



## Exemption from the Study of Irish Policy.

### **Introduction:**

This policy was reviewed by staff and Board of Management of Scoil Mhuire N.S, Schull in response to recent changes and updated circulars.

### **Rationale:**

Circular 0054/2022 emphasises the value of all children studying Irish, the first language of the state, particularly in the context of the Primary Language Curriculum, which takes an integrated approach to language study and acknowledges that young children adapt and improve their language skills over time.

The Primary Language Curriculum is informed by the benefits of bilingualism and by the principles of inclusion. It is designed as a Curriculum for children of all abilities in all school context and supports the provision of a differentiated learning experience for pupils in an inclusive school environment.

This rationale underpins the emphasis on pupils under 12 continuing to study Irish with limited exceptions. These exceptions are outlined below.

### **Relationship to the School Ethos:**

This policy is in keeping with the ethos of the schools, which strives to provide a well-ordered, caring, happy and secure atmosphere where the intellectual, spiritual, physical, moral and cultural needs of the pupils are identified and addressed.

### **Aims and Objectives:**

- To allow for pupils of differing abilities, interest and circumstances
- To enhance inclusivity within the school
- To enable children of all abilities to access the curriculum in a learner friendly manner

Since September 2019, with the publishing of Circular 0052/2019, the onus has been placed on schools to ascertain whether a student should qualify for and be granted an exemption from the study of Irish. In August 2022 a new Circular 0054/2022 Exemptions from the Study of Irish –Revising Circular 0052/2019 changed some of the conditions under which an exemption can be granted.

### **Granting an Exemption from the Study of Irish**

**An exemption should be granted only in exceptional circumstances:**

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 pupils' 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 below.

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

Exemption from the study of Irish may be allowed in the following exceptional circumstances (2.2.1, 2.2.2, 2.2.3, 2.2.4 or 2.2.5) :

#### **2.2.1 A student moving from a different country without previous experience of learning the Irish language**

An exemption from the study of Irish may be granted to a student whose education was received outside the State (for a minimum period of three consecutive years) where he/she did not have opportunity to engage in the study of Irish

#### **AND either (a) or (b)**

- A. Who is not less than 12 years of age on the day of their enrolment or re-enrolment

#### **OR**

- B. Who is enrolling following the completion of the full course of primary education recognised by another state.

#### **2.2.2 A student who experiences significant literacy difficulties which are an obstacle to their learning across the curriculum,**

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

- (i) who 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 tests scores (Word Reading, Reading Comprehension, Spelling , other scores of language/literacy) at key points of review

#### **AND**

2. Who, at the time of the application for exemption presentations with a standardised score on a discrete test in either Word Reading, Reading Comprehension or Spelling at/below the 10th percentile.

Pupils availing of an exemption under this category are 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 student who experiences a high level of multiple and persistent needs that are a significant barrier to the student's participation and engagement in their learning and school life.**

It is recognised that there is a small cohort of students who have a high level of multiple and persistent needs that are a significant barrier to their participation and engagement in their learning and school life. In the case of these students, consideration may need to be given to adjusting the range of learning experiences to ensure that their needs are met and that they may engage purposefully in their learning in school. In very exceptional circumstances, this means that consideration may need to be given to exempting them from the study of Irish.

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

(i) who has at least reached second class

**AND**

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

**AND**

(iv) who school has substantial written evidence that these individualised Student Support Plans have been implemented over not less than two school years, and have been monitored and reviewed by the school in collaboration with the parent (s)/guardian (s) and the student

**AND**

(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 student concerned.

Normally, this will mean that the pupil will be expected to engage with the student of Irish at the least to the end of fifth class. However, in very exceptional circumstances, where they 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 student in a recognised special school or class or who was previously enrolled in a recognised special school or class or who has a recommendation and has been deemed eligible for a place in a recognised special school and /or in a special class in a mainstream school.**

(i) where a student is currently enrolled in a recognised special school or special class in a mainstream school or who has previously been enrolled in a recognised special school or special class in a mainstream school and who is transitioning to mainstream provision, that student is automatically entitled to an exemption from the study of Irish without an application

**AND**

(ii) where a student has a recommendation and has been deemed eligible for a place in a recognised special school and/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 are 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, one or both of whose parents/guardians are diplomatic or consular representatives (s) of another country to Ireland.**

An exemption may be granted to such children irrespective of age or educational history.

