



**Magherafelt
Integrated
Nursery School**

School Development Plan 2025-2028



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Introduction and Context

This SDP is a collaborative, working document which has had input from and will be used by all stakeholders of the school (see schedule). It has been compiled in accordance with the requirements of the Education Reform Order (NI), (1998) and the Integrated Education Act (2022). It takes cognisance of Department of Education Policy Drivers and Circulars including Every School a Good School, Empowering Improvement: Framework for Inspection (2024), A Fair Start (2021), NICIE and EA: A Framework for Integrated Education (2025), Learning Leaders, TransformED, SEND Reform Agenda and NI Executive Draft Early Learning and Childcare Strategy (2025). DE Guidance for School Development Planning Regulations (2010) have been adhered to pending the DE Review of SDP processes.

Recognising the inherent value of respective self-evaluation frameworks such as Together Towards Improvement: A Process for Self-Evaluation and Inspection and Self-Evaluation Framework, this SDP seeks to draw upon the quality indicators as defined by successive documents and move towards the ETI Empowering Improvement Framework as the tool to support the self-evaluation processes of our school. Across the nine interconnected contributory areas, these indicators of effective practice focus our attention on learners, leaders and provision flowing from and into the five core questions.

Table (i) Successive Self-Evaluation Tools Moving towards Empowering Improvement Inspection Framework

Together Towards Improvement 2003	Every School a Good School 2009	Inspection and Self-Evaluation Framework 2017	Empowering Improvement Inspection Framework 2024
Ethos – climate, links with parents, pastoral care, safeguarding	Ethos - aspiration and high achievement - sound vision for the school and high standards of safeguarding, pastoral care and a concern for individual children and their holistic health A culture of self-evaluation, self-assessment and capacity building	Ethos – safeguarding, care and welfare, expectations	Vision of the school and what informs it – all learners and leaders together Value by our school A journey of improvement - developing a culture of high aspiration and empowering the school community – self-evaluating and self-improving Nurturing, supporting and encouraging children to reach their full potential Celebrating progress and achievement Listening to children under UNCRC Article 12 A welcoming place for all ETI Safeguarding Proforma as best practice
Learning and Teaching – planning the curriculum, progress in learning, staff interaction and involvement with children, organisation of sessions, curriculum implementation, assessing, recording and reporting progress in learning, provision for SEND	Child Centred Provision Decision-making on planning, resources, curriculum and pastoral care reflect the needs of the children Commitment to equality of opportunity, high quality learning and respect for diversity A culture of achievement, improvement and ambition with clear expectations Effective interventions and supports to overcome barriers and meet additional needs Listening to and involving children in decision-making	Outcomes for learners Standards of attainment Progression Wider skills and capabilities	Effectuating the vision within the school context with a focus on learners, provision and leaders GTCNI core competencies Reflective educators

<p>Management – effectiveness of the leader, organisation and teamwork, evaluation and action to improve learning, staff development, links with other providers, schools and agencies Accommodation and resources</p>	<p>High Quality Teaching and Learning Broad and relevant curriculum Committed and enthusiastic staff Positive relationships Drive to improve learning and respond to diversity Assessments and data used to inform teaching and learning Rigorous self-evaluation and self-reflection Education outcomes reflect the context of the school</p>	<p>Quality of Provision Curriculum breadth, balance and appropriateness Effectiveness of guidance and support in bringing about high-quality individual learning experiences Effectiveness and impact of planning, teaching and assessment in promoting successful learning</p>	<p>Monitoring how well the school and its learners are doing and how responsive it is to overcoming challenges and barriers</p>
	<p>Effective Leadership Effective SDP to drive improvement with realistic targets Governors provide strategic direction and challenge the Principal Commitment to best practice and professional development Teachers sharing in the leadership Effective management of resources – working relationships, attendance and finance Effective monitoring and evaluation of outcomes, policies, practices and procedures and of the SDP</p>	<p>Leadership and Management Effectiveness and impact of the strategic leadership at all levels Effectiveness of action to promote and sustain improvement, including self-evaluation and the development planning process</p>	<p>Defining, celebrating and embedding success for all learners</p>
	<p>A School Connected to its Community Relationships, engagement and communication between school, parents and local community Mutual respect between the school and the community it serves Effective communication and relationships between the school and education agencies and statutory and voluntary agencies that impact on education</p>	<p>Current School Position including finance, future improvement through self-evaluation and target setting and challenges and opportunities for the school</p>	<p>Creating the right conditions for the growth and development of a community of learning</p>

In the context of ‘Transformation’ to Integrated status, and robust and rigorous self-evaluation processes, stakeholder engagement and external inputs, this SDP sets out a strategic improvement plan for Magherafelt Integrated Nursery School (MINS) with clear and concise priorities for improvement for learners, leaders and provision. It is to be used as a ‘roadmap’ with clear directionality on our progressive journey of improvement. Target setting has been completed with a focus on ‘What’s working well?’, ‘What needs to be progressed?’, and ‘What impact will actions have on learners and learning?’.

This SDP translates the policies, vision, values and ethos of our nursery school into practice and combined with the 3-year overview and one year action plans, provides long-, medium-, and shorter-term improvement priorities for our school. As a fluid and working document, adaptations will be made on the journey of the implementation of the plan. Ongoing monitoring and evaluation, external evaluation, new initiatives, and challenges will need to be interwoven and planned for in our school context. Monitoring and evaluation of this SDP and accompanying action plans (by staff and Governors), will enable priority areas to be determined for the following academic year and external support and finance will be accessed as needed to progress and implement the plan. This SDP will be formally approved by MINS Board of Governors and will be shared on our website.

Our Context

Our nursery school opened in 1975 with an enrolment of 75 children. We are now a well-established school providing high-quality pre-school education in our local community and beyond. In June 2025, we celebrated 50 years of our nursery school. The demand for teacher led pre-school education and the sustainability of our nursery school is reflected in its current enrolment number of 130 children, and in the modern building and site that the school has occupied on the Castledawson Road since 2012. To ‘celebrate’ our diverse learning community and to provide further enrichment and intentional and integrated learning experiences, our school has now officially ‘Transformed’ to become Magherafelt Integrated Nursery School (1st September 2025).

Our Data

Table (ii) Contextual Data

Current Enrolment Data (Oct. 2025)			
Admissions and Enrolment Number:	130	Newcomer Children:	10
Supernumerary Number:	4	Penultimate children:	6
Total Enrolment Number:	134	Children Born Prematurely:	13
Full Time Class:	30	Children with Additional Needs at Stages 1-3 of Code of Practice:	19
Part Time Morning Classes:	52		
Part Time Afternoon Classes:	52		
Free School Meals:	14		

Link Primary Schools (June 2025)	
Anahorish PS	Moneynick PS
Castledawson PS	New Row St Patrick’s PS
Coagh PS	Orritor PS
Holy Family PS	Spires PS
Knockloughrim PS	St Mary’s PS Bellaghy
Knocknagin PS	St Patrick’s PS The Loup
Magherafelt PS	St Trea’s PS Ballymaguigan
Moneymore PS	Woods PS

Pattern of Attendance		Attendance Levels as at January 2026
Full Time Class:	9:00 - 1:30	90.6%
Part Time Morning Classes:	9:00-11:30	94.9%
Part Time Afternoon Classes:	12:30 – 3:00	93.0%

Our Learning Environment

The indoor learning environment encompasses three spacious classrooms with ensuite bathrooms (each including a wheelchair accessible cubicle), a large social and dining space, cosy nooks and quieter spaces, and a gathering space and block play area at the heart of the big hall. There is an on-site servery, double office space, staffroom and two adult bathrooms (one with wheelchair access and changing station) on site.

A key aspect of our provision is the secure outdoor learning space which has been developed and landscaped in recent years, providing irresistible, challenging and open-ended opportunities for outdoor exploration, discovery and learning. It is the children’s favourite place to be, and features include a willow tunnel, wildlife and wooded area, roofed sand area, roofed small world and mark-making areas, roofed mud station, castle and outdoor kitchen, physically challenging fixed climbing pieces, gathering circle, gravel pit, raised vegetable and herb beds, mark-making stations, water areas and a ‘loose parts’ station.

As a school, we place equal importance on the indoor and outdoor learning environments, offering exploration and discovery and playful and progressive learning experiences infused with skilful adult interaction to progress each child from their starting point on their learning journey. Building on prior learning experiences and interests, the learners are taught by highly qualified and experienced early years teachers and nursery and SEND assistants. Our dedicated team of support staff ensures the smooth operation and pleasant presentation of the nursery school.

Our Drivers, Priorities and Plans:

Our children are placed at the heart of all that we do, and a series of priorities and drivers guide the life and work of our nursery school. These include:

Table (iii) Impacts on Our Children

Priorities Impacting Our Children	Plans and Drivers Impacting Our Children
Teaching, Learning and Curriculum for All Outdoor Learning Special Educational Needs Planning Health and Wellbeing for All Pupil voice – input into resources, captured on planners, their words, Getting to Know Me, a Sense of belonging and being valued Inclusive and integrated approaches Digital Skills and Technology Theoretical, international and contemporary perspectives Financial challenges and opportunities - DE SEND Implementation Fund and Pre-School Inclusion Fund Graduated Response Framework Specialist Provision in Mainstream schools and Standardisation Roll out impact Transformation to Integrated Status Improved and shared working systems between education and health to improve outcomes for children Making the best of post-pandemic opportunities Shared Education initiative – PEACEPLUS ASPIRE EA Community use of Schools Strengths of our team Networking and Collaboration EA, CSU, CSSC, NICIE, IEF, HSCT	Learning to Learn, Framework for Early Years, 2013 Learning Leaders, 2016 Shared Education Act, 2016 A Fair Start, 2021 DE Children and Young People’s Health and Wellbeing in Education Implementation Plan, 2021 Integrated Education Act, 2022 RSM DE Scoping Study, 2024 ETI Empowering Improvement Framework, 2024 ETI Safeguarding Best Practice, 2025 Transformed and Implementation Plan, 2025 SEND Reform Agenda and delivery Plan, 2025 DE Draft Early Learning and Childcare Strategy, December 2025 A Framework for Integrated Education, EA and NICIE, 2025 Statement of Principles for Integrated Education, NICIE Standardisation Consultation processes – ongoing ETI Inspection Findings and Insight reports

This SDP collated and analysed evidence from a wide range of sources. Original documents are available on request and a summary is included below.

Table (iv) SDP Evidence and Reference Sources

<ul style="list-style-type: none"> • Stakeholder reflections on vision, ethos and values • The views of the children across all classes (June 2024 and 2025) • Wellbeing questionnaires completed with all stakeholders (May/June 2024) • Feedback from parental questionnaires (June 2023, 2024, and 2025) • Getting Ready to Learn questionnaires and feedback (April 2024 and 2025) • Internal curriculum audit • Internal audit of learning environment and provision across all learning areas • Qualitative data: observations and assessments of children • Starting points of the children • Screening tools e.g. ‘Teddy Talk’, ‘Early Language Talk Boost’ • Internal monitoring and evaluation of planners, children’s work and learning journey profiles • Internal monitoring and evaluation ‘Personal Learning Plans’ • Internal evaluation of provision • Anecdotal evidence • Photographic evidence • Feedback on Social Media posts and uptake on use of website • Minutes of Team and Teacher Meetings • Records of professional discussions • Board of Governor meetings • NICIE and EA Sectoral Support Meetings • ETI Inspection Findings and Insight reports • Observation of classroom practice – PRSD and Team Teaching (<i>cannot be requested</i>)

Our Vision

With the extension to the outgoing School Development Plan and subsequent one-year transitional plans, and our new status as an Integrated school, a comprehensive review of our vision, values and ethos has been timely. It must be noted that most self-evaluation processes were completed under the original status of Magherafelt Nursery School with the school only officially opening as Magherafelt Integrated Nursery School on 1st September 2025.

Our school vision is the 'why' of Magherafelt Integrated Nursery School with each word carefully considered to define our culture, goals and expectations and why we exist as a community of learners. Shaped by our stakeholders, it is our intention that this vision, will be interwoven into the 'tapestry' of our Integrated nursery school.

