



## Transition Year (TY) Admissions Policy

20<sup>th</sup> January, 2026

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### **Introduction:**

The Intermediate School Killorglin is a co-educational, voluntary secondary school with a Catholic ethos. It is a non-fee paying school and is publicly funded.

The purpose of this document is to describe the school's policy and procedures for admission to the Transition Year (TY) Programme. Responsibility for the implementation and administration of this policy rests with the Manager of the school. This policy supersedes all previous TY Admissions Policies.

This policy should be read with the school Admissions Policy which is available on [www.isk.ie](http://www.isk.ie).

### **Mission Statement:**

The Intermediate School Killorglin is a lay, Catholic school under unitary management. The school is open to all young people acknowledging their different beliefs.

The school wishes to educate its pupils, in happy and pleasant surroundings and to achieve their potential, to develop their talents, to strive for excellence and to search for truth.

The pupils will learn to appreciate loyalty to their families, to school, country and to God and in learning this will understand service to their fellow human beings and to their community.

Pupils will be encouraged to enjoy leisure in life, to participate in sport, in creative activities, to be inventive and to be generous with their talents.

The policy of the Intermediate School is to create equality of opportunity for all. This aspiration of equality is applied in the choice and range of subjects, in educational trips and in social activities.

The school strives to create an atmosphere, which enables the young people to relate to one another in a way which is characterised by mutual respect.

The aim of the school is to produce a concerned Christian who is conscious of their dignity as a person, is familiar with their heritage and is equipped to take their place in their own environment.

The school also aims to foster a sense of community between teachers and pupils, a strong work ethic, a feeling of comradeship, a sense of dedication, help, encouragement and conviviality.

The school encourages pride and enthusiasm in our Irish background, a love of country and its traditions and to realise that they are members of a larger world.

The school accepts the central role of parents/guardians in the education of their children and promotes the involvement of the Parents' Association in the school.

All these elements are bonded together by a strong school dedication to its Catholic, Christian ideal.

### **Policy Principles:**

This Policy of the Intermediate School Killorglin has been developed in accordance with:

- The Education Act 1998
- The Education (Welfare) Act 2000
- Equal Status Act 2000 and 2003
- Education for Persons with Special Educational Needs Act (EPSEN) 2004
- Equality Act 2004
- Education (Miscellaneous Provisions) Act 2007
- Education (Admissions to Schools) Act 2018
- Department of Education circulars and letters

Within the context and parameters of the Department of Education regulations and programmes, and the funding and resources available, the Intermediate School Killorglin is committed to the principles of:

- Partnership
- Parental choice and student choice
- Inclusiveness and equality of access
- Transparency and fairness
- Accountability to applicants for enrolment, their parents, the staff and the community served by the school
- Respect for diversity of traditions, values, beliefs, languages and ways of life in society

- Provision of accurate and timely information to all stakeholders

### **School Profile:**

The Intermediate School Killorglin is a voluntary, Catholic, co-educational secondary school.

The school operates under unitary management and the Manager of the school is Mr. Joe O'Dwyer.

The school recognises the family as the primary educator and, through its ethos and values, works in partnership with parents/guardians in supporting students' education. A Parents' Association operates in the school, of which all parents/guardians are members.

The school provides a broad and balanced curriculum and is committed to high academic standards. Students are encouraged and supported to achieve excellence in academic, social, spiritual, sporting and cultural areas.

### **Transition Year (TY) Curriculum:**

Transition Year (4<sup>th</sup> Year) is an optional one-year programme following completion of Junior Cycle. It provides a broad educational experience that promotes personal, social, educational and vocational development. The programme allows students to sample Leaving Certificate subjects, engage in work experience and develop skills associated with independent learning and active citizenship.

The Transition Year (TY) Programme is a unique one year programme that promotes the personal, social, vocational and educational development of students and prepares them for their role as autonomous, participative and responsible members of society (Transition Year Guidelines, 1994, Department of Education). TY provides a bridge to enable students to make the transition to a more independent, self-directed learning environment associated with Senior Cycle.

