



# Hansfield



## Educate Together National School

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## Policy on the exemption from the study of Irish

No.	Content Amendments	Date	Review Date
1.	<p>Record of amendments/reviews, Introduction, Rationale, Ethos, Aims &amp; Objectives, Overview, Procedure, Implications, Practicalities, Appeals process, Review of policy</p> <p>Appendix 1 - Circular 12/96            Appendix 2 - Pupils who typically may be granted exemptions.            Appendix 3 - Secondary school considerations            Appendix 4 - Application Form HETNS            Appendix 5 - Guidelines for psychologists apropos exemptions            Appendix 6 - HETNS certificate of exemption.</p>	Nov '18	Nov '20
2.	<p>Amendments to reflect Circular 52/2019            Amendments to reflect DES guidelines.            Amendments to include consistency of terms.            Amendments to indices - numbering and content.</p> <p>Appendix 1 - Circular 52/2019            Appendix 2 - Criteria for exemption            Appendix 3 - Circular 53/2019 (Secondary School)            Appendix 4 - Application form            Appendix 5 - Processing applications            Appendix 6 - Guidance on the selection of literacy tests            Appendix 7 - Checklists for processing applications            Appendix 8 - Certificate            Appendix 9 - Appeal form</p>	Nov '19	Nov '21
3.	<p>Amendments to reflect Circular 54/2022            Following appendices have been updated:            Appendix 1 - Circular 54/2022            Appendix 2 - Criteria for exemption            Appendix 3 - Circular 55/2022 (Secondary School)            Appendix 4 - Application form            Appendix 5 - Processing applications            Appendix 6 - Guidance on the selection of literacy tests            Appendix 7 - Checklists for processing applications            Appendix 8 - Certificate of Exemption            Appendix 9 - Appeal Form</p>	Oct '22	Oct '24
4.			

<b>5.</b>			
<b>6.</b>			
<p><b>Ratified by the Board of Management</b></p> <p><b>Signed by the chairperson on behalf of the Board of Management:</b></p> <p>_____</p> <p><b>Brian Campion                      Date</b></p>			

## Mission Statement

At Hansfield ETNS, we strive to create a safe, happy and warm environment that enhances our learning every day. We cherish difference. We respect ourselves and others, and by living the Educate Together ethos, we support each other to be the best that we can be, always.

In line with our school's mission statement above, this policy was created in collaboration with our school's Board of Management, parents, staff and where appropriate, pupils of Hansfield ETNS.

## Introduction

This policy explains how Hansfield Educate Together National School (HETNS) applies the terms of the Department of Education and Skills' Circular 54/22 on the exemption from the study of Irish. It should be read in conjunction with this circular (see appendix 1). <https://www.gov.ie/en/circular/28b2b-exemptions-from-the-study-of-irish-primary/>

## Rationale

This policy has been developed by HETNS in order to meet the needs of a minority of children who may benefit from an exemption in studying Irish and who meet the criteria for such as set out in Circular 54/22. The policy aims to guide parents/guardians who consider that their children may meet the criteria for an exemption to the study of Irish, as set out by the Department of Education in circular 54/22. (See Appendix 2)

## Relationship to School Ethos

We strive to create a secure, happy and caring learning environment where every child has the capacity to reach their full potential. We understand that the needs and circumstances of pupils differ and we aim to meet the requirements of all the students in our school. While we encourage all students to access all areas of the curriculum, we also understand that in rare and exceptional circumstances some children's overall learning could be maximised by granting an exemption from the study of Irish.

## Aims and Objectives

The aims and objectives of this policy are:

- to make provisions for all children in our care so that they can access an educational programme most suitable for their needs. In exceptional circumstances this would include an exemption from the study of Irish.
- to clarify to parents and guardians the terms of the Department of Education and Skills circular 54/22 on the exemption from the study of Irish.
- to state the exceptional circumstances in which an exemption from the study of Irish may be sought.
- to explain the process of applying for and granting an exemption.
- to outline the procedure for seeking/ granting an exemption.

- to explain what the child with an exemption may do when the class teacher is teaching Irish to the rest of the class.
- to inform parents / guardians on how to appeal a decision.
- to advise on when the policy will be reviewed.

## Overview

- Irish is a compulsory subject in the primary school curriculum. In rare and exceptional circumstances an exemption to the study of Irish may be sought from parents or recommended by the school.
- An application for such an exemption can be made by the parents or guardians of children who meet the criteria as set out by the Department of Education and Skills. (See Appendix 2).
- Responsibility for the application of an exemption and the implications that this may have on the child is that of the parents / guardians and not of the school.
- There is **no automatic entitlement** to an exemption from studying Irish. Even in the case of a recognised learning need for literacy by school staff, parents still need to formally apply to the school for an exemption.
- The decision on whether an exemption is granted or not is made by the School Principal in consultation with our school's **Exemption Adjudicating Panel**.
- If granted, the exemption from studying Irish is operative throughout the pupil's attendance at primary school.
- The exemption may continue to be granted during 2<sup>nd</sup> and 3<sup>rd</sup> level education also. It is however, the responsibility of the child's parents/guardians (for minors) or the students themselves when aged 18 years or over to formally present the exemption certificate to the receiving school or college. The terms of circular 55/22 outline the process for granting an exemption in 2<sup>nd</sup> level schools. (See Appendix 3).
- Any child who has been granted an Irish exemption may continue to participate in those aspects of Irish lessons that will be a benefit linguistically and culturally.
- A separate programme of work developed by the class teacher/support team, tailored to meet the specific learning needs of the child, will be followed during the parts of Irish lessons that focus solely on aspects of the Irish language that the child will not benefit from e.g. written comprehension, grammar and functional/free writing.

## Who can apply?

- There are five categories under which a pupil may be granted an exemption from the study of Irish. (See Appendix 2)

## What are the implications of not studying Irish?

- Parents or guardians seeking an exemption from the study of Irish should carefully research the possible implications for their child in the future as a result of not studying specific aspects of the Irish language.
- Choice of third level education courses or careers may be restricted as a result. An Irish language degree course, the direct route to Primary School teaching in state-funded training colleges (though alternative routes into primary school teaching are possible),

certain modules of An Garda Síochána training and any linguistically-related careers may be extremely challenging without having studied some aspects of the Irish language.

