



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

EXEMPTIONS FROM THE STUDY OF IRISH: GUIDELINES FOR POST- PRIMARY SCHOOLS (ENGLISH- MEDIUM)

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1. Introduction

The purpose of this document is to provide guidance to schools on the practices and procedures involved in processing applications for exemption from the study of Irish in post-primary schools. This guidance on exemptions from the study of Irish is provided in the context of a revised circular which is being introduced by the Department of Education and Skills with effect from September 2019. Circular 0053/2019 is a revision of Circular M10/94 *Revision of Rule 46 of the "Rules and Programme for Secondary Schools"*. These Guidelines should be read in conjunction with the Circular.

Circular 0053/2019 sets out the exceptional circumstances in which consideration may be given to granting a student an exemption from the study of Irish. The decision to exempt a pupil from the study of Irish is an important decision that has implications for his/her learning now and into the future. Detailed guidance on processing applications in the case of each of the exceptional circumstances presented in the Circular is provided in these Guidelines. The Guidelines also provide schools with a Glossary (Appendix 1), a pro-forma for applications and Certificate of Exemption, checklists to guide the processing of applications, recording keeping and reporting as well as detail about the appeal mechanism.

These Guidelines have been developed in response to the extensive feedback received in response to the public consultation on draft circulars on exemptions from the study of Irish¹. They reflect good practice in identifying and addressing pupils' language and literacy learning needs and the principles of equity and inclusion. The Guidelines are also informed by the principles underpinning the *Primary Language Curriculum* (junior infants to second class, 2015 and third class to sixth class, 2019) and the *Framework for Junior Cycle 2015* and the benefits of bilingualism to be accrued by all learners by engagement in the study of both Irish and English.

1.1 The principles underpinning the Circular

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

Languages are for everyone. The *Primary Language Curriculum* (PLC) makes language learning accessible to all pupils at primary level and the specification for Junior Cycle Irish builds and deepens students' Irish language skills and competences as they move towards senior cycle. The teaching of Irish and English in our primary schools means that our children become familiar with bilingualism from an early age². Schools also include new Irish who bring with them their own languages from almost two hundred countries around the world.

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

¹ Flynn, N. et. al. (2019) *Report on Public Consultation on Exemptions from the Study of Irish in Schools*.

² *Languages Connect: Ireland's Strategy for Foreign Languages in Education 2017-2026* (2017)

compare languages, and to reflect on how they learn languages in addition to advantages in other curricular areas.

1.2 Irish language at post-primary

Rules and Programme for Secondary Schools (2004) and the *Framework for Junior Cycle* (2015) set out the list of subjects to be studied by students in junior cycle and in senior cycle. Building on students' language learning experience as provided for in the *Primary Language Curriculum*, the specification for *Junior Cycle Irish (L2)*³ 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 individual language learning needs.

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.

These Guidelines aim to support schools in addressing a wide diversity of needs by providing a differentiated learning experience for pupils in an inclusive school environment. They guide schools in considering each application for exemption from the study of Irish while recognising and supporting pupils' in maximising their potential for engagement with Irish and English at different rates along their language-learning journey. The Circular and these Guidelines are also set in the context of the Special Education Teaching Allocation⁴ 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.

1.3 Why is it considered necessary to allow some students be exempt from the study of Irish?

It is acknowledged that, despite support and access to targeted intervention over time from a schools SET team at primary and/or post-primary level, there may be exceptional circumstances in which a student continues to struggle to make adequate progress in acquiring the language of instruction of the school (English as L1⁵).

Some students will already hold a Certificate of Exemption when transferring to post-primary school. However, there may be other students whose exceptional needs are identified at post-primary level. The process for exempting these students from the study of Irish should be considered in the context of the Department's Continuum of Support framework. This framework recognises that special educational needs occur along a continuum, ranging from mild to severe, and from transient to long term, and that students require different levels of support depending on their identified educational needs.

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

- providing a differentiated learning experience for students in an inclusive school environment

³ The L2 specification for Junior Cycle Irish is aimed at students in English-medium schools.