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

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

1. A parent/guardian must make an application in writing to the principal 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 shall 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 **Exemptions from the Study of Irish –Revising Circular 0052/2019** can be considered as grounds for an exemption from the study of Irish and no other exceptional circumstances can be Considered.

The school will then;

- 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 below.

6. Where an application is refused, the principal must inform the applicant(s) in writing outlining the reasons for refusal and notifying the applicant(s) that the school's decision may be appealed to the Irish Exemptions Appeal Committee within 30 calendar days of the date of the written decision.

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

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

1. review the application and any documentation provided by the applicant(s);
2. consult with the pupil's class teacher;
3. consult with the special education teacher
4. review school documentation for the evidence outlined in subsection 2.2;

### **(c) Recording the decision**

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

the applicant.

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

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. The template for Certificate of Exemption is 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). To support inclusive practice, pupils who are exempt from the study of Irish will be included in a meaningful way in aspects of Irish language and cultural activities in line with his/her ability and interests. Pupils will remain in the class during the Irish lesson so that they may have an opportunity to gain a knowledge of spoken Irish and to participate in the learning activities.

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 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.

vi. In addition, where an exemption from the study of Irish is granted, the school will 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.

### **Appeal**

Where the application for exemption from the study of Irish is refused, a parent/guardian can appeal the school decision to the Irish Exemptions Appeal Committee (IEAC). The deliberations of the IEAC will focus solely on the process the school engaged in reaching its decision. The IEAC will consider how the school followed the process as prescribed in

the Circular and the accompanying Guidelines for Primary Schools.

An appeal must be lodged within 30 calendar days from the date the decision of the school not to grant an exemption was notified in writing to the parents/guardians. The Irish Exemptions Appeal Form and Guidelines for Primary Schools can be accessed at

<https://www.gov.ie/en/department-of-education/services/exemption-from-the-study-of-irish/>

Where an exemption is refused the applications will be informed and a copy of the application form and all supporting documentation will be retained in the school for at least the duration of the pupil's attendance at the school.

### **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. (Primary or Secondary) school.

### **Roles and Responsibilities:**

In-school Management, class teachers and the Board of Management will contribute to the implementation of school procedures.

### **Success Criteria:**

- Seamless integration of non-nationals and pupils with learning difficulties
- Happy school learning environment
- Positive teacher/parental feedback

### **Review and Ratification:**

This Exemption from the Study of Irish Policy was adopted by the Board of Management on September 30th 2025

Signed: Brid McSwiney (Chairperson) Date: 30/09/2025

Signed: Mairead Drinan (Principal) Date:30/09/2025

**Appendixes for School Use in the application process  
(all available to staff as separate documents)**

**Appendix 1:** Application for Exemption from the Study of Irish (For completion by the parent(s)/guardian (s))

**Appendix 2:** What are the implications for a pupil not studying Irish?

**Appendix 3:** Checklists for processing applications x 4

**Appendix 4:** Guidance on Discreet Testing of Literacy Skills for pupils under guidance 2.2.2 For SET

**Appendix 5:** Checklist to record the differentiated approach (School document to accompany paperwork for applications)

**Appendix 6:** Irish Exemption Appeal Form

**Appendix 1 – Application for Exemption from the Study of Irish**

<b>Application for Exemption from the Study of Irish Primary Schools For completion by the parent(s)/guardian(s)</b>		
<b>Name of Pupil</b>		
<b>Date of Birth</b>		
<b>Class</b>		
<b>Name of School</b>		
<p>I/We wish to apply for an exemption from the study of Irish on behalf of _____</p> <p>Please indicate ( ) the grounds for an exemption from the study of Irish in accordance with Circular 0054/2022</p>		
<b>2.2.1(a)</b>	The pupil is not less than 12 years of age on the day of their enrolment or re-enrolment whose education was received outside the State (for a minimum period of three consecutive years) where he/she did not have the opportunity to engage in the study of Irish.	
<b>2.2.1(b)</b>	The pupil's education was received outside the State (for a minimum period of three consecutive years) where he/she did not have opportunity to engage in the study of Irish and who is enrolling following the completion of the full course of primary education recognised by another State.	