## Application Procedure

Once a parent / guardian/ teacher suggests that an exemption from the study of Irish may be beneficial to a child's overall learning, the following procedure applies:

- Parents / guardians discuss the exemption with the Principal and/or Class Teacher when it will be made clear that exemptions are granted in exceptional circumstances.
- Some implications of not studying Irish, including the possible limits on a child's education and future employment opportunities will be discussed.
- In the case of a child who arrives to Ireland at the age of 12 years or older, the importance of continuing to study their first language will be also be discussed, including the possibility of studying it at Leaving Certificate level.
- Parents / guardians will be also made aware of the vital part that linguistics plays in the cognitive development of a child.
- Parents / guardians will be advised to read the school policy on the exemption to the study of Irish, which includes the department circular 54/22, on the school website.
- Written application is made by the parents / guardians to the School Principal. (See **Appendix 4**).
- As part of the application process, an **Educational Report** will be compiled and recorded by the committee to illustrate how the decision was reached (See **Appendix 5**).The following sources of information may be included:
  - Information on assessments/screens carried out in school.
  - Standardised and class tests results.
  - Written reports from the Class Teacher and Support Teacher.
  - A record on the pupil's attendance.
  - Information on the pupil's work ethic.
  - Information on pupil's **School Support Plan**.
  - Samples of the pupil's free writing.
- In support of an application, testing may be carried out to ascertain the current literacy attainment levels of the child. Guidance for the committee on the selection of discrete tests of literacy attainment can be found in the link below (See **Appendix 6**)  
<https://www.gov.ie/en/service/irish-exemption/#further-information>
- The Principal, in consultation with the **Exemption Adjudicating Committee** will refer to prescribed checklists (See **Appendix 7**) and grant an exemption if deemed beneficial to the child's overall learning.
- An official school certificate of exemption will then be provided to the child's parents/guardians (See **Appendix 8**).
- A hard copy of the certificate will be placed in the child's file, recorded electronically on the school's administration program (**Aladdin**) and also entered in the Exemption from the study of Irish file in the Principal's office.
- If the exemption is not granted, the Principal will explain the reasons for this decision to the parents/ guardians and also provide a written explanation for the rationale behind the decision, a copy of which will also be stored in each of the locations mentioned above.

## What do children with an exemption do when their classmates are learning Irish?

The circumstances under which an exemption has been granted will determine what the child will learn while their classmates are learning Irish. This may include:

- Continuing to take part in the oral Irish part of the lesson e.g. songs, rhymes, conversations.
- Undertaking independent work in the classroom that will target the specific reason for the granting of the exemption - e.g. the development of English language skills. This work may be carried out independently using a self-correcting program on an electronic device or by following a folder of appropriately graded work prepared by the Class Teacher/Support Teacher.
- Participating in an English language support group with children from other classrooms who have similar learning challenges.

## Appeals Process

Where the application for exemption from the study of Irish is refused, a parent/guardian/student can appeal the school's decision to the **Irish Exemptions Appeals Committee** (IEAC). The deliberations of the IEAC will focus solely on the process the school engaged in in reaching its decision. The IEAC will consider how the school followed the process as prescribed by Circular 54/22, the accompanying Guidelines for Primary Schools and the school's own policy.

An appeal must be lodged within **30 calendar days** from the date the decision of the school not to grant an exemption was notified in writing to the parent(s)/guardian(s). Irish Exemption Appeal Form and Guidelines for Primary Schools can be accessed at the link below.

**(See also Appendix 9)**

<https://www.gov.ie/en/service/irish-exemption/#appealing-a-decision>

## Review of the Policy

The policy will be reviewed and updated in light of specific changes of circumstances in our school and/or circulars from the Department of Education and Skills relating to the exemption from the study of Irish.

This policy has been devised in consultation with the staff and Board of Management of the school.

This policy should be read in conjunction with all other school policies that are in place. Relevant policies can be found on the school website: [hansfieldetns.com](http://hansfieldetns.com)

# Appendix 1

## Circular 0054/2022 - EXEMPTION FROM THE STUDY OF IRISH

### REVISING CIRCULAR 52/19

#### 1. Introduction

This Circular results from the initial review of the implementation of circular 0052/2019 which is hereby withdrawn. Existing exemptions from the study of Irish granted under previous circulars and held by pupils will continue to apply until the end of their post-primary education.

Exemption from the study of Irish does not apply in schools where Irish is the medium of instruction.

Schools are required to record data on pupils who are exempt from the study of Irish and the reason for that exemption on the Primary Online Database (POD), see section 2.3(c).

#### 1.1 The purpose of the Circular

The purpose of this Circular is to advise recognised<sup>1</sup> English-medium<sup>2</sup> primary schools of the revised arrangements for the exemption of pupils from the study of Irish. The only circumstances in which consideration may be given to granting an exemption from the study of Irish are set out in subsection 2.2 of this Circular.

It should be noted that pupils have the option not to exercise the exemption granted, without any loss of the right to exercise it at a future time.

#### 1.2 The principles underpinning this Circular

As the first official language in Ireland, and for fundamental cultural and historical reasons which are inextricably linked to Irish identity, the study of the Irish language is a key aspect of the learning experiences that are considered appropriate for pupils in recognised schools in Ireland. For these reasons, Irish is a core subject in the curriculum determined by the Minister for recognised Irish schools.

The decision to exempt a pupil from the study of Irish has very significant implications for his/her future learning and potential employment opportunities. Pupils should therefore be given every reasonable opportunity to participate in the learning of Irish for as long as possible in keeping with the integrated approach to language learning in the *Primary Language Curriculum* and also acknowledging that pupils at a young age adapt and improve over time. Normally, it is in the interests of the child to continue to study Irish at least to fifth or sixth class level before any decision is made to grant an exemption, so that he/she will have maximum opportunity to participate in the learning of Irish.

This Circular aims to support schools in addressing a wide diversity of needs. It is informed by the benefits of bilingualism for all pupils, as well as the principles of inclusion that underpin the *Primary Language Curriculum*. The *Primary Language Curriculum* is for children of all abilities in all school contexts. It recognises and supports pupils' engagement with Irish and English at different stages and rates along their language-learning journey. It supports the provision of a differentiated learning experience for pupils in an inclusive school environment. It builds on the language knowledge and experience that pupils bring to the school. The Progression Continua in the *Primary Language Curriculum* provide a framework for teachers to identify the pupil's stage of language development and to plan interventions that support the development of language skills and competences in Irish and in English in an integrated manner, emphasising the transferability of language skills across languages. This Circular is also set in the context of the Special Education Teaching Allocation<sup>3</sup> model that allows mainstream schools to provide additional teaching support for 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. The policy of the Department of Education is to provide for the inclusive education of children with special educational needs in mainstream education, other than in circumstances where it would not be in the best interest of the child, or the effective education of children with whom they are to be educated.<sup>4</sup> In line with the Department's 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.

#### 2. Granting an exemption from the study of Irish

##### 2.1 An exemption should be granted only in exceptional circumstances

Exempting a pupil from the study of Irish will be considered only in those exceptional circumstances set out in section 2.2 of this Circular. The decision to exempt a pupil from the study of Irish is an important decision that has

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<sup>1</sup> Recognised School – means a school recognised by the Minister in accordance with section 10 of the Education Act, 1998.

