



STEWARTS SCHOOL
ROLL NUMBER 19032R

Admissions and Participation Policy
September 2018

1. Overview of the School

- 1.1. Stewarts School caters for students with moderate, severe and profound intellectual disabilities. The school welcomes applications for enrolment to the school for any child who on assessment is found to be functioning within the above range of intellectual disability and that this intellectual disability is her/his primary special educational need. The school also welcomes applications for enrolment of any child who, in addition to a diagnosed moderate, severe or profound intellectual disability, has one or more diagnosed additional disabilities (for example, autism, ADHD, dysphasia, epilepsy, etc.).
- 1.2. The school provides an educational service to children residing within the following areas: Palmerstown, Chapelizod, Ballyfermot, Templeogue, Tallaght, City West, Saggart, Clondalkin, Lucan and Adamstown. The selection of students for enrolment and discharge is a matter for decision by the Board of Management following consultation with the Admissions Committee (Appendix 2). This Admissions and Participation policy has been formulated in accordance with the provisions of the Education Act 1998 and the Education (Admissions to Schools Act) 2018 in order to assist parents in relation to enrolment matters. The manner in which decisions regarding admissions are taken are set out in the enrolment procedure (Section 4). These decisions are contingent on the availability of a suitable vacancy relevant to the educational needs and age of an applicant.
- 1.3 The maximum class size in Stewarts School varies from 6 to 8 students, depending on whether the students in the class have moderate or severe/profound needs. Class sizes may also be smaller depending on the number of students within a class presenting with co-morbid disorders, autism or other additional needs. School capacity varies according to the needs of the children we are catering for at a particular time.
- 1.4 Applicants should note that the availability will be dependent on the level of needs of each Applicant. For example, although there may be two places available in a particular class grouping, if a child is enrolled with severe needs, or if the child requires large or physically bulky equipment, we may be only able to accommodate one child instead of two in that particular classroom.

2. Admissions Statement

- 2.1. Each child is considered as an individual. The Board of Management strives to ensure that every child accepted into the Stewarts School can benefit from the services on offer. The decision as to who will benefit involves the consideration of a wide range of issues. These issues will include the parents'/guardians' views, existing resources available, additional learning and medical needs (for example, autism, ADHD, dysphasia, epilepsy, etc.) social needs, emotional and behavioural needs. While recognising the right of parents/guardians to enrol their child in the school of their choice, the Board of Management is also responsible for respecting the rights of the existing school community and in particular, the children already enrolled. This requires balanced judgements, which are guided by the principles of natural justice and acting in the best interest of all children.
- 2.2. In the admissions process, consideration will be given to ensure that a healthy and safe environment for all students and staff prevails and applications for children who might threaten the safety of the children already enrolled, many of whom are vulnerable by nature of their disability are likely to be refused.
- 2.3. In accordance with Section 15(2)(d) of the Education Act 1998, this policy sets out Stewarts school's policy on the enrolment of students and their participation in the school.
- 2.4. In accordance with Section 61 of the Education Act 1998 (when commenced) the school confirms that the school shall not discriminate in its admission of a student to the school on
- (a) the gender ground of the student or the applicant in respect of the student concerned,
 - (b) the civil status ground of the student or the applicant in respect of the student concerned,
 - (c) the family status ground of the student or the applicant in respect of the student concerned,
 - (d) the sexual orientation ground of the student or the applicant in respect of the student concerned,
 - (e) the religion ground of the student or the applicant in respect of the student concerned,

(f) the disability ground of the student or the applicant in respect of the student concerned,

(g) the ground of race of the student or the applicant in respect of the student concerned,

(h) the Traveller community ground of the student or the applicant in respect of the student concerned.

2.5. Stewarts School is a school recognised by the Department of Education and Skills under the Education 1998 for the purpose of providing an education exclusively to students with a certain category of special educational needs, that being students who have moderate, severe or profound learning difficulties. The school will therefore refuse to admit students whose educational needs do not fall within this category.

2.6. This policy aims to uphold the moral, spiritual, physical and psychological welfare and constitutional rights of all persons concerned. The school will strive to ensure that the principle of “reasonable accommodation” is enacted for all students.

2.7. Places in the school are allotted to applicants who meet the Threshold Criteria in order of priority to

- 1) those children already attending/in receipt of services from Stewarts Care,
- 2) those applicants who are rated highest on the criteria set out below.