Following extensive consultation with Governors, staff, parents, carers and children, we have adopted the following vision and ethos statement:



Requirement 1

A Statement and Evaluation of the Ethos of Our School

What is Our Ethos?

We offer a safe, child focused, warm, welcoming and innovative nursery school that seeks to provide high quality, playful and irresistible learning in nurturing, enabling and progressively challenging indoor and outdoor learning environments. We are inclusive of children with differing abilities, children of all faiths and none, and children from diverse backgrounds, communities and cultures. Building on the knowledge, skills, interests, capabilities and experiences of each learner and working together with parents and professionals, we educate children in a meaningful and holistic way, encouraging them to develop character, to build respectful relationships with others, to understand others, to have fun together and to develop a foundational and life-long love for learning. We believe in progressing and celebrating outcomes for all learners and leaders by adopting flexible approaches to teaching and learning, and by working collaboratively with parents and carers and sharing with others in our learning community.

What is the Significance of Our Ethos?

Ethos is a Greek word meaning ‘character’ that is the guiding beliefs, values and principles that characterise a community, person or group. At Magherafelt Integrated Nursery School, our ethos is at the heart of all that we do, starting at the entrance, flowing through the space and permeating the life and work of the school. It is in essence ‘felt’ and ‘experienced’ by all.

Working Our Ethos into Values for Learners and Leaders

Magherafelt Integrated Nursery School adopts an integrated nurturing, holistic and child centred approach which encourages learners and leaders to:

- Have fun and explore
- Be open and honest
- Listen to others
- Love to learn
- Care for myself and for others
- Understand myself and others
- Create solutions to problems
- Grow in confidence
- Have a go and try again
- Think outside the box
- Work together with others
- Care for our school and our planet
- Bring carers and communities together
- Learn and celebrate together

Working Our Ethos into Principles for Learners and Leaders

In living out our shared vision of “Exploring, Learning and Celebrating Together”, learners and leaders at Magherafelt Integrated Nursery School (MINS) are guided by several key principles:

- Ensuring the safety and wellbeing of all in our learning community
- Exploring skills, knowledge and understanding together
- Learning with, from and about each other in a culture of mutual understanding
- Extending equality, fairness, and good relations to everyone in our school community and beyond
- Developing every aspect of our potential through a holistic approach
- Creating a shared space where together, we can play, learn and grow
- Creating an environment where all faiths and none are understood and respected
- Valuing all members of the school community
- Creating a culture of acceptance and tolerance of difference
- Affording an enriched and enhanced educational experience that will empower us to create a sharing and caring community
- Enabling curriculum access for all learners and supporting the professional and personal development of all leaders
- Moving towards policies and practices that are reflective and respectful of the diversity within the school community

- Encouraging and sustaining effective parental involvement in the life and work of the school
- Developing a close working partnership with our parents to enhance learning
- Communicating effectively at all levels and with all stakeholders
- Encouraging a Sense of wonder about the world that we share
- Nurturing self-confidence and self-respect in everyone
- Collectively celebrating the achievements and progress that we make

Evaluation of Ethos (completed prior to Transformation)

MNS is a safe, child focused, warm, welcoming and innovative nursery school.

- There is a high importance placed on safety (access system, high perimeter fencing, raised crossing points, signage etc.).
- Robust drop off and collection arrangements (shared in policies, safeguarding data, Getting Started in MNS and in newsletters).
- The atmosphere has been described by parents as welcoming, happy, friendly, nurturing, energetic, exciting, amazing, enthusiastic, child focused and inspirational. To quote one parent “an extraordinary school that thinks of everything!” (Parental Questionnaires, 2024).
- The pastoral care and relationships between staff and children are evident in the engagement and wellbeing levels of the children.
- The campus, school and gardens are bright, appealing and stimulating to everyone who enters.
- The staff are considerate, approachable and care about the children’s wellbeing and safety.
- The school’s former vision of “Exploring, Learning and Growing Together” is reflected in the life and work of the school (feedback from all stakeholders)
- The pace of settling in works well for children (observations and assessments of learners, the wellbeing levels of the children and parental feedback).
- The children are well settled, show high levels of wellbeing and feel valued (observations and assessments over three academic years and parent feedback at settling in meetings October 2024 and 2025).
- High regard at all levels for Health and Safety and Safeguarding policies and practice (see policy schedule on MINS website).
- An annual independent safety check is carried out on the higher risk outdoor fixed (November 2024 and 2025)
- A comprehensive suite of up-to-date and working risk assessments guide the practices of the leaders and learners (Microsoft Teams).
- The Morning Club (with optional breakfast) from 8:30 - 9:00am each day offers an extra service to families who work in the local community.

MNS provides high quality, playful and irresistible learning in nurturing, enabling and progressively challenging indoor and outdoor learning environments.

- Parents feel that their children are nurtured and included. To quote one parent “It’s clear that nurturing the children and helping them learn and develop is at the heart of what you do!” (parent feedback).
- The nursery school provides a strong and foundational block for each child’s educational journey (parent and teacher feedback and feedback from feeder primary schools).
- The children make progress across all three terms from their individual starting points (parent feedback and observations and assessments of the children, evidenced at progress meetings with parents).
- Individual target setting for children according to need and developmental stage (planners, PLPS, differentiation by task and outcome).
- The children express a love for ‘outdoor learning’ and parents report that their children now engage in physical and risky play (photographic evidence on camera roll and in Seesaw learning journey folders – 2024-25).
- The indoor and outdoor learning environments are well presented, exciting and designed to encourage exploration and discovery.
- Expectations for learners and leaders at all levels are high and deep and meaningful learning experiences are provided (all stakeholder feedback).
- Positive feedback on high quality teaching and learning from staff, parents, Governors and receiving primary schools.

MNS is inclusive of children with differing abilities, from all faiths and non and from diverse backgrounds, communities and cultures.

- The school is reported to have a warm, nurturing and inclusive ethos (parent, teacher and governor questionnaires, 2024 and 2025).
- The school is reported by parents to be welcoming to all families (parent questionnaires, June 2024 and June 2025).
- Children are encouraged to eat a range of healthy foods and talk about their baking and cooking experiences at home (parent feedback and Seesaw comments).
- The school has a strong and positive reputation in the community (parent questionnaires, governor feedback and feedback from community representatives).
- Parents report that MNS encourages all children to improve and progress to the best of their ability.
- Parents report that the staff know their children well and are inclusive of individual interests and learning and medical needs (parent feedback, child-led and in the moment planning, Getting to Know Me booklets).
- Pictorial welcome booklet, live learning links and visual supports in place.
- Parents of Newcomer children report that the use of the website translation facility, Google Translate and IES Interpreting Support for parent-teacher meetings has had a positive impact.
- A strong impetus and support for moving towards Transformation to Integrated status (significant majority of stakeholders voted in favour of this legal status change).
- Multicultural resources and themes are progressing in line with Revised Toolkit for Diversity (see provision audit),
- MNS welcomes children and families from diverse backgrounds and cultures (see MNS Admissions Criteria, DE Census and Feeder Schools data).
- The school has a mix of backgrounds and cultures at all stakeholder levels – children, families, staff and Governors.
- Evidence of appreciation and provision for individual children (individual learner profiles, Personal Learning Plans, effective questioning, adaptive teaching etc.).
- Shared Education to be progressed subject to EA and EY ASPIRE PEACEPLUS timelines.

MNS builds on the interests, skills, capabilities, knowledge and experiences of each learner and works together with parents and professionals to educate children in a meaningful and holistic way.

- The staff take time to listen to the children and value the efforts and achievements that they make.
- The school is reported to meet individual learner's needs ensuring progression in learning across the pre-school curriculum (parent questionnaires, observations and assessments, planning evaluations, progress with Personal Learning Plans at phase reviews).
- The teachers make every effort to enable parents to support children in their learning journey (parent feedback).
- Parents receive regular and informed feedback about the progress of their children (parent feedback and notes from parent-teacher meetings).
- Parents report that they have opportunities to become involved in the life and work of the school (volunteers, parent Governors, sharing interests).
- The school works closely with other agencies and community members (parent feedback and curriculum enrichment planners).
- The school offers a range of opportunities for parents and carers to play and learn together with their children e.g. Open Days, Getting Ready to Learn Programme, Meet and Greet sessions, Stay and Play Sessions, Christmas Special and Family Picnic.
- The children are engaged and enthusiastic in their learning (observations and assessments, planning and photographic learning journey).
- Positive cards, notes and anecdotal feedback from parents, carers and visitors to the school.

MNS encourages learners and leaders to develop character, to build respectful relationships with others, to have fun together and to develop a foundational and life-long love for learning.

- A strong emphasis on Personal, Social and Emotional Development and wellbeing of learners and leaders permeates the school evidence found in (relationship building, settling in meetings, planning and induction information).
- Children have opportunities to lead their own learning (in the moment learning is captured on short- and medium-term planning and in iPhoto and Seesaw learning journey folders).
- Rules, boundaries and fair systems are consistently and positively used across the school (all stakeholders have commented on this approach).

- The children grow in confidence and independence throughout the school year and are encouraged to 'have a go' and 'to try again' (evidence found in the children themselves, their wellbeing and resilience levels and in parent and staff feedback).
- Wellbeing of the children and staff is promoted within the school (evidence found in parent and staff feedback, Return to Work Interviews, Staff Reviews, Being Well, Doing Well Award).
- The children are involved in stimulating and enriching experiences (evidence found in observations and assessments of the children, parent feedback, team meeting minutes, curriculum enrichment planners and engagement levels of the children).
- The school community engages enthusiastically in charity fundraising (chosen charity each year linked to the needs of the children – evidence of fundraising efforts available from each charity and the school office).
- The learners are supported by caring and understanding staff (evidenced in observations and assessments of the children i.e. wellbeing and engagement levels of the children as well as feedback at parent and teacher meetings October and March 2024 and October 2025)
- Wellbeing approaches are shared with our school community (evidence found in the children, Board of Governors Meetings, Team Meetings and Team Notice Board, EA Wellbeing Hub and Monthly newsletters, newsletters for parents, Being Well, Doing Well plaque at front of school).

MNS believes in improving and celebrating outcomes for all learners and leaders by adopting flexible approaches to teaching and learning and by working collaboratively with parents and sharing with others in our learning community.

- The teaching and non-teaching staff are committed to and enthusiastic about their work (parent, teaching and non-teaching staff and governor feedback).
- The leaders have a sound vision for the school (teacher and parent feedback).
- 100% of parents surveyed reported that they would recommend MNS to another parent /carer.
- Parents report that the school is well managed and led (parent feedback).
- Stakeholders agree that MNS strives to improve the outcomes for learners.
- Parents report that they try activities at home and that they want to encourage their children to be curious and to engage in 'messy' and 'risky' outdoor play (Seesaw is reported by parents to be a great talking tool and a 'window into the classroom').
- The "methods of teaching are outstanding ... with children learning in a safe and supportive environment" (parent feedback).
- Children's efforts and achievements are celebrated through descriptive commenting, learning boards, photographs and displayed work, and are shared with parents via the Seesaw app.
- Monthly video to celebrate learning shared on Facebook and school website (shares on Facebook).
- School website is informative and regularly updated by the Senior Clerical Officer.
- MNS fosters strong links with schools in the locality and has a strong transition programme (feeder school for 25+ primary schools).
- MNS has strong links with multiagency professionals (feeder schools and transitional arrangements, Cluster Partnerships, Shared Education links, NICIE Nursery School Cluster, EA and Health professionals).
- Opportunities at all levels for professional development and training (see Governor and staff training records, team meeting records on Teams).
- Teachers and support staff are encouraged and supported to develop their professional expertise, and achievements are collectively celebrated at team and governance level.
- Many opportunities for staff, parents, children and Governors to get involved in school life (Getting Ready to Learn, book bags, Stay and Play sessions, volunteering, gardening, Family Picnic, Open Days etc.).
- Many visitors and curriculum enrichment experiences are offered in MNS (parents sharing their jobs and interests, Fit Minds, Jo Jingles, Mr Hullabaloo and Friends, Wee Critters, Relax Kids, Fire and Police Services) – Curriculum Enrichment Planners and photographic evidence.
- Parental support and value the work of the school and feel confident that any concerns will be considered and addressed (parent questionnaires).
- A supportive governance and leadership team.
- Collective efforts and achievements within the school community are recognised and celebrated with individuals, at class and school level.
- MNS has collectively celebrated recent awards such as 'Tiny Learners Accreditation', ECO Green Flag Award, Being Well, Doing Well affiliation (BoG Meetings and Minutes, Team Meetings and Minutes, MNS Newsletters, website and social media posts).
- The nursery school has been granted Integrated Status by the Department of Education from 1st September 2025, representing the collective stakeholder efforts to progress Integrated education from an early age.

