



An Roinn Oideachais
Department of Education

Exemptions from the Study of Irish:

Guidelines for Primary Schools (English-medium)
August 2022

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1. Introduction

The purpose of this document is to provide guidance to schools on the practices and procedures involved in processing applications for exemption from the study of Irish in primary schools. This guidance on exemptions from the study of Irish is provided in the context of a revised Circular which has been introduced by the Department of Education with effect from September 2022. Circular 0054/2022 is a revision of Circular 0052/2019. These Guidelines should be read in conjunction with the Circular and the [frequently asked questions](#) on exemptions from the study of Irish which are available on the [website](#).

Circular 0054/2022 sets out the exceptional circumstances in which consideration may be given to granting a pupil an exemption from the study of Irish. The decision to exempt a pupil from the study of Irish is an important decision that has implications for his/her learning now and into the future. Detailed guidance on processing applications in the case of each of the exceptional circumstances presented in the Circular is provided in these Guidelines. The Guidelines provide schools with a glossary (Appendix 1), [an exemplar to guide consideration of applications based on the grounds outlined in Section 2.2.3 \(Appendix 2\)](#), an application form (Appendix 3) and checklists (Appendix 4) to guide the processing of applications. A Certificate of Exemption (hyperlink within the checklists), recording keeping and reporting details and information about the appeal procedure is also provided.

These Guidelines have been updated as part of the initial review of the implementation of Circular 0052/2019 and reflect good practice in identifying and addressing pupils' individual literacy and learning needs and the principles of equity and inclusion. The Guidelines are also informed by the principles underpinning the *Primary Language Curriculum* (PLC) and the benefits of bilingualism to be accrued by all learners engaging in the study of both Irish and English.

1.1 The principles underpinning the Circular

Irish and English have been fundamental blocks in the curricula in Irish schools since the foundation of the State. This stems from the position of both as official languages as set out in the Constitution and the explicit aim of successive Governments to develop a bilingual society. The inclusion of both languages in national curricula gives language learning and the advantages of bilingualism a particular status in the learning experience of pupils. Developing lifelong language skills from an early age through engagement with both languages has the potential to prepare children well for learning additional languages as they journey through education and participate in a global society.

Languages are for everyone. The PLC makes language learning accessible to all pupils at primary level and the specification for Junior Cycle Irish builds and deepens pupils' Irish language skills and competences as they move towards senior cycle. The teaching of Irish and English in our primary schools means that our children become familiar with

bilingualism from an early age.¹ Schools also include new Irish who bring with them their own languages from almost two hundred countries around the world.

The advantages associated with learning two languages simultaneously include improvements in cognitive and linguistic functioning, creativity and problem-solving by enhancing their communicative and thinking skills, as well as their participation in society. The principles of inclusion and differentiation are to the fore in current curricular provision and developments. Learning two languages develops pupils' linguistic functioning through the development of a deeper understanding of how language works and can be used to communicate. It enhances their ability to analyse how language works, to compare languages, and to reflect on how they learn languages in addition to advantages in other curricular areas.

1.2 Language in the primary school curriculum

The PLC which is aimed at all learners, including those in special schools and settings, sets out the learning outcomes and progression continua for both Irish and English. The structure of the PLC is based on the premise of an integrated approach to language learning, one that supports the transfer of language learning skills between Irish and English. This approach marks a fundamental change in the language learning experience of children in primary schools and settings and sets the context in which the criteria for granting exemptions from the study of Irish in line with terms of this Circular need to be considered.

The Circular and these Guidelines are also set in the context of the Special Education Teaching Allocation² model. This model allows mainstream schools to provide additional teaching support to all pupils who require such support in their schools based on their identified learning needs in school, as opposed to being based primarily upon a diagnosis of a particular disability.

1.3 Why is it considered necessary to allow pupils in certain circumstances be exempt from the study of Irish?

The PLC provides flexibility in addressing pupils' individual language learning needs and a range of supports is accessible to schools including their autonomy to address and allocate resources as seen fit at local level in line with the Special Education Teacher allocation model. It is acknowledged that despite the flexibility afforded in the PLC, the range of supports and access to targeted intervention over time, there may be exceptional circumstances in which a child continues to struggle to make adequate progress in acquiring the language of instruction of the school (English as L1³).

¹ Department of Education and Skills (2017) Languages Connect: Ireland's Strategy for Foreign Languages in Education 2017-2026

² Circular 0013/2017 and Circular 0007/2019 to the Management Authorities of all Mainstream Primary Schools: Special Education Teaching Allocation

³ An English-medium school is a school where English (L1) is the primary language of instruction, except in the case of Irish. In English-medium schools, Irish is taught as a second language (L2). Department of Education (2011) Literacy and Numeracy for Learning and Life: The National Strategy to Improve Literacy and Numeracy among Children and Young People 2011- 2020.

Exempting a pupil from the study of Irish should be considered in the context of the Department's Continuum of Support framework which assists schools in identifying and responding to pupils' needs. This framework recognises that special educational needs occur along a continuum, ranging from mild to severe, and from transient to long term, and that pupils require different levels of support depending on their identified educational needs.

These Guidelines aim to support schools in addressing a wide diversity of pupils' learning needs by

- providing a differentiated learning experience for pupils in an inclusive school environment
- guiding schools in considering each application for exemption from the study of Irish while recognising and supporting pupils in maximising their potential for engagement with Irish and experience the advantages of bilingualism thus preparing them for learning additional languages as they journey through education and participate in a global society
- recognising the autonomy of mainstream schools to provide additional teaching support for all pupils who require such support based on their identified learning needs in school, as opposed to being based primarily upon a diagnosis of a particular disability (Special Education Teaching Allocation model)
- recognising that decisions need to be based on pupils' responses to targeted intervention over time.

1.4 Preserving a pupil's right to study Irish

An exemption from the study of Irish once granted may be operative throughout the pupil/student's enrolment in primary and post-primary school as set out in Section 5 of the Circulars on Exemptions from the study of Irish (Circulars 0054/2022 and 0055/2022).

In line with Department policy, schools are expected and encouraged to provide all pupils, to the greatest extent possible and in a meaningful way, with opportunities to participate in Irish language and cultural activities at a level appropriate to their learning needs. Section 2.3 of the Circulars on Exemptions from the Study of Irish further state that Parents/guardians and pupils should be informed of the option not to exercise the exemption granted, without any loss of the right to exercise it at a future time.

Therefore, should a particular pupil/student, in consultation with their parents and school management choose to study Irish at primary or post-primary level, subsequent to being granted an exemption, the exemption will not exclude the child from the study of or participating in examinations in Irish.

