



ASD Programme Enrolment

Kinsale Community School Enrolment Policy for Autistic Spectrum Disorder Programme (ASD)

Date of ratification by BOM: 20/09/2022

Kinsale Community School is committed to:

- Enabling all students to fulfil their academic, intellectual, moral, spiritual, social, cultural and physical potential.
- Fostering the development of personal responsibility.
- Engendering a spirit of co-operation and mutual respect among students, staff, management, parents, and the wider community.
- Facilitating the professional development of staff in a safe and caring environment.

Kinsale Community School will:

- Comply with the provision of the education Act 1988 and the Education Welfare Act 2000 and all relevant regulations.
- Co-operate with all relevant agencies in the implementation of above.
- Give priority, where necessary, in the order of offering places at enrolment to young people living locally.
- Enroll pupils whose educational needs can be met by the available professional service.

1. Enrolment of First Years into the ASD Program

1.1 Applications will be available to 6th Class Primary School Pupils, from the date of the open evening of the academic year, prior to the pupil starting at Kinsale Community School. Applicants may be from the locality or elsewhere. Applications **with all the relevant documentation required** by the closing date (one calendar month after the open evening, e.g. open evening 27th September, closing date 27th October) will be considered for places as follows:

1.2 Applicants who have a sibling enrolled in our school.

1.3 Applicants who live within our catchment area as defined by the school transport system.

1.4 Applicants whose parent is a current staff member at Kinsale Community School.

1.5 Applicants from outside our catchment area.



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1.6 Should there be more applicants than places for each category, the decision will be based on birthdate, the eldest taking priority.

1.7. The maximum number enrolled in the programme will not exceed 36 for our Autism classes, and 8 for our moderate class.

1 Enrolment procedures

1.4 Definition of ASD:

Autism is a behaviourally defined disorder, characterised by qualitative impairments in a social communication, social interaction, and social imagination, with a restricted range of interests and often stereotype repetitive behaviour and mannerisms. This is commonly referred to as the autistic “Triad of Impairment”, first identified by Wing & Gould in 1979. Wing (1988) has made the case however that social impairment tends to be the central feature of Autism giving rise to a triad of deficits in social recognition, social communication and social understanding, while deficits in other areas (such as repetitive, stereotyped activities, poor motor coordination, and abnormal responses to sensory stimuli) tend to co-occur with the social triad.

1.5 This policy draws attention to the categorization of Pervasive Developmental Disorders (commonly referred to as “Autistic Spectrum Disorders”) as set out in ICD- 10 by the World Health Organisation (International Classification of Diseases, 10th revision, Geneva, 1993) and in DSM-IV-R by the American Psychiatric Association (Diagnostic and Statistical Manual of Mental Disorders, 4th revision, 1994).

The World Health Organisation (ICD-10, 1992) under the heading of “Pervasive Development Disorders” identifies 7 categories of PDDs which constitute what is now commonly referred to as the “Autistic Spectrum”

1.6 In the absence of published guidelines relating to the enrolment of pupils with ASD into special classes/programmes in mainstream schools the authors of this policy will refer to the standards set out in Section 3 of this document. In this regard, pupils with ASD will be treated as pupils with “Special Educational Needs’ as defined in the Educational Needs Act (2004)

1.7 We require that all applications are accompanied by documentary evidence that proves conclusively that the applicant has been diagnosed with ASD/ Asperger’s syndrome or Pervasive Developmental Disorder by an approved specialist / team of specialist in the fields of educational psychology / clinical psychological /child psychiatry / paediatrics. We request that parents / guardians of applications pupils provide the



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school with the relevant documentation. **Documentation required includes a diagnostic report of ASD using the criteria of the DSMIV or the ICDM-10, as well as an up-to date (within 2 year) letter of recommendation for Special class attendance at second level. This is accepted from Marian House, psychologist or Multi-D team of which a psychologist is part. Applications should be addressed to Joanne O'Connor ASD programme Co-ordinator.**

1.8 Furthermore, we require that we are made aware of: Any medications that the applicant pupils may be in receipt of either at home or during the school day.

