



Galliagh Nursery School

Play, learn, love and flourish.



PROSPECTUS
2024/25

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GALLIAGH NURSERY SCHOOL

**HEATHER ROAD
GALLIAGH
LONDONDERRY
BT48 8NX**

**CONTROLLED NURSERY SCHOOL
CO-EDUCATIONAL
AGE RANGE 2 - 4
ROLL - 52**

Telephone Number: **(028) 7135 3612**
Email: **info@galliaghns.derry.ni.sch.uk**

Number on Roll	September 2023	54
Expected Enrolment	September 2024	52

Chairperson Board of Governors: Mrs E McCloskey

Principal: Mrs M A Jennings, B.Ed, Cert.Rel.Educ.

STAFF (1st September 2023)

Teachers: Mrs M A Jennings
Mrs J McSorley

Nursery Assistants: Miss T Dunn
Mrs K Curley

Special Needs Assistants: Mrs V English
Mrs S Grant

School Secretary: Ms C Reed

Cleaner/Caretaker: Mr P O'Kane

School Meals – Dining Attendant: Mrs L Holmes

BOARD OF GOVERNORS

Chairperson

Mrs E McCloskey

Nominated by D.E.N.I.

Mrs S Kelly

Mrs E McCloskey

Nominated by EA

Mr M Walsh (Vice Chairperson)

Mrs C Kelly

Mrs T Campbell

Elected by the Parents

Mr D Doherty

Ms A Crawley

Elected by the Teaching Staff

Mrs J McSorley

Secretary to the Board of Governors

Mrs M A Jennings (Principal)



GENERAL INFORMATION

Galliagh Nursery School is located on Heather Road. The school was opened in 1979 and has been maintained to a very high standard. The excellent provision both indoors and outdoors have been designed specifically to stimulate, challenge and support your young child's development. The ethos within the school has been favourably commented on by the Department of Education Inspectorate and (IIP) Investing in People... "A culture which is child centred and in which all staff are unified around one purpose, one mission which is to make a positive difference in the lives of each and every child that attends Galliagh Nursery School - a mission they deliver in spades".

Attendance is on a full-time basis: **8.50 a.m. - 1.20 p.m.** each day. Class times are staggered to prevent traffic congestion.

The pre-school year is a very special and memorable time for both parents/guardians and children. Our ultimate aim is to work in partnership with you, the parent, in order to develop your child's confidence and self-esteem and promote a positive attitude to learning. We hope to achieve this by:

- Providing a happy, secure and caring environment.
- Planning an enjoyable, play-based, creative and active programme wherein each child's individual needs are met.
- Ensuring that you, the parents/guardians, are welcomed and kept well informed about the pre-school programme, school events and your child's progress through termly reports and monthly newsletters.

Our professional, enthusiastic and experienced staff consist of two teachers, two nursery assistants and two special needs assistants. The staff are ably assisted by a part-time building supervisor, a clerical assistant and a dining assistant.

Pastoral Care, including Child Protection/Safeguarding and health and safety issues, are a high priority for the Governors. The staff have regular updated training in child protection issues and first aid. In addition, all staff, including students and voluntary support, are vetted prior to working with the children. A secure access control system is fitted to the school entrance and the Governors regularly inspect the school premises to ensure that safety issues are identified and dealt with.

The school was last inspected in May 2015. The inspection focused on the following three areas: The children's achievements and standards; The quality of provision; and the quality of leadership and management. All areas were found to **be outstanding**. The inspection report stated: *"There is a welcoming and inclusive ethos and a caring atmosphere that fosters respect for others. The opportunity for children to take on 'helper' roles each day challenges them to develop their language, counting and memory skills alongside their independence and sense of responsibility. The staff are consistent in their use of the positive behaviour strategies and as a result the children are all well behaved and keen to help and support each other."*

Finally, the Governors welcome all applicants regardless of culture or religious belief.

ADMISSION ARRANGEMENTS

Parents considering sending their children to this school are invited to visit our website www.galliaghnursery.com or talk to the Principal. The admission arrangements as set out in the EA website will be used. Application forms are available on the EA website - eani.org.uk - school admissions section.

The current policy is to admit children selected for enrolment in two small groups during the month of September. As part of our Pastoral Care Policy a home visitation programme is also operational prior to the child's admission date. Both of the above ensure a smooth and happy transition from home to school.

Respective Functions of the Board of Governors and the Principal in relation to admissions.

