



Coachford College

Transition Year Admissions Policy

1. General

1.1 Scope

This policy applies to students interested in pursuing the optional Transition Year Programme, to their parents and guardians and to the staff of Coachford College. It was drawn up in consultation with all school partners.

1.2 Relationship to the school's mission and characteristic spirit

The school's Mission Statement prioritizes the wellbeing of each student, and sets the context for the achievement of each student's potential.

Coachford College is a community. Together we share mutual respect in a positive environment. We develop individual potential in all fields. As an inclusive post-primary school which aims to provide a safe, secure, welcoming and ordered community, Coachford College seeks to develop the individual potential of each student academically, socially, personally and morally and to respect both themselves and others. Under the patronage of Cork Education and Training Board, strong emphasis is placed on the following core values:

- Excellence in Education;
- Care;
- Equality;
- Community, and
- Respect.

1.3. Context

This Policy has been drawn up following consultation with all members of the school community and in keeping with the school's characteristic spirit and Department of Education requirements regarding the Transition Year Programme. It should be read in conjunction with the school's Child Safeguarding Statement and Risk Assessment, the school's Wellbeing Policy, Looking at our School 2022, the Transition Year Programme Plan (DEY Nov. 2024), the school's Transition Year Plan, Whole School Guidance Plan, Assessment and Reporting Policy, Safety Statement, Wellbeing Policy, Additional Educational Needs Policy, Code of Behaviour, Acceptable Use of Technology Policy, Policy on School Outings, Policy on Tiered Payments, Data Protection Policy, Records Retention Schedule, School Improvement Plan, NCCA's Assessment and Reporting Guidelines (2018), and all other relevant guidance documents.

1.4 Rationale

This Plan is in place in order to optimize the learning and wellbeing experiences which are made available to all students, to promote student ownership of learning and to support each student's individual educational plan in an informed manner.

1.5 Aims

The Transition Year Programme aims

- To build on the learning completed over the three years of Junior Cycle by promoting excellence in learning and supporting student wellbeing;
- To encourage student ownership of learning in a highly inclusive manner;
- To support the transition of students to Senior Cycle, and
- To serve to enhance their readiness to enter further education, and/or the workforce.

The Programme aims to reflect the Department of Education and Youth Guidelines for Transition Year, specifically

- Education for maturity with the emphasis on personal development including social awareness and increased social competence;
- The promotion of general, technical and academic skills with the emphasis on interdisciplinary and self-directed learning, and
- Education through experience of adult and working life as a basis for personal development and maturity.

2. Policy Content

For admission to the Transition Year Programme, the school must be satisfied that a student is capable of benefiting from participation in Transition Year and equally, that the student's participation will not prevent any other student(s) from benefiting from participation. Interested students should apply using the procedure outlined in Section 2.1 below.

2.1. Application Procedures

2.1.1 An Information Meeting is facilitated for the parents and guardians of 3rd Year students. The criteria for admission to the Programme is set out to parents and guardians at the meeting.

2.1.2 All 3rd Year classes are visited to outline the choices available to them after Junior Cycle. The content of this policy is set out to all prospective applicants, with specific reference to attendance, participation, application to work and behaviour across the three years of Junior Cycle, and readiness for Transition Year, as evidenced in the application process.

2.1.3 The final submission date for applications will be issued to students and parents at the relevant meetings. Late applications shall only be considered in the most exceptional of circumstances and after students whose applications were submitted on time. The final decision regarding what constitutes exceptional circumstances will lie with Coachford College.

2.1.4 Students apply for a place on the Programme via the Transition Year Application Form, witnessed by their parent(s)/guardian(s). A detailed Personal Statement, as set out in 3 below, must accompany each application. This Personal Statement (min. 150 words) will illustrate the student's commitment to the TY Programme, and is a critical element of the application process. This document is re-visited throughout the TY Programme as a student reflection tool.

2.1.5 Decisions regarding offer of places are made by the Transition Year Admissions Committee. The committee comprises the Transition Year Programme Coordinator, a Deputy Principal, a Guidance Counsellor and a Year Head of the relevant 3rd Year group, or a nominee of the Principal to replace any one of the above who may be unavailable at the time. The Transition Year Admissions Committee reserves the right to interview students, and consult with their parents/guardians and/or teachers in relation to their applications and their suitability for participation in the Programme. Continued participation in the Programme may be reviewed following the granting of a place or following the commencement of the Programme based on the criteria set out in 2.1.7 below.

2.1.6 The Transition Year Admissions Committee reserves the right to withdraw the offer of a place, and accommodate the student in 5th Year. Guidance support will be available to all students moving directly to 5th Year.

2.1.7 Following the granting of a place, Coachford College reserves the right to withdraw the privilege of participation in some or all TY activities on the basis of:

- a) The student's behaviour;
- b) Attendance and punctuality;
- c) Engagement with school life, and/or
- d) Any other health and safety concern.

2.1.8. Coachford College reserves the right, following the commencement of the TY Programme, to withdraw the privilege of participation in some or all TY activities, and/or the full TY Programme, on the basis of any of the four reasons set out in 2.1.7 above.

3. Admissions' Criteria

Each application will be considered on its own merit. In addition to the level of serious commitment indicated by the students in the application process and/or at interview, the following criteria will apply in assessing a prospective Transition Year student's application:

- a) The student's behaviour;
- b) Attendance and punctuality;

- c) Engagement with school life;
- d) Completion of the TY Application Form and a Personal Statement outlining interest in and suitability for the Programme, and/or
- e) Any other health and safety concern.

The student's Personal Statement (150-200 words) should include:

- The reasons why the student would like to participate in the TY Programme;
- The contribution that the student can make to the programme;
- Career areas in which the student is interested in exploring as part of work experience;
- Why the student should be offered a place on the programme, and

- An outline the commitment that the student will give to full attendance and participation if they are offered and accept a place.

The above are critical factors in the application process and in the continued participation in the Programme thereafter.

Coachford College retains the right to refuse admission to Transition Year on the basis of any of the criteria set out in 3A to E above. For example, should concerns present regarding a student's likelihood to complete the Leaving Certificate, the student may be granted a place in 5th Year rather than Transition Year.

4. Programme Fees

The Programme Fees are informed by the activities offered and undertaken, and are structured in accordance with the Policy on Tiered Payments. Tiered payments are intended to assist in defraying costs associated with the various activities and courses fundamental to the Programme. Information regarding payments is provided at the Parents' Information Evening.

5. External Applications

Applications for transfer to Coachford College are considered strictly under the terms of the school's Admissions Policy in relation to such transfers. The Admission Policy can be accessed at www.coachfordcollege.ie.

This Policy was reviewed by the Board of Management on 09/02/2026.

It has been made available to all members of the school community and is published on the school website.

The Policy will be reviewed annually and/or as deemed necessary.

Signed:



Chairperson of the Board of Management

Date: 09/02/2026

Signed:



Principal

Date: 09/02/2026