3. The Admissions Committee

The Board of Management of the school is ultimately responsible for the enrolment of the child and so it may choose to set up a sub-committee, an Admissions Committee, to assess the suitability of the needs of the child to the services available at the school. This committee will advise the Board of Management as to the suitability of the applicants under consideration. The Admissions Committee will be composed of the Principal and members of the Stewarts clinical team as set out in Appendix 2 of this Policy.

4. Enrolment Procedure

4.1. Overview of Application and Admissions Process



Parents/guardians are asked to contact the school to obtain an Application Form from the school office or download one from the school's website. This form must be completed in full and all requested documentation must be included to be considered for admission. This Application Form **must be** returned before the Closing Date for Applications for that particular year of entry (**1st March**). Confirmation of the closing date is available from the school office. Applications Forms received after the Closing Date **will not be** considered and will be returned to the sender. We are substantially over-subscribed and it is not fair to those who applied in time if we consider applications received outside that period.

Please note Applications are accepted each year ONLY between September and the 1st March for the following September. Applications received before or after that period **WILL NOT BE CONSIDERED** and will be returned to the sender.

Please note that as Stewarts School is a special school, it does not have a particular intake group as many mainstream schools do. In our school, we accept applications from children aged between 4 and 18 each year. Applications are treated as applications for particular classes. At an early stage of the application process, a child is assigned to a particular destination class based on the child's age, cognitive and adaptive abilities and any other special educational needs of relevance. Class groupings vary from year to year as students leave the school, move to other schools, or leave the catchment area.

Please note that subject to the school **not** being **oversubscribed** (i.e. that there are places available in the destination class assigned to the applicant) the policy of the school is to admit all applicants whose special education needs fall within the categories of need catered for by the school, who have submitted the appropriate documentation to establish this profile of special educational need and whose parents/guardians have confirmed that the Code of Behaviour of the school is acceptable to them and that they shall make all reasonable efforts to ensure compliance with the code by their child.

4.2. *Initial School Visit*

Before making any application, the child's parents/guardians may wish to consider visiting the school so that they will be better able to decide on the suitability of the school for their child. Such a visit will not give their child any priority and is solely to allow the parents inform themselves better about the school.

4.3. *Who can make an Application?*

Stewarts School welcomes applications from parents/guardians. As the Constitution recognises parents as the primary educators of their child, applications will only be accepted from parents, legal guardians or someone acting on foot of a court order or statutory power in a parental role.

4.4. *Steps in the Application and Admissions Process*

The following procedure will apply to all applications for placement in the School:

- a) Parents/guardians download a copy of the Admissions and Participation Policy and Application Form from the school website or obtain it from the School Office (in respect of Applications received for the September 2018 intake, all references to the Application Form in what follows should be read as referring to Application/referral reports);
- b) Parents are asked to return the following:
 - i. Completed Application form;
 - ii. Full birth certificate;
 - iii. Two Proofs of Address e.g. utility bill; household bill, etc.
 - iv. Psychological assessment report;
 - v. Up to date reports from the child's present school/pre-school (from within the last 12 months) with the details of the learning and social development of the child and any behaviour issues of relevance.
 - vi. Any other professional reports available from the last 36 months such as:
 - Psychiatric Assessment,
 - Speech & Language Assessment,

- Occupational Therapy Report,
 - Social Work Report,
- c) Following receipt of the Application form and submitted materials, the Admissions Committee will arrange a meeting to determine the allocation of places, as per the criteria as set out below. Each applicant will be assigned a destination class based on the child's age, cognitive and adaptive abilities and any other special educational needs of relevance. If the documents listed at 4.4 (b)(i)- (vii) are not included with the application, the application will be deemed incomplete, will be returned to the child's parents and will not be considered. The closing date for applications is normally the 1st March.
- d) The Admissions Committee, having considered each application (in light of the Threshold Criteria and the two categories of priority set out below in paragraph 5.2) submits its recommendations to the Board of Management in respect of each application. The Board of Management shall review each application and the recommendation of the Admissions Committee. If the Board feels that the Admissions Committee is incorrect in its application of the Threshold Criteria or has ranked an application incorrect in terms its priority or its ranking on the Assessment Criteria, the Board will adopt its own assessment of the application.
- e) If the Board of Management decides to admit a child, a letter of offer will be sent to parents along with the school's Code of Behaviour. This letter of offer will be issued within 21 days of the closing date for applications. The offer will be subject to parents providing written agreement for their child to adhere to the school's Code of behaviour and the other policies listed on the Application Form. If the Board decides not to enrol a child the parents of the child will also be informed within 21 days of the closing date for applications and will be provided with reasons for non-admission. If the Board of Management have accepted the child for admission, they will then inform the National Council for Special Education (NCSE) of the decision and seek its approval for the placement and its sanction for school transport arrangement. This process may take 4 to 6 weeks.