2.2.2	The pupil has at least reached second class and experiences significant literacy difficulties which are an obstacle to their learning across the curriculum and which are persistent despite having had access to a differentiated approach to language and literacy learning in all subjects/across the curriculum and over time and presents with a standardised score on a discrete test in either Word Reading, Reading Comprehension or Spelling at/below the 10th percentile.	
2.2.3	The pupil has at least reached second class and experiences a high level of multiple and persistent needs, that persist despite targeted and individualised Student Support Plans to address those needs (over not less than two years) and which are a significant barrier to the pupil's participation and engagement in their learning and school life and who been given every reasonable opportunity to participate in the learning of Irish in mainstream classes for as long as possible and the Principal is satisfied that the granting of an exemption is in the overall best interests of the pupil <i>concerned</i> .	
2.2.4(ii)	The pupil has a recommendation and has been deemed eligible for a place in a recognised special school and/or in a special class in a mainstream school	
2.2.5	The pupil's parent(s)/guardian(s) is a/are diplomatic or consular representatives of another country to Ireland irrespective of age or educational history.	

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

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

For the purpose of this application the documentation provided will be assessed, by relevant school personnel and other professionals where necessary, to determine whether there is grounds to grant an exemption from the study of Irish. Tick the box if you wish to proceed.

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

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

**For school use only**

**Date of receipt of application:**

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

**School roll number:** \_\_\_\_\_

***Appendix 2 – What are the implications for a pupil not studying Irish?***

Irish language requirements for entry to third level courses/programmes of study are at the discretion of the relevant colleges and universities. These requirements may be subject to change, and it is therefore important that pupils/parents are aware of such requirements.

Information on third level entry requirements can be accessed on relevant college/university websites.

It is important that parents/guardians and pupils are made aware that Irish is an entry requirement for access to programmes for initial teacher education (primary) offered in the four-state funded higher education institutions.

***Appendix 3: Checklists for processing applications x 4***

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

**A pupil moving from a different country, who is re-enrolling following a period spent abroad, provided at least three consecutive years have elapsed since the previous enrolment in the State and who is not less than 12 years of age on the day of their enrolment or re-enrolment**

<b>Name of school</b>	
<b>School roll number</b>	

<b>Name of pupil</b>			
<b>Date of birth</b>			
<b>PPS Number</b>			
<b>1.</b>	<b>RECEIVING THE APPLICATION</b>		
		<b>Yes</b>	<b>No</b>
a)	The date on which the school received the application is recorded on the form.		
b)	Receipt of the application has been acknowledged in writing and the parent(s)/guardian(s) has/have been informed that the application will be processed within 21 school days of date of receipt.		
<b>2.</b>	<b>CONSIDERING THE APPLICATION</b>		
		<b>Yes</b>	<b>No</b>
a)	The written application and supporting documentation have been discussed with parent(s)/guardian(s) and pupil.		
b)	The parent(s)/guardian(s) has/have been advised of the next steps in processing the application.		
c)	The parent(s)/guardian(s) and pupil have been informed of any implications of an exemption from the study of Irish now and into the future.		
d)	The parent(s)/guardian(s) has/have been informed that a signed Certificate of Exemption will issue where a decision is reached that an exemption will be granted.		
e)	The parent(s)/ guardian(s) has/have been informed that where an application is refused that the school's decision may be appealed to the Irish Exemptions Appeal Committee within 30 days from the date the decision of the school is notified in writing.		
f)	The arrangements (as per Section 6 of the Guidelines), in the case of an exemption being granted, have been explained to the parent(s)/guardian(s) and the pupil.		

g)	Relevant evidence about the pupil's previous enrolment (including dates) and attendance at a school(s) outside the State has been examined.		
h)	The pupil's educational experience and/or progress has been considered.		
3.	<b>CONFIRMING A DECISION</b>		
		<b>Yes</b>	<b>No</b>
a)	The above named pupil is not less than 12 years of age		
b)	At least three consecutive years have elapsed since the above named pupil was last enrolled in a school in this State.		
c)	<p>An exemption from the study of Irish <u>is granted</u></p> <p>or</p> <p>An exemption from the study of Irish is <u>not granted</u></p>		
<p>Where an application for exemption is refused, please note reason(s).</p>			
4.	<b>COMMUNICATING AND RECORDING THE DECISION</b>		
		<b>Yes</b>	<b>No</b>
a)	The outcome of the application has been confirmed in writing to the parent(s)/guardian(s) and the reason(s) for not granting an exemption where relevant.		