<sup>2</sup> An English-medium school is a school where English (L1) is the primary language of instruction, except in the case of Irish (Literacy and Numeracy for Learning and Life: The National Strategy to Improve Literacy and Numeracy among Children and Young People 2011- 2020, DES (2011).

<sup>3</sup> Circular 0013/2017 and Circular 0007/2019 to the Management Authorities of all Mainstream Primary Schools: Special Education Teaching Allocation

<sup>4</sup> Section 2, Education for Persons with Special Educational Needs Act 2004

implications for his/her future learning. The decision to grant an exemption from the study of Irish is made by the principal, but it must be made following detailed discussion with the pupil's parent(s)/guardian(s), the class teacher, special education teachers<sup>5</sup> and the pupil. A decision to grant an exemption should only be considered in the circumstances set out in section 2.2 below.

## **2.2 The circumstances in which a pupil may be granted an exemption from the study of Irish**

An exemption from the study of Irish may be allowed in the following circumstances, 2.2.1, 2.2.2, 2.2.3, 2.2.4 or 2.2.5 only:

### **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 enrolment<sup>6</sup> or re-enrolment

**OR**

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

### **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 test 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:

(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 parent(s)/guardian(s) 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.

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<sup>5</sup> Including the teacher from the Visiting Teacher Service, where one is assigned to the pupil

<sup>6</sup> 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.



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<sup>7</sup> special school or class or who was previously enrolled in a recognised special school or class or who has a recommendation<sup>8</sup> and has been deemed eligible<sup>9</sup> 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 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 representative(s) 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 representative(s) of another country to Ireland irrespective of age or educational history.

### **2.3 Procedures for granting an exemption from the study of Irish**

#### **(a) Steps required for a valid application for an exemption from the study of Irish**

1. A parent/guardian must make an application in writing to the principal of the school for a Certificate of Exemption from the study of Irish on behalf of a pupil.
2. The school staff shall mark the date of receipt of the application on the application form and issue an acknowledgement to the parent(s)/guardian(s) upon receipt of the application.
3. At the earliest opportunity a school official should contact the applicant(s) and:
  - discuss the written application with the applicant(s) and confirm the sub-paragraph on which the application is based (as outlined in section 2.2 above) N.B. If a parent/guardian does not confirm the sub-paragraph under which the application is based then the application is null and void and no further processing of the application will take place. Only criteria contained in this Circular can be considered as grounds for an exemption from the study of Irish and no other exceptional circumstances can be considered.
  - advise the applicant(s) of the steps involved in processing the application.
  - inform the parent(s)/guardian(s)/pupil of the implications of an exemption from the study of Irish for the pupil while in primary education and into the future.
4. The application should be fully processed and the outcome confirmed in writing within 21 school days of receipt of the application.
5. Where a decision is reached that an exemption from the study of Irish may be granted a signed Certificate of Exemption will be issued to the parent(s)/guardian(s) and a copy will be held by the school in the pupil's file. The record keeping requirements are outlined further at 2.3(c) below.
6. Where an application is refused, the principal must inform the applicant(s) in writing outlining the reasons for refusal and notifying the applicant(s) that the school's decision may be appealed to the Irish Exemptions Appeal Committee within 30 calendar days of the date of the written decision.

#### **(b) Considering an application for exemption**

In considering an application for exemption from the study of Irish the principal will:

1. review the application and any documentation provided by the applicant(s);
2. consult with the pupil's class teacher;
3. consult with the special education teacher and the assigned teacher from the Visiting Teacher Service where relevant;
4. review school documentation for the evidence outlined in subsection 2.2;
5. consult the following as appropriate;

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<sup>7</sup> A recognised special school/class is a primary or post-primary level class sanctioned and resourced by the National Council for Special Education (NCSE). See <https://ncse.ie/> for a list of such schools/classes

<sup>8</sup> 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.

<sup>9</sup> See Exemptions from the Study of Irish: Guidelines for Primary Schools (English-medium), DE (2022).

- *Exemptions from the Study of Irish: Guidelines for Primary Schools* and the supporting documents maintained by the Department on the Government webpage on exemptions from the study of Irish: [www.gov.ie/en/service/irish-exemption/](http://www.gov.ie/en/service/irish-exemption/)
- *Guidelines for Primary Schools: Supporting Pupils with Special Educational Needs in Mainstream Schools* developed by the National Educational Psychological Services (NEPS), the Inspectorate and Special Education Section, DES (2017): <https://www.gov.ie/en/publication/edf64-guidelines-for-primary-schools-supporting-pupils-with-special-educational-needs-in-mainstream-schools/>
- *Special Educational Needs: A Continuum of Support*, NEPS (2007): <https://www.gov.ie/en/collection/dca316-special-education-needs-a-continuum-of-support/>
- Catalogue of Wellbeing Resources for Schools: [www.gov.ie](http://www.gov.ie) - [Catalogue of Wellbeing Resources for Schools \(www.gov.ie\)](http://www.gov.ie)
- *Behavioural, Emotional and Social Difficulties: A Continuum of Support: Guidelines for Teachers*, NEPS (2010): <https://assets.gov.ie/40684/97bbea80d96b4057bf3f1f01107c7db4.pdf>
- *Assessment in the Primary School Curriculum: Guidelines for Schools*, NCCA (2007): <https://curriculumonline.ie/getmedia/2b3eaa53-cb4b-4053-9d71-2d28d9d6c734/Assessment-Guidelines.pdf>

### (c) Recording the decision

The outcome of the application process will be conveyed by the school in writing to the applicant.

**Where an exemption is granted**, a Certificate of Exemption, signed and dated by the school principal will be issued.

- The Certificate of Exemption will state the name and address of the school, the school roll number, the pupil's name, date of birth and the sub-paragraph under which the exemption is being granted. A Certificate of Exemption is hyperlinked in the checklists within the Guidelines accompanying this Circular, published by the Department on the government website.
- The arrangements for the pupil's learning will be explained to the parent(s)/guardian(s)/pupil.
- It will be explained to the parent(s)/guardian(s) that incidental learning of Irish language may occur through engagement with greetings, phrases, festivals and that a positive attitude to Irish should be fostered by the parent(s)/guardian(s).
- Parent(s)/guardian(s) and the pupil 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.
- The application form, all supporting documentation, and a copy of the Certificate of Exemption will be retained by the school in accordance with data protection legislation and will be made available for inspection by authorised officers of the Department. In maintaining such documentation, schools should ensure that they have obtained appropriate parental/guardian consent for the retention and use of such records.
- In addition, where an exemption from the study of Irish is granted, the school should update the pupil's record on the Primary Online Database (POD) as soon as possible to include the reason for that exemption.

