



# **Trench Road Nursery School**

## **Prospectus 2024/25**

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## Message from the Principal

May I take this opportunity to welcome you to Trench Road Nursery School. Our staff believe that 'today's children are tomorrow's future'. By choosing Trench Nursery School you will provide your child with an excellent learning foundation. As you browse through our prospectus, I hope that you will gain an insight into the exciting world of learning which we promote at Trench Road Nursery School.

Through the medium of 'play based learning,' our team of experienced and enthusiastic staff will nurture and encourage the holistic development of your child so that they can achieve their full learning potential.

I have included many photographs in the belief that 'a picture paints a thousand words'! If you have any questions regarding the school I will be happy to answer them. I hope you enjoy reading this prospectus and I look forward to meeting you and your child.

We aim to provide the best and achieve the most by 'growing and learning together.'

Mrs Orla Durnin  
Principal



## **Mission Statement**

We strive to provide a supportive and caring environment where children are able to develop skills, knowledge and understanding and where all children are encouraged to achieve their full potential in partnership with parents, staff and governors.

## **Parental Partnership**

“Parents/guardians/carers are the child’s first and continuing educator and as such have a central role to play in pre-school life.” (Pre School Curricular Guidance, DENI,2018)

Parental contact with the school is actively encouraged by the staff. The parents’ support is essential in working with the school for the child’s benefit. Trench Road Nursery School encourages parental participation in various ways, such as invitations to school events e.g ‘Big Bedtime Read; School shows, parenting courses etc. In addition to this there are informal contacts at the beginning and at the end of the school day. Parents are also welcome into the school/classroom to participate in assisting with the snack routine, story-telling etc. Monthly newsletters and the ‘Class Dojo’ app also keep parents fully informed. Parents may contact the Principal about any educational matter during school hours. However this should, as far as possible, be out of teaching time in order to minimise class disruption.

We work in close partnership with parents/carers of all our children. Throughout the year, parents have many informal opportunities to discuss their children’s progress and two formal meetings are arranged each year. Informal opportunities to share in their children’s learning are also provided through ‘Stay and Play’ sessions which enable you to come to Nursery School and join in the activities with your child.

We aim to foster positive parental engagement through our 'Families Connect' Parenting course.



## **School Staff**

<b>Principal:</b>	Mrs Orla Durnin B.Ed (Hons) M.Ed Educational Studies	
<b>Teacher:</b>	Mrs Fiona Conway B.Ed (Hons)	
<b>Nursery Assistant:</b>	Ms T Cooke	NVQ III
<b>Nursery Assistant:</b>	Mrs E Craig	NVQ III
<b>SEN Assistants:</b>	Miss Nicole Duffy (Temporary)	
<b>Clerical Officer:</b>	Ms Carol Reed	
<b>Building Supervisor:</b>	Mr Martin Mc Laughlin	
<b>Dining Attendant:</b>	Mrs Lorna Gallagher	

## **Board of Governors**

<b>Chairperson:</b>	Mrs Karen O'Neill
<b>Secretary:</b>	Mrs. Orla Durnin (Principal)
<b>Teacher Representative:</b>	Mrs Fiona Conway
<b>DENI Representatives:</b>	Mr. Gerry Matthews Mrs Karen O'Neill
<b>Education Authority Representatives:</b>	Mr Gavin Hutchinson Mrs. Rachel Harkin Mr. James Bradley
<b>Parent Representatives:</b>	Mrs. Louise Seydak Mrs. Louise Hargan

## **School Hours**

Pupils attend from 9:00 a.m. and the school day finishes at 1:30 p.m.

Dinner is served at 12.00 p.m.

Dinner money should be paid promptly on a Monday morning. Please put the correct amount of money into an envelope clearly marked with your child's name.

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

## **Uniform**

All pupils are expected to wear the school uniform. This consists of a red jumper (with school logo), a yellow polo shirt and navy track bottoms. This can be purchased from 'Select Kids', Spencer Road.

## **Attendance**

Please bring your child to school on time and do not take your child out of class early unless absolutely necessary. The school day finishes at 1:30 p.m.

If children have to miss school through illness or any other reason, then parents should inform the school by telephone. The school phone number is (028) 7134 6110.

## Healthy Eating

At Trench Road Nursery School we aim to promote the all-round development of the child. This includes their health and dental care therefore we will promote Health Eating in our nursery.