Requirement 1

Now What for the Vision and Ethos of Our School?

Actions to Further the Vision and Ethos of the School			
<i>From the Children</i>	<i>From the Parents/ Carers</i>	<i>From the Teaching and Non-teaching Staff</i>	<i>From the Governors</i>
More time to play on the green slide and outside with friends!	More fulltime places and equity of access to these places	More opportunities for professional learning in relation to children with SEND	Celebrating what we do well as a school and nursery as a stage in its own right
More time for messy and fun play	More opportunities for music and drama	Further opportunities to come together as a team for wellbeing activities	Using parent and child friendly language in our vision and values
Building with the big blocks and running and jumping in the hall	More opportunities to learn how to support children in their learning	Further opportunities to learn about and embed integration into practice	Embedding 'our vision' 'ethos' and 'values' at all levels
Building puzzles – hard ones!	Improved car parking and campus access	Best Practice Visits to other settings and Cluster Links	Getting a better balance of work and home life for the team
<p>A logo and marketing of the vision of our school.</p> <p>Consideration of the potential of a basic and practical school uniform for learners and optional kit for staff members.</p> <p>A website refresh reflecting our new Integrated Status.</p> <p>New signage to demarcate our school on the campus and in the community.</p> <p>Best use of the financial and human resources of the school to meet the needs of all learners.</p>			

Requirement 2

A Summary and Evaluation, including the use of performance and other data, of the school's strategies for:

- 2a Learning, teaching, assessment and raising standards of attainment among all learners, (particularly, in the areas of communication, using mathematics and using ICT);
- 2b Providing for the special, additional or other individual educational needs of learners;
- 2c Promoting health and wellbeing, safeguarding and child protection, attendance, good behaviour and discipline of learners;
- 2d Providing for the professional development of the staff;
- 2e Managing the attendance and promoting the health and wellbeing of the staff;
- 2f Promoting links with parents of learners at the school and within the local community, including other schools and settings, the business community and voluntary and statutory bodies;
- 2g Promoting the effective use of ICT and digital technology, including its use to support learning and teaching, continuing professional development and school leadership and management.

Sources of Evidence for 2a-g

- The children and their progress
- Data from wellbeing surveys (Being Well, Doing Well)
- Analysis of qualitative data from curriculum and provision audits
- Analysis of self-evaluation tools – (children, parents, carers, staff and Governors)
- Teddy Talk Screening Tool and Early Language Talk Boost Screener (Language Development)
- Long-, medium-, and short-term planners and evaluations
- Springboards to Learning and Curriculum Enrichment planners and evaluations
- Photographic and video evidence of the learning process (Exploring, Learning and Celebrating Learning Journey board - samples of children's work and drawings (captured in photo and uploaded to Seesaw Learning Journey folders)
- Learning boards and displays of children's work – each room now has Vision and Learning Journey Board
- Planning and assessment folders
- Individual Learning Journey folders including observations and assessments on Seesaw Learning Journey Folders
- Getting to Know Me booklets (Starting Points from day-care, home, Sure Start)
- Starting points of the children
- Personal Learning Plans and Tracking Evidence
- Impact survey of Getting Ready to Learn Programme
- Risk assessments and Risk Benefit Assessments
- MINS Operational Calendar (Microsoft Teams)
- ETI District Inspector Visits
- Board of Governors Meeting Minutes (Microsoft Teams)
- Planning and assessment tools (Adapted from EA and C Devlin Education Consultancy)
- Teacher Professional Learning Plan

Statement 2a

Learning, Teaching, Assessment and Raising Standards of Attainment of All Learners

What? A rationale and analysis of Requirement 2a can found in Appendix A.

Now What?

Following a rigorous self-evaluation process, the following areas have been identified to be tweaked or developed to enhance teaching and learning:

Priority Future Actions		
Leaders	Learners	Provision
Immediate Actions:		
Continued professional development in the areas of 'skilful interaction' and 'effective questioning'.	More opportunities to integrate with and share learning experiences with children from other classes and schools especially in Terms 2 and 3 and through Shared and Integrated Education.	'Boutiquing' and presentation of resources and materials. Labelling of resources with photograph and text.
Adopt a consistent and streamlined approach to long-, medium-, and short-term planning.	More opportunities to input into planning – resources needed and their ideas. Experience language, environmental print and mark-making skills especially outdoors.	Greater access to continuous and familiar provision to support independence and child-led learning - educators to enhance available resources available as needed by the learners.
Planning for Curriculum Enrichment to be progressed and Shared Education training modules completed.	Explore, learn and celebrate together through a broader and deeper range of curriculum enrichment experiences – Shared Education, Integration, Community involvement.	Breadth and depth of curriculum enrichment experiences. Celebrate learning and progress with the children – talking about photos on Seesaw, their work and displaying their work and photos in the room. Vision Learning board in each classroom.
Longer Term Actions:		
Staff professional development in using digital technology and skills to enhance teaching and learning across the pre-school curriculum .	Using pretend and real technology as they learn across the pre-school curriculum.	Requisition and enable access to technology to support learning. Continuous technology provision / trolley in each classroom.
Develop shared Apple Music and YouTube playlists in line with children's interests, 'Springboards' to learning and seasonal events and themes.	Be supported in their learning by teachers, assistants and parents / carers through the Seesaw app and MINS mini website.	Curriculum sheets with opportunities for learning and live learning links to be shared with families each month via the Seesaw app.
Establish links with partner schools / settings and renew application for Shared Education PEACEPLUS ASPIRE and complete training modules.	Children will have opportunities to play, learn and explore together with children in the local community. Adopting an intra and inter school approach.	Working towards 30 hours of pupil contact time and intentional playful learning experiences that promote shared learning, understanding, tolerance and acceptance.
Review and develop teaching, learning and assessment policies to reflect current practice and policy drivers to impact on provision and learners.		
Celebrate what is working well before moving on i.e. learning and progress at all levels with leaders and learners Community Celebration Boards engagement / wellbeing levels, Learning boards, Seesaw.		
Leaders to use financial resources to directly impact on teaching and learning and outcomes for learners e.g. AWPU funding, Newcomer funding, TSN funding, GRtL funding, Being Well, Doing Well funding, Pathways into Partnership funding (if available), Shared Education funding, SEND funding and NICIE / IEF Grants, DE Teacher Professional Learning Fund, Controlled Schools Unit Funding, DE Pre-school Inclusion funding.		
Leaders to develop a peer mentoring approach at all levels to drive forward improvement in teaching including use of questioning, commenting and meaningful interaction. Teachers to take increasing responsibility for action planning and monitoring. PRSD to be re-established.		

Statement 2b

Providing for the Special, Additional or Other Individual Educational Needs of Learners

What? A rationale and analysis of Requirement 2b is included in Appendix B.

Now What?

Following a rigorous self-evaluation process, the following areas have been identified or developed to enhance provision for learners with special, additional, or other educational needs:

Priority Future Actions		
Leaders	Learners	Provision
Immediate Actions:		
Continued staff development in the inclusion of children with additional / special needs.	Continue to capture their voice non-verbal communications and views in planning for their needs.	Update the inventory of resources to meet the requirements of the SEND Provision Map.
Embed trauma and nurture informed practice in our relationships and responses to children.	Levels and types of support given to learners to be added to observation tools.	Develop 'The Nook' and 'The Hive' rooms and organise a rota for changing resources / provision. Relocate Stage 3 provision adjacent to the Room 3 classroom.
Longer Term Actions:		
Further staff professional development in Autism Spectrum Condition – especially understanding behaviour communication and sensory systems. Nursery assistant to complete Level 3 Classroom Assistant for Children with SEND (DE SEND Reform Funding). Assistant training in practices for SEND, BSL and Inclusion through EA and Middletown Autism Centre.	Develop and embed inclusive practices so that children support and care for each other within our learning community. Access to BSL and Visual approaches to support learning and understanding.	Enhance the supports and information shared with parents. Autism NI impact Award. BSL Level 1 and 2 Training for assistants.
Autism NI Training. Application for Autism Impact Award.	Supported by inclusive and visual / sensory environments and informed educators.	Resource learning environments for inclusion and accessibility.
Develop an accessibility plan for MINS following on from the audit in 2023-24. Learning Support Coordinator training: Graduated Response Day 2 including dissemination to teachers.	Support learners by the gradual roll out of the new Graduated Response Framework. Children can access the curriculum at their level of ability, with access to adapted teaching and reasonable adjustments and Graduated Response Framework.	Explore with EA, the possibility of a pre-school SPiMS class located within MINS to meet the needs of children at Stage 3 and in line with parental requests for placement and integrated and inclusive provision. Explore a developmental pathway for children with a Statement of SEND from pre-school to Foundation Stage and KS1.
Reallocation of human and physical resource to breakout rooms adjacent to Room 3.	Children can self-regulate and progress in their learning by having access to a flexible and adapted learning environment.	Breakout spaces in 'The Nook' and 'The Hive' to be repurposed and resourced using 'Pre-School Inclusion Funding' and 'Targeting Social Need Funding' as well as IEF Trust 10 Funding.
Extend links with local schools and form partnerships.	Understand and respect difference of all types and are supported to be inclusive of others within the school and in other settings. Receive an anti-bias focus on learning and teaching i.e. education for understanding.	Develop Shared Education programme with partner schools. Good practice visits to pre-school and EY SPiMS settings. Develop resources for children with SEND.

	Have access to the 'right people', 'the right resource' in the 'right place' to progress in their learning.	
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Statement 2c

Promoting Health and Wellbeing, Safeguarding and Child Protection, Attendance, Good Behaviour and Discipline

What? A rationale and analysis of Requirement 2b is included in Appendix C.

Now What?

Following a rigorous self-evaluation process, the following areas are to be tweaked or developed to promote health and wellbeing, safeguarding and child protection, attendance, good behaviour and discipline:

Priority Future Actions		
Leaders	Learners	Provision
Immediate Actions:		
Refresher Nurture / Solihull / Calm Plan training for teaching and support staff (liaise with BWDW Team Lead).	Have access to staff who are trained in nurture and self-regulation and calm plan awareness using pigeon books, breathing and other BWDW approaches.	Provide a suggestions / ideas facility on the school website.
Review Policies according to schedule and ensure compliance with current ETI Safeguarding Proforma.	Will be encouraged to have good time-keeping and attendance at school.	Equip staff to follow up with families Provide curriculum enrichment resources to families via Seesaw.
Longer Term Actions:		
As identified under 2b – explore the possibility of locating a nursery SPiMS class in MINS.	Incorporate new child wellbeing ideas into planning going forward.	Develop SPiMS for Pre-School and Primary one with EA (if granted). Develop a SPiMS pathway for children at Stage 3 of Code of Practice.
Repurpose the Parent Meeting Room into a breakout space to support wellbeing and small class provision.	Learners will have access to self-regulation resources and work systems to support their wellbeing and engagement levels.	Resourcing Breakout Spaces and equity of access to provision across the school.

Statement 2d

Providing for the Professional Development of The Team

What? A rationale and analysis of Requirement 2d is included in Appendix D.

Now What?

Priority Future Actions
Leaders Impacting on Learners and Provision
Immediate Actions:
Developing the capacity of the newly reconstituted and expanded governance team. Further build the capacity of Principal PRSD Reviewers to oversee Principal PRSD. Embed the PRSD and classroom observation process and link it to SDP and Action Planning – meetings to be organised in Term 1 and Term 2. Support an EPD Teacher as she progresses in her professional capacity. Develop a PRSD policy. Embed best practice on skilful interactions and effective questioning. Refresher Food Hygiene, Safeguarding, LSC and First Aid at work training.
Longer Term Actions:
Impact of Health and Wellbeing Training and Trauma Level 2. Peer mentoring, observation and feedback with C Devlin Education Consultancy. Further training and embedding of practices to support integration including good practice visits. Teacher Professional Learning using DE TransformED funding.