1.8.1 Any additional medical conditions and / or dietary restrictions / requirements that the individual may have.

1.9 We require that the Principal and a selected member / members of the ASD team are facilitated in interviewing the Principal of the feeder school and any other school personnel (such as teachers and Special Needs Assistants) who are deemed to have played a significant role in the applicant pupil in this / her current educational placement.

1.10 We are required that the Principal and selected member / members of the ASD team are facilitated to conduct as many observations as appropriate of the pupil in his / her current educational placement.

1.11 We reserve the right to refuse placement to a student should our programme / facilities not meet the educational needs of the student.

1.12 Once a pupil has been offered a place on the programme they will be invited to participate in a transition programme to the school. We regard pupils; participation in the transition programme to be essential in ensuring their smooth transition to their new environment, as well as in facilitating ASD programme staff in making any necessary academic / other reasonable accommodations for the pupil in a pre-emptive and responsible manner.

The transition programme as it currently exists involves:

1.12.1 Ongoing occasional visits by a member / members of ASD programme staff to the child in his / her general classroom in his / her current primary school / special school / centre over the course of his remaining academic year.

1.12.2 A number of arranged visits of the enrolled pupil to Kinsale Community School

1.12.3 A Transfer to secondary school booklet to be completed by parents and Primary school staff.



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2 Procedures in the event that following enrolment the pupil is found not the benefiting from their participation in the ASD Programme.

We draw close attention to Sections 3 of the Education for Persons with Special Educational Needs Act (2004) which states that it is the responsibility of the school principal to arrange for the assessment of a child to be carried out when he / she “is of the opinion that the student concerned is not benefiting from education programme provide” due to a difficulty “that may arise from him or her having special educational needs”. In keeping with this statement we reserve the right to request additional professional psychological / psychiatric / medical assessment if, at any following enrolment it is our professional opinion that a pupil with ASD is encountering serious difficulties which, we believe, cannot be adequately explained by autistic “Triad of Impairment” as outlined. As further stipulated in Section 3 of the Education for Persons with Special Educational Needs Act (2004) we expect that such an assessment be commenced “not later than 1 month after the Principal has reached this decision and be finally completed in not later than 3 months”. In cases (following further assessment) where it is our professional opinion that the pupil poses a serious health and safety risk to himself / herself and / or to other pupils or staff in the school, the case will be referred to the Board of Management to assess suitability for continuance on the programme.

3 The maximum number enrolled in the programme will not exceed 36 students.

4 Applications in the following instances will be referred to the Board of Management for decision.



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- Late applications.
- Refused a place in first year in another post primary school.
- Matters relating to adequacy of the professional services to meet the needs of particular applications.

5 Enrolment other than to first year.

5.4 Applications from students other than 1st year will initially be assessed by steering committee and referred to the Board of Management.

6 Procedures

Enrolments will only be finalised following the completion of the following enrolment procedures.

6.4 Submissions of a completed application form and relevant documentary evidence.

6.5 Consent to educational records being made available by previous schools and to professional assessments being undertaken and reports provided if requested.

6.6 Attendance at enrolment assessment test as required.

6.7 All applications must supply the following enrolment requirements:

- Signed copy of Code of Behaviour and Discipline.
- Birth Certificated.
- File Photographs.

Additionally, for enrolment in years other than first year.

- Two most recent term (or similar) reports.
- Reasons for seeking transfers.
- Report from Principal/Director of the last school/centre attended, giving reasons for leaving that school/centre.

7 Sequence

All procedures at 8 above must be completed before an application is referred to the Board of Management.

Ratified by the Board of Management on: 20 Sep 2022

Signature of the Chairperson, Board of Management: S. R. [Signature]

Signature of the Secretary, Board of management: [Signature]