

HEYWOOD COMMUNITY SCHOOL



Admissions Policy

2025/2026 Version

School Address: Heywood Community School,
Ballinakill, Co. Laois.

Roll number: 91427C

School Patron/s: The Salesians of Don Bosco Ireland &
Laois and Offaly Education and Training Board

1.Introduction

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

The policy was approved by the school patrons on September 1st, 2020. 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 Heywood Community School's admission process are set out in the school's annual admission notice which is published annually on the school's website at least one week before the commencement of the admission process for the school year concerned.

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

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

2. Characteristic spirit and general objectives of the school.

Heywood Community School is a co-educational post-primary school under the joint patronage of The Salesians of Don Bosco Ireland and Laois and Offaly Education and Training Board.

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 1990 as a co-educational multi-denominational school following an amalgamation of the three religious run schools under the Catholic Trusteeship of: The Brigidine Sisters (Abbeyleix); Presentation Sisters (Durrow); and the Salesians of Don Bosco (Ballinakill), and one Vocational School (Abbeyleix). Together these schools had been serving the educational wellbeing of the young people of Co. Laois and beyond for nearly 150 years. The ethos of the school is one which maintains a deep respect for the diversity of values and beliefs found in the school community. The values of Laois/Offaly ETB as a multi-denominational State Body and the inherited traditions, Christian values and founding intentions of The Salesians of Don Bosco Ireland, Presentation Sisters and the Brigidine Sisters are enshrined in the characteristic spirit and in the life of our school and are respected and cherished.

The core values of Heywood Community School are care, respect, community, inclusion, equality, justice and fairness. These values combine to provide and support an atmosphere which is conducive to excellence in teaching and learning. We endeavour to assist each student to reach his/ her full potential in a calm, caring and creative environment.

Our values are reflected in how we live as a school community. The unique and intrinsic value of each member of the school community is recognised and respected. All are treated equally, regardless of race, gender, religion/belief, age, family status, marital status, civil status, membership of the Traveller community, sexual orientation, ability, disability or socio-economic status. All students are given equal opportunity for enrolment, in line with the Education (Admissions to School) Act (2018) construed in accordance with section 3 of the Equal Status Act 2000. Once enrolled, Heywood Community School provides all our students with equal opportunities to engage with the curriculum, school life and the local community.

Heywood 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 Heywood 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.

In living the ethos, the school will raise awareness, develop a concern and support for the vulnerable and disadvantaged in society. It will promote an awareness of justice and equality and establish a positive attitude towards the social inclusion of minority groups in a multi-cultural society. It will attempt to develop a community which facilitates the development of a spirit of service and care in which parents, guardians, educators and young people work together for the good of the school, the community and the environment. Heywood Community School recognises the importance of cultural and extra-curricular activities for all. This incorporates respect for our national language, our heritage, our sporting, artistic and musical interests, and our sense of national community and school pride. A cultural and extra-curricular programme is offered, and all students are encouraged to participate.

The Trustees and Board of Management of Heywood Community School in formulating this admissions policy have shown due regard to current educational legislation, in particular the Education Act 1998, the Education (Welfare) Act 2000 and the Equal Status Act 2000, Amendment to Education (Admission to Schools) Bill 2016.

In keeping with the above-mentioned legislation this Admissions Policy ensures that the school supports the principle of equality for all students regarding access to and participation in the school by:

- Respecting the diversity of traditions, values, beliefs, languages and ways of life in society.
- Acknowledging the right of parents to send their children to a school of the parents' choice, subject to the resources available to the school, including classroom accommodation, class size, teaching resources, financial resources and subject to the capacity of the school to provide for the needs of those who apply for admission.

Where the school lacks the necessary resources to meet the needs of any applicant or student, it will make every effort to secure those resources. Where the resources cannot be secured, the school may refuse admission.

Resources

Heywood Community School is funded by the Department of Education & Skills and is staffed in accordance with the standard pupil-teacher ratios sanctioned by the Department in respect of curricular concessions, special needs, special programmes etc. The school operates within the regulations laid down by the Department of Education and Skills and follows programmes prescribed which may be amended from time to time in accordance with Section 9 and 30 of the Education Act 1998.

The capacity of the school to implement its desired curriculum, its broad range of educational programmes, its breadth of extra-curricular activities, its school plan and policies are

dependent on the resources it receives. Consequently, in determining its enrolment, activities and programmes for any school year, the school must have due regard to the teaching, management and administrative resources and the accommodation, equipment and funding available to it. This is established by the overall size of the school sanctioned by the D.E.S. and the Enrolment Policy of the Board of Management.