Further training in Autism Spectrum Condition / Diagnosis.
 Action Plan and Evidence for Autism Impact Award.
 Capacity of the staff to use digital technology to support teaching and learning – training and sharing of good practice.
 British Sign Language (Level 1 and / or Level 2 assistants for SEND – 1 year course).
 Build capacity of staff to manage learners with challenging SEND through good practice visits and training and peer support – EA / Regional College Classroom Assistant Training for children with a Statement of Educational Need.
 EA Graduated Response Training Day 2 for LSC and dissemination to staff.
 Training in the new EdIS information management system – Principal and Senior Clerical Officer.
 NICIE Professional Development Days – Conflict Resolution, Anti-bias.
 Expanding Integrated training of the team in line with the EA / NICIE Integrated Education Framework.
 NICIE training for staff who are new to Integrated Education.
 APTIS, NICIE, FONT and Early Education Conferences and Area Partnership Mini Conference.
 Capacity building in relation to Implementing Shared Education – modules delivered by Early Years Organisation and EA – The Pupil Pathway.

These professional development needs will be developed according to the needs of the children and the outworking of the priorities of the SDP Three-Year Overview and Action Plans.

Statement 2e

Managing the Attendance and Promoting the Health and Wellbeing of the Staff

What? A rationale and analysis of Requirement 2e is included in Appendix E.

Now What?

The wellbeing of the team and the children have been identified as key priorities and the ‘Being Well, Doing Well’ Action plan will be focused on the wellbeing initiatives for staff and children alike. Moving forward, Magherafelt Integrated Nursery School will plan for an ‘official celebration’ of our new school status in May 2026.

Priority Future Actions
Leaders Impacting on Learners and Provision
Immediate Actions:
<p>Celebrate quick wins and successes. Embed the wellbeing policy of the school. Redefine teacher time budgets to ensure core work is prioritised. Encourage support staff to complete core work during their contracted hours. Principal to model an improved work life balance - continue to champion the need for Principal release time at EA and DE level. Children’s wellbeing to be prioritised.</p>
Longer Term Actions:
<p>Creative solutions to create time and opportunity for wellbeing activities prioritised by the staff and facilitated partly during contractual hours. Wellbeing activities for children and staff. Solihull / Nurture Refresher Training for all staff. Generate wellbeing actions for leaders and learners and incorporate wellbeing into the priorities of the SDP and associated Action Plans. Wellbeing to be a Standing item on Board of Governors and Team Meeting Agendas. Seek support for staff as needed e.g. wellbeing, menopause, maternity leave entitlements, phased returns, Keeping in Touch Days, Temporary Variance and retirement planning. Share workload by clustering with teachers and Principals in other settings and joining shared / Area Learning Communities / Teams Clusters. Explore the use of Artificial Intelligence (AI) to alleviate workload pressures – Seesaw AI, Google Gemini, Microsoft Copilot. Create opportunities for professional clustering and networking – share ideas via Microsoft Teams platforms and through conferences and cluster meetings. Plan an ‘official celebration’ of our newly awarded Integrated status – family picnic event.</p>

Statement 2f

Promoting Links with Parents of Learners at the School and within the Local Community, including other Schools and Settings, the Business Community and Voluntary and Statutory Bodies

What? A rationale and analysis of Requirement 2f is included in Appendix F.

Now What?

Following on from the self-evaluation, the following areas have been identified:

Priority Future Actions		
Leaders	Learners	Provision
Immediate Actions:		
Further develop collaborative networks and cascade joint up working to all staff levels. Further develop multi-agency working with Sure Start, Health Professionals, Social Workers, Educational Psychology, Local Impact Teams and Statutory Assessment and Review Service.	Opportunities to visit areas of interest that are within walking distance e.g. Polepatrick Park and Magherafelt Library, Lidl, local care homes.	Provide a suggestions / ideas facility on the school website. Develop parental / volunteer involvement in the school. Explore intra-generational opportunities for learning and development. Increase to four parent Governors on the Board.
Reconstitution of the Board of Governors and training by NICIE on post transformation status – move from 8 to 14 members including restructuring and representations and allocation of roles and embedding training.	Opportunities for children to connect and integrate with learners from other classes and or to take part in class trips and to share in learning experiences with children at inter and intra school level.	Capture feedback from regular visitors to our school - anecdotal / short questionnaire via a QR code. Engagement levels of children in the programmes on offer.
Sharing information about Transformation with new stakeholders. Invite NICIE / IEF to attend open day and Board Meeting – vision, values and ethos.		Update and review of prospectus and website to reflect Transformation status. New logo, signage and prospectus to reflect school name, status and vision.
Longer Term Actions:		
Shared School Calendar so that training opportunities can be maximised within clusters / learning communities to impact on learners and provision. Microsoft Teams Calendar for Permanent staff to access.		
Integration to be embedded into the New 3 Year Plan and Action Plans (post-Transformation) and compiled in conjunction with EA Sectoral Support, School Improvement Professional and NICIE.	Opportunities for children to connect with learners across different classes and settings.	Inclusion of integrated and / or Shared Education experiences as core provision in MINS.
Cluster of transformed nursery schools to meet and plan together to define, expand and embed the Integrated Framework. Exploration of the IES Toolkit for Diversity.	Explore and learn about integration and inclusion at a school level and share in learning experiences with other children in other schools and sectors.	Intentional mixing of classes within MINS to ensure an Integrated and inclusive experience. Enhanced resources to promote diversity, inclusion and representation of cultures and backgrounds.
Collaborative work on developing a more Streamlined Nursery School Transition Report based on what feeder schools need to know impacting on learners and provision as children move to new settings in P1 (25+ primary schools).		
Inclusive, adapted and accessible provision for all learners by creating and resourcing breakout spaces for children with SEND and or from a socially disadvantaged background.		

Statement 2g:

Promoting the Effective Use of ICT, including its use to Support Learning and Teaching, Continuing Professional Development and School Leadership and Management

What? A rationale and analysis of Requirement 2g is included in Appendix G.

Now What?

Priority Future Actions		
Leaders	Learners	Provision
Immediate Actions:		
Use collaborative networks to share good practice and IT resources for use with children – collate on Teams and in the TPL Technology folder on iCloud.	Explore existing pretend and real technology together – how adults use it in school, how parents use it at home, how it is used in the community, how children can use it.	Generate an inventory of technology for use with children. Remove outdated technology from circulation.
New Governors to be added to Teams and to WhatsApp following Reconstitution. Outgoing members to be informed and removed.	Opportunities for children to explore new technology.	Create a learning board to document and celebrate our journey with technology. Add evidence of technology impacting on teaching and learning to the iCloud folder.
Longer Term Actions: (Reference also Teaching and Learning Requirement 2a)		
Integrate and infuse IT, digital skills and technology into the learning areas of the pre-school curriculum.	Learners become more confident in using technology and digital skills to progress their learning and understanding.	Technology stored and accessible to the children once it is introduced and the children can use it e.g. iPad mini.
Prioritise finance for ICT resources for children on the Financial Plan and explore possibilities with other settings.	Learners will become familiar with drawing tools and Just 2 Easy as well as MINS mini website links.	Enhance the provision for the children e.g. Tonie box, iPad mini and interactive panel in each Cosy room.
Plan time and training for capacity building and embedding impacting on provision and learners.		
Upgrade the photocopier and link to the C2K Wi-Fi network (which has now been installed). Connect all mobile devices to the C2K network. Prepare for the use of EdIS by attending appropriate training events – Principal and Senior Clerical Officer. Explore the use of AI tools to enhance learning and teaching such as Chat CPT, Google Gemini and Microsoft Copilot and Seesaw AI. Generate live curriculum links to share with parents and carers via the Seesaw app. Generate a MINS mini website for curriculum enrichment links to enhance teaching and learning.		

Requirement 3

Requirement 3a

The School's Current Financial Position and the Use Made of its Financial and Other Resource

What? A rationale and analysis of Requirement 3a is included in Appendix H. The Financial Plan (2025-28) and EA Approval letter have been included for reference in Appendices I and J.

Now What?

Magherafelt Integrated Nursery School has been determined as a Category 4 school using surplus to meet its annual budget expenditure (See Appendix J). The ISR value of the nursery school is to be reviewed by the Board of Governors. Both EA and DE have communicated the complexity and severity of the current financial climate facing education and have urged Boards of Governors to exercise extreme prudence in their budgetary commitments. These correspondences have been included for reference in Appendices K and L.

Requirement 3b

An Assessment of the School's Planned Use of Projected Resources During the Period Covered by the Plan in Support of Actions to Bring about Improvement in Standard

What? A rationale and analysis of Requirement 3b is included in Appendix M.

Now What?

Action Plans for academic year 2025-26 have been progressed and are included in Appendix N. Financial resource will be used to prioritise the key actions identified in SDP Requirements 1 – 2g.

Priority Future Actions (as outlined in Action Plans)		
Leaders	Learners	Provision
Immediate Actions:		
Principal to continue to monitor the monthly budget reports and adjust expenditure as necessary.	Impact of resource to be monitored.	Requisition resources as detailed on Action plans.
Longer Term Actions:		
Principal to be released from class teaching responsibilities as needed (approved by BoG).	Impact on learners to be monitored.	Use EA Procurement Schedule. Longevity and value for money to meet Action Plan priorities.
Teachers to be released from teaching duties to complete work linked to Action Plans.	Impact on learners and learning to be monitored as a result of curriculum development priorities.	Explore Tesco Community Grants with Tesco community officer.
Board of Governors to continue to prudently manage the IT expenditure in line with DE / EA constraints.	Learners become more confident in using technology and digital skills to progress their learning and understanding.	Requisition technology that will enhance the provision for the children e.g. iPad mini and interactive panel in each Cosy Room.
Continue to make prudent use of available funding and Budget Allocations to support and enhance teaching and learning. These allocations include LMS Budget, incorporating TSN Fund, SEND Transformation Fund, DE Post Transformation Fund, DE Pre-School Inclusion Fund, Being Well, Doing Well Allocation, and Getting Ready to Learn Funding. MINS Private Fund and IEF Grant Awards will be used to supplement these Budget Allocations.		

MINS Private Fund:

This fund is supported by the voluntary contribution of parents and carers and is used to fund the curriculum enrichment experiences of the children, by way of Mr Hullabaloo, Jo Jingles, Fit Minds and Wee Critters workshops. This fund also enables the purchase of snack foods for all children (including special dietary requirements), as well as baking, play dough and other ingredients and non-essential play materials. The morning club payments into this fund cover the cost of the staff and the breakfast items served. Private Fund accounts are overseen by the Principal and the Senior Clerical Officer and are annually audited as per EA guidelines. The school will explore a Stripe online payment system through the School Web Design provider.

Integrated Education Fund (IEF) Post Transformation Grant:

The transformation to Integrated status will also be prioritised. MINS has been awarded £5,000 Post Transformation Grant Fund by IEF which will be used to develop the website, promotional information and new signage for the school and campus to reflect our new name and school vision. All grant expenditure is subject to IEF Terms and Conditions and monitoring procedures. This is a one-off grant that will be effectively used to further embed our Integrated ethos with the children and in the local community.

The Integrated journey of our school will commence with an Integration Framework Launch and Conference facilitated on one of the Baker Days in August and with a Celebration event planned for later in academic year 2025-26.

Integrated Education Fund (IEF) Trust 10 Grant:

MINS has been awarded an IEF Trust 10 Grant of £2,495 to purchase a portable sensory trolley for children with SEND across all five classes in our nursery school. This is a one-off grant to promote inclusive and Integrated practice in our school and to meet the requirements of Integrated Education Act. All grant expenditure is subject to IEF Terms and Conditions and monitoring procedures.