2. What are the key considerations in applying the terms of the Circular?

This section outlines the elements retained from 2019 Circular and revisions introduced in the 2022 Circular.

2.1 The elements retained from the 2019 Circular

- *Consideration of the language of instruction in the school.*

The Circular and these Guidelines are for implementation in English-medium primary schools only.

- *Consideration of the most appropriate stage at which to grant an exemption from the study of Irish*

Reflecting the principles underpinning the *Primary Language Curriculum* and the Continuum of Support, the 2019 Circular set 12 years of age (or up to and including the final year of primary education) as the most appropriate time to consider an application for an exemption from the study of Irish where pupils:

- i. may have received their primary education outside the state or
- ii are re-enrolling following a period abroad.

In the case of pupils with significant and persistent literacy difficulties, an exemption may be considered where they have at least reached second class in primary school.

- *Moving away from diagnosis towards the identification of pupils' learning needs*

In line with Department policies in the area of special educational needs, the 2019 Circular moved away from a diagnostic categorical model to a needs-based model.

- *Psychological assessments and cognitive ability scores*

Psychological assessments and cognitive ability scores are not necessary to process applications for exemption from the study of Irish.

- *Literacy attainment scores as criteria*

In the case of pupils with significant literacy difficulties, the criteria for exemption include only one literacy attainment score in either Word Reading, Reading Comprehension or Spelling at or below the 10th percentile.

2.2 Key changes in Circular 0054/2022

- The criteria and circumstances of pupils moving from a different country without previous experience of learning the Irish language has been clarified
- There is a new circumstance recognising that some pupils experience a high level of [multiple and persistent needs](#). The term multiple and persistent needs recognises that pupils may experience significant difficulties outside of, or in addition to, those related to literacy that impact on their learning and participation at school. Multiple and persistent needs are those that are enduring and severe in nature and that significantly impact on the pupil's functioning at school on a day to day basis, and are a cause of significant distress to the pupil in the school environment, despite the implementation of a highly individualised, intensive and evidence-based programme of support, that has been developed, implemented

and monitored by the school, in collaboration with the pupil, parents and other relevant agencies involved in providing support.

- A pupil who has a recommendation⁴ and has been deemed eligible for a place in a recognised special school and/or in a special class in a mainstream school
- Revisions to the appeals mechanism. The new circulars make provision for a more substantive role for the Irish Exemption Appeals Committee (IEAC).
- There are other changes to clarify provisions including changes of headings.

3. The process of considering an application for exemption from the study of Irish

Exempting a pupil from the study of Irish is an important decision that should be considered only in the circumstances set out in Circular 0054/2022 as it has implications for a pupil's future learning. The decision to exempt a pupil from the study of Irish also needs to be considered in the context of the school's own policy, if any, on exemption from the study of Irish. Parents or guardians may request the exemption from the study of Irish process to be initiated.

Once it is clear that the parent(s)/guardian(s) intend(s) to apply for a Certificate of Exemption, the principal should ensure that each step of the process, including all necessary documentation, is clearly explained (see Sections 3.2 and 3.3).

3.1 The grounds for making an application for exemption from the study of Irish

Section 2.2 of Circular 0054/2022 sets out the only circumstances in which consideration may be given to granting a pupil an exemption from the study of Irish:

2.2.1 A pupil moving from a different country without previous experience of learning the Irish language

An exemption from the study of Irish may be granted to a pupil whose education was received outside the State (for a minimum period of three consecutive years) where he/she did not have opportunity to engage in the study of Irish

AND either (a) or (b)

(a) who is not less than 12 years of age on the day of their enrolment⁵ or re-enrolment

OR

(b) who is enrolling following the completion of the full course of primary education recognised by another state.

⁴ The recommendation for the pupil to be placed in a special school or special class meets the specifications for such placement as determined by the NCSE and the pupil has been deemed eligible and/or is awaiting the recommended placement.

⁵ For the purposes of this Circular where pupils enrol in the final 2 months of an academic year, their enrolment/re-enrolment will be considered to take place on the first day of the following academic year.

2.2.2 A pupil who experiences significant literacy difficulties which are an obstacle to their learning across the curriculum

An exemption from the study of Irish may be granted to a pupil:

(i) who has at least reached second class

AND

(ii) who presents with significant literacy difficulties that are persistent despite having had access to a differentiated approach to language and literacy learning in all subjects/across the curriculum and over time. Documentary evidence to this effect, held by the school, should include Student Support Plans detailing:

- regular reviews of learning needs as part of an ongoing cycle of assessment
- target-setting
- evidence-informed intervention and review, including test scores (Word reading, Reading Comprehension, Spelling, other scores of language/literacy) at key points of review.

AND

(iii) who, at the time of the application for exemption presents with a Standardised Score on a discrete test⁶ in either Word Reading, Reading Comprehension or Spelling at/below the 10th percentile.

Normally, pupils availing of an exemption under this category should be encouraged to engage with the study of oral Irish language for as long as possible in keeping with the integrated approach in the *Primary Language Curriculum* and acknowledging that pupils at a young age adapt and improve over time.

2.2.3 A pupil who experiences a high level of multiple and persistent needs that are a significant barrier to the pupil's participation and engagement in their learning and school life

It is recognised that there is a small cohort of pupils who have a high level of multiple and persistent needs that are a significant barrier to their participation and engagement in their learning and school life. In the case of these pupils, consideration may need to be given to adjusting the range of learning experiences to ensure that their needs are met and that they may engage purposefully in their learning in school. In very exceptional circumstances, this means that consideration may need to be given to exempting them from the study of Irish.

An exemption from the study of Irish may be granted to a pupil:

⁶ See Exemption from the Study of Irish - Guidance on Test Selection
<https://www.gov.ie/pdf/?file=https://assets.gov.ie/38348/8b0a46b54daa4011992192b26edb2749.pdf#page=1>

(i) who has at least reached second class

AND

(ii) who experiences a high level of multiple and persistent needs that are a very significant and continuing barrier to his/her participation and engagement in his/her learning and school life

AND

(iii) whose school has substantial written evidence that these needs persist despite targeted and individualised Student Support Plans to address those needs

AND

(iv) whose school has substantial written evidence that these individualised Student Support Plans have been implemented over not less than two school years, and have been monitored and reviewed by the school in collaboration with the parents/guardians and the pupil

AND

(v) who has been given every reasonable opportunity to participate in the learning of Irish in mainstream classes for as long as possible in keeping with the integrated approach in the *Primary Language Curriculum* and acknowledging that pupils at a young age adapt and improve over time

AND

(vi) the principal is satisfied that the granting of an exemption is in the overall best interests of the pupil concerned.