### Snack

The children are provided with a daily snack:

- A drink of milk or water

Something light to eat such as;

- Pieces of fruit - Sandwiches - Toast - Muffin
- Pancakes - Crackers with low fat spread - Cheese
- Selection of vegetables

A small group of children will help prepare the snack with a parent or member of staff each day e.g. butter toast, crackers etc. This is a learning experience in many ways. Children may not bring their own snack to school as we cater for many children with allergies. Exceptions will be made for children with particular dietary needs such as coeliac, lactose intolerance or diabetic children.



## The Curriculum and Learning Environment

Our curriculum is based on the Northern Ireland Pre-School Curricular Guidance which is broad and balanced. Children are allowed to make choices and are provided with opportunities through play and other experiences to develop learning associated with:

- Language and communication
- The Arts
- The World Around Us
- Physical Development and Movement
- Personal, Social and Emotional Development
- Early Mathematical Experiences

Underpinning all of this is the life long skill of developing 'thinking skills'. Thinking about thinking is essential, self directed and skilful thinkers and learners know how to: **Stop it! Know it! Do it! Reflect on it!**

"We can't solve problems by using the same kind of thinking we used when we created them." **Einstein**

Space and time for reflection on their learning is giving children the language about thinking: I see! I think! I wonder! 'I used to think now I think'



**'We love to draw'**





**‘We love to explore!’**



**‘We love to make music!’**

## Exploring feelings and emotions



## Developing Early Numeracy Skills



## Developing ICT skills



## We love to explore Outdoors



## 'World Around Us' Skills



## Fostering natural curiosity



# Parents, Grandparents, Childminders!

Here's how to get involved in your child's nursery year.....

## **Come with us on our School trips**

### **Read a story**

Parents can come in and read a story to a small group of children, this is especially nice around the Christmas tree.

### **Sing or play an Instrument**

Are you talented? Maybe you could play the fiddle or sing an Irish song on St Patrick's Day or maybe play the guitar whilst the children sing at Christmas.

### **Help with Snack**

Whether its making toast, pouring milk or helping with the dishes, all help is greatly appreciated.

### **Gardening**

Have you green fingers? We grow fruit and vegetables in our Secret Garden and someone needs to know what's a flower and what's a weed as the children are hands on!

### **Can you cook?**

Help out during our cookery sessions it's nothing too difficult!

## **Come to our celebration of Grandparents Day**

### **Tell us about your job**

It's great to have a doctor or dentist speak to the children when we're talking about keeping ourselves healthy, or the postman visit at Christmas to tell us about how he deals with all of Santa's letters. We've also had people who work as a farmer, lollipop, fire, ambulance, policemen/women visit the school.

### **Any other talents?**

Make sure you let a member of staff know what talents you have so we can incorporate them into our school year.

## Settling in

In Trench Road Nursery School we value home/school links. We plan your child's enrolment and settling-in time very carefully in order to build up a sense of security for your child and to establish a warm, working relationship with yourselves, the parents. Therefore all children are admitted to school in two groups over a two-week period,

Each morning for the first 2 weeks:  
9:00 a.m. -11.00 a.m.

Or each afternoon:  
12.00p.m - 2.00 p.m.

Week 3: 9.00 am – 12.30 pm

Week 4: 9.00 am – 1.30 pm

This generally results in a smooth and secure transition from home to school. However all children individuals! Please be guided by the class teacher's advice. Some children may take longer to settle than others. The youngest children may take a little longer to settle.

## General Information

Trench Road Nursery School opened in 1980 and is a modern purpose-built nursery school. It is located on the main Trench Road in the Waterside area of the city.

There are fifty-two pupils in our school, two teachers and two nursery assistants, a school building supervisor, a clerical officer and dining attendant.

The overall aim of the school is to create a safe, happy and stimulating environment in which the child learns to trust others, feels secure and is encouraged to grow in self-confidence and independence.

## School Aims

In Trench Road Nursery School the staff strive to develop the unique individuality of each child. This is achieved by getting to know each child, their interests and personality and by providing a rich colourful and stimulating environment in which to encourage independent learners.

In Trench Road Nursery School we will do the following –

1. Encourage children to question and to explore using a wide variety of resources;
2. Fully develop a child's natural curiosity and sense of wonder;
3. Encourage social skills through sharing, turn-taking and making friends;
4. Foster independence skills by nurturing self-confidence;
5. Strengthen and develop mathematical and scientific thinking skills through active learning;
6. Develop language skills and foster a love of books;
7. Provide safe and high-quality physical play through our very well resourced outdoor play areas;
8. Encourage all pupils to participate in and enjoy music and role-play activities;
9. Promote a caring attitude towards all living creatures;
10. To continue to strengthen our home, local community and school links, which we believe are very important.