Priority Future Actions (as outlined in Action Plans)		
Leaders	Learners	Provision
Teacher Professional Learning and staff professional development to be prioritised according to the Action Plans and DE TPL Funding Allocation.	Monitor the impact of the professional learning on the outcomes for the children.	Prioritise time and training for capacity building and embedding.
Board of Governors to continue to manage the expenditure.	Learners become more confident in using technology and digital skills to progress their learning and understanding.	Requisition technology that will enhance the provision for the children e.g. iPad minis and interactive panel in each 'Cosy Room' and in the big hall.
Principal / LSC to attend further Graduated response Training and to be released from class to capacity build teachers and assistants. Nursery assistant with a specialism for SEND to be supported to build her capacity in her new role.	Impact on children with SEND. Best Practice visits to other schools with specialist provision for children with communication and moderate learning difficulties.	Repurpose the parent-meeting room and chair store to create breakout spaces for children with SEND. Purchase new resources to supplement the existing SEND provision in 'The Hive'.

Requirement 4

What?

An Assessment of the Extent to which the school has met its Key Targets, or the Progress that has been made in Meeting these Targets in our Previous School Development Plan, Interim One Year Plans and Action Plans

So What?

The outgoing Magherafelt Nursery School Development Plan has been in operation for many years (expanded due to Covid 19 and an extended period of industrial action). It has been extended by one-year interim plans, with action plans being completed in each academic year. Substantial reviews and robust self-evaluation have been taken with all stakeholders and show that all pertinent actions have been effectuated to a high standard. Given the turbulent period in education, the team are to be commended for their focus and ongoing commitment to safeguarding our children, progressing learning and teaching and curriculum development, providing for children with significant SEND and committing to ongoing professional development. Completed plans can be accessed on our MINS Governor 'Teams' site.

With our Transformation to Integrated status, it has been timely to reset our strategic direction with a new Magherafelt Integrated Nursery School SDP. MINS has a committed Board of Governors and an enthusiastic, professional and experienced team who work collaboratively and creatively to drive forward improvement.

Requirement 5

An Assessment of the Challenges and Opportunities Facing Magherafelt Integrated Nursery School

What?

Several systemic and school-based challenges have been identified as impacting on our school.

Systemic Challenges Impacting on MINS:
<ul style="list-style-type: none"> • Pre-school is not compulsory and sits outside of EA Area Planning and aspects of departmental legislation. • Ongoing impact of End-to-End Review of Education and actioning endless surveys and engagement events without time or sub cover to complete these. • Successive year-on-year reduction in funding despite increased operational and staffing costs. • Utilising additional funding allocations for maximum impact on teaching and learning often within short and predetermined time frames. • DE Standardisation and EA roll out with impact on enrolment and admissions processes is creating an uncertain climate for the statutory pre-school sector and our school. • Impact of the Draft Early Learning and Childcare Framework– securing statutory pre-school provision and early years workforce within this framework. • Impact of DE Policy Drivers – TransformED and SEND Reform Agenda and implementation of same. • EdIS roll out and keeping abreast of technological advances. 25-year deficit in relation to primary and post-primary partners. C2K manager not allocated in nursery schools to oversee the roll out of IT requirements. • Uncertainty around Bromcom and shared platforms. • Apparent inequality of Principal release funding and small school funding not being available to nursery schools causing significant budgetary challenges for the Board of Governors and ongoing and unpreventable workload pressures for the teaching Principal. • Flat structures in the nursery school sector with no Senior Management Team leaving minimal opportunity to develop leaders and distribute responsibility amongst the team. • Slow roll out of ‘Learning to Learn’ and ‘A Fair Start’ impacting on both education and health services. • MINS has expressed an interest to EA in establishing Specialist Provision as part of our offer but to date this has not been progressed by EA. • Potential lifting of the DE moratorium on statutory pre-school enhancement and the DE plan to legislate for underage children not to be placed in pre-school settings and considerable impact of same. • Extremely challenging education financial climate placing undue pressure on Board of Governors and Principals. • Inertia and uncertainty caused by impact of TransformED Implementation and Draft Early Learning and Childcare Strategy.

So What?

MINS has identified several Contextual Challenges and Solution Based Approaches and Opportunities for Improvement. These are outlined below:

Contextual Challenges for MINS:	Solution-based Approaches and Opportunities for MINS:
<ul style="list-style-type: none"> • Defining, Expanding and Embedding Our Integrated status and ethos. 	<ul style="list-style-type: none"> • Using IEF Post Transformation Grant to develop new signage and to prioritise planning for integration.
<ul style="list-style-type: none"> • Ongoing DE /EA messaging that LMS budget ‘surplus’ will not be available to MINS despite prudent financial management, with the potential to spiral MINS into an immediate deficit position (<i>see below table for extract from EA letter dated 23.10.25</i>). 	<ul style="list-style-type: none"> • Board of Governors has responsibility for strategic management of the school and budget priorities, and seeks to sign off each year on a healthy budget position.
<ul style="list-style-type: none"> • All staff of MINS are experienced and deservedly at the top of their respective pay scales placing further budgetary pressures on our school. ISR value of the school needs to be re-evaluated. 	<ul style="list-style-type: none"> • Where possible, consider opportunities for newly qualified teachers / assistants to become involved in the work of our school.
<ul style="list-style-type: none"> • Nursery teachers teaching dual day classes and teaching to the maximum of their teaching budget time allocation of 25 hours leading to workload pressures with planning, preparation and assessment for 52 children. 	<ul style="list-style-type: none"> • Shared and streamlined planning, preparation assessment processes.

<ul style="list-style-type: none"> • Adherence to time budgets for dual day teachers with unrealistic workload pressures. 	<ul style="list-style-type: none"> • Consider ½ day sub cover at the start of each month to release dual day teachers from 2.5 hours teaching responsibilities to complete planning, preparation and assessment processes as well as monitoring and evaluating processes.
<ul style="list-style-type: none"> • Nursery Principal under significant pressure to prioritise workload of a myriad of teaching and managerial pressures as well as strategic initiatives and policy drivers and consultations. 	<ul style="list-style-type: none"> • Consider further sub cover to release teachers from teaching responsibilities to prioritise MINS Action Plans. • Consider enrolling Principal in Early Years Manager Mentoring Course. • Leadership Walk to be planned with CSU. • Principal to complete Accredited Leader Programme as part of TransformED. • Principal Mentor to be allocated by NICIE.
<ul style="list-style-type: none"> • Securing our enrolment numbers in the face of the impact of Standardisation roll out (especially in the non-statutory sector) on MINS and threat of reduction to enrolment numbers with the potential to significantly undermine the financial position of our school. • Threat of future legislation in relation to penultimate aged children. 	<ul style="list-style-type: none"> • Raising the profile of our school in the local community and establishing our Integrated status to maintain enrolment numbers. • Complete public consultation forms in relation to the Standardisation of early years settings that may impact on MINS enrolment numbers. • Continue to engage with DE, CSU and EA in relation to Standardisation Implementation. • Signage, prospectus and website development. • Official Celebratory opening of our new school.
<ul style="list-style-type: none"> • MINS need for capital investment to standardise to 22.5 hours for all classes. 	<ul style="list-style-type: none"> • Engage with Board of Governors / CSSC / CSU / NICIE / EA / DE. • Growth of the school to 5 full time classes without reliance on penultimate aged children. • Consideration of an outdoor learning model as a potential solution.
<ul style="list-style-type: none"> • Meeting the evidenced demand from families for full-time places for their children. 	<ul style="list-style-type: none"> • Statistical analysis of demand for full time places in MINS. • Consult with Governors in relation to collating data for our current parents in relation to their preferences for full time / part time. • Liaise with EA Standardisation Team • Consider DP and Case for Change when DE moratorium on pre-school education is removed.
<ul style="list-style-type: none"> • High number of unnecessary transitions for 3- and 4-year-old impacting on the wellbeing of our children and MINS unable to provide wrap around care for these children as our classrooms are dual used. 	<ul style="list-style-type: none"> • Lengthen availability of morning club and offer a breakfast option. • Liaise with local day care centres and parents. • Consult with stakeholders to generate potential solutions. • Consider consulting with day care providers to offer an onsite solution.
<ul style="list-style-type: none"> • Supporting the wellbeing of staff and children in a turbulent and pressurised education and financial climate and through a time of significant change. 	<ul style="list-style-type: none"> • EA Being Well, Doing Well Priorities for Years 3-5. • Taking time to celebrate what we do well. • Prioritisation of Improvement. • Maintaining a focus on our children and our school vision and values.
<ul style="list-style-type: none"> • Local health services overwhelmed – Health Visiting service inconsistent, Social Services stretched, Paediatric, Speech and Language Therapy, Occupational Therapy and Physiotherapy services with lengthy waiting lists, all of which impact on the wellbeing of our children and their readiness to learn. 	<ul style="list-style-type: none"> • Consult with services and continue to engage with Early Intervention Transformation Programme and 3+ Health Review. • Prioritise wellbeing initiatives for staff, children and parents. • Consider providing services on site using DE Pre-School Inclusion Fund.

<ul style="list-style-type: none"> • Implementation of DE SEND Reform Agenda and Framework and DE SEND Inclusion Fund. • Ongoing high numbers of children with unidentified SEND who need to be supported each year (and their families). • SEND capacity building for all teachers, nursery assistants and SEND assistants. 	<ul style="list-style-type: none"> • LSC released from teaching duties one day per week to manage the SEND workload for the school and to capacity build the staff and restructure provision. • Use SEND Transformation Funding to support this day release. • Use SEND Inclusion Fund to capacity build staff, requisition resources and to provide specialisms and additional adult supports and programmes e.g. Early Language Talk Boost Programme. • Training assistants for children with SEND when their allocated hours only cover class time. • 2.5 hour allocation for teacher to generate initial comprehensive PLP. • Request for Involvement Portal – 1 hour per referral. • Educational Psychology Consultations – termly.
<ul style="list-style-type: none"> • Inclusion and Accessibility planning audit. 	<ul style="list-style-type: none"> • Generating an accessibility plan for MINS. • Autism NI Impact Award. • BSL Level 1 for 2 classroom assistants.
<ul style="list-style-type: none"> • Specialist provision in Mainstream Schools – our BoG expressed an interest in establishing a SPiMS class as core provision in MINS (November 2024) but have not yet received an updated position from EA. 	<ul style="list-style-type: none"> • Consult with Board of Governors / CSSC / CSU / NICIE / EA / DE as needed. • Complete best practice visits to a SPiMS / Moderate Learning / Communication pre-school / EY class. • Continue to capacity build the staff in relation to supporting and teaching children with SEND.
<ul style="list-style-type: none"> • Defining and Embedding Integrated Education in our school (after a long-awaited Ministerial approval). 	<ul style="list-style-type: none"> • Implementation of ‘A Framework for Integrated Education’ to impact on leaders, learners, learning and teaching and community connections. • Interweave post-transformation into Action Plans. • Rebranding of our school vision, values and ethos. • Establishing a new school logo. • Introducing a sustainable uniform (with layering as a priority). • Rebranding school and campus signage. • Refreshing school website. • Official opening of MINS in Term 3 of 2026. • Celebrating our Integrated status. • Reconstitution of Board of Governors. • Implementing the Integrated Framework for Education and The Toolkit for Diversity.
<ul style="list-style-type: none"> • Driving forward the ETI Empowering Improvement Framework and implementing DE Transformed. 	<ul style="list-style-type: none"> • Acting on the self-evaluation information and target setting. • Action Planning. • Maintaining high standards of learning and teaching in MINS.
<ul style="list-style-type: none"> • Building professional capacity to maximise the impact of Transformed and Teacher Professional Learning Fund in MINS. 	<ul style="list-style-type: none"> • Application for Transformed Conference. • Ensuring the Impact of Teacher Professional Learning Fund on learning and teaching. • Use of research and evidenced based approaches. • Capacity build in relation to meaningful connections and interactions with children for maximum impact on learning. • Team mentoring approaches. • Froebelian Principles for Impact on Learning. • Anti-bias Approaches and Conflict Resolution Strategies.
<ul style="list-style-type: none"> • Connecting the school to its local community. • Progressing the Getting Ready to Learn Programme. 	<ul style="list-style-type: none"> • Family events and workshops. • Linking parents / carers to support services.