b)	Arrangements have been made for the retention of the application form and all supporting documentation, including a Copy of the Certificate of Exemption where applicable, and this checklist, in accordance with data protection law.		
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**Principal:** \_\_\_\_\_

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

<p><b>CHECKLIST FOR PROCESSING APPLICATIONS FOR EXEMPTION FROM THE STUDY OF IRISH IN ACCORDANCE WITH CIRCULAR 0054/2022 2.2.1b</b></p> <p><b>A pupil whose education was received outside the State for a minimum period of three consecutive years and who is enrolling following the completion of the full course of primary education recognised by another state, where they did not have opportunity to engage in the study of Irish</b></p>	
Name of school	

<b>School roll number</b>			
<b>Name of pupil</b>			
<b>Date of birth</b>			
<b>PPS Number</b>			
<b>1.</b>	<b>RECEIVING THE APPLICATION</b>		
		<b>Yes</b>	<b>No</b>
a)	The date on which the school received the application is recorded on the form.		
b)	Receipt of the application has been acknowledged in writing and the parent(s)/guardian(s) has/have been informed that the application will be processed within 21 school days of date of receipt.		
<b>2.</b>	<b>CONSIDERING THE APPLICATION</b>		
		<b>Yes</b>	<b>No</b>
a)	The written application and supporting documentation have been discussed with parent(s)/guardian(s) and pupil.		
b)	The parent(s)/guardian(s) has/have been advised of the next steps in processing the application.		
c)	The parent(s)/guardian(s) and pupil have been informed of any implications of an exemption from the study of Irish now and into the future.		
d)	The parent(s)/guardian(s) has/have been informed that a signed Certificate of Exemption will issue where a decision is reached that an exemption will be granted.		
e)	The parent(s)/ guardian(s) has/have been informed that where an application is refused that the school's decision may be appealed to the Irish Exemptions Appeal Committee within 30 days from the date the decision of the school is notified in writing.		
f)	The arrangements (as per Section 6 of the Guidelines), in the case of an exemption being granted, have been explained to		

	the parent(s)/guardian(s) and the pupil.		
g)	Evidence of the pupil's attendance at a school outside the State for a minimum period of three consecutive years and completion of the full course of primary education recognised by another state.		
h)	The pupil's educational experience and/or progress has been considered.		
<b>3.</b>	<b>CONFIRMING A DECISION</b>		
		<b>Yes</b>	<b>No</b>
a)	The above named pupil received his/her education outside the State for a minimum period of three consecutive years and completed the full course of primary education recognised by another state.		
c)	<p><b>An exemption from the study of Irish <u>is granted</u></b></p> <p><b>or</b></p> <p><b>An exemption from the study of Irish is <u>not granted</u></b></p>		
<p><b>Where an application for exemption is refused, please note reason(s).</b></p>			
<b>4.</b>	<b>COMMUNICATING AND RECORDING THE DECISION</b>		
		<b>Yes</b>	<b>No</b>
a)	The outcome of the application has been confirmed in writing to the parent(s)/guardian(s) and the reason(s) for not granting an exemption where relevant.		

b)	Arrangements have been made for the retention of the application form and all supporting documentation, including a Copy of the Certificate of Exemption where applicable, and this checklist, in accordance with data protection law.		
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**Principal:** \_\_\_\_\_