**Where an application is refused**, a copy of the application form, together with the letter of refusal and all supporting documentation, will be retained by the school in accordance with data protection legislation. The school should maintain the records for at least the duration of the pupil's enrolment in the school. In maintaining such documentation, schools should ensure that they have obtained appropriate parental/guardian consent for the retention and use of such records.

### 2.4 Appeal

Where the application for exemption from the study of Irish is refused, an applicant can appeal the school's decision to the Irish Exemptions Appeals Committee (IEAC). The IEAC will comprise three persons who shall be selected from a panel of persons established and maintained by the Minister, having regard to the need for each IEAC to have available to it:

- Experience and skills in the provision of or inspection of special education in schools
  - Experience and skills in the area of educational psychology and/or child and adolescent wellbeing and mental health
  - Experience and skills in the leadership and administration of schools
  - Experience and skills in the initial or continuing education of teachers of pupils with special educational needs.
- 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. In making a decision the IEAC will consider the decision of the school and the grounds given for refusing the application, the criteria set out in this Circular and any supporting documentation that was available to the school, contained in the Student Support Plan(s) and any supplementary information provided to the school by the applicant. The appeal should be made on the appropriate form published on the Department's website.

The appeal must be lodged within 30 calendar days from the date of the written decision of the school not to grant an exemption was notified in writing to the applicant. Irish Exemption Appeal Form and Guidelines for Primary Schools can be accessed at [www.gov.ie/en/service/irish-exemption/](http://www.gov.ie/en/service/irish-exemption/)

### **3. 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 education teaching resources.

To support inclusive practices, 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. It should be noted that pupils have the option not to exercise the exemption granted, without any loss of the right to exercise it at a future time.

### **4. Supports for pupils who have no understanding of English when enrolled**

A pupil who has no understanding of English when enrolled should be provided with intensive English as an Additional Language (EAL) in preparation for his/her full engagement with the curriculum at a level commensurate with his/her ability.

### **5. When will the terms of this Circular come into effect?**

The terms of this Circular will apply with effect from the beginning of the school year 2022/2023. The Circular will apply to all applications for exemption from the study of Irish for pupils who are currently enrolled in English-medium primary schools and to pupils who will enrol in English-medium primary schools in the future.

An exemption granted to a pupil may be operative throughout their enrolment in primary and post-primary school. Pupils to whom exemptions were granted prior to the beginning of the school year 2022/23 will be unaffected by this Circular.

Applications for exemptions made under the terms of circular 0052/2019 and which are being processed up to 31 August 2022 may be processed under the terms of that circular 0052/2019 or under the terms of this Circular, whichever is best suited to the needs of the pupil concerned.

### **6. Reporting on exemptions granted to the Department**

In order for pupils who are exempt from the study of Irish to be recognised by the Department, for grant payment and teacher allocation purposes, schools will be required on a monthly basis to record data on pupils who are exempt from the study of Irish and the reason for that exemption on the Primary Online Database (POD).

As set out in subsection 2.3 above, a copy of the Certificate of Exemption must also be given to the parent(s)/guardian(s) of the pupil being exempted.

### **7. Pupils transitioning to other schools**

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.

It is recommended that schools use the Education Passport materials developed by the NCCA, to provide information on a pupil's engagement with the study of Irish including details of the granting of an exemption from the study of Irish. The passport is retained in the primary school until the post-primary school principal or designated person with responsibility for initiating pupil information transfers, sends a written request for the pupil's report cards.

### **8. Monitoring and reviewing the Circular**

The operation of this Circular will be monitored regularly by the Department. A review of the operation of this Circular will be conducted periodically.

### **9. Privacy Statement**

Information on the treatment of personal data relating to the Irish Exemption Indicator recorded on the POD database is set out in the Privacy Notice for POD available [here](#).

Retention by schools of any applications and supporting documentation provided in respect of applications must be in line with Data Protection law and school data protection policies/protocols, if any.

In the context of the operation of this Circular, it is the school that makes the decision in relation to the granting of an exemption. As such, it is not appropriate or necessary to send confidential professional reports in relation to the pupil to the Department either as part of a query or as part of the appeals process. Any such material received will be returned to the sender and not retained by the Department. The appeals form only should be submitted to the Appeals Committee. Any additional material that may be required in relation to an appeal will be requested by the Committee.

### **10. Further information**

Further information can be found at the following website: [www.gov.ie/en/service/irish-exemption/](http://www.gov.ie/en/service/irish-exemption/)

Evelyn O'Connor

Principal Officer

Curriculum and Assessment Policy Unit

Department of Education

25 August 2022

## Appendix 2

### The circumstances in which a pupil may be granted an exemption from the study of Irish

Exemption from the study of Irish may be allowed in the following exceptional circumstances only:

#### 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)
- who is 12 years of age on the day of their enrolment or re-enrolment or who has completed the full course of primary school in another state

Or

#### 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 who:

- has at least reached second class, and
- presents with significant and persistent literacy difficulties that have been documented by the school with supporting evidence, e.g. support plans, interventions, IEPs etc.
- at the time of the application for exemption presents with a standardised score on a discrete test in either Word Reading, Reading Comprehension or Spelling at/below the 10th percentile.

Or

#### 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

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

1. has at least reached second class, AND
2. experiences a high level of multiple and persistent needs that are a very significant and persistent barrier to their learning, AND
3. has school-documented evidence that these needs persist despite targeted and individualised Student Support Plans to address said needs, AND
4. has evidence of support plans and interventions being in place for more than two years, AND
5. has been given every reasonable opportunity to participate in the learning of Irish in mainstream classes for as long as possible, AND
6. the principal is satisfied that the granting of an exemption is in the overall best interests of the pupil concerned.

Or

#### 2.2.4: A pupil was/is currently in or is 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 or has been enrolled in a recognised special school or special class in a mainstream school, 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.

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

## Appendix 3

### "Rules and Programme for Secondary Schools" in relation to exemption from Irish

<https://www.gov.ie/en/circular/f33d5-exemptions-from-the-study-of-irish-post-primary/>

#### To: The Management Authorities of Primary and Post-Primary Schools.

##### 1. Introduction

This Circular results from the initial review of the implementation of Circular 0053/2019 which is hereby withdrawn. Existing exemptions from the study of Irish granted under previous circulars and held by students will continue to apply until the end of their post-primary education.

Exemption from the study of Irish does not apply in schools where Irish is the medium of instruction.

Schools are required to record data on students who are exempt from the study of Irish and the reason for that exemption on the Post-Primary Online Database (P-POD), see section 2.3(c).