**Add**

## Additional Needs

All children, including children with additional needs, are entitled to a broad and balanced curriculum matched to their needs, abilities and aptitude. A child has special needs if he/she has a learning difficulty that calls for special education provision to be made for him/her.

A child has a learning difficulty if he/she:

- Has a significantly greater difficulty in learning than the majority of other children his/her age
- Has a disability, which either prevents or hinders him/her from making use of educational facilities.

Learning difficulties may be:

A physical difficulty

A problem with sight, hearing or speech

An emotional or behavioural problem.

### **Before starting school**

If you think your child may have a problem, however slight, do not delay – asking for professional advice is the first step to getting specialist help. A doctor, health visitor or social worker will put the wheels in motion.

Further information about the Education Authority's provision for special education and the procedures for assessing and making statements of special education needs may be obtained from the special education section of the Board's headquarters.

**If outside agencies such as Educational Psychologists, speech and language therapists, social workers etc are involved with your child, it is beneficial that we share our information in the strictest of confidence. This is to provide the very best experience for your child.**

### **Speech and Language**

In nursery school children learn lots of the essential language skills needed so they can learn to read, write and count in Primary One. In our school the staff and speech and language therapist use the Wellcomm Development Programme to screen and provide language activities for the full class and small groups of children.

These fun activities encourage all the children to learn to:

Listen to the teacher

Understand instructions and stories

Become more confident chatting in sentences to their friends and teachers. Be able to answer questions

## **Pastoral Care**

All the staff work closely together in consultation with parents, to ensure the welfare of 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.

### **School Ethos**

The ethos of the school incorporates a sense of calm and serenity helping to create a sense of security for the children. To maintain this we ask parents and all visitors to conduct their business in a polite and courteous manner. In order to avoid unnecessary interruption, parents and visitors are asked to wait until the end of each class to talk to the class teacher or Principal. A secure entry system is in operation in this school to safeguard pupil welfare. Please follow the instructions provided at the main door to gain access. All staff and volunteers are 'vetted' before they come into contact with pupils.

### **School Discipline**

Discipline in the school is fostered by the encouragement, in each child of a sense of respect for 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.

### **Anti-Bullying**

Parents play an active role in fostering attitudes of respect and kindness within the family situation and this should follow through to the school situation.

In this school children feel safe and valued.

The school environment is a safe place, where bullying amongst children is not allowed. Thankfully, nursery school children seldom, if ever, bully each other. However, children are supervised at all times.

Social skills are promoted and self-esteem developed. Children are encouraged to make friends as a group. This avoids children becoming isolated and also discourages bullying. However if a parent has concerns regarding suspected bullying he/she should contact the Principal immediately.



## **Safety**

### **Cars and Parking**

We cannot accommodate parent's cars in the carpark. Access is for staff cars and for any of our children/parents with a disability. Access is required for visitors and deliveries throughout the day and we have very limited space. We ask parents to encourage children to hold hands leaving school. Children should be encouraged to walk on the path and stay away from the carpark area. On exiting the pedestrian gate please be careful crossing the carpark entrance.

## **Security**

This school operates a secure entry system. Entry to the school is gained through the operation of a monitor screen and intercom. This system allows staff to monitor all visitors to the school before they gain entry.

The outdoor play area is securely fenced and entry gained through the main building only. During outdoor play activities children are supervised at all times by staff.

Named photographs of all staff members are also on display.

## Illness



Children should not be brought to school if they are ill. If children require medication this should be administered at home. If a child is suffering from vomiting/diarrhoea they should not return to school until at least 48 hours after their last episode of diarrhoea or vomiting. We recommend that children who require antibiotics do not come to school for 48 hours after they have begun treatment. This is to give the child the opportunity to improve and in the event of a reaction to the antibiotic.

Other contagious illnesses such as chicken pox/shingles, rubella, slapped cheek syndrome and measles have specific exclusion periods; see below or seek advice from GP. We aim to inform parents of these infectious illnesses especially those with impaired immunity. The school will not administer routine drugs, such as antibiotics.

# Guidance on infection control in schools and other childcare settings

Prevent the spread of infections by ensuring: routine immunisation, high standards of personal hygiene and practice, particularly handwashing, and maintaining a clean environment. Please contact the Public Health Agency **Health Protection Duty Room (Duty Room)** on **0300 555 0119** or

visit [www.publichealth.hscni.net](http://www.publichealth.hscni.net) or [www.gov.uk/government/organisations/public-health-england](http://www.gov.uk/government/organisations/public-health-england) if you would like any further advice or information, including the latest guidance. Children with rashes should be considered infectious and assessed by their doctor.