⁴ Circular 0014/2017 and Circular 0008/2019 to the Management Authorities of all Mainstream Primary Schools: Special Education Teaching Allocation

⁵ 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))

- guiding schools in considering each application for exemption from the study of Irish, while recognising and supporting students in maximising their potential for engagement with Irish and experiencing the advantages of bilingualism, thus preparing them for learning additional languages as they journey through education and participate in a global society
- recognising the autonomy of mainstream schools to provide additional teaching support for all students who require such support based on their identified learning needs in school, as opposed to being based primarily upon a diagnosis of a particular disability (Special Education Teaching Allocation⁶ model)
- recognising that decisions need to be based on students' response to targeted intervention over time.

2. What are the key changes to processing an application for exemption?

The key changes presented in Circular 0053/2019 aim to support students' full engagement and access to *Junior Cycle Irish* in line with their abilities and to assist schools and teachers in providing for those needs.

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

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

- *The language learning needs of students in special schools and in special classes in mainstream schools*

The authority devolved to the management authorities in decision making concerning the Irish language learning needs of students enrolled in special schools and special classes in mainstream schools in these context is recognised.

- *The exceptional circumstances in which an exemption may be granted*

The exceptional circumstances in which students may be granted an exemption from the study of Irish reflect developments in curricular provision and education more generally including current understandings of learning difficulties and differences.

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

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

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

⁶ Circular 0014/2017 and Circular 0008/2019 to the Management Authorities of all Post Primary Schools: Secondary, Community and Comprehensive Schools and the Chief Executive Officers of the Education and Training Boards to the Management Authorities of all Mainstream Primary Schools: Special Education Teaching Allocation

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

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

In line with Department policy in the area of special educational needs, this Circular moves from a diagnostic categorical model to a needs-based model.

- *Psychological assessments and cognitive ability scores*

Psychological Assessments and cognitive ability scores are no longer necessary to process applications for exemption from the study of Irish.

- *Literacy attainment scores as criteria*

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

- *Appeal mechanism*

Where an application for exemption from the study of Irish is refused, the process may be appealed to the Irish Exemptions Appeal Committee.

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

Exempting a student from the study of Irish is an important decision that should be considered only in exceptional circumstance as it has implications for a student's future learning. The decision to exempt a student from the study of Irish also needs to be considered in the context of the school's own policy, if any, on exemption from the study of Irish. Parents or guardians may request the exemption from the study of Irish process to be initiated. Where a student has reached the age of 18 years, he/she may also initiate the application process.

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

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

Section 2.2 of Circular 0053/2019 sets out the exceptional circumstances in which consideration may be given to granting a student an exemption from the study of Irish:

- a. students whose **education up to 12 years of age (or up to the final year of their primary education) was received outside the state** and where they did not have opportunity to engage in the study of Irish
- b. students who were previously enrolled as recognised students in a primary or post-primary school who are being re-enrolled after a period spent abroad, provided that at least **three consecutive years have elapsed since the previous enrolment in the State and are at least 12 years of age on re-enrolment**
- c. students who

- i. present **with significant learning difficulties that are persistent, despite having had access to a differentiated approach to language and literacy learning in both Irish and English 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. 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.**

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

In the case of each of the exceptional circumstances set out above and in Section 2.2 of the Circular, the parent(s)/guardian(s), on behalf of the student, or the student where he/she has reached 18 years, must make a formal written application (Appendix 2) to the school for a Certificate of Exemption from the study of Irish. In reaching a decision on whether to grant or refuse an exemption, the principal will, as relevant, consult with the parent(s)/guardian(s) and the student on whose behalf the application is being made, or the student where he/she is the applicant, and relevant school personnel and satisfy himself/herself that all key evidence has been accessed.

3.3 Processing and application for exemption from the study of Irish

The school principal, on behalf of the school's board of management, processes applications received by the school for a Certificate of Exemption from the study of Irish. The formal written application submitted by the parent(s)/guardian(s)/student must indicate the exceptional circumstance that forms the basis for the application in accordance with sub-paragraphs 2.2a, 2.2b or 2.2c of Circular 0053/2019.