Management

The Board of Management, consisting of three nominees of the Salesians of Don Bosco Ireland, three nominees of Laois and Offaly Education and Training Board, two parent nominees and two teacher nominees, is responsible for the running of the school in accordance with the Deeds of Trust and section 15(1) of the Education Act 1998. The principal is Secretary to the Board and is a non-voting member.

School Organisation

- **The Parents Association** consists of elected representatives of parents of students in the school. The Association provides a valuable source of communication, is involved in policy formulation and has contributed greatly to the development of facilities in the school.
- **Parent/Teacher Meetings** are held, and parents are notified of same. Parents are invited to make appointments with tutor or teachers as the need arises.
- Heywood Community School, through its prefect system, has had a **student representative body** since 1990. It now has a prefect group, a Meitheal team and a Students' Council who operate in accordance with Section 27 of the Education Act 1998.
- **The working day** (Monday-Thursday) extends from 8.45 a.m. to 3.50 p.m. with a short break at 11.00 a.m. to 11.20 a.m. Lunch break is from 1.20 p.m. to 1.50 p.m. Friday extends from 8.45 a.m. to 1.20 p.m. with one short break at 11.00 a.m. to 11.20 a.m. Students are not permitted to leave school grounds during break times. Separate break times for senior and junior students were introduced for the school year 2020/21 due to Covid -19.
- A **school calendar** is produced and circulated to parents at the commencement of each academic year.
- **Dress Code** - Students are required to wear the school uniform, details of which are available from the school office.

3. Admission Statement

Heywood 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.

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

Heywood 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.

The ethos of the school, as befitting its origins, is one where students from all backgrounds are welcomed and given an opportunity to develop to their full potential in an environment built on the values of respect, support and inclusion. The ethos of Heywood Community College, built on the ethos of its founding schools is open to exploring a positive dialogue between faith and reason, believing that both can play a dynamic role in forming and educating for a mature person.

The school seeks to create an environment which promotes a diversity of values and does not privilege on the basis of any religion. At the same time, it acknowledges and promotes the spiritual legacy of both the Christian vision and non-denominational perspectives which does not exclude, but is inclusive of, all faiths and religious traditions and non-beliefs.

Schools with special education class(es)

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

From 2021/2022, Heywood Community School will provide education for students with additional needs through a newly established Autistic Spectrum Disorder (ASD) centre. The centre within Heywood Community School will accept students in liaison with the advice of the NCSE (National Council for Special Education) and the SENO (Special Education Needs Officer). The terms and protocols outlined in this document should be read in conjunction with the Admission Policy for the ASD unit which is available from the school on request.

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

In the case of a mainstream school with a SEN class attached

Heywood Community School with the approval of the Minister for Education and Skills, has established a centre attached to the mainstream school to provide an education exclusively for students with Autism/Autistic Spectrum disorders. All applicants must have an assessed primary diagnosis of Autism/Autistic Spectrum Disorder. The assessment must be in line with the established DES criteria of DSM-IV or DSM-V or ICD-10. All applications must be accompanied by an assessment, carried out by an Educational/Clinical Psychologist approved by the DES, recommending the applicant as suitable.

A prospective student for the ASD Centre must have a current professional recommendation, from a NEPS Psychologist, Clinical Psychologist, Educational Psychologist, Psychiatrist, or from a multi-disciplinary team (Clinical Psychologist, Occupational Therapist, Speech and Language Therapist, Social Worker, and/or Physiotherapist), for placement in an autism specific class in an ASD Centre. Professional recommendations must be supplied by parent(s)/guardian(s) with each application for assessment by the Admissions Team/Board of Management.

5. Admission of Students

Heywood Community School serves the educational needs of the community of Abbeyleix, Durrow and Ballinakill and the surrounding areas. More specifically this school normally but not exclusively caters for students from the following national schools:

Scoil Mhuire, Abbeyleix; South School, Abbeyleix; St. Pius N.S., Ballacolla; Ballinakill N.S.; Ballyroan Boys N.S.; Ballyroan Girls N.S.; Clough N.S.; Cullohill N.S.; Our Lady's Meadow N.S., (Durrow) Knock N.S.; Tobar an Léinn, Raheen; Shanahoe N.S.; Swan N.S.; Lisdowney N.S.; Ballyragget National School, Holycross National School Firoda, Ratheniska National School and Timahoe National School.

This school shall admit each student seeking admission except where –

- a) the school is oversubscribed (please see section 6 below for further details)
- b) a parent of a student, when required by the principal in accordance with section 23(4) of the Education (Welfare) Act 2000, fails to confirm in writing that the code of behaviour of the school is acceptable to him or her and that he or she shall make all reasonable efforts to ensure compliance with such code by the student

The special class attached to Heywood Community School provides an education exclusively for students with Autism/Autistic Spectrum Disorder 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.