Normally, this will mean that the pupil will be expected to engage with the study of Irish at least to the end of fifth class. However, in very exceptional circumstances, where the principal is satisfied that an exemption is warranted to address the high level of multiple and persistent needs of the pupil, and certifies that all of the conditions in (i) to (vi) above have been met, it may be granted at an earlier stage, but in no case may this be earlier than second class.

2.2.4 A pupil in a recognised special school or class or who was previously enrolled in a recognised special school or class or who has a recommendation⁷ and has been deemed [eligible](#) for a place in a recognised special school and/or in a special class in a mainstream school

(i) Where a pupil is currently enrolled in a recognised special school or special class in a mainstream school or who has previously been enrolled in a recognised special school

⁷ The recommendation for the pupil to be placed in a special school or special class meets the specifications for such placement as determined by the NCSE and the pupil has been deemed eligible and/or is awaiting the recommended placement.

or special class in a mainstream school and who is transitioning to mainstream provision, that pupil is automatically entitled to an exemption from the study of Irish without an application.

OR

(ii) Where a pupil has a recommendation and has been deemed eligible for a place in a recognised special school and/or in a special class in a mainstream school, an application for an exemption from the study of Irish will be required.

Normally, pupils availing of an exemption under (i) **OR** (ii) of this category should be encouraged to engage with the study of oral Irish language for as long as possible in keeping with the integrated approach in the *Primary Language Curriculum* and acknowledging that pupils at a young age adapt and improve over time.

2.2.5 A pupil whose parent(s)/guardian(s) is a/are diplomatic or consular representatives of another country to Ireland irrespective of age or educational history.

An exemption from the study of Irish may be granted to a pupil whose parent(s)/guardian(s) is a/are diplomatic or consular representatives of another country to Ireland irrespective of age or educational history.

3.2 What are the procedures for granting an exemption from the study of Irish?

In the case of each of the circumstances in Section 2.2 of the Circular, the parent(s)/guardian(s), on behalf of the pupil, must make a formal written application (Appendix 3) to the school for a Certificate of Exemption from the study of Irish. In reaching a decision on whether to grant or refuse an exemption, the principal will, as appropriate, consult with the parent(s)/guardian(s), the pupil on whose behalf the application is being made and relevant school personnel and satisfy himself/herself that all key evidence has been accessed.

3.3 Processing an application for exemption from the study of Irish

The school principal, on behalf of the school's board of management, processes applications received by the school for a Certificate of Exemption from the study of Irish. The formal written application submitted by the parent(s)/guardian(s) must indicate the exceptional circumstance that forms the basis for the application in accordance with sub-paragraphs 2.2.1, 2.2.2, 2.2.3, 2.2.4 or 2.2.5 of Circular 0054/2022.

In considering the application the principal will:

- Ensure that the date of receipt of the application by the school is recorded on the form.
- Acknowledge receipt of the application for exemption from the study of Irish in writing.

- Discuss the written application with the parent(s)/guardian(s) and confirm the sub-paragraph on which the application is based (2.2.1, 2.2.2, 2.2.3, 2.2.4 or 2.2.5) as soon as practicable following receipt of a written application.
- Advise the parent(s)/guardian(s) of the next steps in processing the application.
- Inform the parent(s)/guardian(s) of the implications of an exemption from the study of Irish for the pupil while in primary education and into the future.
- Inform the parent(s)/guardian(s) that the application will be processed and the outcome confirmed in writing within 21 school days of receipt of the application.
- Explain to the parent(s)/guardian(s) that that a signed Certificate of Exemption will issue where a decision is reached that an exemption from the study of Irish may be granted.
- Inform the parent(s)/guardian(s) that, where an application is refused, the school's decision may be appealed to the Irish Exemptions Appeal Committee within 30 calendar days from the date the decision of the school was notified in writing to the parent(s)/guardian(s).
- Explain to the parent(s)/guardian(s) the arrangements for the pupil's learning in the case of an exemption being granted.
- Use the provided Checklists (Appendix 4) to guide the processing of applications in the case of the relevant sub-paragraph in Section 2.2 of the Circular.
- Convey the outcome of the application in writing to the parent(s)/guardian(s).
- Make arrangements for the retention of the application form and all supporting documentation, including a copy of the Certificate of Exemption where applicable, and the Checklist in accordance with data protection law.
- In the case that an Exemption from the study of Irish is granted, the pupil's record on the Primary Online Database (POD) should be updated with details of the date and grounds on which it has been granted.

3.4 What are the implications for a pupil not studying Irish?

Irish language requirements for entry to third level courses/programmes of study are at the discretion of the relevant colleges and universities. These requirements may be subject to change and it is therefore important that pupils/parents are aware of such requirements. Information on third level entry requirements can be accessed on relevant college/university websites.

It is important that parents/guardians and pupils are made aware that Irish is an entry requirement for access to programmes for initial teacher education (primary) offered in the four state funded higher education institutions.

Information on entry requirements to these primary teacher education courses is available [here](#).

3.5 What is the appeals procedure?

The new circulars make provision for a more substantive role for the Irish Exemption Appeals Committee (IEAC). The 2019 circulars introduced for the first time a formal appeals mechanism that focused solely on the process engaged in by the school when considering applications for exemption. The new Circulars set out that the IEAC will be

appointed by the Minister, but will act independently of the Department. The IEAC will comprise of an Inspector, an educational psychologist and a school principal.

The IEAC will make a decision on whether the exemption should be granted or not, inform the school of the decision and require the school to give effect to their decision.

The parent(s)/guardian(s) may appeal the school's decision not to grant an exemption to the IEAC within 30 calendar days from the date on which the school's decision was notified in writing. The appeal form is available on the Department's [website](#). This written appeal should outline the specific grounds on which the decision is being appealed by the applicant.

A parent/guardian who is unhappy with the outcome of the appeal to the IEAC will have recourse to the offices of the Ombudsman for Children if the pupil on whose behalf the application is made is under 18 years of age, or to the Ombudsman.

4. What are the record keeping requirements?

All documentation concerning the application and processing procedure, including detail of the determination/copy of the Certificate of Exemption, should be maintained in the Student Support File/Exemption File in accordance with the school's data retention policy and be available for review by authorised Department officials.