The Admissions Criteria will be applied at first preference stage by a Selection Sub-Committee consisting of the Principal and three Governors subject to the final approval of the Board of Governors. At second and later preference stages, the Principal and Chair of Governors will apply the admissions criteria subject to the final approval of the Board of Governors.

The Board of Governors has determined, with guidance from DE Circular 2018/16 that in the event of there being more applicants than places available, the following criteria in order of the priority set down will be applied, to select children for admission.

NB Children who are resident in Northern Ireland will be considered for places prior to those children who are non-resident in Northern Ireland.

ADMISSIONS CRITERIA

A timetable of pre-school admissions procedures setting out the dates by which an application is to be submitted is available at www.eani.org.uk/admissions under 'Pre-School Admissions'. During the admissions procedure when applying the criteria punctual applications will be considered before late applications are considered.

The application procedure opens on 9 January 2024 at 12noon (GMT) and an application submitted by the closing date of 26 January 2024 at 12noon (GMT) will be treated as a punctual application. An application received after 12noon (GMT) on 26 January 2024 will be treated as a late application.

As the pre-school admissions procedure is in two stages the timetable also specifies the relevant dates at Stage 2 which will determine if an application is to be considered as punctual or late.

Preference will be given to those applications that place Galliagh Nursery School as their 1st Preference of pre-school provision.

Statutory Criteria

1. Children from socially disadvantaged circumstances in their final pre-school year who were born:
 - on or between 2 July 2020 and 1 July 2021 (inclusive) and whose parents have not exercised their right to defer their child's entry to primary school; or,
 - on or between 1 April 2020 and 1 July 2020 (inclusive) or were due to be born on or between those dates but were born earlier; and,
 - have not attended or are not currently attending a funded pre-school setting under the Pre-School Education Programme as a target aged child; and,
 - that child's parent has completed a request to defer their child starting P1 until September 2025.

Note: Children from 'socially disadvantaged circumstances' means a child whose parent has an entitlement to (i) Income Support, or (ii) Income-based Jobseeker's Allowance, or (iii) Income related Employment and Support Allowance, or (iv) Universal Credit. When parents apply for places for their child on this basis they must provide Benefit Verification to confirm that they have an entitlement. The application procedure for Pre-School will outline how Benefit Verification can be submitted.

2. Children not from socially disadvantaged circumstances (as defined above) who are in their final pre-school year (as defined by Criterion 1).

Sub-Criteria

If there are more children who satisfy any one of the criteria 1 – 2 when they are being applied then selection for the available places will be on the basis of the following sub-criteria, in the order of the priority set down below.

- (a) Children whose brother(s)/ sister(s), half-brother(s)/half-sister(s), step-brother(s)/ step-sister(s), foster-brother(s)/ foster- sister(s) attended Galliagh Nursery School. PLEASE STATE ON APPLICATION FORM NAME(S) OF SIBLINGS, ALSO YEAR ATTENDED.
- (b) Child who is the eldest/only child of the family.
- (c) Other children.

If there are more applicants who satisfy any one of sub-criterion (a) – (c) when they are being applied in the order of priority set down above than there are places available the authorised sub-committee shall fill the remaining places by selecting on a basis of the initial letter of the surname as per the birth certificate as set out in the random alphabetical order below:

B L R Ní T M Q K A Mc P O C Y H V Mac G N U W D X I S F O' J Z E

The order was determined by a randomised selection of letters. In the event of surnames beginning with the same letter the subsequent letters of the surnames will be used in alphabetical order. In the event of 2 identical surnames the alphabetical order of the initials of the forenames as per the birth certificate will be used. In the event of forenames beginning with the same letter, the subsequent letters of the forenames will be used in alphabetical order.

Non Statutory Criteria

Note: Applications falling under Criterion 3 are processed only during Stage 2 of the admissions process, after final pre-school year (Statutory 1 and 2) applications.

3. Children who were born:

- on or between 1 April 2020 - 1 July 2020 (inclusive), or were due to be born on or between those dates but were born earlier; and,
 - and have attended or are currently attending a funded pre-school setting under the Pre-School Education Programme as a target aged (not penultimate aged) child; and,
 - that child's parent has completed a request to defer their child starting P1, or
- on or between 2 July 2021 and 1 July 2022 (inclusive); or,
- on or between 1 April 2021 and 1 July 2021 (inclusive) or were due to be born on or between those dates but were born earlier; and that child's parent has completed a request to defer their child starting P1 until September 2026.