##### 1.1 The purpose of the Circular

The purpose of this Circular is to advise recognised English-medium post-primary schools of the revised arrangements for the exemption of students from the study of Irish. The only circumstances in which consideration may be given to granting an exemption from the study of Irish are set out in subsection 2.2 of this Circular.

It should be noted that students have the option not to exercise the exemption granted, without any loss of the right to exercise it at a future time.

##### 1.2 The principles underpinning this Circular

As the first official language in Ireland, and for fundamental cultural and historical reasons which are inextricably linked to Irish identity, the study of the Irish language is a key aspect of the learning experiences that are considered appropriate for students in recognised schools in Ireland. For these reasons, Irish is a core subject in the curriculum determined by the Minister for recognised Irish schools.

The decision to exempt a student from the study of Irish has very significant implications for his/her future learning and potential employment opportunities. Students should therefore be given every reasonable opportunity to participate in the learning of Irish for as long as possible. The policy of the Department of Education is to provide for the inclusive education of children with special educational needs in mainstream education, other than in circumstances where it would not be in the best interest of the child, or the effective education of children with whom they are to be educated. In line with the Department's policy schools are expected and encouraged to provide all students, 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. This Circular aims to support post-primary schools in addressing a wide diversity of needs by providing a differentiated learning experience for students in an inclusive school environment. It is informed by the principles of inclusion and the benefits of bilingualism for all students that underpin the Framework for Junior Cycle (2015) and curricular provision in senior cycle.

Building on students' language learning experience as provided for in the Primary Language Curriculum, the specification for Junior Cycle Irish (L2) aims to consolidate and deepen their knowledge, understanding, values and language skills supporting their personal, cognitive and social development. The learning outcomes presented in the specification apply to all students. Students should be encouraged to study the language and achieve a level of personal proficiency that is appropriate to their ability.

This Circular is also set in the context of the Special Education Teaching Allocation model that allows mainstream schools to provide additional teaching support for all students 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. As students progress along their language learning journey into senior cycle, they are provided with opportunities to engage further with Irish at a level appropriate to their needs through a variety of programmes offered.

##### 2. Granting an exemption from the study of Irish

## 2.1 An exemption should be granted only in exceptional circumstances

Exempting a student from the study of Irish will be considered only in those exceptional circumstances set out in section 2.2 of this Circular. The decision to exempt a student from the study of Irish is an important decision that has implications for his/her future learning. The decision to grant an exemption from the study of Irish is made by the principal, but it must be made following detailed discussion with the student's parent(s)/guardian(s), the class teacher/s, special education teachers and the student. A decision to grant an exemption should only be considered in the circumstances set out in section 2.2 below.

## 2.2 The circumstances in which a student may be granted an exemption from the study of Irish

An exemption from the study of Irish may be allowed in the following circumstances, 2.2.1, 2.2.2, 2.2.3 or 2.2.4 only:

### 2.2.1 A student 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 student 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 enrolment or re-enrolment

OR

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

### 2.2.2 A student 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 student:

(i) 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

(ii) who, at the time of the application for exemption presents with a standardised score on a discrete test in either Word Reading, Reading Comprehension or Spelling at/below the 10th percentile.

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

It is recognised that there is a small cohort of students 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 students, 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 student:

(i) 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

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

AND

(iii) 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 student

AND

(iv) 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 to language skills development and the communicative approach underpinning the Specification for Junior Cycle Irish (L2) and the Leaving Certificate Syllabuses for Irish.

AND

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

2.2.4 A student in a recognised special school or class or who was previously enrolled in a recognised special school or class or who 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

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

OR

(ii) Where a student 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.

2.3 Procedures for granting an exemption from the study of Irish

(a) Steps required for a valid application for an exemption from the study of Irish

1. A parent/guardian on behalf of a student or in the case of a student who has reached the age of 18 years, the student, must make an application in writing to the principal of the school for a Certificate of Exemption from the study of Irish.
2. The school staff shall mark the date of receipt of the application on the application form and issue an acknowledgement to the parent(s)/guardian(s), or the student as relevant, upon receipt of the application.
3. At the earliest opportunity a school official should contact the applicant(s) and:
  - discuss the written application with the applicant(s) and confirm the sub-paragraph on which the application is based (as outlined in section 2.2 above) N.B. If a parent/guardian, or the student where he/she is the applicant, does not confirm the sub-paragraph under which the application is based then the application is null and void and no further processing of the application will take place. Only criteria contained in this Circular can be considered as grounds for an exemption from the study of Irish and no other exceptional circumstances can be considered.
  - advise the applicant(s) of the steps involved in processing the application.
  - inform the parent(s)/guardian(s)/student and the student on whose behalf an application is made of the implications of an exemption from the study of Irish for the student while in post-primary education and into the future.
4. The application should be fully processed and the outcome confirmed in writing within 21 school days of receipt of the application.
5. Where a decision is reached that an exemption from the study of Irish may be granted a signed Certificate of Exemption will be issued to the parent(s)/guardian(s)/student and a copy will be held by the school in the student's file. The record keeping requirements are outlined further at 2.3(c) below.
6. Where an application is refused, the principal must inform the applicant(s) in writing outlining the reasons for refusal and notifying the applicant(s) that the school's decision may be appealed to the Irish Exemptions Appeal Committee within 30 calendar days of the date of the written decision.

(b) Considering an application for exemption

In considering an application for exemption from the study of Irish the principal will

1. review the application and any documentation provided by the applicant(s);
2. consult with the student's class teacher/s;
3. consult with the special education teacher and the assigned teacher from the Visiting Teacher Service where relevant;
4. review school documentation for the evidence outlined in subsection 2.2;
5. consult the following as appropriate:
  - Exemptions from the Study of Irish: Guidelines for Post-Primary Schools and the supporting documents maintained by the Department on the Government webpage on exemptions from the study of Irish: [www.gov.ie/en/service/irish-exemption/](http://www.gov.ie/en/service/irish-exemption/)
  - Guidelines for Post-Primary Schools: Supporting Students with Special Educational Needs in Mainstream Schools developed by the National Educational Psychological Services (NEPS), the Inspectorate and Special Education Section, DES (2017): <https://www.gov.ie/en/publication/56c43-supporting-pupils-and-students-with-special-educational-needs-guidelines-for-schools/>
  - Special Educational Needs: A Continuum of Support, NEPS (2007): <https://www.gov.ie/en/collection/dca316-special-education-needs-a-continuum-of-support/>



- Student Support Teams in Post-Primary Schools: A Guide to Establishing a Team or Reviewing an Existing Team, NEPS (2021): <https://www.gov.ie/en/collection/97aa18-national-educational-psychological-service-neps-resources-and-public/>
- Catalogue of Wellbeing Resources for Schools: gov.ie - Catalogue of Wellbeing Resources for Schools (www.gov.ie)
- Junior Cycle Wellbeing Guidelines, NCCA (2021): [https://ncca.ie/media/5062/updated-guidelines-2021\\_en.pdf](https://ncca.ie/media/5062/updated-guidelines-2021_en.pdf)

(c) Recording the decision

The outcome of the application process will be conveyed by the school in writing to the applicant.