5. What are the reporting requirements?

School management will be required to provide statistical information to the Department relating to the number and the grounds on which exemptions were granted under the terms of Circular 0054/2022, on a monthly basis, within the academic year in which they are granted using the Primary Online Database (POD).

All pupils who have been granted an exemption from the Study of Irish should be recorded on the Primary On-line Database (POD) system including those who have opted not to exercise the exemption granted in a given school year (see section 2.3(c) of Circular 0054/2022).

6. What are the arrangements for pupils who are exempt from the study of Irish?

Schools, where appropriate, should take account of the literacy learning needs of pupils who are exempt from the study of Irish when deploying available special educational needs resources. To support inclusion practices, and in keeping with the principles underpinning language learning in primary schools, a pupil who is exempt from the study of Irish should be included in a meaningful way in aspects of Irish language and cultural activities in line with his/her ability and interests.

Where a pupil has English as an Additional Language (EAL) needs, he/she should be provided with access to an intensive EAL programme in preparation for his/her full engagement with the *Primary Language Curriculum* at a level commensurate with his/her ability.

7. What are the arrangements for pupils who do not meet the criteria for an exemption from the study of Irish?

Where an application for an exemption is refused, the school should review how a differentiated learning approach can be provided to best assist the pupil to engage in their learning to the greatest extent possible and at a level appropriate to their needs. Pupils with Special Educational needs who do not meet the criteria for an exemption from the study of Irish should be provided with a differentiated approach to language learning and any other supports in accordance with *Guidelines for supporting pupils with Special Educational Needs in Mainstream Schools* and with *Special Educational Needs: A Continuum of Support*.

If a principal continues to have concerns about the needs of an individual pupil they may consider prioritising a consultation with a psychologist from the National Educational Psychological Service (NEPS).

8. How should information about a pupil's Certificate of Exemption be shared between schools?

Where an exemption from the study of Irish is granted to a pupil in a mainstream school, a Certificate of Exemption (an accessible hyperlink is contained within the checklists) should be completed and issued to the parent(s)/guardian(s).

[In the case of a pupil transitioning to a mainstream school/class from a special school/class, in order to assist transition, the principal of the special school/ class should provide the pupil with a Certificate of Exemption to which the pupil was entitled in accordance with Section 2.2.4\(i\) of the Circular. The pupil's Student Support File should be up-to-date and a copy of the Certificate of Exemption included.](#)

It is the responsibility of the parent(s)/guardian(s) to ensure that a copy of the pupil's Certificate of Exemption is made available to the receiving school.

9. What is meant by a recommendation and eligibility for placement in a recognised special school and/or class?

The recommendation for the pupil to be placed in a special school or special class meets the specifications for such placement as determined by the NCSE and the pupil has been deemed eligible and/or is awaiting the recommended placement.

A parent/guardian of a pupil with such a recommendation may apply for an exemption and where it is granted a Certificate of Exemption should issue.

10. What are the recommended assessment tests?

The Department of Education has published a short note of Guidance on Test Selection which can be accessed here: <https://www.education.ie/en/Parents/Information/Irish-Exemption/>. Guidance on assessment and intervention can also be found at <https://www.gov.ie/en/collection/97aa18-national-educational-psychological-service->

[neps-resources-and-public/](#). Advice on the appropriate tests to use for a particular purpose and details regarding their administration is also available from NEPS, NCSE and the test publishers themselves.

11. Enquiries on the Irish Exemption Circulars

E-mail: CAP_Helpdesk@education.gov.ie
Address: Curriculum and Assessment Policy Unit
Department of Education
Marlborough Street
Dublin 1.

D01 RC96
Phone: 01-889 2257 / 2384

12. Enquiries on the Irish Exemption Appeals Process

E-mail: irishexemptionappeal@education.gov.ie
Address: Schools Financial and Database Section
Department of Education
Cornamaddy
Athlone
Co. Westmeath.
N37 X659
Phone: (090) 648 3896 / 4269 / 4030

Appendix 1: Glossary

Differentiated Learning Experience

Differentiation is a framework for effective teaching that involves providing different pupils with different avenues to learning. It is a process within which differences between learners are accommodated, so that all pupils in a group have meaningful access to the curriculum and can participate in their learning. It ensures that what a pupil learns, how he/she learns and how that learning is demonstrated is a match for the readiness level, interest and preferred mode of learning for each individual. Differentiation is a proactive way of adjusting teaching and learning methods that involves planning at an individual teacher and whole school level.

English-medium school

An English-medium school is a school where English (L1) is the primary language of instruction, except in the case of Irish. In English-medium schools, the *Primary Language Curriculum* requires that both Irish and English are used in its delivery.

Guidelines for Primary Schools: Supporting Pupils with Special Educational Needs in Mainstream Schools

These guidelines support schools in the implementation of the revised model for allocating special education teaching resources. Effective provision for pupils with special educational needs is situated within an inclusive whole-school framework which emphasises effective teaching and learning for all and good collaboration and engagement between schools, parents/guardians and pupils.

[gov.ie](http://www.gov.ie) - [Guidelines for Primary Schools Supporting Pupils with Special Educational Needs in Mainstream Schools \(www.gov.ie\)](http://www.gov.ie)

Inclusive Education

The NCSE (2011) described inclusion as a process of addressing and responding to the diversity of needs of learners. It involves removing barriers so that each learner will be enabled to achieve the maximum benefit from his/her schooling. www.ncse.ie/inclusive-education-framework and [CPD Audit Tools | National Council for Special Education - CPD and In-School Support \(sess.ie\)](http://www.ncse.ie/cpd-audit-tools)

Key Points of Review

Under the National Literacy and Numeracy Strategy, standardised assessments are now compulsory at three mandatory points. Section 6.4 of [Circular 0056/2011](http://www.doe.ie/circulars/0056/2011) states that schools are required to implement standardised testing in English Reading and Mathematics during the period May/June for all pupils in 2nd, 4th and 6th classes.

Multiple and Persistent Needs

Multiple and persistent needs are those that are enduring and severe in nature and that significantly impact on the pupil's functioning at school on a day to day basis, and are a cause of significant distress to the pupil in the school environment, despite the implementation of a highly individualised, intensive and evidence-based programme of support, that has been developed, implemented and monitored by the school, in collaboration with the pupil, parents and other relevant agencies involved in providing support.

Primary Language Curriculum

The *Primary Language Curriculum* is for teachers of children of all abilities, in all school contexts. The integrated curriculum provides support to teachers to help each child to achieve the learning for oral language, reading and writing. This policy is in keeping with the *20 year Strategy for the Irish Language* (2010).