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)/student and confirm the sub-paragraph on which the application is based (2.2a; 2.2b or 2.2c) as soon as practicable following receipt of a written application.
- Advise the parent(s)/guardian(s)/student of the next steps in processing the application.
- Inform the parent(s)/guardian(s)/student regarding any implication of an exemption from the study of Irish for the student while in post-primary education and into the future.
- Inform the parent(s)/guardian(s)/student 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)/student 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)/student that, where an application is refused, the reason(s) as to why it was refused; and 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)/student.
- Explain to the parent(s)/guardian(s)/student, and the student on whose behalf the application has been made, the arrangements for the student's learning in the case of an exemption being granted.
- Use the provided Quick Guide and Checklists (Appendix 3 and 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)/student.
- Make arrangements for the retention of the application form and all supporting documentation, including a copy of the Certificate of Exemption (Appendix 5) where applicable, and the Checklist in accordance with data protection law.

3.4 What is the appeals procedure?

Where an application for an exemption from the study of Irish is refused, the parent(s)/guardian(s)/student, may appeal the school's decision not to grant an exemption to the Irish Exemptions Appeal Committee within 30 calendar days from the date on which the school's decision was notified in writing (Appendix 6). The appeal will be confined to a review of whether the school adhered to the guidelines for processing the application for exemption as set out in the Circular and these Guidelines.

This written appeal should contain the specific reason(s) why the decision is being appealed by the applicant and the circumstances in which it is considered that the process has not been correctly applied.

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

4. What are the record keeping requirements?

All documentation concerning the application and processing procedure, including detail of the determination/copy of the Certificate of Exemption where relevant, should be maintained in the Student Support File/Exemption File as relevant, and be available for review by authorised Department officials.

5. What are the reporting requirements?

Schools management will be required to provide statistical information to the Department relating to the number and the grounds on which exemptions were granted under the terms of this Circular in the previous school year using the Post-Primary Online Database.

6. What are the 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, including their English as an Additional Language needs, 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.

7. How should information about a pupil's/student's Certificate of Exemption be shared between 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.

8. What are the recommended assessment tests?

Guidance for assessment and intervention can be found at

<https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/Resources-Publications.html>.

APPENDIX 1: GLOSSARY

Differentiated Learning Experience

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

English-medium school

An English-medium school is a school where English (L1) is the primary language of instruction, except in the case of Irish.

In English-medium schools, the *Primary Language Curriculum* requires that both Irish and English are used in its delivery.

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

These guidelines support schools in the implementation of the revised model for allocating special education teaching resources. Effective provision for pupils with special educational needs is situated within an inclusive whole-school framework which emphasises effective teaching and learning for all and good collaboration and engagement between schools, parents/guardians⁷ and pupils.

<https://www.education.ie/en/The-Education-System/Special-Education/Guidelines-for-Primary-Schools-Sup>

Inclusive Education

The NCSE (2011) described inclusion as a process of addressing and responding to the diversity of needs of learners. It involves removing barriers so that each learner will be enabled to achieve the maximum benefit from his/her schooling. <http://www.ncse.ie/inclusive-education-framework>

<http://www.sess.ie/cpd-audit-tools>

Key Points of Review

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

http://applications/dept/circ/Archive/cl0056_2011.pdf#search=Circular%20Letter%200056%2F2011

Primary Language Curriculum

The Primary Language Curriculum is for teachers of children of all abilities, in all school contexts. The integrated curriculum provides support to teachers to help each child to achieve the learning for oral language, reading and writing. This policy is in keeping with the 20 year Strategy for the Irish Language (2010). <http://www.pdst.ie/literacy/primarylanguagecurriculum>

Progression Criteria

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

Special Educational Needs: A Continuum of Support

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

http://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/neps_special_needs_guidelines.pdf

http://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/neps_special_needs_resource_pack.pdf

Special Education Teacher Allocation

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

Student Support File

A Student Support File has been developed to enable schools to plan interventions and to track a pupil's pathway through the Continuum of Support. It facilitates teachers in documenting progress and needs over time and assists them in providing an appropriate level of support to pupils, in line with their level of need. The Student Support File keeps together all the information about the support of the student: information gathered, plans, interventions and review, informed by consultations with other professionals where relevant. <http://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/Student-Support-File-Guidelines.pdf>