- f) Parents/guardians will be requested to respond to the offer of a place by a specified date (failure to respond by that date will result in the offer lapsing) and a time will be arranged for them to visit the school to enable the completion of applications to the NCSE for school transport and SNA support, if applicable;
- g) If the child meets the Threshold Criteria below but admission is refused on any other basis, parents/guardians will be informed that there is currently no place available but will be asked if they wish their child to be placed on the Waiting List (described below in Section 7). The school will advise the parents of the appeals procedure set out below.
- h) If the child does not meet the Threshold Criteria below, the parents/guardians will be advised that the school is formally declining a place to their child in the school and will advise the parents of the appeals procedure set out below.

4.5. Principles applying to the Application and Enrolment Process

Parents should note the following principles which apply to all applications for enrolment to the school:

- 4.5.1. Where possible, enrolment should take place at the beginning of the school year. In exceptional cases, consideration will be given to an application during the school year where a vacancy arises and there is no applicant listed on the waiting list for that particular class. It should be noted that the school operates a waiting list for each class and that there is normally at least one person on the waiting list for a place to open up during the school year.
- 4.5.2. The receipt by the school of a completed Application Form or the placement of a child's name on a list, however early, does not confer an automatic right to a place in the school. The school does not operate its applications process on a first come, first served basis - each application will be considered on its merits and in light of the places available in the

different classes in the school. Applications are accepted each year between September and the 1st March for the following September.

4.5.3. Siblings of students in the school are not automatically entitled to a place in the school.

5. *Consideration of applications* - Applications for admission to Stewarts School will only be considered where a child meets all of the following SIX criteria:

5.1. Threshold Criteria for Consideration of Application:

1. The child is in the cognitive range for students with moderate, severe or profound learning disabilities i.e. has an IQ of less than 50 (as confirmed by an appropriate professional's report included in the child's application) and therefore has the ability to benefit from the education and skills programmes offered in the school;
2. The child is in the adaptive range for a child with moderate, severe or profound learning difficulties (as confirmed by an appropriate report included in the child's application) and therefore has the ability to benefit from the education and skills programmes offered in the school;
3. The application form was fully completed and included all enclosures appropriate to the application.
4. The application was received by the Closing Date for applications for that particular year of entry.
5. The child is at least 4 years old and has not reached their 18th birthday on the 1st of September of the year of entry;
6. There is sufficient physical space in the destination classroom and the appropriate class for that child has not reached full capacity (i.e. that the class is not oversubscribed). Parents should note that just because a child is assigned to a particular destination class, this does not mean that there is a vacancy in that class, merely that the destination class is suitable for

the child in light of the child's age, cognitive and adaptive abilities and any other special educational needs of relevance.

5.2. **PRIORITY OF APPLICATIONS** Where the destination class is oversubscribed, places will be offered according to the following principles:

5.2.1. First priority for each place in each destination class will be given to those applicants who meet the Threshold Criteria and who are already in receipt of services from Stewarts Care,

5.2.2. Second priority for any remaining places in each destination class will be given to the remaining applicants based on a ranking of their application on the following Assessment Criteria. The school has a limited number of places and must prioritise its available places for those students who would most benefit from them. Where the documentation provided is not adequate or is not in accordance with the requirements of this policy, this may result in an applicant receiving a nil score in a particular category. The Admissions Committee will rate each application and will make a recommendation to the Board in respect of each such application.