<ul style="list-style-type: none"> • Progressing Shared Education PEACEPLUS ASPIRE within time and workload pressures. • Parental / Carer Involvement. • Intra and Inter school level engagement. 	<ul style="list-style-type: none"> • Increasing involvement with local community members where relevant to our children. • Establishing and developing a wildflower and community garden at the front of the school. • Developing professional learning communities and networks.
<ul style="list-style-type: none"> • Progressing digital skills and technology as per ETI Empowering Improvement Framework and Pre-School Curricular Guidance. 	<ul style="list-style-type: none"> • Connectivity to C2K wireless on all devices and the opportunities this affords at manager, teacher and learner level. • Integrating technology provision and digital skills within the pre-school curriculum. • Impact of use of AI on learners and leaders.
<ul style="list-style-type: none"> • Implementing the changes to My Earth / Eco School Programme. 	<ul style="list-style-type: none"> • Further Training for ECO Lead. • Time to plan the programme across the school and to set action card priorities. • Application and evidence for Green Flag Award.
<ul style="list-style-type: none"> • Getting parents / carers and local community representatives involved in the life and work of MINS. 	<ul style="list-style-type: none"> • Encouraging parental volunteers. • Establishing parent support groups. • Setting up a 'Friends of Magherafelt' Association. • Raising parent Governors to four members.
<ul style="list-style-type: none"> • Health and Safety – shared campus / site concerns – entry and exit to the campus, insufficient laybys, car parking – drop off and collection times are especially busy and presents challenge for families journeying through the campus. Parking spaces on campus reduced due to increased number of staff across two schools and introduction of two SPiMS classes in MPS. • Health and Safety – EA perimeter fence at Lidl insecure and flooding and freezing of outdoor space – sinkage of safety surface – Reported on EA Estate Survey – October 2025. 	<ul style="list-style-type: none"> • Consult with Board of Governors EA / DE as required. • Liaise with MPS. • Consult with parents and site users. • Consult with EA Health and Safety Department.
<ul style="list-style-type: none"> • Staff – child ratios unsafe given the starting points of the children (reported in the DE Draft Early Years Framework – December 2025). 	<ul style="list-style-type: none"> • Engage with EA / DE. • Consult with Board of Governors. • Increase staff-child ratio especially in September and October as children settle in to nursery school.
<ul style="list-style-type: none"> • Working collaboratively with others through Pathways into Partnerships and Professional Learning Communities and networks to share best practice and implement TransformED, Integrated Framework and Shared Education. 	<ul style="list-style-type: none"> • Collaborative working and Area Learning Communities. • Establish a Pre-School Cluster Pre-Conference and an Integrated Nursery School Cluster Conference in each academic year. • Shared Microsoft Teams sites to generate connection and share best practice.
<ul style="list-style-type: none"> • Progressing effective transitions from day care, home, and Sure Start to nursery school as well as onward transitions to Primary Schools. 	<ul style="list-style-type: none"> • Develop systems to ensure smooth transitions from setting to setting. • Consult with receiving settings by way of transitions and transition reports and information sharing.
<ul style="list-style-type: none"> • Connecting with universities and regional colleges to develop pathways for students into Early Education. 	<ul style="list-style-type: none"> • Liaise with teacher training colleges and faculties and PGCE providers. • Support B.Ed and PGCE and NVQ Level 3 and above student placements.
<ul style="list-style-type: none"> • Progressing links with NICIE, IEF, CSSC and CSU. 	<ul style="list-style-type: none"> • Building connections and networks with other schools and settings.

In a letter from the EA Chief Executive dated 23.10.25, the financial challenges facing the education sector have now been firmly placed in the hands of school Principals and Boards of Governors. Referring to the financial pressures facing EA, he stated:

“... in that context, it is critical that school leaders seek to take any and all actions possible to reduce expenditure. This should include, among other issues, not proceeding with discretionary spend, minimise, as far as possible, entering into new financial commitments related to appointments, and restricting the use of substitute cover. EA will continue to make similar difficult decisions in relation to our operations”.

Whilst I fully respect the autonomy Boards of Governors have been conferred under the Local Management of Schools arrangements, we cannot ignore the reality that all schools' expenditure impacts on the overall education sector financial position. Specifically, the use by schools of any accumulated surpluses is unfunded and would be an additional pressure on the EA budget.

Therefore, I am asking you to ensure that a rigorous approach is taken to all spending decisions within your schools, and to take all reasonable steps to contain expenditure where possible. Approval to incur expenditure should only be given to the highest priority and inescapable requests."

Furthermore, in January, the Permanent Secretary held a meeting with Principals across all sectors and phases outlining the significant and serious financial situation that our education system is facing.

This is the regional and financial climate in which our school is tasked with generating a 3-year School Development Plan which can only be effectuated using our EA Approved 3-year financial plan 2025 - 2028. The latter plan includes the use of 'surplus', 'discretionary spend', 'the use of substitute cover', and 'financial commitments related to appointments ...'.

It must be noted that the Board of Governors submitted our Three-Year Financial Plan timely in June 2025 and it has been approved by EA.

Our children and their wellbeing and learning are at the centre of our school vision of 'Exploring, Learning and Celebrating Together'. Therefore, the Board of Governors must carefully manage our priorities and plans for our learners within a pressurised financial climate, the wider TransformED Framework, SEND Reform Agenda, Safeguarding Requirements and the DE granted 'Integrated Status'. Creative and critical thinking and solution-based approaches will be required as systemic pressures and drivers are managed within our local context and school improvement priorities. It is the view of Governors that prudent financial planning and MINS surplus should not be used to offset EA debt that has been elsewhere accrued. Each year, the school uses its budget allocation to the full and relies on its accrued surplus to enable the Principal to lead, manage and operate the nursery school.

Requirement 6

What?

The Arrangements Made by the Board of Governors to Consult and Take Account of the Views of Pupils, Parents, Staff and Other Persons or Bodies in the Preparation of the Plan

So What?

All stakeholders have had the opportunity to contribute to the new SDP. Team views were collated through staff reviews, PRSD and team meetings. Provision and teacher professional learning audits were also completed. Parent and carer views were collated through anecdotal and end of year survey evidence (Google Form) and Being Well, Doing Well survey evidence; Board of Governor views were captured at Board Meetings and via Being Well, Doing Well Surveys and anecdotal evidence. MINS uses Microsoft Teams as a secure and central location to document and collate all aspects of school business and operations. Ongoing evidence of self-evaluation and consultation that directly inform our 'living' School Development Planning process are as follows:

Learners	Leaders	Provision
Anecdotal evidence from children and parents / carers. Observations and assessments of the children.	Monitoring and Evaluation of Planning – see planning documents and Microsoft Teams.	Summative and formative audits across learning zones.
Data and documentation of learning: <ul style="list-style-type: none"> • Transitional Information and data, • Getting to Know Me Booklets, • Observation and assessment records, • SEND Gathering Information Tools, • Language Screeners, • Personal Learning Plans, • Progress tracking tools. 	Evaluation of the role of the educators.	Curriculum area audits.
Feedback at parent-teacher consultations.	Ongoing staff reflections and anecdotal evidence.	Monitoring and evaluation of curriculum enrichment programmes – GRtL, Shared Education, BWDW.

Feedback at events and meetings with parents / carers.	Team Meetings – Minutes on Microsoft Teams.	End of year questionnaires with stakeholders.
Feedback form professionals and consultants who engage with our learners.	Consultation with staff on curriculum and teaching and learning priorities.	Evaluative comments and anecdotal evidence from parents about events – GRtL, Meet and Greet and Stay and Play Days, Open Day, Family Picnic, SE events etc.
Observations and assessments of the children, including Seesaw Learning Journey folders.	Evaluation of effectiveness of School Development Days.	Use of Microsoft Teams to collate evidence.
Capturing children’s voice during playful learning – play area choices, thoughts and ideas for resources and provision, drawings, models and language used, talking time and together times.	Professional development – sharing of learning.	Learner use of provision and resources.
Children’s and parental input into logo, uniform and website.	PRSD and teacher self-evaluation using ISEF tool.	Labelling of resources.
Child friendly questionnaires and pictorial choice boards.	Monitoring and Evaluation of Action Plans.	Inventory of resources in Teams.
Getting to Know Me Learning Board in each classroom – strengths and interests and pieces of work.	ETI Empowering Improvement Framework including the Five Core Questions developed with all stakeholders.	Photographic evidence on shared camera roll.
Minutes of My Earth / ECO Team Meetings.	Capacity Building and training in the new action card application process.	Application for Green Flag Award.
Learner interests documented on ‘In the Moment’ Planning.	Responsive teaching to children’s interests.	Assessments of children’s progress informing and impacting on enhanced provision.

As secretary to the Board of Governors, the Principal:

- Provides ongoing and timely documentation and updates to the Board of Governors;
- Coordinates a Microsoft Teams site for the MINS Team, the MINS Teaching Team, Professional Learning Communities and for MINS Governance;
- Attends EA School Improvement Workshops in relation to School Development Planning;
- Plans and organises Professional Learning Community workshops / conferences in relation to TPL and School Development Priorities;
- Attends EY conferences relevant to this SDP and Action Plans;
- Follows research led pedagogical and managerial approaches;
- Keeps abreast of local knowledge and context;
- Updates the School Development Plan and Action Plans live within the Microsoft Teams files;
- Provides regular updates on SDP and Action Plan progress;
- Responds to circulars, consultations and surveys.

Now What?

The School Development Plan Process in Magherafelt Integrated Nursery School

As each cohort of children attends our nursery school for only one academic year (with some exceptions e.g. deferred and penultimate aged children), our school captures data, reflections and evidence at various junctures over the three-year span of any SDP. This ensures that the plan and actions are reflective of the views of all stakeholders over time rather than a one-year snapshot. Ongoing self-evaluation is built into the workings of our school and culminates in the drafting of a fluid, progressive and living plan. This method also takes cognisance of the fact that the LMS Budget plan that accompanies the SDP is allocated and agreed for only one fiscal year and does not correlate directly to the academic year during which each Action Plan is being progressed.

In year three of the MINS SDP Process, the Leadership and Management Action Plan will re-start the next three-year cycle. The SDP schedule is set out below and will be updated in line with the reviewed DE SDP Circular (when published).

Action	Who is Involved?	Timescale
Review DE School Development Planning Circular	Principal and Governors	September
Meet with ETI District Inspector	Principal and Teachers	September / October
Meet with EA School Improvement Professional Attend EA SDP Workshop 1	Principal	
Meet with EA Sectoral Support School Improvement Professional	Principal	Term 1
MINS Workshop 1 SDP Regulations and Requirements shared with staff and Board of Governors: <ul style="list-style-type: none"> Purpose and Benefits Process Consultation with all stakeholders Shared and collective responsibility 	Principal Staff Governors	October/ November
Collect and Collate Key Evidence: (over 3 years of plan) <ul style="list-style-type: none"> Curriculum audits Learning zone audits Self-evaluation framework Ethos audits Distribution / Facilitation of questionnaires (use Google Forms) SEND feedback– see PLPS Focus groups 	Staff Staff and children Staff and Governors Staff, parents and Governors All stakeholders Parents/carers and children Parents/carers and children	January - May
Attend EA SDP Workshop 2	Principal and SIP	Term 2
Monitoring Meeting with NICIE and EA Sectoral Support SIP	Principal and NICIE and SIP	Term 2
MINS Workshop 2 Analysis of qualitative and quantitative data – visual presentation Collate and summarise findings Identify emerging themes, priorities and areas for action Sharing of audit and self-evaluation findings Draft Requirement 1	Principal and teachers with support of Governors	May / June
Attend LMS Budget Planning Meeting and Agree Financial Plan and Priorities	Principal, Chair of Governors and LMS Officer	May / June
Evaluation and Target Setting with NICIE and EA Sectoral Support SIP	Principal, NICIE and EA	
Attend EA SDP Workshop 3	Principal	Term 3
Draft SDP Requirements 2-7	Principal	August / September
EA Approval of Financial Plan	EA	September
Draft 3 Year Overview and Action Plans	Principal and teachers	October
Present Draft SDP, 3 Year Overview and Action Plans for scrutiny	Governors	October / November
SDP Agreed and submitted to relevant bodies	Principal and Governors EA / DE	Term 1

Requirement 7

Identification of Key Areas for Development, Informed by the School's Self-Evaluation:

What?