NB Places will be allocated on the basis of chronological age, ie oldest child first under Criterion 3. In the event of 2 children being born on the same date, the place will be allocated by selection on the basis of the initial letter of the surname as per the birth certificate as set out in the random alphabetical order above.

It is important that parent(s)/guardian(s) when submitting the application form give all the relevant supporting information and written evidence that may be needed including the child's birth certificate, 2 recent proofs of address documents and proof of benefit entitlement.

If parents/guardians have any difficulty in completing the form then they should consult the Principal of the school. Parents/Guardians are welcome to visit the school to view our facilities. Please contact the Principal on 028 71353612.

Duty to Verify

The Board of Governors reserves the right to require such supplementary evidence as it may determine to support or verify information on any applicant's Application Form.

If the requested evidence is not provided to the Board of Governors by the deadline given, this will result in the withdrawal of an offer of a place. Similarly, if information is supplied which appears to be false or misleading in any material way, the offer of a place will be withdrawn.

Waiting List Policy

The Board of Governors using the Guidance issued by DE Circulars will operate a waiting list for the school year 1 September 2024 to 30 June 2025. The policy is as follows:

“Should a vacancy arise after 11 June 2024, all applications for admission to Galliagh Nursery School that were initially refused, new applications, late applications and applications where new information has been provided, will be treated equally and the published criteria applied. This waiting list will be in place until 30 June 2025”.

The School will initially contact you by phone followed by an admissions letter if your child gains a place in the school by this method.

Your child's name will be automatically added to this waiting list. Please contact the school if you wish your child's name to be removed from the waiting list.

Parent(s)/Guardian(s) should also note that if their child is seeking nursery provision for the 2nd year they MUST reapply.

CURRICULUM CONTENT AND ORGANISATION

The staff of Galliagh Nursery School aim to provide experiences which stimulate, challenge and support learning appropriate to the abilities and needs of your child, whilst also providing opportunities for personal, social and emotional development.

Our school builds upon the learning experiences which have already taken place in the home by you – your child's first teacher. Subsequently, the teaching staff plan, organise and structure the curriculum which is based upon practical activities and the interests of your child. This nursery school curriculum is essential in laying a strong foundation for the work your child will meet in Year One of primary education.

The curriculum is planned with a view to the promotion of: -

- (a) Personal capabilities and thinking skills
- (b) Personal, social and emotional development
- (c) Language development
- (d) Physical development and movement
- (e) The Arts
- (f) Early Mathematical experiences
- (g) The World Around Us
- (h) Health and Safety Education

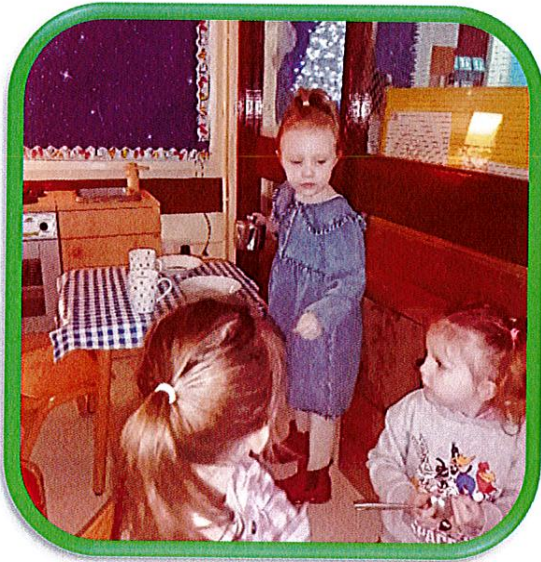


PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

This Area of Learning is of the utmost importance for young children in all aspects of their lives. It is about children's emotional wellbeing, understanding of who they are, and respect for others and their environment. It is also about forming and sustaining relationships, beginning to understand emotions, learning how to self-regulate, and developing positive dispositions to learn. Good personal, social and emotional development gives children the best opportunity for success in other areas of learning.