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

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

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

<b>Name of school</b>	
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<b>School roll number</b>			
<b>Name of pupil</b>			
<b>Date of birth</b>			
<b>PPS Number</b>			
<b>1.</b>	<b>RECEIVING THE APPLICATION</b>		
		<b>Yes</b>	<b>No</b>
a)	The date on which the school received the application is recorded on the form.		
b)	Receipt of the application has been acknowledged in writing and the parent(s)/guardian(s) has/have been informed that the application will be processed within 21 school days of date of receipt.		
<b>2.</b>	<b>CONSIDERING THE APPLICATION</b>		
		<b>Yes</b>	<b>No</b>
a)	The written application and supporting documentation have been discussed with parent(s)/guardian(s) and pupil.		
b)	The parent(s)/guardian(s) has/have been advised of the next steps in processing the application.		
c)	The parent(s)/guardian(s) and pupil have been informed of any implications of an exemption from the study of Irish now and into the future.		
d)	The parent(s)/guardian(s) has/have been informed that a signed Certificate of Exemption will issue where a decision is reached that an exemption will be granted.		
e)	The parent(s)/ guardian(s) has/have been informed that where an application is refused that the school's decision may be appealed to the Irish Exemptions Appeal Committee within 30 days from the date the decision of the school is notified in writing.		
f)	The arrangements (as per Section 6 of the Guidelines), in the case of an exemption being granted, have been explained to		

	the parent(s)/guardian(s) and the pupil.		
g)	The pupil's Student Support File has been reviewed.		
h)	The pupil's class teacher and SET team has been consulted.		
<b>3.</b>	<b>CONFIRMING A DECISION</b>		
		<b>Yes</b>	<b>No</b>
a)	The above named pupil: 1. has at least reached second class  <b>and</b>		
	2. presents with significant literacy difficulties that are persistent despite having access to a differentiated approach to language and literacy in both Irish and English over time as evidenced in the Student Support File including · 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  <b>and</b>		
	3. at the time of application for exemption, the above named pupil presents with a Standardised Score on a discrete test in either Word Reading or Reading Comprehension or Spelling at/below the 10th percentile		

b)	<p>An exemption from the study of Irish <u>is granted</u></p> <p>or</p> <p>An exemption from the study of Irish is <u>not granted</u></p>
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Where an application for exemption is refused, please note reason(s).

<b>4.</b>	<b>COMMUNICATING AND RECORDING THE DECISION</b>
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		Yes	No
a)	The outcome of the application has been confirmed in writing to the parent(s)/guardian(s) and the reason(s) for not granting an exemption where relevant.		
b)	Arrangements have been made for the retention of the application form and all supporting documentation, including a Copy of the Certificate of Exemption where applicable, and this checklist, in accordance with data protection law.		

**Principal:** \_\_\_\_\_

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

**CHECKLIST FOR PROCESSING APPLICATIONS FOR EXEMPTION  
FROM THE STUDY OF IRISH IN ACCORDANCE WITH CIRCULAR  
0054/2022 2.2.3**

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

<b>Name of school</b>			
<b>School roll number</b>			
<b>Name of pupil</b>			
<b>Date of birth</b>			
<b>PPS Number</b>			
<b>1.</b>	<b>RECEIVING THE APPLICATION</b>		
		<b>Yes</b>	<b>No</b>
a)	The date on which the school received the application is recorded on the form.		
b)	Receipt of the application has been acknowledged in writing and the parent(s)/guardian(s) has/have been informed that the application will be processed within 21 school days of date of receipt.		
<b>2.</b>	<b>CONSIDERING THE APPLICATION</b>		
		<b>Yes</b>	<b>No</b>
a)	The written application and supporting documentation have been discussed with parent(s)/guardian(s) and pupil.		
b)	The parent(s)/guardian(s) has/have been advised of the next steps in processing the application.		

c)	The parent(s)/guardian(s) and pupil have been informed of any implications of an exemption from the study of Irish now and into the future.		
d)	The parent(s)/guardian(s) has/have been informed that a signed Certificate of Exemption will issue where a decision is reached that an exemption will be granted.		
e)	The parent(s)/ guardian(s) has/have been informed that where an application is refused that the school's decision may be appealed to the Irish Exemptions Appeal Committee within 30 days from the date the decision of the school is notified in writing.		
f)	The arrangements (as per Section 6 of the Guidelines), in the case of an exemption being granted, have been explained to the parent(s)/guardian(s) and the pupil.		
g)	The pupil's Student Support File has been reviewed.		
h)	The pupil's class teacher and SET team has been consulted.		
<b>3.</b>	<b>CONFIRMING A DECISION</b>		
		<b>Yes</b>	<b>No</b>
a)	The above named pupil:		
	1. has at least reached second class		
	<b>and</b>		
	2. experiences a high level of multiple and persistent needs that are a very significant and continuing barrier to his/her participation and engagement in his/her learning and school life		
	<b>and</b>		
	3. whose school has substantial written evidence that these needs persist despite targeted and individualised Student Support Plans to address those needs		