<http://www.curriculumonline.ie/primary>

<https://www.gov.ie/en/policy-information/2ea63-20-year-strategy-for-the-irish-language/>

Progression Criteria

The Progression Criteria of the *Primary Language Curriculum* provide teachers with a framework to help them make informed decisions to support the language learning of pupils and to identify the next steps in language learning.

Significant literacy difficulties

Significant literacy difficulties despite access to learning opportunities that are effective and appropriate for most other children, whatever the reason.

Special Educational Needs: A Continuum of Support

The Department of Education has set out the Continuum of Support framework to assist schools in identifying and responding to pupils' needs. This framework recognises that special educational needs occur along a continuum, ranging from mild to severe, and from transient to long term, and that pupils require different levels of support depending on their identified educational needs.

[gov.ie](http://www.gov.ie) - [Special Education Needs a Continuum of Support \(www.gov.ie\)](http://www.gov.ie)

Special Education Teacher Allocation

Under the revised model, the Department provides special education teaching supports directly to schools based on their educational profiles (including a baseline component). It offers schools greater autonomy to allocate teaching resources flexibly, based on pupils' needs, without the requirement for a diagnosis of disability. A key principle underpinning this model is that all pupils, irrespective of special educational needs, are welcomed and enabled to enrol in their local schools.

Student Support File

A Student Support File has been developed to enable schools to plan interventions and to track a pupil's pathway through the Continuum of Support. It facilitates teachers in documenting progress and needs over time and assists them in providing an appropriate level of support to pupils, in line with their level of need. The Student Support File keeps together all the information about the support of the pupil: information gathered, plans, interventions and review, informed by consultations with other professionals where relevant.

[gov.ie](http://www.gov.ie) - [Supporting Pupils and Students with Special Educational Needs - Guidelines for Schools \(www.gov.ie\)](http://www.gov.ie)

[gov.ie](http://www.gov.ie) - [Special Education Needs a Continuum of Support \(www.gov.ie\)](http://www.gov.ie)

Student Support Plan(s)

Provision for pupils with special educational needs is enhanced through clear identification processes and careful planning of interventions to address academic and/or personal and social development needs. Identification of needs, planning, target-setting and monitoring of outcomes are essential elements of an integrated and collaborative problem-solving process. Details are recorded in the Student Support File.

Appendix 2: Exemplar

Exemplar Primary: John 6th Class

NOTE: This exemplar is designed to guide the consideration of applications received citing a high level of multiple and persistent needs as set out in Section 2.2.3 of the Circular.

Relevant Background Information from Student Support File

- John is a 12 year old boy in 6th class in a mainstream primary school. His parents describe him as an anxious child since infancy, who does not cope well with change.
- John's parents and teachers noted that these difficulties impacted on John's participation at school. John's parents reported concerns that John has become increasingly withdrawn and complains that school work is too hard.
- John's parents reported great difficulty getting John to come to school in the morning, and his school also noted an increase in school absences.
- When John was 10 years old, his parents noted concerns about a deterioration in his willingness to attend school and his engagement with school, including periods of anxiety-based school refusal, and reported incidents of self-harm in the home. They consulted the family GP, who referred John to Child and Adolescent Mental Health Services.
- John's teachers recorded his needs in his Student Support File over time. These included:
 - A bright child who has difficulties making friends, coping with transitions, and unexpected changes to the daily routine.
 - A perfectionist, having difficulties with self-regulation when things did not go his way, or when he made a mistake with his schoolwork.
 - Particular difficulty with language-based curricular activities at school and often refused to participate, or became dysregulated (crying and hitting his head against the table), at these times.
- Interventions recorded in Student Support File:
 - Support has been provided at School Support Plus, since 4th Class.
 - John's Support Plan, since 4th Class has contained priority targets and interventions to support his participation and engagement in school life. These were reviewed at regular intervals, in collaboration with John and his parents.

- Review of John’s response to interventions recorded in Student Support Plan (6th Class)
 - John’s parents expressed concern in relation to the transition to post-primary school and the difficulties John continued to experience anxiety, and his refusal to engage in language-based curricular activities was reported to have increased, with John refusing to attend class and becoming dysregulated at these times. It was agreed that John could be overwhelmed by large numbers of language-based subjects at post-primary.

Process for Application

- John’s parents applied to the school for an exemption using the application form in Appendix 3 of the Guidelines for Primary Schools. An application was submitted under grounds for an exemption outlined in section 2.2.3 of Circular 0054/2022: *A pupil who experiences a high level of multiple and persistent needs that are a significant barrier to the pupil’s participation and engagement in their learning and school life.* The exemption was granted based on fulfilment of the criteria outlined in the Circular, and illustrated below.

Summary of Relevant Information from Student Support File
John was in 6 th Class at the time of the application
John’s needs were identified as multiple and persistent, and as impacting on his participation and engagement with learning and school life over time
John’s Student Support Plan, since 4 th Class, provided evidence that his needs have persisted, despite targeted and individualised support and intervention.
John’s Student Support Plans throughout his time in primary school were evidence that an individualised programme of support had been implemented over a period of not less than two years, and had been reviewed in collaboration with John and his parents.
John’s Support Plan provided evidence of interventions to differentiate and support his participation and engagement in the learning of Irish in mainstream classes, in keeping with the integrated approach in the Primary Language Curriculum.

Following completion of the Checklist for Processing Applications for Exemption from the Study of Irish, in Accordance with Circular 0054/2022 2.2.3 (Appendix 4 of Guidelines), the Exemption from the Study of Irish was granted.