The tables below set out the key areas for development and how each action will be progressed within the life and term of the SDP:

SDP Requirement		Documentation and Evidence
7a	Identification of Key Priorities for the Period of the Plan, based on the Department's priorities for education.	<ul style="list-style-type: none"> 3 Year Overview – Appendix O. Self-evaluation and audit evidence – folder available on request. Archived Completed Action Plans from completed SDP – (folder in Microsoft Teams).
7b	Planned outcomes, including planned outcomes in learning, teaching and raising standards of attainment.	<ul style="list-style-type: none"> 2025-26 Action Plans – Appendix N. MINS website. Information documents shared with parents. Monthly newsletters (Shared via Schools NI App). Monthly Celebration video (website and Social Media Channels). Learning Journey Documentation folder for each child (classroom). Seesaw Learning Journey folder shared with parents / carers (school iPads). Planning and Evaluation files. Monthly Curriculum Enrichment Planners. Monthly Curriculum Enrichment Links shared with parents / carers (on Seesaw). SEND folders - Personal Learning Plans . Gathering Information Tools. Language Screeners. Policy Folder (updated as per schedule).
7c	Actions to be taken to achieve the outcomes and final dates for completion.	<ul style="list-style-type: none"> 3 Year Overview – Appendix O. Current Action Plans – Appendix N.
7d	Financial and other resources available in the school to be used in support of the actions to achieve the planned outcomes.	<ul style="list-style-type: none"> EA Approved 3 Year Financial Plan) – Appendix I.
7e	Arrangements for the Board of Governors, in consultation with the Principal, to monitor, review and evaluate progress made against the School Development Plan.	<ul style="list-style-type: none"> Baker and School Development Day Schedule 2025-26 (see below). MINS Board Reconstitution and Form of Acceptance. Archived MNS Board Meeting Minutes. Current MINS Board Meeting Minutes. Termly Report to Governors on SDP and Action Plans. Board Documents folders (All available in Microsoft Teams MINS Board Team).

Plan for Key Areas for Baker Days, School Development Days and TransformED Days

Baker Days and School Development Days Schedule 2025-26		
BD/SD	Date	Outline
Baker Day 1	Wed 20.08.25	<p style="text-align: right;">Target Setting</p> SDP Requirements Planning Overview for the Academic Year Agree School Calendar
Baker Day 2	Thu 21.08.25	<p style="text-align: center;">Professional Development Cluster of Integrated Nursery Schools</p> <ul style="list-style-type: none"> Pathways Into Integration Exploring 'A Framework for Integration' Document Target Setting for Action Plans Lego Reflection Workshop – (facilitated by Eileen Waymaker) <p style="text-align: center;">Event facilitated by NICIE, IEF and EA Sectoral Support @ Oxford Island</p>

Baker Day 3	Fri 22.08.25	<p align="center">Refresher Training</p> <ul style="list-style-type: none"> • Safeguarding • Asthma Awareness and Anaphylaxis Workshop • Other EA Mandatory training • School Nurse – Training – PEG feeding (Full time class team only) • Planning and Provision <p align="center"><i>Teachers, Nursery Assistants and Classroom Assistants for SEND</i></p>	<p align="center">Digital Skills</p> <ul style="list-style-type: none"> • Adobe Creative Educator Training <p align="center"><i>Senior Clerical Officer / Teacher</i></p>
Baker Day 4	Wed 27.08.25	<p align="center">Early Education Conference 'The Impact of Interactions'</p> <p align="center">Facilitated by Julie Fisher, Nicky Shaw and Paula Lester</p> <p align="center"><i>Teachers, Nursery Assistants and Classroom Assistants for SEND</i></p>	<p align="center">Digital Skills</p> <ul style="list-style-type: none"> • Just 2 Easy Training <p align="center"><i>Senior Clerical Officer / Teacher</i></p>
Baker Day 5	Sat 03.01.25	<p align="center">Magherafelt Integrated Nursery School Sharing Best Practice in Our Community</p> <ul style="list-style-type: none"> • Sharing Best Practice Workshops • Integration Works <p align="center"><i>Pre-booked sessions for parents, carers and their children</i></p>	
SDD 1	Mon 03.11.25	<p align="center">Teacher Professional Learning Conference (funded by Transformed TPL Fund)</p> <p align="center">Facilitated by C Devlin (Education Consultant) and S Davies (Brainbox NI)</p> <p align="center"><i>Organised and Hosted by Magherafelt Integrated Nursery School</i></p> <p align="center"><i>Teachers, Nursery Assistants and Classroom Assistants across 10 nursery schools / units</i></p>	
SDD 2	Fri 19.12.25	<p align="center">Engaging Parents and Children in Exploring, Learning and Sharing Best Practice</p> <p align="center">Getting Ready to Learn Parent / Child Engagement Event</p> <p align="center"><i>Teachers, Nursery Assistants and Classroom Assistants and Senior Clerical Officer</i> <i>(½ day worked as a twilight on Thurs 13/11/25 and ½ day on Friday 19/12/25)</i></p>	
SDD 3	Mon 16.03.26	<p align="center">Early Childhood Education Conference Froebelian Principles for Contemporary Early Years Practice</p> <p align="center">Facilitated by Stella Louis <i>(To be worked on Saturday 21.03.26)</i></p>	<p align="center">Developing and Integrating Digital Skills into the Pre-school Curriculum</p> <p align="center"><i>Facilitated by Senior Clerical Officer and Teacher</i></p>
SDD 4	Mon 13.04.26	<p align="center">The Science of Learning</p> <p align="center">Informed Perspectives on Health and Wellbeing of Learners</p> <p align="center">Facilitated by Consultant: Garth Fulton <i>Teachers, Nursery Assistants and Classroom Assistants and Senior Clerical Officer</i></p>	<p align="center">Action Plans Monitoring Long Term Planning</p> <p align="center"><i>Teachers and Nursery Assistants</i></p>
SDD 5	Fri 22.05.26	<p align="center">Action Plan Review and Target Setting for 2026-27 Planning for Effective and Meaningful Transitions</p> <p align="center"><i>Teachers, Nursery Assistants and Classroom Assistants and Senior Clerical Officer</i></p>	

TransformED Days Schedule 2025-26			
Day	Date	Outline	
TED 1	Wed 01.04.26	<p align="center">Morning</p> <p align="center">Digital Skills for Learners</p> <p align="center">Woodwork workshop</p>	<p align="center">Afternoon</p> <p align="center">A Framework for Integrated Education and Pre-School toolkit for Diversity – Inclusive and Integration Best Practice</p>
TED 2	Tues 05.05.26	<p align="center">Morning</p> <p align="center">School Improvement: DE Action Planning Process – new Requirements <i>Facilitated by EA SIP</i></p>	<p align="center">Afternoon</p> <p align="center">School Improvement Workshop: Action Planning <i>Facilitated by EA SIP</i></p>



**Magherafelt
Integrated
Nursery School**

Appendices



APPENDIX A

Statement 2a

Learning, teaching, assessment and raising standards of attainment of all learners

What? A rationale and analysis

In MNS there is a collective and well-developed planning teaching and assessment cycle in place which embeds the 'What? So What? Now What?' approach (C Devlin Education Consultancy). The planning cycle has moved away from the rigid themes and lesson plans and the open plan organisation that were in place and has adopted a more flexible and blended approach of child and teacher led learning and curriculum enrichment experiences. All planning is 'learning' focused rather than 'activity or assessment / product' focused, with the understanding that learning intentions can be progressed through a myriad of learning experiences in both the indoor and outdoor learning environments. The adults make observations about the children across their play with an emphasis on 'looking at', 'listening to', and 'interacting with' the learners. Wellbeing and engagement levels are recorded and supporting observations and evidence noted. A range of 'tools and techniques' are used to 'gather information' about the progress of the learners (What?); this qualitative and quantitative data is then assessed (So What?) by the teachers and nursery assistants using the 'proforma' (adapted from C Devlin Education Consultancy). Finally, this observation and assessment data feeds into monthly and weekly planning, with opportunities for 'in the moment' learning, and focused and targeted action to impact on each learner's progress. All Springboards to Learning, Long term and Monthly Planners are collated in the shared 'Teaching and Learning Folders' on Microsoft Teams. Teachers have a planning and supporting evidence folder to support their teaching and the children's learning. Shared planning systems and collective and cyclical approaches ensure cohesion, with long term, medium term and short-term planning flowing into and through each other. The Seesaw app is used to consolidate learning and as a window into the classroom and outdoor spaces.

Long Term Planning and Overview

Our monthly planning tools are working documents and guide and support teaching and learning. 'Springboards to Learning' have been developed across ten key themes with each identifying the learning potential across the six areas of the pre-school curriculum and the nine contributory areas of the ETI Empowering Improvement Framework.

Long term planning has also been developed to outline the progression in skills, experience, knowledge and understanding of the learners across each term and within each learning area of the Being Two and Three and the Pre-school Curriculum Guidance materials. These planners are modified and adapted each year to meet the starting points, learning needs and interests of our learners as well as thematic and curriculum enrichment approaches.

Monthly Planning

The teaching and learning 'springboards and progression' are achieved through the monthly plan of indoor and outdoor provision. Careful evaluation of the 'starting points' and 'progress' made by our learners determine the next set of monthly and weekly plans. Learning intentions are identified for each area of the pre-school curriculum and outdoor and indoor provision are equally planned and provided for to ensure progression in playful learning. Monthly plans 'make connections' to prior learning and identify 'skilful adult interactions', 'anti-bias' approaches, and opportunities for adaptive teaching and observation and assessment.

A collective 'Curriculum Enrichment' Planner is used to infuse the learning experiences of the children with thematic and conceptual language, books, drama, music and songs as well as enrichment and integration experiences.

There are continuous provision planners for the outdoor fixed pieces which support integrated learning experiences across the six areas of the pre-school curriculum. These will need to be progressed and updated during the new SDP and associated Action Plans.

All monthly planners are evaluated in terms of provision and progression and 'next steps' in learning and provision and are used to inform the next planning cycle. There are intentional and planned opportunities to revisit, consolidate and extend learning.

Short Term Planning

Short term planning is used to progress the monthly plan into manageable steps. This currently exists in different formats and is used by each teacher to progress learning on a weekly basis. Examples include diary format, weekly planning proforma, planning proformas for Target / Boost Groups and Personal Learning Plan Tracking Evidence. The short-term planning informs the next weekly and monthly plan and is mostly a handwritten document. These are very much a working document and require a review.

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Planning for Our Younger Children

In each academic year, MNS has a small number of penultimate aged children across the two afternoon classes (this varies considerably from year to year, and the children have mainly July and August birthdays).

MNS makes use of the Being Two, Being Three Framework and the four development areas of Personal, Social and Emotional, Physical, Language and Exploring and Thinking to guide the planning and progress of these children. Most of these children go on to secure a pre-school place in our school and a summative progress report is compiled and shared at the end of their penultimate year. There is a policy and programme to guide the development of these younger children and as a school, we look forward to using the DE Early Years Framework (when it is compiled) to further guide our work.

The Provision

Classrooms are similarly organised and resourced using natural furniture and soft tone furnishings to create a calm and inviting learning space. There are well defined learning spaces which are inclusive and adapted to support the learning styles and needs of the children. Children can explore resources alone, alongside and with others across a variety of quieter and noisier zones. Indoor and outdoor resources are regularly refreshed, centrally stored and labelled and an inventory of resource provision is stored on Microsoft Teams (Teaching and Learning Resource folder). There is an emphasis on using real and natural play materials consistent with the Reggio Emilia and Froebelian approaches. Both indoor and outdoor learning areas have continuous and enhanced provision. The children are encouraged to suggest additional resources to support their playful learning, and the educators seek to enhance and support learning where needed. This is noted on the medium or short term / in the moment planning. Digital Technology is also used to enhance the learning experiences and knowledge of the learners. Enhanced provision is made available and is generally linked to the Springboards for Learning, the children's interests and their learning needs. A MINS mini website has been considered to further develop the use of the interactive panels that have recently been installed.