Children will be learning to:

- follow simple routines such as participating in tidying up and snack time
- become independent in self-help and personal hygiene routines
- enjoy the company of other children
- make choices and organise their own play
- play co-operatively and share resources
- express his/her own feelings and emotions
- become aware of the needs and feelings of others
- persevere with a task

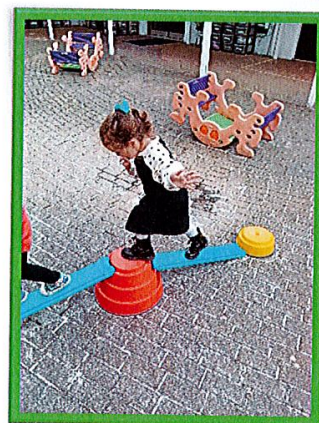
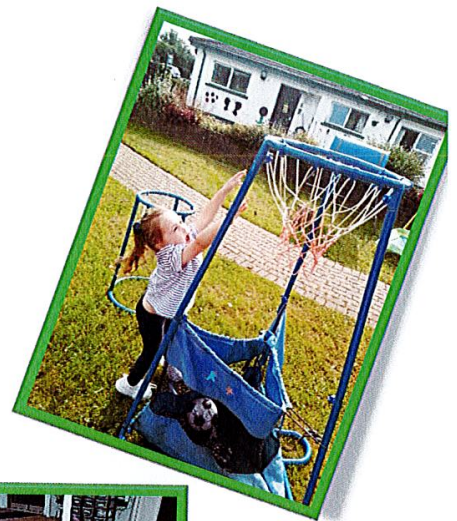


PHYSICAL DEVELOPMENT

Children enjoy physical play both indoors and outdoors. They revel in freedom of movement and in play that is inventive, adventurous and stimulating. Physical play that develops gross motor skills, for example running, jumping, climbing, skipping, hopping, balancing, kicking, striking, throwing and catching, helps children to develop balance, control co-ordination and an awareness of size, space and direction. Play opportunities are maximised indoors and outdoors to help develop fine motor skills such as pouring, building, grasping, screwing, pinching, picking, holding and threading which are important for the development of eye and hand control.

Children will be learning to:

- enjoy physical play
- develop an awareness of space
- move confidently with increasing control and co-ordination
- develop gross motor skills, e.g. kicking, jumping, throwing and catching
- develop fine motor skills and use small tools effectively, e.g. chopping, threading and screwing
- complete simple tasks such as buttering bread, putting on their own coat and pouring milk



LANGUAGE DEVELOPMENT

Language development is crucial to living and learning: to communicate with others, to share and express feelings, to give and obtain information, and to understand ideas and develop thoughts. Being able to understand and use language allows children to:

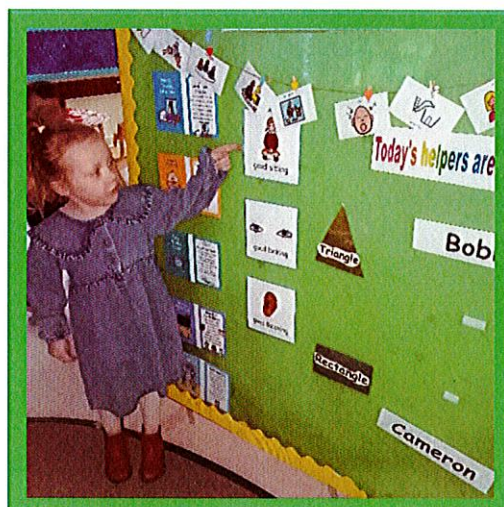
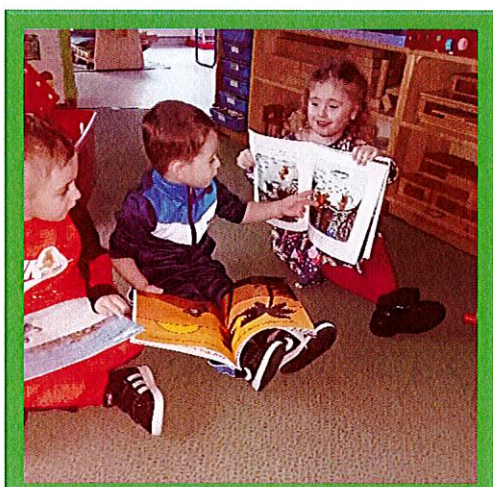
- make their needs, thoughts, feelings and ideas known
- interact socially as they play together
- manage their own behaviour and self-regulate their emotions
- learn independently and collaboratively

Developing a love of stories and books is important for language development. In our nursery children learn to understand that books can provide information and help to answer questions. Children are provided access to a wide range of suitable books and writing materials in various play areas. We also provide opportunities to take books home to share with parents/guardians/ carers.

Writing, including scribbling and mark-making, is a way to express and exchange thoughts or ideas. Although children are not introduced to any elements of the formal teaching of writing, we provide opportunities for children to observe adults writing. However, some children may show an early interest in this as they play, for example beginning to experiment with forming letters and opportunities are available in play areas to encourage children to experiment with writing as part of play-based learning.