Participation in Transition Year is not compulsory. The number of places available on the programme is decided on an annual basis by the Manager. For the year 2026-2027, the Manager has allocated **96 places for students**. This allocation is subject to change by the Manager, depending on the availability of resources and staffing allocation. This figure is reviewed annually.

For acceptance on to the TY programme, the school must believe that a student can benefit from participation in the programme and, equally, that their participation will not prevent any other student(s) from benefitting. Any decision in this regard will be taken by the TY admissions

committee, in consultation with the student's teachers, year head, the student and their parents/guardians.

## Application and Admission Process for Transition Year

### 1. Information on TY and Application Process

#### (a) Incoming First Year students

First Year students will be informed of the format of and admission policy to TY in school literature, the school website and in presentations to parents/guardians of first year students.

#### (b) Third Year Students

- During the second term of third year, the TY co-ordinator(s) will give a formal presentation on the TY programme to Third Year students. The qualities and disposition essential for acceptance to and successful participation in TY will be fully outlined to students at this presentation.
- During the second term, the parents/guardians of Third Year students will be invited to a formal presentation on the Transition Year Programme delivered by the Programme Co-ordinator(s).
- It is the responsibility of students and parents/guardians who miss these presentations to seek to inform themselves about the Programme and Application process.

### 2. Application Process

- Students must apply for a place on the TY programme on a **Microsoft Form**, shared with the 3<sup>rd</sup> Year Microsoft Team and witnessed by their parents/guardians. On this form, students must state clearly the reasons why they are applying for a place. It will also outline the commitment that they will give if they are offered and accept a place. It will be impressed upon applicants that this is a critical factor in the application process. It is imperative that the student personally completes this Application Form.
- **The deadline for application for the 2026-2027 academic year will be 6:00 pm Friday 6<sup>th</sup> February, 2026.**
- Applications will only be considered valid if they are fully completed and submitted within the specified timeframe.
- Any application received after the closing date will be considered a late application. Late applications will only be considered after students whose applications were submitted on time have been processed

### 3. The Transition Year Admissions Committee:

- The TY Admissions Committee will be responsible for assessing applications and offering places to students. The committee will comprise of the Programme Coordinator(s), Deputy Principal and current Third Year Head(s). A nominee of the Principal may replace any one (or more) of the above who may be unavailable to attend.
- Members of the teaching/SNA staff will be advised of the list of applicants, and will be invited to offer professional advice and judgements to the TY Admissions Committee within a time schedule specified by the Programme Coordinator.
- The criteria outlined – the application form and the professional judgements of the teaching staff, along with the student’s record of their school career so far (provided by the Third Year Head) - will be critical factors in determining a student’s admission to the Transition Year programme.
- The Transition Year Admissions Committee reserves the right to interview students in relation to their applications and their suitability for participation.
- The Transition Year Admissions Committee reserves the right to meet with the parents/guardians of students in relation to the student’s application and their suitability for participation.
- The Transition Year Admissions Committee reserves the right to meet with the parents of students with Special Educational Needs to discuss their individual needs in relation to the Transition Year Programme.
- The selection criteria to be applied in the admission process are set out in **Appendix A**.
- Where the number of applicants exceeds the number of available places admission to the Transition Year Programme will be determined based on the criteria outlined in Appendix A, the information provided in the Application Form and the professional judgement of the teaching/SNA staff.
- In the circumstances where two or more applicants are assessed as being of equal standing after the application of the above criteria, an independently verified random selection process will be used.
- In exceptional circumstances, decisions may be made at the discretion of the Principal, having regard to the best interests of the student and the school.

### 4. Offer and Acceptance of Places

- Places will be offered in writing to successful applicants **10 school days** after the completion of the application process. Unsuccessful applicants will be informed in writing within the same time frame and will be advised of their right to appeal the decision to the Principal.

- **Students accepting a place must complete and return the Acceptance Form accompanied by €250 of the Transition Year Fee and complete Permission Notes within the date specified.** This form must be completed and signed by the applicant and witnessed by a parent/guardian. Failure to return the acceptance form within the specified time frame will result in the place being forfeited.
- At this stage, both the student and their parent(s)/guardian(s) are expected to give an undertaking to arrange work experience placements for the specified periods during the academic year.