	<b>and</b>		
	4. whose school has substantial written evidence that these individualised Student Support Plans have been implemented over not less than two school years, and have been monitored and reviewed by the school in collaboration with the parent(s)/guardian(s) and the pupil		
	<b>and</b>		
	5. who has been given every reasonable opportunity to participate in the learning of Irish in mainstream classes for as long as possible in keeping with the integrated approach in the Primary Languages Curriculum and acknowledging that pupils at a young age adapt and improve over time		
	<b>and</b>		
	6. the Principal is satisfied that the granting of an exemption is in the overall best interests of the pupil concerned		
b)	<b>An exemption from the study of Irish <u>is granted</u></b> <b>or</b> <b>An exemption from the study of Irish is <u>not granted</u></b>		

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

**4. COMMUNICATING AND RECORDING THE DECISION**

		<b>Yes</b>	<b>No</b>
a)	The outcome of the application has been confirmed in writing to the parent(s)/guardian(s) and the reason(s) for not granting an exemption where relevant.		
b)	Arrangements have been made for the retention of the application form and all supporting documentation, including a Copy of the Certificate of Exemption where applicable, and this checklist, in accordance with data protection law.		

**Principal:** \_\_\_\_\_

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

**CHECKLIST FOR PROCESSING APPLICATIONS FOR EXEMPTION  
FROM THE STUDY OF IRISH IN ACCORDANCE WITH CIRCULAR  
0054/2022 2.2.4(ii)**

A pupil has a recommendation and has been deemed eligible for a place in a recognised special school and/or in a special class in a mainstream school

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

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

		<b>Yes</b>	<b>No</b>
a)	The date on which the school received the application is recorded on the form.		
b)	Receipt of the application has been acknowledged in writing and the parent(s)/guardian(s) has/have been informed that the application will be processed within 21 school days of date of receipt.		

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

		<b>Yes</b>	<b>No</b>
a)	The written application and supporting documentation have been discussed with parent(s)/guardian(s) and pupil.		
b)	The parent(s)/guardian(s) has/have been advised of the next steps in processing the application.		
c)	The parent(s)/guardian(s) and pupil have been informed of any implications of an exemption from the study of Irish now and into the future.		

d)	The parent(s)/guardian(s) has/have been informed that a signed Certificate of Exemption will issue where a decision is reached that an exemption will be granted.		
e)	The parent(s)/ guardian(s) has/have been informed that where an application is refused that the school's decision may be appealed to the Irish Exemptions Appeal Committee within 30 days from the date the decision of the school is notified in writing.		
f)	The arrangements (as per Section 6 of the Guidelines), in the case of an exemption being granted, have been explained to the parent(s)/guardian(s) and the pupil.		
<b>3.</b>	<b>CONFIRMING A DECISION</b>		
		<b>Yes</b>	<b>No</b>
a)	The above named pupil has a recommendation and has been deemed eligible for a place in a recognised special school and/or in a special class in a mainstream school.		
b)	<b>An exemption from the study of Irish <u>is granted</u></b> <b>or</b> <b>An exemption from the study of Irish is <u>not granted</u></b>		
Where an application for exemption is refused, please note reason(s).			
<b>4.</b>	<b>COMMUNICATING AND RECORDING THE DECISION</b>		
		<b>Yes</b>	<b>No</b>

a)	The outcome of the application has been confirmed in writing to the parent(s)/guardian(s) and the reason(s) for not granting an exemption where relevant.		
b)	Arrangements have been made for the retention of the application form and all supporting documentation, including a Copy of the Certificate of Exemption where applicable, and this checklist, in accordance with data protection law.		

**Principal:** \_\_\_\_\_

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

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

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

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

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

		<b>Yes</b>	<b>No</b>
a)	The date on which the school received the application is recorded on the form.		
b)	Receipt of the application has been acknowledged in writing and the parent(s)/guardian(s) has/have been informed that the application will be processed within 21 school days of date of receipt.		