Children will be learning to:

- understand and follow simple instructions
- enjoy listening to stories
- take part in conversations with adults and peers
- enjoy browsing in the book corner
- retell a story from pictures
- know that the printed word has meaning
- become aware of environmental print
- express themselves by scribbling, mark-making and drawing
- recognise their own first name



EARLY MATHEMATICAL EXPERIENCES

A positive attitude towards and an understanding of mathematical concepts are important in everyday life. These develop slowly in young children, so they need opportunities to revisit activities and to experience mathematical ideas in many different contexts.

All areas of indoor and outdoor play, everyday routines, songs, rhymes, jingles, stories and games provide opportunities to foster children's understanding of mathematical concepts such as sorting, matching, comparing, classifying, counting and making patterns.

Children will be learning to:

- develop an awareness of number through playing counting games, exploring the concept of first, last and next when lining and looking at numbers throughout the environment
- talk about daily routines/events in sequence
- use and understand language associated with size, quantity and position
- talk about everyday shapes during play activities, e.g. circular plates, triangular toast, rectangular windows
- sort and group by size/pattern/shape/colour
- copy, continue and create a repeating pattern
- count objects accurately in the course of play



THE ARTS

Art and design are a natural means of communication and learning for young children. Through the freedom of play, children explore natural and man-made materials and have opportunities to experiment with colour, shape, pattern and texture. This helps them to think through ideas, develop visual, spatial and tactile awareness, and develop investigative and manipulative skills.

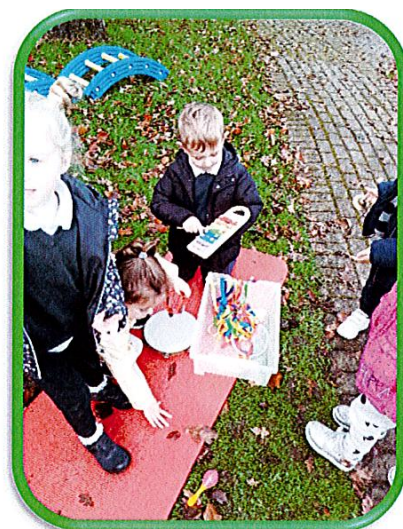
The Arts includes three areas:

- Creative experiences
- Music experiences
- Drama experiences

These three areas take place both indoors and outdoors to enhance experiences for children.

Children will be learning to:

- express their own ideas through pictures and models
- enjoy using a wide variety of media, e.g. pencils, paint, scrap materials, sponges, clay, dough
- play imaginatively on their own or in a group
- develop their language and social interaction skills through role play activities
- enjoy making music and express themselves by singing, clapping and playing percussion instruments
- develop self-confidence and self-esteem
- develop their listening skills through musical activities



THE WORLD AROUND US

From their earliest days, children try to make sense of their world. They are naturally curious about their environment and the people around them and frequently ask questions. Through a wide variety of activities and experience in play, children begin to develop a range of skills and concepts such as observation and experimentation.

The World Around Us incorporates:

- Science
- History
- Geography

Through a wide variety of activities and experiences in play, children begin to develop a range of skills and concepts such as observation and experimentation.

Children will be learning to:

- use their senses to investigate and describe everyday objects and events both indoors and outside
- develop an awareness of changes in weather, seasons, celebrations and festivals
- show care for living things through observing life cycles and taking part in planting and growing
- handle natural materials with curiosity, such as shells, leaves and stones



Children will have opportunities to take part in educational visits to develop their awareness of the environment and community in which they live, e.g. visiting the post office park, train station, etc.



OBSERVATION AND ASSESSMENT

The staff will regularly observe your child throughout the year and assess their learning and development in all pre-school curricular areas. These assessments will be shared formally with you through Parents meetings and a written report. If a child requires individual or additional support within Galliagh Nursery School, the teacher will meet with you, the parents, to discuss your child's individual plan. Suggestions will also be given at this meeting as to how you can support your child's progress throughout the plan. In addition to these formal meetings, the teaching staff will also be available for informal contact meetings at the beginning and end of each school day. The final report will also be forwarded to the child's primary school as part of the schools transition policy.

