

St. James N.S.

Policy on Exemption from the study of Irish

ST. JAMES' SCHOOL
CAPPAGH



Exemption from the study of Irish

Introduction:

This policy was drafted by the staff and Board of Management of St. James' NS to clarify the circumstances around which an exemption from Irish may be granted according to Circular 0054/2022 published on 26th August 2022.

Rationale and Relationship to school ethos

St. James' N.S. celebrates our multi-cultural identity and the role that the Irish language has in our school and community and in social, cultural and political life in Ireland.

We are an inclusive school committed to the holistic education of all of our pupils. Irish is a part of our daily lives in St. James' National School, however we are cognisant of the needs some of our pupils have to study only one language while in school. We endeavour to include all children in the teaching of basic communication skills in Irish throughout their primary school education, however other work may be provided for children who are exempt from the study of Irish where appropriate.

Circular 0054/2022 outlines the circumstances around which an exemption from Irish may be granted. This policy seeks to provide clarity for parents with regard to the Irish exemption.

This policy was formulated by consultation with staff and the Board of Management of our school and reflects the need for clarity around the procedures relating to provision of an exemption from the study of Irish.

AIM

To ensure that procedures around applications for an exemption from the study of Irish are clear to all stake-holders in the school.

Eligibility for Exemption from the study of Irish in Primary Schools (as per Circular 0054/2022)

Granting an exemption from the study of Irish.

Exempting a pupil from the study of Irish should be considered only in exceptional circumstances. The decision to exempt a pupil from the study of Irish is an important decision that has implications for his/her access to the curriculum and his/her future learning. The decision to grant an exemption from the study of Irish is made by the principal teacher, but it must be made following detailed discussion with the pupil's parent(s)/guardian(s), the class teacher, special education teachers, and the pupil. A decision to grant an exemption should only be considered in the circumstances set out in section 2.2 of circular 0054/2022 (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 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.

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

2.2.4 A pupil in a recognised special school or class or who was previously enrolled in a recognised special school or class or who has a 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 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.

Procedures for granting an exemption from the study of Irish

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.

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;

- 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/

- 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: gov.ie - Catalogue of Wellbeing Resources for Schools (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>

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.

i. 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.

ii. The arrangements for the pupil's learning will be explained to the parent(s)/guardian(s)/pupil.

iii. 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).

iv. 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.

v. 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.

vi. 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.

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/

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.

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.

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.

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.

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.

Our School will 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.

Communication with parents

- This policy will be published on the school website and publicized on our school App.

IMPLEMENTATION AND REVIEW

This policy will be implemented fully from September 2022. The policy will be reviewed regularly, as required, in line with Department of Education Policy.

The school management team and the teachers will implement this policy.

The Board of Management ratified this policy on _____.

Chairperson

Date of Implementation: _____

_____ **Date**

Review Date: _____



St. James'NS,
Cappagh,
Askeaton,
Co. Limerick.
V94 X661

Date: _____

Dear _____,

Thank you for your application for an Irish exemption for _____, which was received on _____. The application will be processed with 21 school days of date of receipt. Acknowledging receipt of the application is part of the new procedure that the Department of Education introduced on 26th August 2022.

The DES require us to let you know:

1. A signed Certificate of Exemption will issue where a decision is reached that an exemption may be granted. Where an exemption is refused the school's decision may be appealed to the Irish Exemption Appeal Committee with 30 days from the date the decision of the school is notified in writing. The form can be downloaded from this link:
<https://www.gov.ie/en/service/irish-exemption/?referrer=https://www.gov.ie/en/service/irish-exemption/#appealing-a-decision>
2. The next step in the process of processing your application for granting an Irish will be for class teacher, SEN teacher and the principal, Mrs. Rocca Houlihan to consult and review the evidence that an exemption would be in order under the terms of Circular 0054/2022.
 - a. In order to apply for an exemption in Irish, a student must have at least reached second class and present with significant and persistent learning difficulties.
 - b. They must present with a score in a discrete test at/below the 10th percentile in Word Reading, Reading Comprehension or Spelling.
3. Your child's Student Support File will also be reviewed to establish that over time the class teacher differentiated for your child in both languages and that interventions were in place to support your child's learning.
4. A student with an Irish exemption, may, in the future, be restricted from certain courses at some 3rd level universities and colleges, and jobs in the public service where Irish may be a requirement.

It is school policy that if an exemption is granted, the school would expect your child to continue to participate in and enjoy spoken Irish and learning activities in school: for example: music, songs, games and cultural events. Your child would be exempt from written work and homework in Irish.. As may have been mentioned to you, it is possible to be granted an exemption from Irish and not activate it until a later time.

Our school will follow through with this procedure and you will hear back from us once this is done.

Yours sincerely,

Ms. Tara Rocca Houlihan, Principal.

The CHECKLIST for processing APPLICATIONS FOR EXEMPTION FROM IRISH requires that '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'.

This DRAFT letter acknowledges receipt of an exemption from Irish as required in the checklist. Though this information will have been discussed with the parent, putting it in writing helps ensure that all information that the checklist requires you communicate to the parent is passed on to them.

In addition everyone is clear on what is involved going forward, what the child will do during Irish class, how to appeal if an exemption is not granted, implications for the future and the importance of keeping the certificate of exemption for passing on to secondary

CHECKLIST FOR RECORDING THE DIFFERENTIATED APPROACH THAT WAS USED WITH THIS STUDENT IN IRISH, OVER TIME - IN ACCORDANCE WITH CIRCULAR 0054/2022

With regard to an application for an IRISH EXEMPTION (to be added to STUDENT'S SUPPORT FILE)

Name of pupil		Class
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Accommodations in place for student:

1.	Differentiation – What has been tried?	Print 'Yes' where applicable
a)	<p>Level</p> <p>Teacher teaches to the middle & differentiates up & down.</p> <p>Different textbook used</p> <p>Same book but different expectations</p>	
b)	<p>Teaching style</p> <p>extra instruction</p> <p>over teaching</p> <p>repetition</p> <p>teacher models answers</p> <p>teacher scaffolds oral responses</p>	
c)	<p>Modifying Task</p> <p>tasks simplified</p> <p>focus on oral Irish</p> <p>repetition & practice,</p> <p>less output (written) expected</p> <p>teacher models written response</p> <p>assistance with cloze exercises</p>	
d)	<p>Modifying Pace</p> <p>expectation of less written output</p> <p>revision & repetition</p>	
e)	<p>Following student's interests</p> <p>e.g. mé féin</p> <p>Irish music & songs, activities & games</p>	
f)	<p>Level of Support</p> <p>teacher one to one</p> <p>pair/group work</p>	

	peer support/coaching	
g)	Resources 'Bua na Cainte' 'Seo Leat' 'Abair Liom' (lots of useful lists at back of book) Fónaic na Gaeilge Online resources Other:	
h)	Response required from student lower order questions in written work lower order questions answered orally	
2.	Interventions Focus on Oral Irish Lower level text book used Same book but different expectations Peer tutoring	
3.	Targets What are our objectives with this student who finds Irish hard? That they have an appreciation of the Irish language and culture and that they enjoy Irish. That they continue to do oral Irish, singing, games and activities in Irish.	
4.	Assessment Teacher observation In class feedback Photocopy examples of written work/evidence in textbook or copybook.	

If possible or practical, please scan a photocopy of e.g. the earliest example of the student's written work in Irish from this year and a recent one.

5.	Additional information:
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Signed: Class Teacher

Date: