6. The parents of the child must accept and agree to the terms of the school's relevant behaviour policies and other relevant policies. To facilitate this, teachers will teach skills to enable pupils to follow behaviour and other relevant policies with support if necessary. Behaviours will be taught and practised, and plans will be put in place to generalise behaviours.

7. The Admissions Team may request further information or may request parents/guardians to consent to a visit by the staff to a child's preschool/school/home setting to observe the child.

8. The school acknowledges that all children with ASD present with differing profiles. For this reason, all applications must be considered individually.

The receipt of the enrolment application forms psychological/professional reports and written recommendation is not a guarantee of enrolment.

**9. Once the committee is satisfied that the child presents as fulfilling the above criteria and that a place is available, a place will be offered.**

#### **Return of Forms of Acceptance.**

Letters of offer of places in an ASD class will be sent by the end of May. The letter of offer includes an Acceptance Form which must be returned within **7 school days** of the letter of offer being issued by the school. Acceptance into an ASD Class is contingent upon a signed acceptance of the school policies including the School Code of Behaviour in accordance with Section 24(4) of the Education Welfare Act, 2000. If the school does not receive the acceptance form with the required time, the place will be offered to the next child on the waiting list for that school year.

Applications for places in an ASD class made after May 13<sup>th</sup> cannot be considered for the new school year if all places are filled for this school year.

In the event that the number of children that apply for a place (and qualify as per the criteria above) is greater than the number of places available (which depends on the

number of places available in the year of application) such places will be filled on review of Enrolment Applications received in the following order of priority;

- a) Pupils already enrolled in Whitechurch N.S
- b) Children whose sibling is already enrolled in Whitechurch N.S
- c) Children living in the Whitechurch/Ballinameela area.
- d) Children of Staff
- e) Children whose parents or grandparents attended the school.
- f) Children in the wider catchment area

In allocating places, the Admissions Team will consider the readiness of the child, the suitability of placement and age appropriateness of the child.

**12. Please note that fulfilling the enrolment criteria does not necessarily ensure enrolment if sufficient places are not available and/or sufficient classroom space and/or resources are not available.**

13. The school reserves the right to refuse enrolment/admission to any student where the student has special needs such that even with additional resources available from the Department of Education & Skills and the Department of Health, the school cannot meet such needs and/or provide the student with an appropriate education.

**14. *N.B. If the school does not receive the required documentation with the Enrolment Application form, the application will not be processed or considered by the school. It is the responsibility of the Parent(s)/Guardian(s) to ensure that all supporting documentation is correct and is received by the school.***

15. All unsuccessful applicants have a right of appeal under Section 29 of the Education Act, 1998 within 42 days from the date of the decision by the Board of Management.

16. If the school is oversubscribed, a list, based on the criteria outlined in **section B** above, will be maintained for **the current year of application only**. If a place becomes available during the period of this admission statement's existence the place will be offered to the next qualifying pupil on such a list.

17. If a list, as outlined in **paragraph 16** above, is maintained, the school will notify each applicant of their place on the list.



## **Transfers**

The school may request other relevant documentation if a pupil is transferring from another school. All documents need to be received for the application to be deemed fully completed. The Board of Management of Whitechurch N.S respects the rights of the existing school community and the children already enrolled. **This consideration is paramount when assessing any entry to Autism Classes.**

## **Section C Appeals:**

The Board of Management of Whitechurch N.S, in compliance with section 19(3) of the Education Welfare Act 2000, will decide in writing in respect of an application for enrolment within 21 days of the closing date for the receipt of enrolment applications and will inform the parents/guardians in writing of that decision.

Parents will be informed of their entitlement to appeal a decision of the Board of Management in relation to a refusal to enrol in the letter issued 21 days after the closing date for receipt of applications. (Please note the address at which the applicant resides will be the address used by the school for correspondence regarding enrolment).

If the Board of Management refuses to enrol a child, the parents/guardians of the child may appeal the decision at local level. The appeal must be submitted within 10 school days of the date of refusal to enrol. It must be made in writing, addressed to the Chairperson of the Board of Management, and clearly state the grounds for appeal. The Board of Management will respond within 10 school days of the receipt of such an appeal.