Rashes and skin infections	Recommended period to be kept away from school, nursery or childminders	Comments
Athlete's foot	None	Athlete's foot is not a serious condition. Treatment is recommended
Chickenpox*	Until all vesicles have crusted over	See Vulnerable children and female staff – pregnancy
Cold sores (Herpes simplex)	None	Avoid kissing and contact with the sores. Cold sores are generally mild and self-limiting
German measles (rubella)*	Four days from onset of rash (as per "Green Book")	Preventable by immunisation (MMR x 2 doses). See Female staff – pregnancy
Hand, foot and mouth	None	Contact the Duty Room if a large number of children are affected. Exclusion may be considered in some circumstances
Impetigo	Until lesions are crusted and healed, or 48 hours after commencing antibiotic treatment	Antibiotic treatment speeds healing and reduces the infectious period
Measles*	Four days from onset of rash	Preventable by vaccination (MMR x 2). See Vulnerable children and female staff – pregnancy
Molluscum contagiosum	None	A self-limiting condition
Ringworm	Exclusion not usually required	Treatment is required
Rosacea (infantum)	None	None
Scabies	Child can return after first treatment	Household and close contacts require treatment
Scarlet fever*	Child can return 24 hours after commencing appropriate antibiotic treatment	Antibiotic treatment recommended for the affected child. If more than one child has scarlet fever contact PHA Duty Room for further advice
Slapped cheek (fifth disease or parvovirus B19)	None once rash has developed	See Vulnerable children and female staff – pregnancy
Shingles	Exclude only if rash is weeping and cannot be covered	Can cause chickenpox in those who are not immune i.e. have not had chickenpox. It is spread by very close contact and touch. If further information is required, contact the Duty Room. See Vulnerable Children and Female Staff – Pregnancy
Warts and verrucae	None	Verrucae should be covered in swimming pools, gymnasiums and changing rooms

Diarrhoea and vomiting illness	Recommended period to be kept away from school, nursery or childminders	Comments
Diarrhoea and/or vomiting	48 hours from last episode of diarrhoea or vomiting	
<i>E. coli</i> O157 VTEC*	Should be excluded for 48 hours from the last episode of diarrhoea	Further exclusion is required for young children under five and those who have difficulty in adhering to hygiene practices
Typhoid* [and paratyphoid*] (enteric fever)	Further exclusion may be required for some children until they are no longer excreting	Children in these categories should be excluded until there is evidence of microbiological clearance. This guidance may also apply to some contacts of cases who may require microbiological clearance
Shigella* (dysentery)		Please consult the Duty Room for further advice
Cryptosporidiosis*	Exclude for 48 hours from the last episode of diarrhoea	Exclusion from swimming is advisable for two weeks after the diarrhoea has settled

Respiratory infections	Recommended period to be kept away from school, nursery or childminders	Comments
Flu (influenza)	Until recovered	See Vulnerable children
Tuberculosis*	Always consult the Duty Room	Requires prolonged close contact for spread
Whooping cough* (pertussis)	48 hours from commencing antibiotic treatment, or 21 days from onset of illness if no antibiotic treatment	Preventable by vaccination. After treatment, non-infectious coughing may continue for many weeks. The Duty Room will organise any contact tracing necessary

Other infections	Recommended period to be kept away from school, nursery or childminders	Comments
Conjunctivitis	None	If an outbreak/cluster occurs, consult the Duty Room
Diphtheria*	Exclusion is essential. Always consult with the Duty Room	Family contacts must be excluded until cleared to return by the Duty Room. Preventable by vaccination. The Duty Room will organise any contact tracing necessary
Glandular fever	None	
Head lice	None	Treatment is recommended only in cases where live lice have been seen
Hepatitis A*	Exclude until seven days after onset of jaundice (or seven days after symptom onset if no jaundice)	The duty room will advise on any vaccination or other control measure that are needed for close contacts of a single case of hepatitis A and for suspected outbreaks.
Hepatitis B*, C, HIV/AIDS	None	Hepatitis B and C and HIV are bloodborne viruses that are not infectious through casual contact. For cleaning of body fluid spills, see: Good Hygiene Practice
Meningococcal meningitis*/septicaemia*	Until recovered	Some forms of meningococcal disease are preventable by vaccination (see immunisation schedule). There is no reason to exclude siblings or other close contacts of a case. In case of an outbreak, it may be necessary to provide antibiotics with or without meningococcal vaccination to close contacts. The Duty Room will advise on any action needed.
Meningitis* due to other bacteria	Until recovered	Hib and pneumococcal meningitis are preventable by vaccination. There is no reason to exclude siblings or other close contacts of a case. The Duty Room will give advice on any action needed
Meningitis viral*	None	Milder illness. There is no reason to exclude siblings and other close contacts of a case. Contact tracing is not required
MRSA	None	Good hygiene, in particular handwashing and environmental cleaning, are important to minimise any danger of spread. If further information is required, contact the Duty Room
Mumps*	Exclude child for five days after onset of swelling	Preventable by vaccination (MMR x 2 doses)
Threadworms	None	Treatment is recommended for the child and household contacts
Tonsillitis	None	There are many causes, but most cases are due to viruses and do not need an antibiotic