6. Oversubscription

Entry Requirements

Enrolment is open to all students who satisfy the following criteria.

1. Age: The applicant must have reached the age of 12 years by the 1st January of the year preceding entry into Heywood Community School. (A Birth Cert must be presented).
2. Primary education must be completed.
3. Acceptance of our school's "Code of Behaviour."
4. All students undertake to follow the prescribed curriculum. Science is a compulsory subject for all Junior Level classes. For health and safety reasons – Science class groups will not exceed twenty-four (24) students. The maximum number of students in any one Junior Year will be determined by the number of science classes of 24 in that year.

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:

Preference will be given to students who attend the Primary schools as listed above
Any remaining places will be allocated to:

- Siblings of current students where all the older members of the family have attended or are attending our school.
- Children of staff of Heywood C.S. and or of B.O.M. of Heywood C.S.
- Other Schools by tradition:
Wolfhill N.S., Ratheniska N.S., Timahoe N.S., Cosby N.S. – applicants from these schools must reside within the immediate vicinity of Heywood Community School.
- Children of past pupils.

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:

- A lottery will apply to all other available places, which will be supervised by an independent party as follows: An independent Chairperson, the Chairperson of the Board of Management, the Chairperson of the Parents Association, the Principal and in his/her absence, a Deputy Principal of the school.

7. What will not be considered or taken into account

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

- (a) the payment of fees or contributions (howsoever described) to the school;
- (b) a student's academic ability, skills or aptitude;
(Other than in relation to:
 - admission to (a) a special school or (b) a special class insofar as it is necessary in order to ascertain whether or not the student has the category of special educational needs concerned)
- (c) the occupation, financial status, academic ability, skills or aptitude of a student's parents;
- (d) a requirement that a student, or his or her parents, attend an interview, open day or other meetings as a condition of admission;
- (e) a student's connection to the school by virtue of a member of his or her family attending or having previously attended the school; other than siblings of current students where all the older members of the family have attended or are attending our school.

In relation to parents and grandparents having attended, a school may only apply this criterion to a maximum of 25% of the remaining spaces as set out in the school's annual admission notice.

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

This is subject to the application being received at any time during the period specified for receiving applications set out in the annual admission notice of the school for the school year concerned.

This is also subject to the school making offers based on existing waiting lists (up until 31st January 2025 only).

8. Decisions on applications

All decisions on applications for admission to Heywood 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 14](#) 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 Heywood Community School, you must indicate—

- (i) whether or not you have accepted an offer of admission for another school or schools. If you have accepted such an offer, you must also provide details of the offer or offers concerned and
- (ii) whether or not you have applied for and awaiting confirmation of an offer of admission from another school or schools, and if so, you must provide details of the other school or schools concerned.

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

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

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

12. Sharing of Data with other schools

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

13. Waiting list in the event of oversubscription

In the event of there being more applications to the school year concerned than places available, a waiting list of students whose applications for admission to Heywood 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 Heywood Community School is in the order of priority assigned to the students' applications after the school has applied the selection criteria in accordance with this admission policy.

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

14. Late Applications

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

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

The enrolment of students from other schools is considered subject to the following

- Space being available in the class group.
- Space being available in the subject option sought and at the level sought by the applicant. Please note that the maximum number in science and practical subjects is 24 students, Home Economics is 20 students.
- All relevant information sought meets the criteria as set out below (how to apply).
- Consultation with the Education Welfare Officer and Special Educational Needs Officer

How to Apply

In the first instance, parents should apply in writing. Such letters will be kept on file until transfer requests from other schools are being processed (usually from the 20th of August each year). If having satisfied the curricular requirement of our own students, places remain in the class group and subject level, students who have requested to be considered for places will be invited to complete an Application Form. Applicants should complete the application form, giving all of the details required. Parents/Guardians should sign the application form and date it.

Parents/Guardians are required to provide an emergency contact phone number. Incomplete forms will be returned to parents. Parents must give consent to the principal of HCS to acquire relevant information from the applicant's previous school/s.

Applicants are required to submit a reference from their previous school(s).

Failure to complete any of the necessary documentation listed above or to supply any other relevant documentation requested by the school may result in an applicant being refused admission to the school. In addition, information will be required from the student's former/present school concerning attendance, educational progress, reports, special needs, reasons for transfer, psychological reports (if appropriate). Where appropriate, applicants may be required to submit copies of the results of state examinations. Where an applicant has attended more than one second-level school he/she may be required, at the discretion of the Board, to submit reports from each school.

The school reserves the right to refuse to admit a student whose behaviour in his/her previous school has been unsatisfactory or where there has not been a satisfactory level of co-operation between the previous school and the student's parent(s) or guardian(s). The attendance record of a student in his/her previous school shall also be an important factor.