If following the conclusion of the appeal procedures at school level, a parent/guardian is dissatisfied with the decision made, the parent/guardian has a statutory entitlement under section 29 of the Education Act (as amended by Section 4 of the Education (Miscellaneous Provisions) Act 2007), to appeal that decision to the Secretary General of the Department of Education and Skills. It should be noted that such an appeal must be lodged within 42 days of the school's refusal to enrol.

Details on appealing decisions on enrolment under Section 29 of the Education Act (as amended by Section 4 of the Education (Miscellaneous Provisions) Act 2007), are available on the Department of Education and Skills website [www.education.ie](http://www.education.ie)

## **Section D Post Acceptance**

Once a parent/guardian has accepted a place in an ASD Class, the Principal will communicate with the parent/guardian as follows:

1. The parents of a child being offered a place in an ASD class will be invited to visit the school to meet with a member of the Special Ed. Team and the Principal of the School.
2. An information evening may be organized subsequently if necessary.
3. The parents/guardians may be requested by the school to consent to a visit by the staff to a child's pre-school/school/home setting to observe the child.
4. The parents/guardians will be invited on another occasion to come with their child to the class to meet with staff and see the classroom.
5. The first year will see the implementation of the child's Individual Education Plan (IEP). Ongoing assessment and regular review will determine whether the child's placement is appropriate.
6. The IEP will be updated on a regular basis by the staff.
7. The S.E.N.O (Special Education Needs Officer) will also be made aware of the plan.
8. **The children may be phased in gradually to the special class through a mutually agreed process between the school and the parents of the child. It is important that every child gets the best possible start in the class. To achieve this, the duration of the child's day or school starting date may vary depending on the needs of the child.**
9. Each child in an ASD Class will be assigned to an age-appropriate mainstream class for inclusion purposes.
10. Mainstream pupils will participate in a reverse inclusion process when appropriate, whereby mainstream pupils will on occasion participate in activities in an ASD Class.

Parents of children in the ASD Classes will be expected to consult with the HSE for essential services based on the children's needs e.g. Speech and Language and Occupational Therapy if they have not already done so.

### **Section E Placement Review:**

**The school reserves the right to review the child's progress from time to time whether during or after each year to recommend whether this is indeed an appropriate school placement for your child.**

Occasionally concerns regarding the suitability of a child's continued attendance at the school may arise. In such circumstances, a review of the school's ability to continue to meet the child's needs and safety and to meet the safety of others may be necessary. Any such review will be undertaken by the Admissions Team in consultation with the Board of Management. Any decision will be made in conjunction with the principal and other relevant staff members.

Parents/guardians will be kept informed of any concerns that might arise in relation to their child's continued attendance at the school at the earliest opportunity. Parents/guardians will also be given an opportunity to engage in the discussion surrounding the placement and concerns that arise from the child's placement itself. If it is determined that the child is not suitably placed in the school, having regard for the realistic service options available at the time, the BOM may request a multi-disciplinary team assessment be conducted to determine the best options for the specific child.

#### **General Discharge policy**

Discharge may be recommended if the Admissions Team, after consultation with the parents/guardian, feel that the placement is not appropriate. Discharge from the unit may also happen if a pupil is fully included into mainstream school.

It is school policy that once a child has completed 6<sup>th</sup> Class they will be discharged from the ASD Class.

#### **Behaviour Review**

While some children with special educational needs may display difficult, defiant, or oppositional behaviours, the school will make all efforts to manage such behaviour using various strategies and through the implementation of the child's Support Plan. With supports and assistance pupils will be expected to learn skills to enable them to follow rules relevant to the School Code of Behaviour. **All pupils including pupils with special needs are subject to the School Code of Behaviour and Health and Safety Statement.**

While recognising the right of the parents to enrol their child in the school of their choice, the Board of Management of Whitechurch N.S is also responsible to respect the right of the existing school pupils. This requires balanced judgments, which are guided by the principles of natural justice and acting in the best interest of all children.