#### **5. External Applications - Students transferring from other schools**

- Any application to transfer to the Intermediate School from another school will be considered strictly under Section 7 of the school's Admissions Policy which is available on [www.isk.ie](http://www.isk.ie).
- Applications from external candidates will be considered by the Transition Year Admissions Committee only after the Offer and Acceptance of places process for internal candidates has been completed, and in the case that places are/become available.

#### **6. Programme Fees**

- The Programme Fee is set annually by the Manager and is intended to assist in defraying costs associated with the various activities and courses fundamental to the programme. **This is currently €700.00.**
- A student may not enter the Transition Year programme without payment of the deposit fee. The first instalment of €250 must be included with the acceptance form and the second instalment must be paid before the student begins the programme. Individual cases may be discussed by the parent(s)/guardian(s) with the Programme Coordinator(s), and will be decided by the Principal.

#### **7. Appeals**

- In the case of a student who is not offered a place by the TY Admissions Committee, an appeal may be made in writing to the Principal **within 10 school days of receipt of the letter of regret.** The appeal will be heard within 10 school days of receipt of the appeal.
- The decision of the Principal in such cases will be final.

### Special Education Needs

The Manager of the Intermediate School welcomes students with special educational needs including students who are exceptionally able or talented. The Manager will strive to ensure that an education appropriate to their needs is provided for pupils with special educational needs. The school will seek to:

- Identify the needs of the student
- Make reasonable efforts to provide appropriate supports
- Facilitate access to the programme insofar as practicable.

The application process for a special education needs students will be the same as that of any other applicant. However, in order to assess the needs of a student with special education needs, the parents/guardians will be requested to provide a copy of all relevant reports. To expedite requests by the school for facilities and resources for students with special education needs, the Manager will seek to identify possible applicants at an early date and encourage early applications from parents.

Following the application of a student with special educational needs, the principal will meet with the parents/guardians of the student accompanied by the student. This meeting will take place at an agreed time and date in advance of admission. This meeting will assess the student's records from primary school as well as any medical or psychological report, if relevant. The Manager may deem it necessary to request immediate assessment in order to assist in establishing the needs and resources that will be required e.g. Special Needs Assistant, specialised equipment etc.

Ratified by: I. SD per

Date: 20/01/26

# Transition Year Selection Criteria and Weightings

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## 1. Student Application and Motivation

*Weighting - 30%*

This criterion assesses the student's understanding of and engagement with the TY Programme.

This will be based on the Application form and students may be interviewed for clarification.

Indicators may include:

- Student has clear reasons for applying to the TY programme
- Student has given evidence of genuine interest in the opportunities offered.
- Student has reflected on their personal development goals.
- Quality, effort and authenticity of the written application.

## 2. Attendance and Engagement with School

*Weighting - 20%*

This criterion assesses the student's level of engagement with school life to date.

This will be based on school records, professional judgement of teaching/SNA staff.

Indicators may include:

- Attendance and punctuality record
- Consistent engagement with learning
- Willingness to participate in school activities
- Ability to work independently and cooperatively

## 3. Behaviour, Conduct and Respect for the School Community

*Weighting - 20%*

This criterion assesses the student's ability to contribute, in a positive manner, to the TY learning environment.

This will be based on school records and professional judgement of teaching/SNA staff.

Indicators many include:

- Adherence to the school's Code of Behaviour
- Respect for staff, peers and school property
- Ability to accept guidance and respond to feedback
- Record of effort to improve behaviour where issues have arisen

#### **4. Teacher and Year Head Professional Judgment**

*Weighting - 20%*

This criterion draws on the informed, professional insights and judgement from teachers, SNAs and Year Heads.

This will be based on staff professional judgement.

Indicators many include:

- Student's maturity and readiness for TY
- Capacity to benefit educationally from the programme
- Ability to cope with less structured learning environments
- Overall suitability for the nature of TY

#### **5. Commitment to Programme Requirements**

*Weighting - 10%*

This criterion will assess the student's willingness to meet TY expectations.

This will be based on the Application form and students may be interviewed for clarification.

Indicators may include:

- Commitment to work experience placements
- Willingness to engage in modules, trips and community initiatives
- Support of parents/guardian in meeting programme requirements.

