EXEMPTIONS FROM THE STUDY OF IRISH: GUIDELINES FOR POST-PRIMARY SCHOOLS (ENGLISH-MEDIUM)
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TO NOTE
The first version of these guidelines was published in conjunction with Circular 0053/2019 in August 2019. This version aims to further clarify the process schools should follow when considering applications for exemption based on the advice and feedback of parents, school principals and other stakeholders. THERE ARE NO CHANGES TO THE TERMS OF THE CIRCULAR. These Guidelines also include advice for special schools and mainstream schools with special classes where, in accordance with subsection 1.2 of the Circular, a formal application for a Certificate of Exemption is not required in the case of pupils/students enrolled in these settings (see section 8). Pupils/Students in these settings may be considered to be exempt without holding a Certificate of Exemption.
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 has been 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 student 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), an application form, Certificate of Exemption and checklists to guide the processing of applications, recording keeping and reporting as well as detail about the appeal mechanism (Appendices 2-5).

These Guidelines have been developed in response to the extensive feedback received in response to the public consultation on the draft circulars on exemptions from the study of Irish. They reflect good practice in identifying and addressing students’ 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, 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 students. Developing lifelong language skills from an early age through engagement with both languages has the potential to prepare students 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 students at primary level. 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 age. 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

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2 Department of Education and Skills (2017) Languages Connect: Ireland’s Strategy for Foreign Languages in Education 2017-2026
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) which is targeted at students in English-medium schools 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 students in an inclusive school environment. They guide 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 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 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.

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 school’s 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 L1).

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
- 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

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

4 Circular 0014/2017 and Circular 0008/2019 (Special Education Teaching Allocation)
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 Allocation 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. 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.

- **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 contexts 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 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 students:

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

In the case of students 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 request that the application process be initiated.

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

or

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**

or

(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 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 (applicant) 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 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 (Appendix 3) and 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)/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.
In the case that an Exemption from the study of Irish is granted, the student’s record on the Post-Primary Online Database (PPOD) should be updated with details of the date and grounds on which it has been granted.

3.4 What is the appeals procedure?
If a parent wishes to make an appeal, the appeal will be confined to a review of whether the school adhered to the guidelines for processing the application for an Irish exemption as set out in the Circular and these Guidelines.

The parent(s)/guardian(s) or the student where he/she is the applicant, 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. The appeal form is provided on the Department’s website, [www.education.ie/en/Parents/Information/Irish-Exemption/application-forms.html](http://www.education.ie/en/Parents/Information/Irish-Exemption/application-forms.html)

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 Circular 0053/2019 using the Post-Primary Online Database (P-POD).

All students who have been granted an exemption from the Study of Irish should be recorded on the Post-Primary On-line Database (P-POD) system including those who have opted not to exercise the exemption granted in a given school year (section 2.3 of Circular 0053/2019). In the case of students in Exam classes who are not exercising the exemption granted and wish to sit the State Examination in Irish, the State Examinations Commission (SEC) should be contacted by email on entries@examinations.ie and advised that to inform them that this candidate has an exemption from the study of Irish that he/she is not exercising but that they wish to sit the State Examination in Irish. The school must also ensure that Irish is added to this candidate’s E8 form in advance of the submission deadline required by the SEC.

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

Students with Special Educational needs who do not meet the criteria for an exemption from the study of Irish should be provided with a differentiated approach to language learning and any other supports in accordance with *Guidelines for supporting students with Special Educational Needs in Mainstream Schools* and with *Special Educational Needs: A continuum of Support*.

In such cases, the school should review how a differentiated learning approach can be provided to best assist the student to engage in their learning to the greatest extent possible and at a level appropriate to their needs. The principal can also consider a consultation with a psychologist from the National Educational Psychological Service (NEPS).

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

Where an exemption from the study of Irish is granted to a student in a mainstream school, a Certificate of Exemption (see Appendix 5), should be completed and issued to the parent(s)/guardian(s)/student (applicant).

In the case of a student transitioning to a mainstream school/class from a special school/class, in order to assist transition, the Principal of the special school/class should provide the student with a Certificate of Exemption granted in accordance with Section 1.2 of the Circular. The students Student Support File should be up to date and include a copy of the Certificate of Exemption.