\* denotes a notifiable disease. It is a statutory requirement that doctors report a notifiable disease to the Director of Public Health via the Duty Room.

Outbreaks: if a school, nursery or childminder suspects an outbreak of infectious disease, they should inform the Duty Room.

## Good hygiene practice

**Handwashing** is one of the most important ways of controlling the spread of infections, especially those that cause diarrhoea and vomiting, and respiratory disease. The recommended method is the use of liquid soap, warm water and paper towels. Always wash hands after using the toilet, before eating or handling food, and after handling animals. Cover all cuts and abrasions with waterproof dressings.

**Coughing and sneezing** easily spread infections. Children and adults should be encouraged to cover their mouth and nose with a tissue. Wash hands after using or disposing of tissues. Spitting should be discouraged.

**Personal protective equipment (PPE)**. Disposable non-powdered vinyl or latex-free CE-marked gloves and disposable plastic aprons must be worn when there is a risk of splashing or contamination with blood/body fluids (for example, nappy or pad changing). Goggles should also be available for use if there is a risk of splashing to the face. Correct PPE should be used when handling cleaning chemicals.

**Cleaning** of the environment, including toys and equipment, should be frequent, thorough and follow national guidance. For example, use colour-coded equipment, follow Control of Substances Hazardous to Health (COSHH) regulations and correct decontamination of cleaning equipment. Monitor cleaning contracts and ensure cleaners are appropriately trained with access to PPE.

**Cleaning of blood and body fluid spillages**. All spillages of blood, faeces, saliva, vomit, nasal and eye discharges should be cleaned up immediately (always wear PPE). When spillages occur, clean using a product that combines both a detergent and a disinfectant. Use as per manufacturer's instructions and ensure it is effective against bacteria and viruses and suitable for use on the affected surface. Never use mops for cleaning up blood and body fluid spillages – use disposable paper towels and discard clinical waste as described below. A spillage kit should be available for blood spills.

**Laundry** should be dealt with in a separate dedicated facility. Soiled linen should be washed separately at the hottest wash the fabric will tolerate. Wear PPE when handling soiled linen. Children's soiled clothing should be bagged to go home, never rinsed by hand.

**Clinical waste**. Always segregate domestic and clinical waste, in accordance with local policy. Used nappies/pads, gloves, aprons and soiled dressings should be stored in correct clinical waste bags in lock-operated bins. All clinical waste must be removed by a registered waste contractor. All clinical waste bags should be less than two-thirds full and stored in a dedicated, secure area while awaiting collection.

**Sharps, eg needles**, should be discarded straight into a sharps bin conforming to BS 7320 and UN 3291 standards. Sharps bins must be kept off the floor (preferably wall-mounted) and out of reach of children.

## Sharps injuries and bites

If skin is broken as a result of a used needle injury or bite, encourage the wound to bleed/wash thoroughly using soap and water. Contact GP or occupational health or go to A&E immediately. Ensure local policy is in place for staff to follow. Contact the Duty Room for advice, if unsure.

## Animals

Animals may carry infections, so wash hands after handling animals. Health and Safety Executive for Northern Ireland (HSNI) guidelines for protecting the health and safety of children should be followed.

**Animals in school (permanent or visiting)**. Ensure animals' living quarters are kept clean and away from food areas. Waste should be disposed of regularly and litter bins not accessible to children. Children should not play with animals unsupervised. Hand hygiene should be supervised after contact with animals and the area where visiting animals have been kept should be thoroughly cleaned after use. Veterinary advice should be sought on animal welfare and animal health issues and the suitability of the animal as a pet. Reptiles are not suitable as pets in schools and nurseries, as all species carry salmonella.