Where an exemption is granted, a Certificate of Exemption, signed and dated by the school principal will be issued.

- The Certificate of Exemption will state the name and address of the school, the school roll number, the student's name, date of birth and the sub-paragraph under which the exemption is being granted. A Certificate of Exemption is hyperlinked in the checklists within the Guidelines accompanying this Circular, published by the Department on the government website.
- The arrangements for the student's learning will be explained to the parent(s)/guardian(s)/student.
- Parent(s)/guardian(s) and the student 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.
- The application form, all supporting documentation, and a copy of the Certificate of Exemption will be retained by the school in accordance with data protection legislation and will be made available for inspection by authorised officers of the Department. In maintaining such documentation, schools should ensure that they have obtained appropriate parental/guardian consent for the retention and use of such records.
- In addition, where an exemption from the study of Irish is granted, the school should update the student's record on the Post-Primary Online Database (P-POD) as soon as possible to include the reason for that exemption.

Where an application is refused, a copy of the application form, together with the letter of refusal and all supporting documentation, will be retained by the school in accordance with data protection legislation. The school should maintain the records for at least the duration of the student's enrolment in the school. In maintaining such documentation, schools should ensure that they have obtained appropriate parental/guardian/student consent for the retention and use of such records.

## 2.4 Appeal

Where the application for exemption from the study of Irish is refused, an applicant can appeal the school's decision to the Irish Exemptions Appeals Committee (IEAC). The IEAC will comprise three persons who shall be selected from a panel of persons established and maintained by the Minister, having regard to the need for each IEAC to have available to it:

- Experience and skills in the provision of or inspection of special education in schools
- Experience and skills in the area of educational psychology and/or child and adolescent wellbeing and mental health
- Experience and skills in the leadership and administration of schools
- Experience and skills in the initial or continuing education of teachers of students with special educational needs.

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. In making a decision the IEAC will consider the decision of the school and the grounds given for refusing the application, the criteria set out in this Circular and any supporting documentation that was available to the school, contained in the Student Support Plan(s) and any supplementary information provided to the school by the applicant. The appeal should be made on the appropriate form published on the Department's website.

The appeal must be lodged within 30 calendar days from the date of the written decision of the school not to grant an exemption was notified in writing to the applicant. Irish Exemption Appeal Form and Guidelines for Post-Primary Schools can be accessed at [www.gov.ie/en/service/irish-exemption/](http://www.gov.ie/en/service/irish-exemption/)

## 3. Arrangements for students who are exempt from the study of Irish

Schools, where appropriate, should take account of the literacy learning needs of students who are exempt from the study of Irish when deploying available special education teaching resources.

Students who are exempt from the study of Irish may also be allowed to substitute another subject, short course or area of learning for Irish. To support inclusive practices, a student 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. It should be noted that students have the option not to exercise the exemption granted, without any loss of the right to exercise it at a future time.

#### 4. Supports for students who have no understanding of English when enrolled

A student who has no understanding of English when enrolled should be provided with intensive English as an Additional Language (EAL) in preparation for his/her full engagement with the curriculum at a level commensurate with his/her ability.

#### 5. When will the terms of this Circular come into effect?

The terms of this Circular will apply with effect from the beginning of the school year 2022/2023. The Circular will apply to all applications for exemption from the study of Irish for students who are currently enrolled in English-medium post-primary schools and to students who will enrol in English-medium post-primary schools in the future.

An exemption granted to a student may be operative throughout their enrolment in primary and post-primary school.

Students to whom exemptions were granted prior to the beginning of the school year 2022/23 will be unaffected by this Circular.

Applications for exemptions made under the terms of Circular 0053/2019 and which are being processed up to 31 August 2022 may be processed under the terms of that Circular 0053/2019 or under the terms of this Circular, whichever is best suited to the needs of the student concerned.

#### 6. Reporting on exemptions granted to the Department

In order for students who are exempt from the study of Irish to be recognised by the Department, for grant payment and teacher allocation purposes, schools will be required on a monthly basis to record data on students who are exempt from the study of Irish and the reason for that exemption on the Post-Primary Online Database (P-POD).

As set out in subsection 2.3 above, a copy of the Certificate of Exemption must also be given to the parent(s)/guardian(s) of the student being exempted, or to the student where he/she is the applicant.

#### 7. Students transitioning to other schools

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

#### 8. Monitoring and reviewing the Circular

The operation of this Circular will be monitored regularly by the Department. A review of the operation of this Circular will be conducted periodically.

#### 9. Privacy Statement

Information on the treatment of personal data relating to the Irish Exemption Indicator recorded on the P-POD database is set out in the Privacy Notice for P-POD available here.

Retention by schools of any applications and supporting documentation provided in respect of applications must be in line with Data Protection law and school data protection policies/protocols, if any.

In the context of the operation of this Circular, it is the school that makes the decision in relation to the granting of an exemption. As such, it is not appropriate or necessary to send confidential professional reports in relation to the student to the Department either as part of a query or as part of the appeals process. Any such material received will be returned to the sender and not retained by the Department. The appeals form only should be submitted to the Appeals Committee. Any additional material that may be required in relation to an appeal will be requested by the Committee.

#### 10. Further information

Further information can be found at the following website: [www.gov.ie/en/service/irish-exemption/](http://www.gov.ie/en/service/irish-exemption/)

Evelyn O'Connor  
Principal Officer  
Curriculum and Assessment Policy Unit





# Hansfield



**Educate Together National School**  
**Barnwell Road, Hansfield, D15.**

01-8614720 [www.hansfieldetns.com](http://www.hansfieldetns.com) 085-8722323 [hansfieldetns@gmail.com](mailto:hansfieldetns@gmail.com)

**APPLICATION FOR EXEMPTION FROM THE STUDY OF IRISH: Primary Schools**

FOR COMPLETION BY THE PARENTS/GUARDIANS	
Name of pupil	
Date of birth	
Class	
Name of school	

I/We wish to apply for an exemption from the study of Irish on behalf of \_\_\_\_\_

Please indicate (circle) the ground for applying for an exemption from the study of Irish in accordance with Circular 0054/2022.

**2.2.1:** pupils whose education up to 12 years of age was received outside the state or pupils who have spent at least three consecutive years abroad where they did not have opportunity to engage in the study of Irish.