Student Support Plan

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

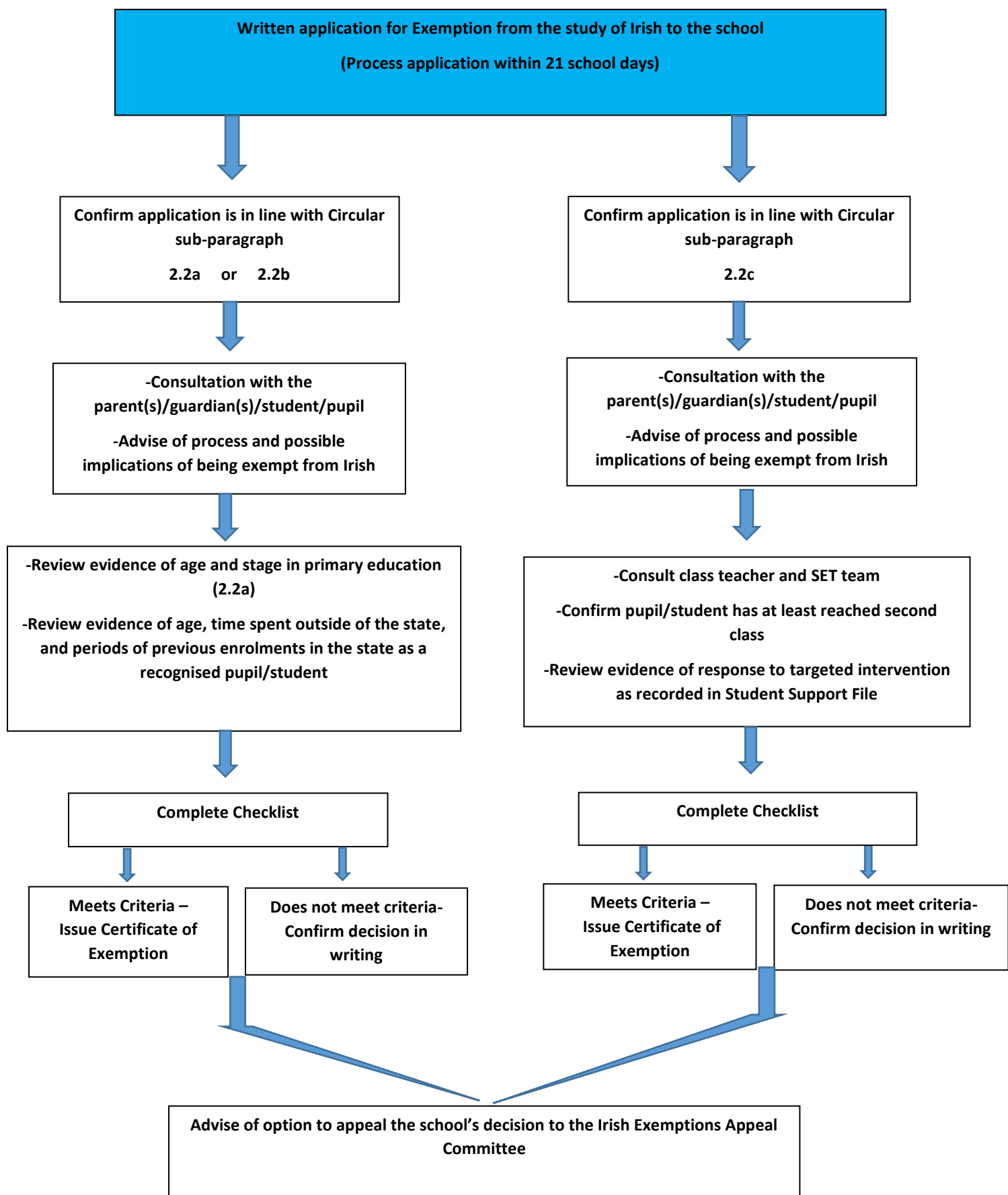
Persistent

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

APPENDIX 2: APPLICATION FOR EXEMPTION FROM THE STUDY OF IRISH

Application for Exemption From the Study of Irish Post-Primary Schools	
For completion by the parent(s)/guardian(s) on behalf of a student or a student who has reached 18 years of age	
Name of student	
Date of birth	
Year	
Name of school	
I/We wish to apply for an exemption from the study of Irish on behalf of _____ I _____ (student who has reached 18 years) wish to apply for an exemption from the study of Irish. Please indicate (✓) the ground for applying for an exemption from the study of Irish in accordance with Circular 0053/19	
2.2a: students whose education up to 12 years of age (or up to and including the final year of primary education) was received outside the state and where they did not have opportunity to engage in the study of Irish. 2.2b: students who were previously enrolled as a recognised students in a primary or post-primary school who are being re-enrolled after a period spent abroad, provided that at least three consecutive years have elapsed since the previous enrolment in the state and are at least 12 years of age on re-enrolment. 2.2c: students who present with significant and persistent learning difficulties and present with a Standardised Score in a discrete test at/below the 10th percentile in either Word Reading, Reading Comprehension or Spelling.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Please provide detail of any supporting documentation being submitted to the school 1. _____ 2. _____ 3. _____ 4. _____	
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 the school: Date of receipt of application: _____	
Principal: _____ Date: _____ School roll number: _____	

APPENDIX 3: A QUICK GUIDE TO PROCESSING APPLICATIONS



APPENDIX 4: CHECKLISTS FOR PROCESSING APPLICATIONS

CHECKLIST FOR PROCESSING APPLICATIONS FOR EXEMPTION FROM THE STUDY OF IRISH IN ACCORDANCE WITH CIRCULAR 0053/2019			
2.2a: students whose education up to 12 years of age (or up to and including the final year of their primary education) was received outside the state and where they did not have opportunity to engage in the study of Irish			
Name of school			
School roll number			
Name of student			
Date of birth			
Student PPSN			
1.	RECEIVING THE APPLICATION		
	a) The date on which the school received the application is recorded on the form.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	b) Receipt of the application has been acknowledged in writing and the parent(s)/guardian(s)/student have been informed that the application will be processed within 21 school days of date of receipt.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
2.	CONSIDERING THE APPLICATION		