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

		<b>Yes</b>	<b>No</b>
a)	The written application and supporting documentation have been discussed with parent(s)/guardian(s) and pupil.		
b)	The parent(s)/guardian(s) has/have been advised of the next steps in processing the application.		
c)	The parent(s)/guardian(s) and pupil have been informed of any implications of an exemption from the study of Irish now and into the future.		

d)	The parent(s)/guardian(s) has/have been informed that a signed Certificate of Exemption will issue where a decision is reached that an exemption will be granted.		
e)	The parent(s)/ guardian(s) has/have been informed that where an application is refused that the school's decision may be appealed to the Irish Exemptions Appeal Committee within 30 days from the date the decision of the school is notified in writing.		
f)	The arrangements (as per Section 6 of the Guidelines), in the case of an exemption being granted, have been explained to the parent(s)/guardian(s) and the pupil.		
<b>3.</b>	<b>CONFIRMING A DECISION</b>		
		<b>Yes</b>	<b>No</b>
a)	The above named pupil is a child of a diplomatic or consular representative of another country in Ireland.		
b)	<p><b>An exemption from the study of Irish <u>is granted</u></b></p> <p><b>or</b></p> <p><b>An exemption from the study of Irish is <u>not granted</u></b></p>		
<p><b>Where an application for exemption is refused, please note reason(s).</b></p>			
<b>4.</b>	<b>COMMUNICATING AND RECORDING THE DECISION</b>		
		<b>Yes</b>	<b>No</b>
a)	The outcome of the application has been confirmed in writing to the parent(s)/guardian(s) and the reason(s) for not granting an exemption where relevant.		

b)	Arrangements have been made for the retention of the application form and all supporting documentation, including a Copy of the Certificate of Exemption where applicable, and this checklist, in accordance with data protection law.		
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**Principal:** \_\_\_\_\_

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

**Appendix 4 - Guidance on Discreet Testing of Literacy Skills for pupils under guidance 2.2.2**

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

For the purpose of the criteria set out in the policy, testing of literacy skills should be undertaken using a discrete test.

A discrete test is a standalone test which assesses a single literacy skill – in this case a test of either Word Reading or Reading Comprehension or Spelling.

Selected tests must measure attainment level as a standardised score which can be expressed as a percentile rank.

When selecting a test, schools should use the most recent version of the test and the test should be normed for the appropriate age range.

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

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

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

<i>Word Reading</i>	<i>Reading Comprehension</i>	<i>Spelling</i>
Wde Range Attainment Test (WRAT) 4/5 Word Reading	WRAT 4/5 Reading Comprehension	WRAT 4/5
Wechsler Individual Attainment Test 3 (WIAT 3) Word reading	WIAT 3 Reading Comprehension	WIAT 3 Spelling
Woodcock Johnson IV	Woodcock Johnson IV	Vernon Graded Word Spelling Test
Woodcock Reading	York Assessment of Reading Comprehension	The Diagnostic Spelling Test (DST)
		British Spelling Test 2nd

<p>Mastery Test 3rd Edition (WRMT-III) (2011)</p>	<p>– (YARC) (has both primary and post primary norms)</p>	<p>edition (BSTS2) Drumcondra Primary Spelling Test (DPST)</p>
<p>Diagnostic Reading Analysis (DRA3ED)</p>	<p>Diagnostic Reading Analysis (DRA3ED)</p>	<p>Lucid Assessment System for Schools (LASS)</p>
<p>Single Word Reading Test (SWRT)</p>		
<p>Hodder Oral Reading Test</p>		
<p>Lucid Assessment System for Schools (LASS)</p>		

**Appendix 5: Checklist to record the differentiated approach (School document to**

accompany paperwork for applications)

**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)**

<b>Name of pupil</b>		<b>Class</b>
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**Accommodations in place for student:**