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

9. What are the recommended assessment tests?


Guidance for assessment and intervention can also be found at [www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/Resources-Publications.html](http://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/Resources-Publications.html).

Advice on the appropriate tests to use for a particular purpose and details regarding their administration is also available from National Educational Psychological Service (NEPS), National Council for Special Education (NCSE), National Centre for Guidance in Education (NCGE) and the test publishers themselves.

10. Enquiries on the Irish Exemption Circulars

E-mail: CAP_Helpdesk@education.gov.ie

Address: Curriculum and Assessment Policy Unit,
Department of Education and Skills,
Marlborough Street, Dublin 1.
D01 RC96

Phone: 01-889 2257 / 2384
11. Enquiries on the Irish Exemption Appeals Process

E-mail: irishexemptionappeal@education.gov.ie
Address: Schools Financial and Database Section,
Department of Education and Skills,
Cornamaddy,
Athlone,
Co. Westmeath,
N37 X659
Phone: (090) 648 3896 / 4269 / 4030
**APPENDIX 1: GLOSSARY**

**Differentiated Learning Experience**
Differentiation is a framework for effective teaching that involves providing different 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.

**Guidelines for Post-primary Schools: Supporting Pupils with Special Educational Needs in Mainstream Schools**
These guidelines support schools in the implementation of the revised model for allocating special education teaching resources. Effective provision for pupils with special educational needs is situated within an inclusive whole-school framework which emphasises effective teaching and learning for all and good collaboration and engagement between schools, parents/guardians and pupils. [www.education.ie/en/The-Education-System/Special-Education/](http://www.education.ie/en/The-Education-System/Special-Education/)

**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.ncse.ie/inclusive-education-framework) and [www.sess.ie/resources/cpd-audit-tools/](http://www.sess.ie/resources/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. [www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0056_2011.pdf](http://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0056_2011.pdf)

**Primary Language Curriculum**
Special Educational Needs: A Continuum of Support

The Department of Education and Skills 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.


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 students’ needs, without the requirement for a diagnosis of disability. A key principle underpinning this model is that all students, 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 student’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 students, 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.


Student Support Plan

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

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 FORM 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

<table>
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<tr>
<th>Name of student</th>
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<tr>
<td>Date of birth</td>
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<tr>
<td>Year</td>
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<tr>
<td>Name of school</td>
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I/We wish to apply for an exemption from the study of Irish on behalf of ___________________ or 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 0053/2019

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.

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: ______________

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For the school:

**Date of receipt of application:**

Principal: ___________________ Date: ______________

School roll number: ____________
APPENDIX 3: A QUICK GUIDE TO PROCESSING APPLICATIONS

Written application for Exemption from the study of Irish to the school (Process application within 21 school days)

- Confirm application is in line with Circular sub-paragraph 2.2a or 2.2b
- Consultation with the parent(s)/guardian(s)/student
- Advise of process and possible implications of being exempt from Irish
- Review evidence of age and stage in primary education (2.2a)
- Review evidence of age, time spent outside of the state, and periods of previous enrolments in the state as a recognised pupil/student (2.2b)

Complete Checklist

Meets Criteria –
• Issue Certificate of Exemption
• Record decision on P-POD

Advise of option not to exercise the exemption granted, without any loss of the right to exercise it at a future time.

Does not meet criteria –
Confirm decision in writing

Advis of option to appeal the school’s decision to the Irish Exemptions Appeal Committee
APPENDIX 4: CHECKLISTS FOR PROCESSING APPLICATIONS

Checklist for processing applications for exemption from the study of Irish in accordance with Circular 0053/2019 Subsection 2.2a: ................................................................. Page 15

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.

Checklist for processing applications for exemption from the study of Irish in accordance with Circular 0053/2019 Subsection 2.2b:................................................................. Page 17

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.