In the case of some applicants, to facilitate the child's access to the curriculum or to the building or to transport, it may be necessary to provide specific additional resources to that which are already available in the school (e.g. staff/accommodation/equipment/environmental adaptations or other supports may be required). In such instances it may be necessary to delay a child's starting date in the school to ensure that all essential supports are in place beforehand.

It is understood that pupils may not have the skills to meet the expectations of the Code of Behaviour. It is with this in mind that skills will be taught and practiced and so facilitate the child's inclusion (with ongoing supports if necessary).

Where a child's behaviour impacts in a negative way on the other children in the ASD class or another mainstream class to the extent that their constitutional right to an education is being interfered with as judged by the Board of Management of the School, the school reserves the right to advise parents that a more suitable setting should be found for their child.

### **General**

**It is the responsibility of the parents/guardians to consult with the Department of Education and Skills regarding suitable transport for their child to and from school. This needs to be arranged in advance of admission, if required.**

## **Section F Following Enrolment:**

Further to Enrolment the following general points are relevant to your child's enrolment.

### **General Points**

#### **Absences**

Parents/Guardians are asked to ring or use the school's Aladdin app to notify the school if their child is absent. This should be followed by a note written in the child's home/school diary or by email. If a child needs to leave early parents must follow the Sign-Out procedure.

#### **When you want to speak to a teacher.**

We realise that it may be difficult for some to get to Whitechurch N.S. Please remember that you are always welcome. **It is impossible, however for teachers or other staff members to talk to parents if they arrive unexpectedly. Please ring and make an appointment to see the Teacher/Principal through the school secretary at 058 68282 or by sending an email to [admin@whitechurch.org](mailto:admin@whitechurch.org).**

#### **Information we need.**

For us to be entrusted with the care of your child we require the following information:

1. Emergency contact numbers and procedures.
2. Likes and dislikes.
3. Medical needs.
4. Hygiene needs.
5. Family members and extended family and friends.

This list is not exhaustive.

Changes in family circumstances e.g. separation, the arrival of a new baby, moving home, the death of a grandparent etc, can influence your child. We strongly advise that you notify the class teacher of any such changes.

#### **Dress/Clothing/Belongings.**

It is expected that your child will wear the school tracksuit. A large part of our school programme for your child is building up his independence. We want your child to be able

to manage and look after his own clothing and belongings. You can help us by:

1. Choosing clothes and shoes that make life easier for your child. (Buttons, zips, and laces sometimes cause problems). Velcro runners and elastic waistbands are simplest.
2. Tracksuits are necessary for P.E. and swimming days. In the case of a pupil attending an ASD Class a decision on whether it is possible to include a pupil will be made by jointly staff, parents, and relevant professionals.
3. Togs, hat and towel are needed for swimming.
4. **Put your child's name on everything that is worn to school.**
5. Keeping a change of clothes in the school for your child is an available option.
6. All money sent to school should be in an envelope and clearly labelled.

### **Illness:**

Every child's health is important to us. To ensure the highest standard of medical care, the following have been agreed:

1. Home is the best place for a sick child.
2. Wounds should be properly dressed.
3. Please notify us of any medication that your child may be taking.
4. As a rule, teachers are unable to administer medication. Please contact the principal for arrangements and to discuss the Administration of Medicines Policy.
5. Never send medication to school with your child. It should always be handed from adult to adult.

### **Lunches:**

While respecting the dietary difficulties faced by many of our children, we encourage healthy, balanced diets. Suitable snacks include fruits, yoghurts, crackers, cheese, and sandwiches. Please inform the school if your child has a special dietary requirement or any food allergies.

### **Information and Communication Technology**

All the children have access to computers whether in an Autism class or Mainstream classroom. The staff will also consider the need for assistive technology if it arises and if resources allow. Any allocation of assistive technology is dependent on a recommendation from your child's attending psychologist/psychiatrist or other health professional. Applications for assistive technology are decided on by the DES/NCSE.

### **Inclusion of pupils from an ASD Class into Mainstream Classes**

The amount of inclusion/reverse inclusion that each child receives in Whitechurch N.S is collectively decided upon by those professionals who deal with the child each day i.e. teachers (both special education teachers and mainstream), the principal and support staff. The view of other interested parties such as Psychologists, Speech Therapists and Occupational Therapists will be considered. However, the staff's decision is final.