<b>1.</b>	<b>Differentiation – What has been tried?</b>	<b>Print 'Yes' where applicable</b>
<b>a)</b>	<b>Level</b> <b>Teacher teaches to the middle &amp; differentiates up &amp; down.</b> <b>Different textbook used</b> <b>Same book but different expectations</b>	
<b>b)</b>	<b>Teaching style</b> <b>extra instruction</b> <b>over teaching</b> <b>repetition</b> <b>teacher models answers</b> <b>teacher scaffolds oral responses</b>	

c)	<p><b>Modifying Task</b></p> <p><i>tasks simplified</i></p> <p><i>focus on oral Irish</i></p> <p><i>repetition &amp; practice,</i></p> <p><i>less output (written) expected</i></p> <p><i>teacher models written response</i></p> <p><i>assistance with cloze exercises</i></p>	
d)	<p><b>Modifying Pace</b></p> <p><i>expectation of less written output</i></p> <p><i>revision &amp; repetition</i></p>	
e)	<p><b>Following student's interests</b></p> <p><i>Irish music &amp; songs, activities &amp; games</i></p>	
f)	<p><b>Level of Support</b></p> <p><i>teacher one to one</i></p> <p><i>pair/group work</i></p> <p><i>peer support/coaching</i></p>	
g)	<p><b>Resources</b></p> <p><i>Textbook</i></p> <p><i>Online resources</i></p> <p><i>Other:</i></p>	
h)	<p><b>Response required from student</b></p> <p><i>lower order questions in written work</i></p> <p><i>lower order questions answered orally</i></p>	

2.	<p><b>Interventions</b></p> <p><b>Focus on Oral Irish</b></p> <p><b>Lower level text book used</b></p> <p><b>Same book but different expectations</b></p> <p><b>Peer tutoring</b></p>	
3.	<p><b>Targets What are our objectives with this student who finds Irish hard?</b></p> <p><b>That they have an appreciation of the Irish language and culture and that they enjoy Irish.</b></p> <p><b>That they continue to do oral Irish, singing, games and activities in Irish.</b></p>	
4.	<p><b>Assessment</b></p> <p><b>Teacher observation</b></p> <p><b>In class feedback</b></p> <p><b>Photocopy examples of written work/evidence in textbook or copybook.</b></p>	

*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.	<p><b>Additional information from literacy assessment to support the application for an Irish Exemption:</b></p> <p><b>Details of school administered Assessment Result (from approved Assessment List) - including Assessment Name, Date of Administration, and percentile score in at least one of the following</b></p> <p><b>5.</b></p> <p><b>Reading Comprehension</b></p> <p><b>Reading Accuracy</b></p> <p><b>Spelling</b></p>
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**Signed:**  
**Principal:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Class Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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

**Appendix 6: Irish Exemption Appeal Form**

<b>IRISH EXEMPTIONS APPEAL FORM (PRIMARY)</b> <b>Circular 0054/2022</b>	
<b>Please complete in BLOCK CAPITALS</b>	
<b>Name of pupil</b>	
<b>Date of birth</b>	
<b>Name of school</b>	
<b>School address</b>	
<b>School roll number</b>	
<b>Name of Appellant</b>	
<b>Relationship to pupil</b>	
<b>Address of Appellant</b>	
<b>Email of Appellant</b>	
<b>Please indicate ( ) the sub-paragraph in Circular 0054/2022 on which the application to the school was based.</b>	

2.2.1(a) The pupil is not less than 12 years of age on the day of their enrolment or re-enrolment whose education was received outside the State (for a minimum period of three consecutive years) where he/she did not have the opportunity to engage in the study of Irish.

2.2.1(b) The pupil's education was received outside the State (for a minimum period of three consecutive years) where he/she did not have opportunity to engage in the study of Irish and who is enrolling following the completion of the full course of primary education recognised by another State.

2.2.2 The pupil has at least reached second class and experiences significant literacy difficulties which are an obstacle to their learning across the curriculum and which are persistent despite having had access to a differentiated approach to language and literacy learning in all subjects/across the curriculum and over time and presents with a standardised score on a discrete test in either Word Reading, Reading Comprehension or Spelling at/below the 10th percentile.

2.2.3 The pupil has at least reached second class and experiences a high level of multiple and persistent needs, that persist despite targeted and individualised Student Support Plans to address those needs (over not less than two years) and which are a significant barrier to the pupil's participation and engagement in their learning and school life and who been given every reasonable opportunity to participate in the learning of Irish in mainstream classes for as long as possible and the Principal is satisfied that the granting of an exemption is in the overall best interests of the pupil *concerned*.

**2.2.4(ii)** The pupil has a recommendation and has been deemed eligible for a place in a recognised special school and/or in a special class in a mainstream school.

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

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

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

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

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- 
- 

(Additional pages may be added for this section)

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

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

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

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

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

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