Assessment Criteria:

1. The extent to which the child would benefit from a place in the school, given the child's primary needs, age and educational history, taking into account any other needs the child may have, for example, Autism Spectrum Disorder, Down Syndrome, Fragile X, ADD/ADHD, physical and sensory disabilities, and medical conditions (rated out of 20)
2. The extent to which the composition, special needs and ages of the students currently enrolled in the class into which the child would be admitted match those of the applicant child (rated out of 10);
3. The extent to which the child would be able to safely manage in a classroom environment containing other children without compromising the health and safety needs of the applicant and/or other children (rated out of 10);
4. The availability of expertise within the school to deal with any other needs the child may have, for example, Autism Spectrum Disorder,

- Down Syndrome, Fragile X, ADD/ADHD, physical and sensory disabilities, and medical conditions (rated out of 20).
5. The student/teacher ratio in the class will be appropriate to the needs of the child as outlined by the Department of Education and Skills (rated out of 10);
 6. Children who previously attended Stewarts care services (10 marks for student who previously attended, 0 for those who didn't previously attend Stewarts Care)
 7. Children from within the catchment area (10 marks for student within the catchment area, 0 for those outside the catchment area)
 8. Siblings of children who are already enrolled within the school (10 marks if the child has one or more siblings enrolled in the school, 0 marks if the child has no siblings enrolled in the school).
- 5.3. It may occasionally occur that this child requires such additional physical space, resources or staffing support that that child effectively requires the equivalent of two or more places in that class. This may correspondingly reduce the number of other places available or may mean that even where the Board has identified a class grouping as having two available places, that class would now be full in light of that child's needs. Such a circumstance is likely to be rare but it is within the discretion of the Board to limit class size where required for safety or educational reasons.
- 5.4. If there is no place available for the child in the destination class then the application will be refused. If there is a place available in a particular destination class and there are a number of applicants for the same place with the same level of priority, then the Board of Management will rank each such application in accordance with their marks from the Assessment Criteria above and those equally qualified applicants will be offered any available places based on their ranking on these criteria.
- 5.5. In the event of two or more children who are candidates for the same place having the same marks, the Board will first review the marking again for each such child. If the respective marks remain the same after this review, the children's names will be picked at random by an independent person (who is not on the Board or connected with any person applying for a place in the school) and the first such name picked will be offered the place.

5.6. *Requirement to furnish all reports relating to the child within three years of application* - Please note that all reports relating to a child which have been created by a psychologist, psychiatrist, behavioral therapist, pediatrician or other relevant medical practitioner (who has produced a report relating to the child's cognitive development, learning ability or educational development) within the three years preceding application must be provided to the school for assessment by the Admissions Committee. The withholding of reports from the Admissions Committee may invalidate an Enrolment Application at any time. If, after enrolment, it later becomes apparent that reports or relevant information has been withheld from the school, this may result in an application being invalidated or, if it becomes apparent after enrolment, in the child involved losing their place in the school.

5.7. *Exceptional Circumstances warranting refusal of an enrolment* - Even where the Threshold Criteria are met and where the child would otherwise be eligible for admission, the school reserves the right to refuse enrolment to a student in exceptional cases. Such an exceptional case could arise where either:

5.7.1. The child has special needs such that, even with additional resources available from the Department of Education and Science and/or the NCSE, the school cannot meet such needs and/or provide the student with an appropriate education;

5.7.2. The members of the Board of Management are of the view from reports submitted with the Application Form, that the student poses an unacceptable risk to self or other students, to school staff or to school property.

5.7.3. The child has previously been expelled from Stewarts School or any other school in circumstances where the Board of Management feels that placement in Stewarts School would not be appropriate for the child.

6. Withdrawal of an offer

6.1. The Board of Management may withdraw an offer of a place or may refuse to make such an offer where:

6.1.1. The Board establishes that an Application was false or misleading in any material respect (including through the omission of any medical or psychological report, or the submission of out of date reports)

6.1.2. The applicant fails to accept the offer of the place by the date set out in the letter of offer.

The parent has failed to confirm that the Code of Behaviour of the school is acceptable to them and that they shall make all reasonable efforts to ensure compliance with the code by their child.

7. **Waiting List**

7.1. Where a place is not available for a particular child and the Board of Management is refusing to enrol the child in a particular class, in addition to the parents' rights of appeal under Section 8 below, the parents will also have the right to request that their child be placed on a Waiting List.