The school promotes a policy of inclusion with age-appropriate peers on a social level and ability appropriate on a curriculum level.

The policy is always open to review.

Early levels of inclusion into mainstream will focus on fostering social inclusion. With support the child in an ASD Class will be encouraged to partake in mainstream general class learning with the initial focus on mastering the following:

1. Entering the class without trepidation.
2. Sitting down at a designated table.
3. Interacting on a social level with the child (children) nearest them.
4. Having lunch with the whole class.
5. Engaging in a "buddy system" at playtime.
6. Acting on general teacher instructions within the classroom setting.

Points 1 to 6 will happen with SNA support if necessary.

### **Curricular Integration**

Having adjusted on a social level the child from an ASD Class will, on a phased basis, be introduced to areas of the curriculum appropriate to ability level. Inclusion into this class will continue up through the classes.

Whilst Physical Education, as with all other curricular areas, is an area open to inclusion, the child is included into the class that best suits his physical condition. This includes coaching from outside agencies and timetables sessions in the school hall.

Where possible the children from an ASD Class will also be fully included in the school sports day.

**The level of inclusion into a mainstream class for a core curriculum subject will be on an individual basis only and will differ from child to child. The school will retain discretion as to the children who should avail of core curriculum mainstream inclusion.**

### **Staffing**

A classroom teacher leads each class. Additionally, each class also benefits from support of one or two special needs assistants (SNA's), depending on class sizes.

At Whitechurch N.S we believe that pupils independence should be promoted wherever possible and, although there will be some opportunities for pupils to work 1:1 with staff throughout the day, we do not have a policy of providing continual 1:1 support for pupils.

*\*Wherever possible, Whitechurch N.S will cover staff absence from existing staff from within the school to promote consistency and continuity which is particularly beneficial for pupils with autism.*

### **Staff Development**

Opportunities for on-going staff development through in-service courses, SESS (Special Education Support Service) input etc will be encouraged and availed of by both teachers and special needs assistants. Currently such professional development by the SESS takes place during the school year. This will mean that on occasion staff in an ASD Class will be away at training. In such cases as far as is possible an existing teacher in school will take the ASD Class and a Substitute Teacher will be employed to teach the class teacher's class.

### **Evaluation**

The Board of Management will monitor the implementation of all aspects of this policy. This policy may be amended and updated as required.

Children attending the ASD class in the school will be expected to follow the Code of Behaviour.

This policy was adopted by the Board of Management of Whitechurch N.S at its meeting



held on.

Signed: \_\_\_\_\_ Date:

Chairperson, Board of Management

**Application Form to enrol a child in Whitechurch N.S ASD Class**

**This application must be accompanied by an application for enrolment into Whitechurch N.S, your child's Birth Certificate, Passport (if child is not born in Ireland) and relevant professional reports.**

**Name of Child:** \_\_\_\_\_ **Date of Birth:** \_\_\_\_\_

**Child's PPS No:** \_\_\_\_\_

**Address of Child:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Mother's Name** \_\_\_\_\_ **Contact No:** \_\_\_\_\_

**Father's Name** \_\_\_\_\_ **Contact No:** \_\_\_\_\_

**Mother's email:** \_\_\_\_\_

**Father's email:** \_\_\_\_\_

**Mother's Address:** \_\_\_\_\_

**(If different to child)** \_\_\_\_\_  
\_\_\_\_\_

**Father's Address:** \_\_\_\_\_

**(If different to child)** \_\_\_\_\_  
\_\_\_\_\_

Please enter the date of your child's latest psychological/psychiatric assessment?.....

*This assessment(s) must be attached to this application form. The application will not be considered valid if the report is not attached.*

**Please read and sign the following.**

I/we understand that the receipt of an application form does not guarantee that my child

will be offered a place.

I/we understand that it is my responsibility to inform the school of any changes of address, email, or telephone number.

I/we understand that if I/we have not replied **in writing** to a confirmed offer of a place for my/our child within **7 school days** of that offer being made, I/we will have forfeited my/our child's place on the enrolment list.