	a) The written application and supporting documentation has been discussed with parent(s)/guardian(s)/student and the student on whose behalf the application is made.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	b) The parent(s)/guardian(s)/student have been advised of the next steps in processing the application.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	c) The parent(s)/guardian(s)/student and the student on whose behalf the application is made have been informed of any implications of an exemption from the study of Irish now and into the future.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	d) The parent(s)/guardian(s)/student have been informed that a signed Certificate of Exemption will issue where a decision is reached that an exemption may be granted.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	e) The parent(s)/guardian(s)/student have been informed that where an application is refused that the school's decision may be appealed to the Irish Exemptions Appeal Committee 30 days from the date the decision of the school is notified in writing.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	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)/student and the student on whose behalf the application is made.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	g) Evidence of the student's attendance at a school(s) outside the state 12 years of age (or up to and including the final year of his/her primary education) and where he/she did not have opportunity to engage in the study of Irish has been examined.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	h) The student's educational experience and /or progress has been considered.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
3.	CONFIRMING A DECISION		
	a) The above named student received his/her education outside the state up to 12 years of age (or up to and including the final year of his/her primary education) and where he/she did not have opportunity to engage in the study of Irish.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	b) An exemption from the study of Irish is <u>granted</u> <input type="checkbox"/> or		

	An exemption from the study of Irish is <u>not granted</u> <input type="checkbox"/>					
	Where an application for exemption is refused, please note reason(s).					
	COMMUNICATING AND RECORDING THE DECISION					
4.	a) The outcome of the application has been confirmed in writing to the parent(s)/guardian(s)/student and the reason(s) for not granting an exemption where relevant.	<table border="1"> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	Yes	No	<input type="checkbox"/>	<input type="checkbox"/>
Yes	No					
<input type="checkbox"/>	<input type="checkbox"/>					
5.	b) Arrangements have been made for the retention of the application form and all supporting documentation, including a Copy of the Certificate of Exemption where applicable, and this checklist, in accordance with data protection law.	<table border="1"> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	Yes	No	<input type="checkbox"/>	<input type="checkbox"/>
Yes	No					
<input type="checkbox"/>	<input type="checkbox"/>					
Principal: _____ Date: _____						