**Visits to farms**. For more information see <https://www.hseni.gov.uk/publications/preventing-or-controlling-ill-health-animal-contact-visitor-attractions>

## Vulnerable children

Some medical conditions make children vulnerable to infections that would rarely be serious in most children, these include those being treated for leukaemia or other cancers, on high doses of steroids and with conditions that seriously reduce immunity. Schools and nurseries and childminders will normally have been made aware of such children. These children are particularly vulnerable to chickenpox, measles and parvovirus B19 and, if exposed to either of these, the parent/carer should be informed promptly and further medical advice sought. It may be advisable for these children to have additional immunisations, for example pneumococcal and influenza. This guidance is designed to give general advice to schools and childcare settings. Some vulnerable children may need further precautions to be taken, which should be discussed with the parent or carer in conjunction with their medical team and school health.

## Female staff\* – pregnancy

If a pregnant woman develops a rash or is in direct contact with someone with a potentially infectious rash, this should be investigated by a doctor who can contact the duty room for further advice. The greatest risk to pregnant women from such infections comes from their own child/children, rather than the workplace.

Chickens can affect the pregnancy if a woman has not already had the infection. Report exposure to midwife and GP at any stage of pregnancy. The GP and antenatal carer will arrange a blood test to check for immunity. Shingles is caused by the same virus as chickenpox, so anyone who has not had chickenpox is potentially vulnerable to the infection if they have close contact with a case of shingles.

German measles (rubella). If a pregnant woman comes into contact with german measles she should inform her GP and antenatal carer immediately to ensure investigation. The infection may affect the developing baby if the woman is not immune and is exposed in early pregnancy.

Slapped cheek disease (fifth disease or parvovirus B19) can occasionally affect an unborn child, if exposed early in pregnancy (before 20 weeks), inform whoever is giving antenatal care as this must be investigated promptly.

Measles during pregnancy can result in early delivery or even loss of the baby. If a pregnant woman is exposed she should immediately inform whoever is giving antenatal care to ensure investigation.

All female staff born after 1970 working with young children are advised to ensure they have had two doses of MMR vaccine.

\*The above advice also applies to pregnant students.

## Immunisations

Immunisation status should always be checked at school entry and at the time of any vaccination. Parents should be encouraged to have their child immunised and any immunisation missed or further catch-up doses organised through the child's GP.

For the most up-to-date immunisation advice and current schedule visit [www.publichealth.hscni.net](http://www.publichealth.hscni.net) or the school health service can advise on the latest national immunisation schedule.

When to immunise	Diseases vaccine protects against	How it is given
2 months old	Diphtheria, tetanus, pertussis (whooping cough), polio and Hib	One injection
	Pneumococcal infection	One injection
	Rotavirus	Orally
3 months old	Meningococcal B infection	One injection
	Diphtheria, tetanus, pertussis, polio and Hib	One injection
	Rotavirus	Orally
4 months old	Diphtheria, tetanus, pertussis, polio and Hib	One injection
	Pneumococcal infection	One injection
	Meningococcal B infection	One injection
Just after the first birthday	Measles, mumps and rubella	One injection
	Pneumococcal infection	One injection
	Hib and meningococcal C infection	One injection
Every year from 2 years old up to 77	Influenza	One injection
	Meningococcal B infection	One injection
3 years and 4 months old	Diphtheria, tetanus, pertussis and polio	One injection
	Measles, mumps and rubella	One injection
Girls 12 to 13 years old	Cervical cancer caused by human papillomavirus types 16 and 18 and genital warts caused by types 6 and 11	Two injections over six months
	Tetanus, diphtheria and polio	One injection
14 to 18 years old	Meningococcal infection ACWY	One injection

This is the immunisation schedule as of July 2016. Children who present with certain risk factors may require additional immunisations. Always consult the most updated version of the "Green Book" for the latest immunisation schedule on [www.gov.uk/government/collections/immunisation-against-infectious-disease-the-green-book-the-green-book](http://www.gov.uk/government/collections/immunisation-against-infectious-disease-the-green-book-the-green-book)

From October 2017 children will receive hepatitis B vaccine at 2, 3, and 4 months of age in combination with the diphtheria, tetanus, pertussis, polio and Hib vaccine.

**Staff immunisations**. All staff should undergo a full occupational health check prior to employment; this includes ensuring they are up to date with immunisations, including two doses of MMR.

Original material was produced by the Health Protection Agency and this version adapted by the Public Health Agency, 12-22 Linenhall Street, Belfast, BT8 8BS.