**I/we understand that this application only applies for one year– if a place is not offered to my/our child by September of that year, a new application must be completed for the following year.**

I/we \_\_\_\_\_ agree to the terms and conditions of enrolment to Whitechurch N.S ASD class.

**Signed: Parent/Guardian** \_\_\_\_\_ **Date**

\_\_\_\_\_

**Signed: Parent/Guardian** \_\_\_\_\_ **Date**

\_\_\_\_\_

-----  
***For Whitechurch N.S use only – Please only enter date when the box below is ticked.***

***Application date:*** \_\_\_\_\_

***Enrolment year:*** \_\_\_\_\_

***School Principal:*** \_\_\_\_\_

***Mandatory documents have been received.***

---

Has your child had Speech Therapy up to now?      Yes      No

If 'Yes' by whom and where?

\_\_\_\_\_

—

(If 'Yes' please attach report)

When was your child's sight last assessed? \_\_\_\_\_ —

Result of Test: \_\_\_\_\_ —

When was your child's hearing last assessed? \_\_\_\_\_ —

Result of Test: \_\_\_\_\_ —

Has your child any special dietary requirements?      Yes      No

If 'Yes,' please outline:

\_\_\_\_\_

\_\_\_\_\_

Is your child on any medication?      Yes      No

If 'Yes,' please outline:

\_\_\_\_\_

\_\_\_\_\_

Has your child had access to physiotherapy?      Yes      No

**If 'Yes' attach Physiotherapy report if available.**

Has your child had access to occupational therapy?      Yes      No

**If 'Yes,' please attach O.T. report if available.**

Is your child toilet trained?

Yes

No

For your child to derive the maximum benefit from his place in an ASD Class in Whitechurch N.S your child should be toilet trained.

Please provide as much information as possible here about your child's toileting needs:

---

---

---

---

---

---

---

---

---

---

---

**Section G: Information to be submitted following acceptance of a place.**

Are there any sensory issues which we need to be aware of:

---

---

---

---

Any special toys/items used for comfort by your child:

---

---

---

Give details of your child's needs regarding swimming sessions:

---

---

---

Please comment on your child's general behaviour at home and what you find works for you in managing his/her behaviour?

---

---

---

Please outline your child's interests and strengths:

---

---

---

---

---

---

---

---

Any other comments/guidance that would help school/teacher:

---

---

---

**STANDARD ACCEPTANCE FORM ASD Class**

Pupil's Name: \_\_\_\_\_

Pupil's Date of Birth: \_\_\_\_\_

Pupil's Address:

\_\_\_\_\_

Date of Offer: \_\_\_\_\_

Standard/Class Offered: \_\_\_\_\_ (Including ASD Class:)

I \_\_\_\_\_ having been offered a place for my child by the Board of Management of Whitechurch N.S, hereby declare that I accept this place.

I also understand and accept that by signing this Form of Acceptance, I agree to abide by and fully support the Code of Behaviour of Whitechurch N.S.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

**For Office Use only**

A. Birth Certificate enclosed [ ]

B. Baptismal Certificate enclosed [ ]

C. Passport enclosed [ ]

D. ASD Class, Assessment reports [ ]

Date Received: \_\_\_\_\_

Decision: \_\_\_\_\_

***Please note: Item A and D are mandatory for all applications.  
Item B. is mandatory for pupils who are Catholic.***



*Item C. is mandatory for pupils not born in Ireland; Parents' passports will also be sought.*

**For School Use**

<u>CRITERIA</u>	<u>COMMENT</u>
A diagnosis of ASD (DSM V, or ICD 10 or ICD 11 ) from a psychologist/ psychiatrist	
A clear <u>CURRENT</u> recommendation from a psychologist that the pupil requires a place in an ASD Special Class in a mainstream school for Primary level	
A statement on the psychologist's report/letter that the pupil's learning needs are <u>CURRENTLY</u> at a level that can be described by the psychologist/psychiatrist as being either <u>COMPLEX</u> or <u>SEVERE</u>	
An outline/description on the psychologist's report of what those current complex/severe learning needs are/why the pupil requires a place in a special class	