CHECKLIST FOR PROCESSING APPLICATIONS FOR EXEMPTION FROM THE STUDY OF IRISH IN ACCORDANCE WITH CIRCULAR 0053/2019			
2.2b: students who are re-enrolling following a period spent abroad, provided that at least three consecutive years have elapsed since the previous enrolment in the state and are at least 12 years of age			
Name of school			
School roll number			
Name of student			
Date of birth			
Student PPSN			
1.	RECEIVING THE APPLICATION		
	a) The date on which the school received the application is recorded on the form.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	b) Receipt of the application has been acknowledged in writing and the parent(s)/guardian(s)/student have been informed that the application will be processed within 21 school days of date of receipt.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
2.	CONSIDERING THE APPLICATION		
	a) The written application and supporting documentation has been discussed with parent(s)/guardian(s)/student and the student on whose behalf the application is made.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	b) The parent(s)/guardian(s)/student have been advised of the next steps in processing the application.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	c) The parent(s)/guardian(s)/student and the student on whose behalf the application is made have been informed of any implications of an exemption from the study of Irish now and into the future.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	d) The parent(s)/guardian(s)/student and the student on whose behalf the application is made have been informed that a signed Certificate of Exemption will issue where a decision is reached that an exemption may be granted.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	e) The parent(s)/guardian(s)/student 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.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	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)/student and the student on whose behalf the application is made.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	g) Relevant evidence about the student's previous enrolment and attendance at a school(s) outside the state up to the final year of primary education or 12 years of age has been examined.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	h) The student's educational experience and/or progress has been considered.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
3.	CONFIRM A DECISION		
	a) i. The above named student has reached 12 years of age.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	ii. At least three consecutive years have elapsed since the above named student was last enrolled in a school in this state.	Yes <input type="checkbox"/>	No <input type="checkbox"/>

	b) An exemption from the study of Irish <u>is granted</u> <input type="checkbox"/>					
	or_ An exemption from the study of Irish is <u>not granted</u> <input type="checkbox"/>					
	Where an application for exemption is refused, please note reason(s).					
COMMUNICATING AND RECORDING THE DECISION						
4.	The outcome of the application has been confirmed in writing to the parent(s)/guardian(s)/student and the reason(s) for not granting an exemption where relevant.	<table border="1"> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	Yes	No	<input type="checkbox"/>	<input type="checkbox"/>
Yes	No					
<input type="checkbox"/>	<input type="checkbox"/>					
5.	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.	<table border="1"> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	Yes	No	<input type="checkbox"/>	<input type="checkbox"/>
Yes	No					
<input type="checkbox"/>	<input type="checkbox"/>					
Principal: _____ Date: _____						

CHECKLIST FOR PROCESSING APPLICATIONS FOR EXEMPTION FROM THE STUDY OF IRISH IN ACCORDANCE WITH CIRCULAR 0053/2019			
2.2c: students who present with significant and persistent learning difficulties <u>and</u> present with a Standardised Score in a discrete test at/below the 10 th percentile in either Word Reading, Reading Comprehension or Spelling			
Name of school			
School roll number			
Name of student			
Date of birth			
Student PPSN			
1.	RECEIVING THE APPLICATION		
	a) The date on which the school received the application is recorded on the form.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	b) Receipt of the application has been acknowledged in writing and the parent(s)/guardian(s)/student have been informed that the application will be processed within 21 school days of date of receipt.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
2.	CONSIDERING THE APPLICATION		
	a) The written application and supporting documentation has been discussed with parent(s)/guardian(s)/student and the student on whose behalf the application is made.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	b) The parent(s)/guardian(s)/student have been advised of the next steps in processing the application.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	c) The parent(s)/guardian(s)/student and the student on whose behalf the application is made have been informed of any implications of an exemption from the study of Irish now and into the future.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	d) The parent(s)/guardian(s)/student have been informed that a signed Certificate of Exemption will issue where a decision is reached that an exemption may be granted.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	e) The parent(s)/guardian(s)/student 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.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	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)/student and the student on whose behalf the application is made.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	g) The student's Student Support File has been reviewed.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	h) The student's SET Team has been consulted.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
3.	CONFIRMING A DECISION		
	The above named student		