Tel: 0300 555 0114  
[www.publichealth.hscni.net](http://www.publichealth.hscni.net)  
Information produced with the assistance of the Royal College of Paediatrics and Child Health and Public Health England.

## Links with the Local Community

Links between this school and the local community are strong. The school has served this area for over thirty years. During that time firm friendships have been established.

This school also appreciates the support offered from the following outside agencies:

- Educational Psychology
- Speech and Language Therapist
- Occupational Therapy
- Library Service
- Dental Service
- Language Teacher
- Jo Jingles
- Yoga teacher
- Forest School facilitators
- Theatre Groups
- Music Teacher
- Gardener
- Story Tellers
- Magician
- Charity co-ordinators.

Our pupils transferring to P1 are taken to visit their primary school in June and their new P1 teachers also visit them in the nursery school.

This school also facilitates Early Years students from local schools and student teachers from universities.

### Extended Schools

Trench Road Nursery School participates in the **Extended Schools Programme** which fosters home/school links by providing funding to enable programmes which enrich pupils learning and provides an opportunity for parental involvement. This has included providing parenting courses, employing a Speech/language therapist, Forest School, Yoga sessions, Irish language classes, Jo Jingles and a gardener.



**Banyan Theatre Company**



**Yoga Sessions**



**Forest School**



**Jo Jingles Music sessions**



## **Eco School**

Trench Road nursery school is an eco school. We were delighted to achieve our 'first ever' green flag in June 2022. In addition to this we were awarded 'Biodiversity champions' 2021/2022. We are very proud of our achievements and continue to develop our ethos as an eco school. We grow our own herbs, vegetables and fruit, encourage wildlife into our gardens and recycle responsibly.

## **Forest School**

Forest School is a child-centred outdoor learning process that offers opportunities for the holistic development of the child through regular sessions. We are proud to be a 'Forest School' and deliver weekly lessons on our school grounds. Mrs. Durnin has achieved her ONC level 3 Forest school leadership course.

## **Recycling**

Recycling bins are positioned in the school porch. Parents are asked to encourage the children to 'recycle' materials in an effort to support the school in raising awareness of environmental issues.



## **Charities/Fundraising**

Each year Trench Road Nursery School selects three charities to support. To date we have supported:

- NSPCC
- The Christmas Shoe Box Appeal
- Action Cancer
- Help the Aged
- Foyle Down Syndrome Trust
- Foyle Hospice
- Save The Children
- SVDP
- Foyle Food Bank

We ask parents to help us to encourage pupils to support these charities through fun fundraising events.

## Charging and Remissions Policy

### A Voluntary Contributions

The Board of Governors reserves the right to seek voluntary contributions from parents or others in support of any school activity or for the benefit of the school. Pupils whose parents are either unwilling or unable to make contributions will not be treated differently. However, the school reserves the right to cancel planned activities if the voluntary contributions are insufficient to meet the costs of the planned activity.

### B Breakages/Losses

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

## Events



## GRTL 'Big Bedtime Read'



**Grandparent's Day celebrations**



**Sports Day**



**Parky The Magician**



**'Kidz Petting farm'**



**Teddy Bear's Picnic**



**Visit to 'Tropical World'**

## Admissions criteria for entry September 2025

Trench Road Nursery School  
Trench Road  
Derry  
BT47 2DT

Controlled Nursery School  
Admissions No: 52 (Full-time)  
Session Times: 9:00am – 1:30pm

Principal: Mrs Orla Durnin BEd (Hons) MEd (Masters)  
Chair of Board of Governors: Mrs Karen O'Neill

E-mail: [trenchroadns@eani.org.uk](mailto:trenchroadns@eani.org.uk)

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Respective Functions of the Board of Governors and the Principal in relation to admissions. The Admissions Criteria will be applied by a Selection Committee consisting of the Principal and three Governors, subject to the final approval of the Board of Governors.

Children who are not normally resident in Northern Ireland will not be considered for places until all children who live in Northern Ireland have been considered. The Board of Governors have determined that, in the event of there being more applicants than places available the following criteria will be applied, in the order set down, to select children for the available places:

When considering which children should be selected for admission, the Board of Governors will only take into account information which is detailed on or attached to the application. Parents/guardians should therefore ensure that all information pertaining to their child and relevant to the school's admissions criteria is stated on the application form or attached to it. Examples of such information include, children whose brother/sister, half- brother/half-sister attended etc.