Appendix 3: Application for Exemption from the Study of Irish

Application for Exemption from the Study of Irish Primary Schools For completion by the parent(s)/guardian(s)		
Name of Pupil		
Date of Birth		
Class		
Name of School		
<p>I/We wish to apply for an exemption from the study of Irish on behalf of _____</p> <p>Please indicate (✓) the grounds for an exemption from the study of Irish in accordance with Circular 0054/2022</p>		
2.2.1(a)	<u>The pupil is not less than 12 years of age on the day of their enrolment or re-enrolment whose education was received outside the State (for a minimum period of three consecutive years) where he/she did not have the opportunity to engage in the study of Irish.</u>	
2.2.1(b)	<u>The pupil's education was received outside the State (for a minimum period of three consecutive years) where he/she did not have opportunity to engage in the study of Irish and who is enrolling following the completion of the full course of primary education recognised by another State.</u>	
2.2.2	<u>The pupil has at least reached second class and experiences significant literacy difficulties which are an obstacle to their learning across the curriculum and which are persistent despite having had access to a differentiated approach to language and literacy learning in all subjects/across the curriculum and over time and presents with a standardised score on a discrete test in either Word Reading, Reading Comprehension or Spelling at/below the 10th percentile.</u>	

APPENDIX 3: Application for Exemption from the Study of Irish

<p>2.2.3</p>	<p><u>The pupil has at least reached second class and experiences a high level of multiple and persistent needs, that persist despite targeted and individualised Student Support Plans to address those needs (over not less than two years) and which are a significant barrier to the pupil’s participation and engagement in their learning and school life and who been given every reasonable opportunity to participate in the learning of Irish in mainstream classes for as long as possible and the Principal is satisfied that the granting of an exemption is in the overall best interests of the pupil concerned.</u></p>	
<p>2.2.4(ii)</p>	<p><u>The pupil has a recommendation and has been deemed eligible for a place in a recognised special school and/or in a special class in a mainstream school</u></p>	
<p>2.2.5</p>	<p><u>The pupil’s parent(s)/guardian(s) is a/are diplomatic or consular representatives of another country to Ireland irrespective of age or educational history.</u></p>	
<p>Please provide detail of any supporting documentation being submitted to the school</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>For the purpose of this application the documentation provided will be assessed, by relevant school personnel and other professionals where necessary, to determine whether there is grounds to grant an exemption from the study of Irish. Tick the box if you wish to proceed.</p> <p style="text-align: right;"><input type="checkbox"/></p> <p>Signed: _____ Date: _____</p> <p>Signed: _____ Date: _____</p>		
<p><u>For school use only</u></p> <p>Date of receipt of application:</p>		

APPENDIX 3: Application for Exemption from the Study of Irish

Principal: _____ **Date:** _____
School roll number: _____

Appendix 4: Checklists for processing applications

<p align="center">CHECKLIST FOR PROCESSING APPLICATIONS FOR EXEMPTION FROM THE STUDY OF IRISH IN ACCORDANCE WITH CIRCULAR 0054/2022 2.2.1a</p> <p align="center">A pupil moving from a different country, who is re-enrolling following a period spent abroad, provided at least three consecutive years have elapsed since the previous enrolment in the State and who is not less than 12 years of age on the day of their enrolment or re-enrolment</p>			
Name of school			
School roll number			
Name of pupil			
Date of birth			
PPS Number			
1.	RECEIVING THE APPLICATION		
		Yes	No
a)	The date on which the school received the application is recorded on the form.		
b)	Receipt of the application has been acknowledged in writing and the parent(s)/guardian(s) has/have been informed that the application will be processed within 21 school days of date of receipt.		
2.	CONSIDERING THE APPLICATION		
		Yes	No
a)	The written application and supporting documentation have been discussed with parent(s)/guardian(s) and pupil.		
b)	The parent(s)/guardian(s) has/have been advised of the next steps in processing the application.		
c)	The parent(s)/guardian(s) and pupil have been informed of any implications of an exemption from the study of Irish now and into the future.		

Appendix 4: Checklists for processing applications - 2.2.1a

d)	The parent(s)/guardian(s) has/have been informed that a signed Certificate of Exemption will issue where a decision is reached that an exemption will be granted.		
e)	The parent(s)/ guardian(s) has/have been informed that where an application is refused that the school's decision may be appealed to the Irish Exemptions Appeal Committee within 30 days from the date the decision of the school is notified in writing.		
f)	The arrangements (as per Section 6 of the Guidelines), in the case of an exemption being granted, have been explained to the parent(s)/guardian(s) and the pupil.		
g)	Relevant evidence about the pupil's previous enrolment (including dates) and attendance at a school(s) outside the State has been examined.		
h)	The pupil's educational experience and/or progress has been considered.		
3.	CONFIRMING A DECISION		
		Yes	No
a)	The above named pupil is not less than 12 years of age		
b)	At least three consecutive years have elapsed since the above named pupil was last enrolled in a school in this State.		
c)	<p>An exemption from the study of Irish <u>is granted</u> <input type="checkbox"/></p> <p>or</p> <p>An exemption from the study of Irish is <u>not granted</u> <input type="checkbox"/></p>		
<p>Where an application for exemption is refused, please note reason(s).</p>			

4. COMMUNICATING AND RECORDING THE DECISION			
		Yes	No
a)	The outcome of the application has been confirmed in writing to the parent(s)/guardian(s) and the reason(s) for not granting an exemption where relevant.		
b)	Arrangements have been made for the retention of the application form and all supporting documentation, including a Copy of the Certificate of Exemption where applicable, and this checklist, in accordance with data protection law.		
<p>Principal: _____</p> <p>Date: _____</p>			

<p align="center">CHECKLIST FOR PROCESSING APPLICATIONS FOR EXEMPTION FROM THE STUDY OF IRISH IN ACCORDANCE WITH CIRCULAR 0054/2022 2.2.1b</p> <p align="center">A pupil whose education was received outside the State for a minimum period of three consecutive years and who is enrolling following the completion of the full course of primary education recognised by another state, where they did not have opportunity to engage in the study of Irish</p>			
Name of school			
School roll number			
Name of pupil			
Date of birth			
PPS Number			
1. RECEIVING THE APPLICATION			
		Yes	No
a)	The date on which the school received the application is recorded on the form.		
b)	Receipt of the application has been acknowledged in writing and the parent(s)/guardian(s) has/have been informed that the application will be processed within 21 school days of date of receipt.		
2. CONSIDERING THE APPLICATION			
		Yes	No
a)	The written application and supporting documentation have been discussed with parent(s)/guardian(s) and pupil.		
b)	The parent(s)/guardian(s) has/have been advised of the next steps in processing the application.		
c)	The parent(s)/guardian(s) and pupil have been informed of any implications of an exemption from the study of Irish now and into the future.		