CHILDREN WITH SPECIAL NEEDS

For children who have been identified as having special educational needs, the E.A. provides a range of specialist facilities and support services. Children may be identified at a very early age as having a significant learning difficulty which is likely to affect their learning development. For the majority of children with special educational needs, the identification will occur after they have started school and parents will be involved at an early stage. If the child's difficulties are severe or complex, the E.A. may decide to carry out a full assessment involving all the agencies concerned. In such cases, parents will be consulted throughout the procedure, be asked to contribute information and comment on the assessment and any statement of their child's needs which may be subsequently proposed by the E.A.

The special educational needs of most children are met quite adequately in the mainstream school, through arrangements made by the school itself, often in consultation with the specialist services of the E.A.'s Pupil Support Services. Other children may have such considerable difficulties that they are recommended for placement in a special school or class which provides intensive specialist help for their particular needs.

Further information about the E.A.'s provision for special education and the procedures for assessing and making statements of special educational needs may be obtained from the Special Education Section of the E.A.'s website. The school's Special Needs Policy is available to all parents upon request.

SCHOOL HOURS

The school day begins at **8.50 a.m.** and ends at **1.20 p.m.** Start and end times are staggered within these hours.

Children should be accompanied by an adult both to and from the school.

HOME/SCHOOL CONTACT

Parental contact with the school is actively encouraged by the teaching staff. The parents' support is essential in working with the school for the child's benefit. This school encourages parental participation in various ways, such as invitations to meetings and other events, as well as informal contacts at the beginning and end of the school day. Parents may contact the Principal about any educational matter during school hours. However, this should, as far as possible, be after 1.30 p.m. in order to minimise class disruption. Parents may be invited to take up the role of parent volunteers during the year. This will be discussed during the induction programme.

ATTENDANCE

If children have to miss school for illness or any other reason, then parents should inform the school to explain the absence.

PASTORAL CARE/CHILD PROTECTION/SAFEGUARDING

All the staff work closely together, in consultation with parents, to ensure the welfare of the children in the school. Parents are urged to discuss any matters of concern with the class teacher. The Principal will be pleased to see parents at any time although it is recommended that parents make an appointment if a lengthy discussion is necessary.

A summary of the school's Pastoral Care/Child Protection/Safeguarding related policies, including Anti-bullying Policies, will be given to all parents at the induction meeting.

If you have any concerns about your child's safety you should use the following procedure to make a complaint:

- I have a concern about my child's safety.
- I can talk to the Principal/Class teacher.
- If I am still concerned, I can talk to designated teacher for child protection - Mrs J McSorley.
- If I am still concerned, I can talk/write to the Chairman of the Board of Governors - Mrs Elizabeth McCloskey or designated Governor for Pastoral Care Mrs Tracy Campbell.

Parents should note – “To protect pupils in its care and to comply with the recommendations of the Department of Education for N.I., the school shall refer any concerns about the wellbeing of its pupils to the Social Services Department”.

SCHOOL DISCIPLINE

Discipline in the school is fostered by the encouragement in each child of a sense of respect of others and their property, based on self-respect and the growth of self-discipline. The Principal and staff will consult parents in the event of any serious problems arising with a particular child. The school's Behaviour Management Policy and Classroom Rules will be shared with parents during the induction meetings.

SCHOOL RULES

The school rules are available from the Principal and are made known orally to the pupils by the staff. They are displayed around the playroom and are discussed with the children regularly during the year.

CHARGING AND REMISSIONS POLICY

The Board of Governors has adopted the following Charging and Remissions policy: -

CHARGING POLICY

It is the policy of the Governors to charge for:

- (a) Optional extra activities which take place wholly or mainly outside school hours and are additional to the education provided by the school.

VOLUNTARY CONTRIBUTION

In cases of activities within school time which the school cannot afford, the school will attempt to subsidise these by asking in advance for voluntary contributions to the school funds from the parents of those children directly involved. All the children in the group will take part in the activity whether their parents have contributed or not. In cases where contributions are such that the school (through the school fund) cannot make up the shortfall, the activity will not take place and all contributions already made by parents for the specific activity will be returned to them.

BREAKAGES/LOSSES

The Board of Governors reserves the right to seek to recover from the parents the whole or part of the cost of breakages and losses incurred as a result of a pupil's behaviour.

CHANGES IN SCHOOL ARRANGEMENTS

Changes occur from time to time in the staffing and organisation of the school and parents will be informed of these. The summaries in this booklet give the present arrangements with effect from 1st September 2023. Updated information will be available throughout the school year in the monthly newsletters.

GALLIAGH NURSERY SCHOOL
SCHOOL TERM AND HOLIDAY DATES 2024-2025

A list of school holiday dates was not available at time of printing.
These will be provided during parent induction meetings.