**2.2.2:** pupils with significant and documented literacy difficulty and who have scored below the 10<sup>th</sup> percentile on a discrete test in either Word Reading, Reading Comprehension or Spelling

**2.2.3:** pupils who have additional needs which present a significant barrier to their learning

**2.2.4:** pupils who were/are registered in a special class or who are eligible to be registered in a special class

**2.2.5:** children of foreign nationals who are diplomatic or consular representatives in Ireland.

Please provide detail of any supporting documentation being submitted to the school.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

I/we the undersigned understand that documentation provided may be reviewed for the purpose of processing this application by relevant school personnel and other professionals where necessary.

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

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

FOR COMPLETION BY THE SCHOOL	
Date of receipt of application	
Signed by Principal	
School roll number	
Date	

## Appendix 5 - Processing Applications

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.

## Appendix 6

### Guidance on the selection of discrete tests of literacy attainment in English

#### Exemption from the Study of Irish Circulars 0054/2022 (Primary) and 0055/2022 (Post Primary)

- For the purpose of the criteria set out in the above circulars, testing of literacy skills should be undertaken using a discrete test. A discrete test is a standalone test which assesses a single literacy skill - in this case a test of either Word Reading or Reading Comprehension or Spelling.
- Selected tests must measure attainment level as a standardised score which can be expressed as a percentile rank.
- When selecting a test, schools should use the most recent version of the test and the test should be normed for the appropriate age range.

### Section 2.2.

Pupils/students who:

i) have at least reached second class [Circular 0054/2022 - primary schools]

and

ii) present with significant learning difficulties that are persistent despite having had access to a differentiated approach to language and literacy learning over time (Irish and or English).

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

Further guidance to schools on test selection is available in the resource Effective Interventions for Struggling Readers:

[https://www.education.ie/en/Education-Staff/Information/NEPS-Literacy-Resource/neps\\_literacy\\_good\\_practice\\_guide.pdf](https://www.education.ie/en/Education-Staff/Information/NEPS-Literacy-Resource/neps_literacy_good_practice_guide.pdf)

This resource contains a chapter on Assessment and Measuring Progress as well as a number of appendices, which may be helpful to teachers when considering eligibility for Irish Exemption.

Further information for schools may also be found in Circular 0058/2019.

If using online testing, schools must comply with data protection law.

Schools should be mindful of the need to adhere to the criteria in the Circular and note that an attainment score is just one element of the criteria required when considering an application.

The school must also be satisfied that the identified significant learning difficulties are persistent despite targeted intervention as set out above.

Examples of discrete tests which schools may consider include the following (this list is not prescriptive but is intended to provide examples of suitable tests which SET teachers may currently be using within):

## **Word Reading**

- Wide Range Attainment Test (WRAT) 4/5 Word Reading
- Wechsler Individual Attainment Test 3 (WIAT 3 - teachers) Word reading
- Woodcock Johnson IV Woodcock Reading Mastery Test 3rd Edition (WRMT-III) (2011)

## **Spelling**

- WRAT 4/5
- WIAT 3
- Vernon
- The Diagnostic Spelling Test
- British Spelling Test 2nd edition

## **Reading Comprehension**

- WRAT 4/5 Reading Comprehension
- WIAT 3(teachers) Word reading
- York Assessment of Reading Comprehension - YARK (primary norms)
- YARC (post primary norms)
- Woodcock Johnson IV

NOTE: This guidance note will be reviewed periodically.



## Appendix 7 - Application Checklists

### CHECKLIST FOR PROCESSING APPLICATIONS FOR EXEMPTION FROM THE STUDY OF IRISH IN ACCORDANCE WITH CIRCULAR 0054/2022 2.2.1a

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

<b>Name of school</b>			
<b>School roll number</b>			
<b>Name of pupil</b>			
<b>Date of birth</b>			
<b>PPS Number</b>			
<b>1.</b>	<b>RECEIVING THE APPLICATION</b>		
		<b>Yes</b>	<b>No</b>
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.		
<b>2.</b>	<b>CONSIDERING THE APPLICATION</b>		
		<b>Yes</b>	<b>No</b>
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.		
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.		
<b>3. CONFIRMING A DECISION</b>			
		<b>Yes</b>	<b>No</b>
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><b>An exemption from the study of Irish <u>is granted</u></b> <input type="checkbox"/></p> <p><b>or</b></p> <p><b>An exemption from the study of Irish is <u>not granted</u></b> <input type="checkbox"/></p>		
<b>Where an application for exemption is refused, please note reason(s).</b>			
<b>4. COMMUNICATING AND RECORDING THE DECISION</b>			
		<b>Yes</b>	<b>No</b>
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:** \_\_\_\_\_

## CHECKLIST FOR PROCESSING APPLICATIONS FOR EXEMPTION FROM THE STUDY OF IRISH IN ACCORDANCE WITH CIRCULAR 0054/2022 2.2.1b

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

<b>Name of school</b>			
<b>School roll number</b>			
<b>Name of pupil</b>			
<b>Date of birth</b>			
<b>PPS Number</b>			
<b>1.</b>	<b>RECEIVING THE APPLICATION</b>		
		<b>Yes</b>	<b>No</b>
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.		
<b>2.</b>	<b>CONSIDERING THE APPLICATION</b>		
		<b>Yes</b>	<b>No</b>
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.		
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.		
<b>3. CONFIRMING A DECISION</b>			
		<b>Yes</b>	<b>No</b>
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><b>An exemption from the study of Irish <u>is granted</u></b> <input type="checkbox"/></p> <p><b>or</b></p> <p><b>An exemption from the study of Irish is <u>not granted</u></b> <input type="checkbox"/></p>		
Where an application for exemption is refused, please note reason(s).			
<b>4. COMMUNICATING AND RECORDING THE DECISION</b>			
		<b>Yes</b>	<b>No</b>
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:** \_\_\_\_\_

**CHECKLIST FOR PROCESSING APPLICATIONS FOR  
EXEMPTION FROM THE STUDY OF IRISH IN ACCORDANCE  
WITH CIRCULAR 0054/2022 2.2.2**

**A pupil who has at least reached second class and presents with significant and persistent literacy difficulties and presents with a standardised score in a discrete test at/below the 10th percentile in either Word Reading, Reading Comprehension or Spelling.**

<b>Name of school</b>	
<b>School roll number</b>	
<b>Name of pupil</b>	
<b>Date of birth</b>	
<b>PPS Number</b>	

<b>1.</b>	<b>RECEIVING THE APPLICATION</b>
-----------	----------------------------------

		<b>Yes</b>	<b>No</b>
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.		