Appendix 4: Checklists for processing applications - 2.2.1b

d)	The parent(s)/guardian(s) has/have been informed that a signed Certificate of Exemption will issue where a decision is reached that an exemption will be granted.		
e)	The parent(s)/ guardian(s) has/have been informed that where an application is refused that the school's decision may be appealed to the Irish Exemptions Appeal Committee within 30 days from the date the decision of the school is notified in writing.		
f)	The arrangements (as per Section 6 of the Guidelines), in the case of an exemption being granted, have been explained to the parent(s)/guardian(s) and the pupil.		
g)	Evidence of the pupil's attendance at a school outside the State for a minimum period of three consecutive years and completion of the full course of primary education recognised by another state.		
h)	The pupil's educational experience and/or progress has been considered.		
3.	CONFIRMING A DECISION		
		Yes	No
a)	The above named pupil received his/her education outside the State for a minimum period of three consecutive years and completed the full course of primary education recognised by another state.		
c)	<p>An exemption from the study of Irish <u>is granted</u> <input type="checkbox"/></p> <p>or</p> <p>An exemption from the study of Irish is <u>not granted</u> <input type="checkbox"/></p>		
<p>Where an application for exemption is refused, please note reason(s).</p>			
4.	COMMUNICATING AND RECORDING THE DECISION		

Appendix 4: Checklists for processing applications - 2.2.1b

		Yes	No
a)	The outcome of the application has been confirmed in writing to the parent(s)/guardian(s) and the reason(s) for not granting an exemption where relevant.		
b)	Arrangements have been made for the retention of the application form and all supporting documentation, including a Copy of the Certificate of Exemption where applicable, and this checklist, in accordance with data protection law.		
Principal: _____ Date: _____			

<p style="text-align: center;">CHECKLIST FOR PROCESSING APPLICATIONS FOR EXEMPTION FROM THE STUDY OF IRISH IN ACCORDANCE WITH CIRCULAR 0054/2022 2.2.2</p> <p style="text-align: center;">A pupil who has at least reached second class <u>and</u> presents with significant and persistent literacy difficulties <u>and</u> presents with a standardised score in a discrete test at/below the 10th percentile in either Word Reading, Reading Comprehension or Spelling.</p>			
Name of school			
School roll number			
Name of pupil			
Date of birth			
PPS Number			
1.	RECEIVING THE APPLICATION		
		Yes	No
a)	The date on which the school received the application is recorded on the form.		
b)	Receipt of the application has been acknowledged in writing and the parent(s)/guardian(s) has/have been informed that the application will be processed within 21 school days of date of receipt.		
2.	CONSIDERING THE APPLICATION		
		Yes	No
a)	The written application and supporting documentation have been discussed with parent(s)/guardian(s) and pupil.		
b)	The parent(s)/guardian(s) has/have been advised of the next steps in processing the application.		
c)	The parent(s)/guardian(s) and pupil have been informed of any implications of an exemption from the study of Irish now and into the future.		

Appendix 4: Checklists for processing applications - 2.2.2

d)	The parent(s)/guardian(s) has/have been informed that a signed Certificate of Exemption will issue where a decision is reached that an exemption will be granted.		
e)	The parent(s)/ guardian(s) has/have been informed that where an application is refused that the school's decision may be appealed to the Irish Exemptions Appeal Committee within 30 days from the date the decision of the school is notified in writing.		
f)	The arrangements (as per Section 6 of the Guidelines), in the case of an exemption being granted, have been explained to the parent(s)/guardian(s) and the pupil.		
g)	The pupil's Student Support File has been reviewed.		
h)	The pupil's class teacher and SET team has been consulted.		
3.	CONFIRMING A DECISION		
		Yes	No
a)	The above named pupil: 1. has at least reached second class and		
	2. presents with significant literacy difficulties that are persistent despite having access to a differentiated approach to language and literacy in both Irish and English over time as evidenced in the Student Support File including <ul style="list-style-type: none"> • regular reviews of learning needs as part of an ongoing cycle of assessment; • target setting; • evidence-informed intervention and review, including test scores (Word Reading, Reading Comprehension, Spelling, other scores of language/literacy) at key points of review and		
	3. at the time of application for exemption, the above named pupil presents with a Standardised Score on a discrete test in either Word Reading or Reading Comprehension or Spelling at/below the 10th percentile		

Appendix 4: Checklists for processing applications - 2.2.2

b)	<p>An exemption from the study of Irish <u>is granted</u> <input style="float: right;" type="checkbox"/></p> <p>or</p> <p>An exemption from the study of Irish is <u>not granted</u> <input style="float: right;" type="checkbox"/></p>		
<p>Where an application for exemption is refused, please note reason(s).</p> 			
<p>4. COMMUNICATING AND RECORDING THE DECISION</p>			
		Yes	No
a)	<p>The outcome of the application has been confirmed in writing to the parent(s)/guardian(s) and the reason(s) for not granting an exemption where relevant.</p>		
b)	<p>Arrangements have been made for the retention of the application form and all supporting documentation, including a Copy of the Certificate of Exemption where applicable, and this checklist, in accordance with data protection law.</p>		
<p>Principal: _____</p> <p>Date: _____</p>			

CHECKLIST FOR PROCESSING APPLICATIONS FOR EXEMPTION FROM THE STUDY OF IRISH IN ACCORDANCE WITH CIRCULAR 0054/2022 2.2.3			
A pupil who experiences a high level of multiple and persistent needs that are a significant barrier to the pupil's participation and engagement in their learning and school life			
Name of school			
School roll number			
Name of pupil			
Date of birth			
PPS Number			
1.	RECEIVING THE APPLICATION		
		Yes	No
a)	The date on which the school received the application is recorded on the form.		
b)	Receipt of the application has been acknowledged in writing and the parent(s)/guardian(s) has/have been informed that the application will be processed within 21 school days of date of receipt.		
2.	CONSIDERING THE APPLICATION		
		Yes	No
a)	The written application and supporting documentation have been discussed with parent(s)/guardian(s) and pupil.		
b)	The parent(s)/guardian(s) has/have been advised of the next steps in processing the application.		
c)	The parent(s)/guardian(s) and pupil have been informed of any implications of an exemption from the study of Irish now and into the future.		