The Board of Management reserves the right to draw up a contract with specific conditions for individual students who transfer to Heywood Community School

At an appropriate time, each year the school will take steps to determine what are the intentions of its own students for the following year. Students in all years will be required to complete a re-application form indicating their intentions.

When this process is complete, the school will determine whether and how many places, may be available to students from outside the school. Priority will be given to students from the school that are permitted by the school, in accordance with Department of

Education regulations, to repeat a school year.

Remaining places will be allocated as follows:

1. Students whose parents have moved into the catchment area: Such application will be considered with reference to the date of the application letter.
2. Students who reside outside the catchment area and who fulfil the conditions above.

The process of allocating such places will commence on or around 20th May

A Admission to Specific Programme/Subject or Levels

From time to time, it may arise that the demand for particular subject or at a specific level for any subject Particular programme may exceed the number of places normally available on that programme.

The school will make every effort - within the constraints of the accommodation, teaching resources and equipment – to accommodate all such students. Where all students cannot be accommodated the following shall apply:

- Priority will be given to students from within the school.
- Priority will be given to students who return fully completed Application Forms by the dates specified by the school.

Where it is not possible to accommodate all applicants:

- Entry to specific subject levels will be determined by the student's previous performance in that subject relative to the other applicants. Their results in house and state examination where available will also be considered. This allocation of subject levels will be reviewed from time to time when class tests are completed and when full assessment tests are concluded and compiled.
- Entry to specific subjects will be determined by reference to the preferences indicated by students on their option/application form and by reference to the student's previous performance at that subject relative to the other applicants. Their results in state examinations where available will also be considered.

Where this does not satisfactorily resolve the issue, the school may survey the students' previous teacher(s) about their suitability for the subject or alternative subjects and the school may also take into account the availability of other suitable subjects available to competing applicants.

Admission to Repeat a Year

All such applications are subject to the relevant Department of Education & Skills guidelines.

- Applications to repeat a year will be considered in the light of D.E.S. Circulars & Guidelines.
- Department of Education Circular M2/95 will be utilised as the guiding reference point for all applications to repeat a year in school.
- Applications will also be considered in the light of places available on the relevant programme, subject to class size limitations.
- Applications must be in writing and must be accompanied by supporting documentation as appropriate.
- The school must be satisfied that the applicant, in light of the special circumstances that gave rise to the application, applies him/herself to study to the best of his/her ability.
- The discipline record of the student shall be a determining factor.
- Applications to repeat a year may be referred to the National Education Welfare Board for direction.

Admission to Repeat Leaving Certificate Programme

The school does not operate a Repeat Leaving Certificate Programme. It does not normally provide any additional teaching to cover material normally covered in 6th Year. Students who apply to repeat the leaving Certificate at the school will be considered:

- In the light of places available in the relevant subjects and at the level required, the overall programme and overall enrolment within the school.
- In the light of the student's previous academic record, application to studies, attendance, discipline etc

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

The board of management of Heywood 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.

17. Arrangements regarding students not attending religious instruction.

Heywood 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.

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

Religious Education is a core subject for Junior Cycle students in Heywood Community School. The NCCA-developed Religious Education Junior Cycle syllabuses, and the Religious Education specification for Junior Cycle introduced in 2019, are intended for students of all faith backgrounds and none. The content prescribed in the syllabus is intended to ensure that students are exposed to a broad range of religious traditions and to the non-religious interpretation of life. They do not provide religious instruction in any particular religious or faith tradition.

Student access to subject/ level:

Religious Education is a mandatory subject at Junior cycle and open to all students at senior cycle. The NCCA JC Religious Education curriculum, is not taught with any element of religious instruction or worship and that where religious instruction is provided attendance is confined to those who request to attend. Parents must give consent before

admission to the class at the outset of the school year. This replaces any necessity to withdraw from the class

Senior Cycle RE is delivered in the timetabled class periods without any religious instruction or worship of any religion forming any part of class activity. Religious Education is not currently examined at senior Cycle.

The school will follow the directives as outlined in circular 0013/2018- Department of Education.

18. Reviews/appeals

Review of decisions by the board of Management

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

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

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

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

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

Right of appeal

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

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

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

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

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

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

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

Conclusion

The Board of Management of Heywood Community School, in devising this “Admissions Policy”, is determined to ensure that this co-educational school serves students of all abilities in a healthy, safe, positive, challenging and rewarding learning environment. The Board would like to emphasise to parents/guardians the necessity for the school and the home to work together, and in partnership, to develop fully the range of talents, abilities and personalities of its students, so that they can, both individually and collectively, contribute confidently and productively to the local and global communities