7.2. The Waiting List will operate for one school year. It will run until the end of the Academic Year for which the offers were made in that Applications Process. **On the- last of day in June of each year, the Waiting list will cease to operate.**

7.3. If a child is entered on the Waiting List for a particular academic year, this will not give them any priority for entry in the academic year commencing the following September. A new application for the child will be required for the following academic year even if they are placed on the Waiting List and his/her application will be processed again under the Admissions and Participation Policy.

7.4. The child will be listed only in respect of the class for which his/her application was considered and each child will be listed on the Waiting List in the order of their ranking according to the Assessment Criteria. If a place becomes available during the Academic Year in the relevant class, the place will be offered in accordance with the listing in the Waiting List.

7.5. If the child's parents/guardians wish to reapply for entry the following Academic year, they may do so. Their child will continue to be listed on the Waiting List in the interim until the end of the Academic Year.

8. Appeals Procedure

8.1. *Appeal to the Department of Education* If parents wish to appeal the result of the final decision of the Board of Management, they may do so to the Department of Education and Skills under Section 29 of the Education Act on the official form provided by the Department. Appeal forms are available to download on the Department of Education and Skills website, www.education.ie. Please note that this appeal must be lodged **within 42 days of receipt of the refusal** of the final decision of the Board of Management to enrol a child.

9. Progression at the School and continued participation in the School.

9.1. While it is envisaged that, once admitted, most students will remain in Stewarts School until they complete their education at 18 years of age, a child's ongoing participation at Stewarts School is contingent upon the child's continued adherence to the Code of Behaviour.

9.2. Additionally, some children's needs may change overtime and exceed what the school can cater for.

9.3. If at any point during the child's time in the school, a psychiatrist or psychologist assesses the child and confirms in writing that:

- a) allowing the child to remain may result in adverse educational outcomes for the child or other children in the school, or
- b) if the child applied for admission to the school now, he or she would not meet the above requirements of this policy, particularly in terms of the child's primary diagnosis, presence of Emotional and Behavioural Disorder as a primary diagnosis or the absence of a mild general learning difficulty,

After engaging in consultation with the parent(s)/guardian(s) and having reviewed the assessment report of the professional in question, the Board of Management may decide to remove the child's name from the school roll and offer the child's place to another child.

- 9.4. If at any point during the child's time in the school, the Principal recommends to the Board of Management that a child enrolled in the school be sent for an assessment of the type referred to in paragraph 9.3, the Board shall seek the parent's consent for this assessment. If this consent is not forthcoming the Board may have to take a decision without the benefit of such a report and may proceed to as per paragraph 9.6 below.
- 9.5. The report of the professional conducting the assessment will be furnished to the parents. They will be given an opportunity to respond to it and, if appropriate, to obtain a report from an appropriate professional responding to the report. Any responding report or parental response must be provided within 6 weeks of the school notifying the parents of the commencement of this process.
- 9.6. The Board of Management will also ask the Principal for a detailed report setting out her/his recommendations.
- 9.7. All available reports (including the Principal's report) will be considered by the Board at a meeting. The parents of the child will also be provided with a copy of the Principal's report and will have the opportunity to address the Board at that meeting before the Board retires to take its decision in private. The parents will be notified of the Board's decision within 5 school days of the Board meeting to consider the reports.
- 9.8. The Board may decide to
- 9.8.1. allow the child to continue to participate in and be enrolled in the school for a specified period before the child's needs are reviewed again,
 - 9.8.2. allow the child to continue to participate and be enrolled in the school until they reach the age of 18 and would no longer be enrolled.
 - 9.8.3. Dis-enrol the child by removing their name from the school roll and offering the child's place to another child.
- 9.9. As dis-enrolment would involve the permanent exclusion of the child in accordance with S.29(1)(a) of the Education Act 1998, the child's parents may appeal this to the Department of Education and Skills within 42 days of the date of the decision to dis-enrol the child.
- 9.10. Where a child is being dis-enrolled from the school, the school will make every effort to support families to make the transition to another placement.