Appendix 4: Checklists for processing applications - 2.2.3

d)	The parent(s)/guardian(s) has/have been informed that a signed Certificate of Exemption will issue where a decision is reached that an exemption will be granted.		
e)	The parent(s)/ guardian(s) has/have been informed that where an application is refused that the school's decision may be appealed to the Irish Exemptions Appeal Committee within 30 days from the date the decision of the school is notified in writing.		
f)	The arrangements (as per Section 6 of the Guidelines), in the case of an exemption being granted, have been explained to the parent(s)/guardian(s) and the pupil.		
g)	The pupil's Student Support File has been reviewed.		
h)	The pupil's class teacher and SET team has been consulted.		
3.	CONFIRMING A DECISION		
		Yes	No
a)	The above named pupil:		
	1. has at least reached second class and		
	2. experiences a high level of multiple and persistent needs that are a very significant and continuing barrier to his/her participation and engagement in his/her learning and school life and		
	3. whose school has substantial written evidence that these needs persist despite targeted and individualised Student Support Plans to address those needs and		
	4. whose school has substantial written evidence that these individualised Student Support Plans have been implemented over not less than two school years, and have been monitored and reviewed by the school in collaboration with the parent(s)/guardian(s) and the pupil and		

Appendix 4: Checklists for processing applications - 2.2.3

	5. who has been given every reasonable opportunity to participate in the learning of Irish in mainstream classes for as long as possible in keeping with the integrated approach in the Primary Languages Curriculum and acknowledging that pupils at a young age adapt and improve over time		
	and		
	6. the Principal is satisfied that the granting of an exemption is in the overall best interests of the pupil concerned		
b)	An exemption from the study of Irish <u>is granted</u> <input type="checkbox"/>		
	or		
	An exemption from the study of Irish is <u>not granted</u> <input type="checkbox"/>		
Where an application for exemption is refused, please note reason(s).			
4. COMMUNICATING AND RECORDING THE DECISION			
		Yes	No
a)	The outcome of the application has been confirmed in writing to the parent(s)/guardian(s) and the reason(s) for not granting an exemption where relevant.		
b)	Arrangements have been made for the retention of the application form and all supporting documentation, including a Copy of the Certificate of Exemption where applicable, and this checklist, in accordance with data protection law.		
Principal: _____			

Appendix 4: Checklists for processing applications - 2.2.3

Date: _____

CHECKLIST FOR PROCESSING APPLICATIONS FOR EXEMPTION FROM THE STUDY OF IRISH IN ACCORDANCE WITH CIRCULAR 0054/2022 2.2.4(ii)			
A pupil has a recommendation and has been deemed eligible for a place in a recognised special school and/or in a special class in a mainstream school			
Name of school			
School roll number			
Name of pupil			
Date of birth			
PPS Number			
1.	RECEIVING THE APPLICATION		
		Yes	No
a)	The date on which the school received the application is recorded on the form.		
b)	Receipt of the application has been acknowledged in writing and the parent(s)/guardian(s) has/have been informed that the application will be processed within 21 school days of date of receipt.		
2.	CONSIDERING THE APPLICATION		
		Yes	No
a)	The written application and supporting documentation have been discussed with parent(s)/guardian(s) and pupil.		
b)	The parent(s)/guardian(s) has/have been advised of the next steps in processing the application.		
c)	The parent(s)/guardian(s) and pupil have been informed of any implications of an exemption from the study of Irish now and into the future.		

Appendix 4: Checklists for processing applications - 2.2.4(ii)

d)	The parent(s)/guardian(s) has/have been informed that a signed Certificate of Exemption will issue where a decision is reached that an exemption will be granted.		
e)	The parent(s)/ guardian(s) has/have been informed that where an application is refused that the school's decision may be appealed to the Irish Exemptions Appeal Committee within 30 days from the date the decision of the school is notified in writing.		
f)	The arrangements (as per Section 6 of the Guidelines), in the case of an exemption being granted, have been explained to the parent(s)/guardian(s) and the pupil.		
3.	CONFIRMING A DECISION		
		Yes	No
a)	The above named pupil has a recommendation and has been deemed eligible for a place in a recognised special school and/or in a special class in a mainstream school.		
b)	<p>An exemption from the study of Irish <u>is granted</u> <input type="checkbox"/></p> <p>or</p> <p>An exemption from the study of Irish is <u>not granted</u> <input type="checkbox"/></p>		
Where an application for exemption is refused, please note reason(s).			
4.	COMMUNICATING AND RECORDING THE DECISION		
		Yes	No
a)	The outcome of the application has been confirmed in writing to the parent(s)/guardian(s) and the reason(s) for not granting an exemption where relevant.		

Appendix 4: Checklists for processing applications - 2.2.4(ii)

b)	Arrangements have been made for the retention of the application form and all supporting documentation, including a Copy of the Certificate of Exemption where applicable, and this checklist, in accordance with data protection law.		
Principal: _____ Date: _____			

<p style="text-align: center;">CHECKLIST FOR PROCESSING APPLICATIONS FOR EXEMPTION FROM THE STUDY OF IRISH IN ACCORDANCE WITH CIRCULAR 0054/2022 2.2.5</p> <p style="text-align: center;">A pupil whose parent(s)/guardian(s) is a/are diplomatic or consular representatives of another country in Ireland</p>			
Name of school			
School roll number			
Name of pupil			
Date of birth			
PPS Number			
1.	RECEIVING THE APPLICATION		
		Yes	No
a)	The date on which the school received the application is recorded on the form.		
b)	Receipt of the application has been acknowledged in writing and the parent(s)/guardian(s) has/have been informed that the application will be processed within 21 school days of date of receipt.		
2.	CONSIDERING THE APPLICATION		
		Yes	No
a)	The written application and supporting documentation have been discussed with parent(s)/guardian(s) and pupil.		
b)	The parent(s)/guardian(s) has/have been advised of the next steps in processing the application.		
c)	The parent(s)/guardian(s) and pupil have been informed of any implications of an exemption from the study of Irish now and into the future.		

Appendix 4: Checklists for processing applications - 2.2.5

d)	The parent(s)/guardian(s) has/have been informed that a signed Certificate of Exemption will issue where a decision is reached that an exemption will be granted.		
e)	The parent(s)/ guardian(s) has/have been informed that where an application is refused that the school's decision may be appealed to the Irish Exemptions Appeal Committee within 30 days from the date the decision of the school is notified in writing.		
f)	The arrangements (as per Section 6 of the Guidelines), in the case of an exemption being granted, have been explained to the parent(s)/guardian(s) and the pupil.		
3.	CONFIRMING A DECISION		
		Yes	No
a)	The above named pupil is a child of a diplomatic or consular representative of another country in Ireland.		
b)	<p>An exemption from the study of Irish <u>is granted</u> <input type="checkbox"/></p> <p>or</p> <p>An exemption from the study of Irish is <u>not granted</u> <input type="checkbox"/></p>		
Where an application for exemption is refused, please note reason(s).			
4.	COMMUNICATING AND RECORDING THE DECISION		
		Yes	No
a)	The outcome of the application has been confirmed in writing to the parent(s)/guardian(s) and the reason(s) for not granting an exemption where relevant.		

Appendix 4: Checklists for processing applications - 2.2.5

b)	Arrangements have been made for the retention of the application form and all supporting documentation, including a Copy of the Certificate of Exemption where applicable, and this checklist, in accordance with data protection law.		
Principal: _____ Date: _____			