Checklist for processing applications for exemption from the study of Irish in accordance with Circular 0053/2019 Subsection 2.2c ................................................................. Page 19

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.
## 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*

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<td>School roll number</td>
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<tr>
<td>Name of student</td>
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<td>Date of birth</td>
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<td>Student PPSN</td>
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### 1. RECEIVING THE APPLICATION

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<tr>
<th>a)</th>
<th>The date on which the school received the application is recorded on the form.</th>
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<th>b)</th>
<th>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.</th>
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### 2. CONSIDERING THE APPLICATION

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<th>a)</th>
<th>The written application and supporting documentation have been discussed with parent(s)/guardian(s)/student and the student on whose behalf the application is made.</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
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</table>

<table>
<thead>
<tr>
<th>b)</th>
<th>The parent(s)/guardian(s)/student have been advised of the next steps in processing the application.</th>
<th>Yes</th>
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<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>c)</th>
<th>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.</th>
<th>Yes</th>
<th>No</th>
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<tbody>
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</tbody>
</table>

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<thead>
<tr>
<th>d)</th>
<th>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.</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>e)</th>
<th>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.</th>
<th>Yes</th>
<th>No</th>
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<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>f)</th>
<th>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.</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>☐</td>
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</tbody>
</table>
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.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
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<tbody>
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</tbody>
</table>

h) The student’s educational experience and/or progress has been considered.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
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<td>☐</td>
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</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

b) An exemption from the study of Irish is granted

or

An exemption from the study of Irish is not granted

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>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

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>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
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<td>☐</td>
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</tbody>
</table>

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 on re-enrolment.**

<table>
<thead>
<tr>
<th>Name of school</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School roll number</td>
<td></td>
</tr>
<tr>
<td>Name of student</td>
<td></td>
</tr>
<tr>
<td>Date of birth</td>
<td></td>
</tr>
<tr>
<td>Student PPSN</td>
<td></td>
</tr>
</tbody>
</table>

#### 1. Receiving the Application

- **a)** The date on which the school received the application is recorded on the form.
  - Yes [ ] No [ ]

- **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 [ ] No [ ]

#### 2. Considering the Application

- **a)** The written application and supporting documentation have been discussed with parent(s)/guardian(s)/student and the student on whose behalf the application is made.
  - Yes [ ] No [ ]

- **b)** The parent(s)/guardian(s)/student have been advised of the next steps in processing the application.
  - Yes [ ] No [ ]

- **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 [ ] No [ ]

- **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 [ ] No [ ]

- **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 [ ] No [ ]

- **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 [ ] No [ ]
3. CONFIRM A DECISION

<table>
<thead>
<tr>
<th>g)</th>
<th>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.</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>h)</td>
<td>The student’s educational experience and/or progress has been considered.</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

b) An exemption from the study of Irish is granted
   or
   An exemption from the study of Irish is not granted

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 | No |
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 | No |

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 and present with a Standardised Score in a discrete test at/below the 10th percentile in either Word Reading, Reading Comprehension or Spelling*

<table>
<thead>
<tr>
<th>Name of school</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School roll number</td>
<td></td>
</tr>
<tr>
<td>Name of student</td>
<td></td>
</tr>
<tr>
<td>Date of birth</td>
<td></td>
</tr>
<tr>
<td>Student PPSN</td>
<td></td>
</tr>
</tbody>
</table>

## 1. RECEIVING THE APPLICATION

<table>
<thead>
<tr>
<th>Description</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) The date on which the school received the application is recorded on the form.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>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.</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

## 2. CONSIDERING THE APPLICATION

<table>
<thead>
<tr>
<th>Description</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) The written application and supporting documentation have been discussed with parent(s)/guardian(s)/student and the student on whose behalf the application is made.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b) The parent(s)/guardian(s)/student have been advised of the next steps in processing the application.</td>
<td>☐</td>
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<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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<tr>
<td>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.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>g) The student’s Student Support File has been reviewed.</td>
<td>☐</td>
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</tbody>
</table>
h) The student’s SET Team has been consulted.

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

- 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 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 10th percentile

| An exemption from the study of Irish is granted | □ |
| An exemption from the study of Irish is not granted | □ |

Where an application for exemption is refused, please note reason(s).

4. **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.

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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.

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Principal: _________________

Date: _________________
CERTIFICATE OF EXEMPTION FROM THE STUDY OF IRISH
Circular 0053/2019

Name of pupil: _____________________________
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):

1.2 The student was enrolled in a recognised Special School or Special Class in a mainstream school. *

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: _____________________________

(*See section 8 of these Guidelines)