<b>2.</b>	<b>CONSIDERING THE APPLICATION</b>
-----------	------------------------------------

		<b>Yes</b>	<b>No</b>
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.		
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.		
<b>3.</b>	<b>CONFIRMING A DECISION</b>		
		<b>Yes</b>	<b>No</b>
a)	The above named pupil: 1. has at least reached second class  <b>and</b>		
	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"> <li>• regular reviews of learning needs as part of an ongoing cycle of assessment;</li> <li>• target setting;</li> <li>• evidence-informed intervention and review, including test scores (Word Reading, Reading Comprehension, Spelling, other scores of language/literacy) at key points of review</li> </ul> <b>and</b>		
	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		
b)	<b>An exemption from the study of Irish <u>is granted</u></b> <input type="checkbox"/>		
	<b>or</b>		
	<b>An exemption from the study of Irish is <u>not granted</u></b> <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:** \_\_\_\_\_

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

## 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

<b>Name of school</b>	
<b>School roll number</b>	
<b>Name of pupil</b>	
<b>Date of birth</b>	
<b>PPS Number</b>	

### 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.		
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.		
<b>3.</b>	<b>CONFIRMING A DECISION</b>		
		<b>Yes</b>	<b>No</b>
a)	The above named pupil: 1. has at least reached second class <b>and</b>		
	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 <b>and</b>		
	3. whose school has substantial written evidence that these needs persist despite targeted and individualised Student Support Plans to address those needs <b>and</b>		
	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 <b>and</b>		
	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 <b>and</b>		

	6. the Principal is satisfied that the granting of an exemption is in the overall best interests of the pupil concerned		
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).			
<b>4. COMMUNICATING AND RECORDING THE DECISION</b>			
		<b>Yes</b>	<b>No</b>
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: _____			

**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

<b>Name of school</b>			
<b>School roll number</b>			
<b>Name of pupil</b>			
<b>Date of birth</b>			
<b>PPS Number</b>			
<b>1.</b>	<b>RECEIVING THE APPLICATION</b>		
		<b>Yes</b>	<b>No</b>
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.		
<b>2.</b>	<b>CONSIDERING THE APPLICATION</b>		
		<b>Yes</b>	<b>No</b>
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.		
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.		
<b>3. CONFIRMING A DECISION</b>			
		<b>Yes</b>	<b>No</b>
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).			
<b>4. COMMUNICATING AND RECORDING THE DECISION</b>			
		<b>Yes</b>	<b>No</b>
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.		
<b>Principal:</b> _____ <b>Date:</b> _____			

## CHECKLIST FOR PROCESSING APPLICATIONS FOR EXEMPTION FROM THE STUDY OF IRISH IN ACCORDANCE WITH CIRCULAR 0054/2022 2.2.5

A pupil whose parent(s)/guardian(s) is a/are diplomatic or consular  
representatives of another country in Ireland

<b>Name of school</b>			
<b>School roll number</b>			
<b>Name of pupil</b>			
<b>Date of birth</b>			
<b>PPS Number</b>			
<b>1.</b>	<b>RECEIVING THE APPLICATION</b>		
		<b>Yes</b>	<b>No</b>
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.		
<b>2.</b>	<b>CONSIDERING THE APPLICATION</b>		
		<b>Yes</b>	<b>No</b>
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.		
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.		
<b>3. CONFIRMING A DECISION</b>			
		<b>Yes</b>	<b>No</b>
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).			
<b>4. COMMUNICATING AND RECORDING THE DECISION</b>			
		<b>Yes</b>	<b>No</b>
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: _____			





# Hansfield



**Educate Together National School**  
**Barnwell Road, Hansfield, Dublin 15.**

**01-8614720** [www.hansfieldetns.com](http://www.hansfieldetns.com) [hansfieldetns@gmail.com](mailto:hansfieldetns@gmail.com) **085-8722323**

Certificate of Exemption for the Study of Irish

*Circular 54/2022*

Name of Pupil: \_\_\_\_\_  
Date of Birth: \_\_\_\_\_  
Name of School: Hansfield Educate Together National School  
Roll Number: 20383H  
School Address: Barnwell Road, Hansfield, Dublin 15, D15 H1FC

School Stamp:

The above named pupil has been granted an exemption from the study of Irish in accordance with the terms of Circular 54/2022 and on the grounds of the following circumstance (please tick ✓ as appropriate):

- 2.2.1: A pupil moving from a different country without previous experience of learning the Irish language
- 2.2.2: A pupil who experiences significant literacy difficulties which are an obstacle to their learning across the curriculum
- 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
- 2.2.4: A pupil was/is currently in or is eligible for a place in a recognised special school and/or in a special class in a mainstream school
- 2.2.5: A pupil whose parent/guardian is a diplomatic or consular representative of another country to Ireland irrespective of age or educational history

Possible implications of the exemption of the study of Irish for my child have been explained to me.

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

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

Signed: \_\_\_\_\_ *Principal* Date: \_\_\_\_\_

## Appendix 9 Appeal Form

### IRISH EXEMPTIONS APPEAL FORM (PRIMARY) Circular 0054/2022

Please complete in **BLOCK CAPITALS**

<b>Name of pupil</b>	
<b>Date of birth</b>	
<b>Name of school</b>	
<b>School address</b>	
<b>School roll number</b>	
<b>Name of Appellant</b>	
<b>Relationship to pupil</b>	
<b>Address of Appellant</b>	
<b>Email of Appellant</b>	

Please indicate (✓) the sub-paragraph in Circular 0054/2022 on which the application to the school was based.

2.2.1(a) 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.

2.2.1(b) 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.

2.2.2 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.

2.2.3 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 have 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.

**2.2.4(ii)** 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.



**2.2.5** The pupil's parent(s)/guardian(s) is a/are diplomatic or consular representative(s) of another country to Ireland irrespective of age or educational history.



**Date of application to the school for an exemption from the study of Irish:**

**Date of written confirmation of the school's decision not to grant an exemption:**

**Please set out the specific grounds on which you are challenging the school's decision not to grant an exemption from the study of Irish.**

- 
- 
- 

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

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

**Please return this Form to: Irish Exemption Appeals, Department of Education, Cornamaddy, Athlone, Co Westmeath or by email to [IrishExemptionAppeal@Education.Gov.ie](mailto:IrishExemptionAppeal@Education.Gov.ie)**

**All personal data collected on this form is in accordance with the law on Data Protection and will only be used for the purposes of the Appeal regarding the individual pupil.**

**Further information in relation to the Departments policy on Data Protection is available on the Department's website here: [gov.ie](http://www.gov.ie) - **Data Protection** ([www.gov.ie](http://www.gov.ie))**

**Outcome of Appeal (For Official Use only):**

Please ensure you fully complete this form. Do not include any additional documentation as it will be returned to you under GDPR. All documentation used in the Appeal deliberations will be requested from the school.