	i) presents with significant learning difficulties that are persistent despite having had access to a differentiated approach to language and literacy in both Irish and English over time as evidenced in the Student Support File including <ul style="list-style-type: none"> regular reviews of learning needs as part of an ongoing cycle of assessment target setting evidence-informed intervention and review, including test scores (Word Reading, Reading Comprehension, Spelling, other scores of language /literacy) at key points of review. and	Yes <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	No <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	ii) At the time of application for exemption, the above named pupil/student presents with a Standardised Score on a discrete test in either Word Reading or Reading Comprehension or Spelling at/below the 10 th percentile	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	a) An exemption from the study of Irish <u>is granted</u> <input type="checkbox"/> or An exemption from the study of Irish is <u>not granted</u> <input type="checkbox"/>		
	Where an application for exemption is refused, please note reason(s).		
COMMUNICATING AND RECORDING THE DECISION			
4.	The outcome of the application has been confirmed in writing to the parent(s)/guardian(s)/student and the reason(s) for not granting an exemption where relevant.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
5.	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.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Principal: _____ Date: _____			

APPENDIX 5: CERTIFICATE OF EXEMPTION FROM THE STUDY OF IRISH

CERTIFICATE OF EXEMPTION FROM THE STUDY OF IRISH

Name of student: _____

Date of birth: _____

Name of school: _____

Roll Number: _____

School Address: _____

The above-named student has been granted an exemption from the study of Irish in accordance with the terms of Circular 0053/2019 and on the grounds of the following exceptional circumstance (please ✓ as appropriate):

2.2 a. *The student received his/her education up to 12 years of age (or up to and including the final year of primary education) outside the state and where he/she did not have opportunity to engage in the study of Irish.* ☐

2.2 b. *The student was previously enrolled as a recognised pupil /student in a primary/post-primary school and is being re-enrolled after a period of not less than three consecutive years spent abroad and is 12 years of age on re-enrolment.* ☐

2.2 c. *The student presents with significant and persistent learning difficulties despite having had access to targeted intervention to language and literacy learning in both Irish and English over time and presents with a Standardised Score in a discrete test in either Word Reading, Reading Comprehension or Spelling at or below the 10th percentile at the time of application.* ☐

Possible implications of exemption from the study of Irish have been explained to me.

Signed: _____

Student

Date

Possible implications of exemption from the study of Irish for my son/daughter have been explained to me.

Signed: _____

Parent/Guardian

Date

Signed: _____

Parent/Guardian

Date

Signed: _____

School principal

Date: _____

APPENDIX 6: IRISH EXEMPTION APPEAL FORM

APPEALING A SCHOOL'S DECISION NOT TO GRANT AN EXEMPTION FROM THE STUDY OF IRISH TO THE IRISH EXEMPTION APPEAL COMMITTEE FORM

IRISH EXEMPTIONS APPEAL COMMITTEE	
Name of student	
Date of birth	
Name of school	
School address	
School roll number	
Please indicate (✓) the sub-paragraph in Circular 0053/2019 on which the application to the school was based.	
2.2a: students whose education up to 12 years of age (or up to and including the final year of their primary education) was received outside the state and where they did not have opportunity to engage in the study of Irish.	<input type="checkbox"/>
2.2b: students who were previously enrolled as a recognised student in primary/post-primary school who are being re-enrolled after a period spent abroad, provided that at least three consecutive years have elapsed since the previous enrolment in the state and are at least 12 years of age on re-enrolment.	<input type="checkbox"/>
2.2c: students who and present with significant and persistent learning difficulties and present with a Standardised Score in a discrete test at/below the 10th percentile in either Word Reading, Reading Comprehension or Spelling.	<input type="checkbox"/>
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 state the rationale for this appeal:	
<div> <div>Signed: _____</div> <div>Date _____</div> </div> <div> <div>Signed: _____</div> <div>Date _____</div> </div>	
Date of receipt of Appeal application by the Department of Education and Skills:	
OUTCOME OF APPEAL	