### **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](http://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 10 January 2025 at 12noon (GMT) and an application submitted by the closing date of 24 January 2025 at 12noon (GMT) will be treated as a punctual application. An application received after 12noon (GMT) on 24 January 2025 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 applicants that place Trench Road Nursery School as their 1st Preference of pre-school provision.

**Admissions criteria to be used in the event of the school being oversubscribed with applications for available places.**

## Statutory Criteria

1. Children from socially disadvantaged circumstances in their final pre-school year who were born:
2. • on or between 2 July 2021 and 1 July 2022 (inclusive) and whose parents have not exercised their right to defer their child's entry to primary school; or,
3. • 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,
4. • 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,
5. • that child's parent has completed a request to defer their child starting P1 until September 2026.

**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 pupils satisfying the last criterion which can be applied, then selection for the remaining places will be on the basis of:-

- a) Children whose brother/half-brother(s), sister/half-sister(s), foster sister/brother, step sister/brother have previously attended Trench Road Nursery School. It is the responsibility of the parents to ensure that all relevant names of siblings and year attended dates are included on the application.
- b) Child who is eldest/only child of the family.
- c) Other pre-school children.

In the event of over-subscription in the last sub-criterion which can be applied then selection for all places remaining in this category will be on the basis of the initial letter of the surname as stated on the birth certificate in the order set out below:

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

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

**The same criteria will be used for applications after 1 September 2025.**

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

### 3. Children who were born:

on or between 1 April 2021 - 1 July 2021 (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 2022 and 1 July 2023 (inclusive); or,
- on or between 1 April 2022 and 1 July 2022 (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 2027.

#### **Tie Breaker- Non-Statutory Criteria 3**

Children within Criterion 3 will be admitted in Chronological Order of Age -eldest child first. In the event of two or more identical dates of birth, selection will be made using the random alphabetical tie-breaker as listed above.

#### **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. **Parents/Guardians must provide the child's birth certificate, 2 recent proof of address documents and proof of benefit entitlement.**

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**

For those children who may not have been initially offered a place for the 2025/2026 school year, the same criteria as listed above will be used to allocate any places which become available. The school's policy on the consideration of applications after the Open Enrolment Admissions procedures concludes on 10 June 2025, is available directly from the school. Should a vacancy arise after this date, all applicants for admission to the nursery school that were initially refused, new applications, late applications and applications where new information has been provided will be treated equally and the above criteria applied. This waiting list will be in place until the end of the academic year. You will be contacted in writing by this school if your child gains a place by this method

# Just Playing

When I'm building in the block room  
Please don't say I'm **JUST PLAYING**  
For, you see, I'm learning as I play;  
About balance and shapes.  
Who knows, I maybe an architect someday

When I'm getting all dressed up,  
Setting the table, caring for the babies,  
Don't get the idea I'm **JUST PLAYING**  
For, you see, I'm learning as I play.  
I may be a mother or a father someday.

When you see me up to my elbows in paint,  
Or standing at an easel, or molding and shaping clay,  
Please don't let me hear you say "she's **JUST PLAYING**"  
For, you see, I'm learning as I play.  
I'm expressing myself and being creative.  
I may be an artist or an inventor someday.

When you see me  
"Reading" to an imaginary audience,  
Please don't laugh and think I'm **JUST PLAYING**.  
For, you see, I'm learning as I play.  
I may be a teacher someday.

When you see me combing the bushes for bugs,  
Or packing my pockets with choice things I find,  
Don't pass it off as **JUST PLAY**.  
For, you see, I'm learning as I play.  
I may be a scientist someday.

When you see me engrossed in a puzzle,  
Or some plaything at my school,  
Please don't feel the time is wasted in **play**  
For, you see, I'm learning as I play.  
I'm learning to solve problems and concentrate.  
I may be in business someday.

When you see me cooking or tasting foods,  
Please don't think that because I enjoy it,  
It is **JUST PLAY**.  
For, you see, I'm learning as I play.  
I'm learning to follow directions and see differences.  
I may be a cook someday.

When you see me learning  
to skip, hop, run, and move  
my body,  
Please don't say I'm **JUST PLAYING**.  
For, you see, I'm learning  
as I play.  
I'm learning how my body  
works. I may be a doctor,  
nurse or athlete someday.

When you ask me what I did  
At school today, And I say  
**"I JUST PLAYED"**  
Please don't misunderstand  
me.  
For, you see, I'm learning as I  
Play.  
I'm learning to enjoy and be  
successful in work.  
I'm preparing for tomorrow.

**Today, I'm a child and my  
work is play.**