Reviewed: August 27th 2018

Ratified by the Board of Management:

Chairperson:

Lorraine Carmody



Application Form – Stewarts School

Internal Use Only: School Stamp with Date of receipt of Application:

Forename Name:	Surname:
Date of Birth:	P.P.S. No
Nationality :	Religion:
Male: ____ Female: ____	Proposed Year of Entry:

Name of previous school/preschool:	
Dates attended:	Present Class:
Other Schools applied to:	

Mother's Name:	Phone Number:	Mother's Address:
Father's Name:	Phone Number:	Father's Address:
Guardian's Name:	Phone Number:	Guardian's Address:

Please detail any medical condition, allergies or other relevant information:
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DOCUMENTATION

Please ensure that all of the following is supplied with the application as otherwise it will not be processed:

- An original birth certificate (with photocopy)
- Two proofs of address from a)ESB bill b)Gas bill c)Landline Telephone bill d)household bill
- A detailed report from a psychiatrist, psychologist, or a member of a Multi-Disciplinary team setting out the child's primary and secondary diagnoses and confirming that the child has functions in the moderate/severe cognitive and moderate/severe adaptive ranges.
- A school/pre-school report from the last 12 months
- Any other relevant reports – speech & language therapy/ occupational therapy and psychological reports

I understand that:

- • the receipt of an application form does not guarantee that the child will be offered a place
- • it is my responsibility to inform the school of any change of contact details or other relevant circumstances
- • if I have not replied to a confirmed offer of a place for my child within 14 days of that offer being made, I will have forfeited my child's place on the enrolment list
- that a failure to provide all relevant medical and behavioural reports (as defined in Section 4 of the Admissions and Participation policy) from the last 3 years may invalidate this application and may result in the loss of my child's place in the school prior to or after enrolment.



Please tick each box (if the boxes are not ticked, this application will be returned as incomplete and will not be accepted):

I have read the Admissions and Participation Policy and I confirm that I accept the terms of the application and enrolment process. I understand that these terms will continue in force through the duration of my child's enrolment in the school.	
Parents/Guardians Signature : _____	
Date: _____	

APPENDIX 1

BOARD OF MANAGEMENT

Chairperson Board of Management: Lorraine Carmody

Address:

Waterstown Centre,
Waterstown Lane
Palmerstown
Dublin 20

Phone Number: 01 62518174

School Principal: Ms. Mary Carrig

Contact Tel. No. 01 6518285

School Address: Stewarts School

Waterstown Avenue
Palmerstown
Dublin 20

Contact Tel. No. 01 6518285

Contact Fax No. 01 6236229

Email school@stewartscare.ie

Website: www.stewartsschool.ie

Schools Denominational Character: Non Denominational

APPENDIX 2

Admissions Committee

The Admissions Committee can include representation from the following:

- School Principal and Deputy Principal
- Other Nominated School Staff
- Psychology
- Physiotherapy
- Occupational Therapy
- Speech and Language Therapy
- Social Work
- Paediatrician.

APPENDIX 3
SCHOOL POLICIES AND PROCEDURES
ORGANISATIONAL

Access to School Buildings
 Accident and Injury to Staff
 Accident and Injury to Students
 Administration and Storage of Medication in School
 Anti Bullying Policy
 Ball Pool Guidelines
 Buses
 Bus Escorts Duties
 Child Protection Policy
 Clinical Supports for Children Attending Stewarts School
 Code of Behaviour
 Collections for Staff
 Community Employment Scheme Staff Induction Guidelines
 Critical Incident Policy
 Dress Code
 Enrolment Policy
 Fire Procedures
 Head Lice
 Health and Safety Statement
 Healthy Eating Policy
 Home/School Links Policy
 JCT Policy/Internet and Email Code of Conduct
 Induction Policy
 Infection Control Policy
 Intimate Care/ Assistance
 Job-Share Guidelines
 Leave of Absence
 Missing Children
 Multi-Sensory Room Guidelines
 Photographs of students-Taking and Using Photographs
 Rolls
 Staff Student Interactions
 Staff Absence from School
 Student Nurse -Guidelines
 Students on Work Placement-Guidelines for Teachers
 Supervision (Breaktimes/Lunchtimes)
 Supervision (Mornings/Hometime)
 Swimming Pool Safety Guidelines
 Transition Guidelines (within, to and from school)
 Trips Out

CURRICULUM

Curriculum Planning and IEP Policy
 Language and Communication Curriculum Statement
 Reading and Writing Curriculum Statement
 Maths Curriculum Statement
 SPHE Curriculum Statement, including Relationship &Sexuality Policy
 SESE Curriculum Statement
 Music Curriculum Statement
 Drama Curriculum Statement
 Visual Arts Curriculum Statement
 PE Curriculum Statement