Once tools, equipment and resources have been introduced to the children, they are made available and accessible to the learners in the indoor and outdoor provision. Children are encouraged and supported to choose, explore and play with and return resources to their location, with visuals and organised systems used to support this learning process. This is a work in progress and must be matched to the needs of the learners. Risk-benefit assessments and ongoing assessments of the children guide the provision that is offered.

The concept of 'boutiquing' of resources and 'Loose Parts' provision has been introduced (C Devlin Education Consultancy and The Nursery Nook) but needs time to be embedded into practice and skills to be developed.

Efforts have been made to enhance the multicultural resources and books available to the children, but this provision needs to be further developed. A range of pretend and real technology is used to support and enrich play, but this also needs to be enhanced. There is a need to ensure that 'integrated and inclusive' approaches and resources are now given due consideration in core provision and planning.

The outdoor learning provision is highly developed and well used to promote exploration and discovery. Loose Parts provision has been introduced. Minor tweaks need to be put in place to facilitate more independent learning and accessibility of resources for learners. An audit of the area by the teaching and support staff and by C Devlin Education Consultancy, has shown that low level fencing is needed to further zone the outdoor learning space.

Teaching, Learning and Assessment Policies exist but have not kept pace with the progressive changes made to teaching and learning systems and plans. These are a priority for development to reflect current MINS systems and practice and the content of DE Transform Ed Framework.

The Educators

The learners are viewed as strong and capable and are supported to be as independent as they can be and to lead their own learning and exploration. Opportunities are facilitated for learners to explore resources on their own, alongside and collaboratively with others depending on the needs and engagement levels of each child.

There is a decrease in the number of penultimate aged children this academic year. Additionally, there has been the expansion of Kilronan Special School, the continuation of the Primary One SPiMS class in St Trea's Primary School and the opening of the provision of a specialist setting for these children is excellent and to be celebrated but has meant a reduction in the number of

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preschool aged children enrolled this academic year. There will be a need to revisit the 'Being Two and Three' planners so that the needs of our youngest of learners are met.

The teachers and nursery assistants are experienced, and most have been trained to support and progress learning through skilful observation and interaction, descriptive commenting, modelling and effective questioning. They use a range of approaches, blending child and adult initiated experiences and using stimuli and springboards to scaffold the learning and progress of the children. There is a need to revisit and embed a consistent observation and assessment approach across the school.

Evaluation 2a

What is the Impact of Teaching, Learning and Assessment?

Fun and laughter can be observed throughout the school.

A daily timetable is in place and well-developed routines to maximise learning opportunities.

Transitions between phases of the day are relatively smooth with tweaks needed at times.

Teachers and parents report that their children love learning in nursery school and have developed a love of outdoor learning through their nursery school experiences (observations and assessments, team meetings and parental feedback).

The children themselves and their high levels of wellbeing and engagement are testament to the effective teaching, learning and assessment systems used by the team (observations and assessments, anecdotal evidence from visitors and multiagency professionals, feedback from parents).

100% children indicated that they were happy in nursery school and attendance levels are high.

Observation and assessment data show the high levels of engagement and the progress made by the children.

SMARTER targets are set for all learners and progressed is assessed at timely intervals.

Differentiation is evident in the classroom but needs to be progressed on planning documentation. Differentiation and extension are facilitated by skilful teacher interactions and expectations, task presentation, levels of scaffolding and support and in learner outcomes. 100% parents reported that learning experiences are matched to the needs and abilities of their child (parent-teacher meetings, PLP Phase reviews and Summative parental questionnaire).

Consultation with learners and drawings and language snippets identified the positive and enjoyable learning experiences and high levels of wellbeing of the children (Learning Board to Celebrate their favourite things in nursery school- June 2024 and feedback from the children to the class teacher, analysis of pupil wellbeing data).

Evidence from team meetings and self-evaluation of curriculum audits showed that the planning system works effectively to progress the learning needs of the children.

The children's starting points and progress in their learning is documented and supported by evidence (observations and gathering information tools, assessment profiles, learning journey folders, photographic and video evidence shared on Seesaw app, learning boards etc.)

Planning for teaching and learning is available in each classroom and is annotated, evaluated, evidenced, documented and shared regularly by each teacher (See Teaching and Learning Files, Learning Boards, Seesaw app, Parent-Teacher Meetings).

The intentionality of planning for learning across the indoor and outdoor learning experiences enables children to make progress across the curriculum areas in an integrated and seamless way.

The high-quality displays and galleries of children's work highlight, document learning and celebrate the children's work and progress in their learning. This has been affirmed by feedback from visitors, parents and EA SIP and ETI District Inspector. It is evident that children take pride in their work and can show it to others around the school.

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The curriculum programme and the curriculum enrichment experiences afford extensive and well-developed learning experiences for the learners (Planners, Seesaw Learning Journeys, iCloud folders, parental feedback, MNS self-evaluation curriculum audit tools).

Feedback from external agencies e.g. EA SENEYIS, EA Sensory Service, Educational Psychology and Health Professionals indicated that our teaching and learning approaches have a significant impact on the learning and progression of the learners.

Our ETI District Inspector provided positive and encouraging feedback on the Engage Programme and the Curriculum Enrichment Experiences offered in our nursery school.

Staff commitment to raising standards is evidenced in our innovative practice and our commitment to personal and professional development with many teachers and assistants availing of development opportunities outside of their time budgets and contractual hours. An application was also made to DE for funding for a TransformED Conference and although this application was not successful on this occasion, MINS and its collaborative partners plan to run an area learning conference using the DE Funding provided by the Teacher Professional Learning Fund.

Action plans and planning tools are up to date and impacting and improving teaching and learning (Action Plans, Teaching and Planning documents)

Parents report high levels of satisfaction with the teaching and learning and the progress of their children (parent-teacher meeting records and parental questionnaires). They love the 'window into the classroom' that Seesaw provides and report that it is a great 'talking tool' at home.

There is an evidenced need to progress the language skills of children who are average and below on their attainment profiles (Teddy Talk screener and Early Language Talk Boost screener).

During the pandemic and a significant period of industrial action, the team streamlined its core work and prioritised improving classroom practice and safeguarding. As a result, Teaching, Learning and Assessment policies need to be updated to reflect the current practice across the school.

A core piece of work has been to develop the documenting of learning across the school and there are currently shared Learning boards in the hall to celebrate the work of the children and of the school. One of these is placed at child level and provides evidence of their mark-making and drawing experiences across the curriculum.

There is a 'Learning Together' tab on the MNS website. This was developed during the pandemic and is a central and accessible location for remote learning to be shared. With the integration of the Seesaw app into our daily practice, it is planned that all future teaching and learning links will be offered on this platform, making them more accessible and usable to parents to support home learning. This will create a more blended approach to teaching and learning and further connect and support families to engage in the learning experiences offered in school.

Evaluation of Impact of Provision

The resources are high quality, real, natural, open-ended and meaningful to the children. Anecdotal and observational evidence from the learners show that the provision is familiar to the children and that they are supported to try new resources and tools or to support their play and learning with familiar props and accessories.

An audit of the provision (indoors and outdoors) highlighted the need for refreshed and additional visual labelling to facilitate learner (and leader) access. Adding opportunities for reading and accessing print in different formats has also been identified as an area for action.

The provision audit also highlighted the need for further development of multicultural and digital resources to extend the playful learning experiences of the children. Curriculum access is a priority for all.

Self-evaluation of the curriculum areas and classroom observations highlighted that use of pretend and real technology to enhance learning experiences across the curriculum is inconsistent and at times undervalued by the educators. An audit of the technology available for learner use needs to be completed and staff professional development in the use of technology to support learning prioritised.

The 'boutiquing' of resources and provision for 'loose parts' play is a work in progress. The 'Loose Parts' area and the 'Gathering circle' have been identified as areas to develop (seating is rotten and 'loose parts' need to be relocated to facilitate access).

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Further opportunities for language enrichment including environmental signage, outdoor mark-making and exploration of writing and drawing tools are also areas for development.

MNS has a strong reputation for being an inclusive and nurturing nursery school which makes reasonable adjustments and provision for the needs of all learners. With the increase in the number of children at Stages 1-3 of the Code of Practice, there is a need to reassess the provision for children at Stage 2 and 3 of the code of Practice and in line with the Graduated Response Framework and Provision Map.

Evaluation of Impact of Educator Interactions

Evidence from all stakeholder sources highlights the strong relationships and nurturing approaches used by the teachers and assistants. Their knowledge of each child and the scaffolding of their learning journey has been positively documented at parent-teacher meetings, team meetings and professional development meetings. There is an identified need to add value to the learning experiences of learners who go under the radar and seek minimal adult attention as evidenced on Seesaw and observation and assessment profiles.

The team have a good, shared understanding of the pre-school curriculum and the learning to be promoted through indoor and outdoor play, daily routines, 'Together time', and 'Boost group' sessions. They listen to, observe and are responsive to the children, modelling language and encouraging communication, supporting their skills and encouraging them to grow in independence. Adult led experiences are effective and lead to progress in learning. 'Child initiated' and 'in the moment' learning needs to be more fully harnessed, with teachers and nursery assistants facilitating and enhancing the playful learning and exploration of the children with timely and effective interactions. Further work needs to be progressed on the effective use of questioning and the work of Julie Fisher on 'Interacting or Interfering'. There is a need to revisit training, to embed the 'key interactions' of the adult (identified on monthly planning) and to introduce professional peer mentoring to encourage self-reflection. This will be developed using the DE Teacher Professional Learning Fund, over the next three academic years.

The team are both experienced and skilled in their respective roles and work creatively to meet the needs of learners. The significant increase in the number of children presenting with moderate to severe and often previously unidentified learning needs has been extremely challenging with staff finding themselves having to prioritise safety and wellbeing of learners and themselves. This has been discussed at individual, team and governance level and creative solutions need to be put in place within the resourcing and financial capacity of the school. This has meant that our additional nursery assistant (above adult-child ratio) has had to be redeployed from core learning support work for all classes. There is also an identified need to revisit the roles of the Special Educational Needs coordinator / Learning support Coordinator, in line with the allocated SEND Funding and the Graduated Response Framework.

All staff make every effort to encourage the children to be involved in their learning and work extensively to build relationships with children and families. They support the children to be inclusive and respectful of others and have high expectations for the children (observations and assessment, ethos of the school commented on by stakeholders, parental questionnaires over the past three academic years).

Through self-evaluation, the nursery assistants have identified that they are at times unsure of their role in outdoor learning and this will need to be actioned going forward.

In summary, it is evident that our team have worked collectively to resource, implement and enhance the play-based curriculum that it offers using creative and innovative approaches. The needs, abilities, interests, skills and capabilities of our learners are carefully planned and provided for and parents are encouraged to get involved in their child's learning journey. The team strive for best practice for our youngest of learners and continually embrace new pedagogy and thinking that will impact on outcomes for learners. Every effort is made to get to know individual children and families and to provide high quality experiences for our learners. There is an appetite for growth amongst all staff and an excitement about the potential of the collective SEND Reform Agenda and TransformED. There is a focus on 'Making Best Practice, Common Practice' each and every day in our nursery school.

APPENDIX B

Statement 2b

Providing for the special, additional or other individual educational needs of learners

What? A rationale and analysis

From Open Day to induction and settling in, the staff are intentional in building relationships with parents, caregivers and in getting to know the children. They work hard to create an inclusive ethos and a climate of respect, involving children in playful learning and being sensitive to their needs. Most staff are trained in Solihull and nurturing approaches, and the teachers have completed Trauma Level 2 training through their 'Being Well, Doing Well' involvement. In conjunction with health and other services, the staff are keen to work to identify early additional needs, special needs and barriers that may be impacting on learning and development. A Teddy Talk tool and Early Language Talk boost tracker are used to screen for difficulties with received and expressed language. Additionally, the school will ask parents for information regarding services and agencies who are involved with their children. The Early Transformation model is built into the workings of the school as is close liaison with the health services involved with our children e.g. Health Visitor, Paediatrician, Child Development Clinic, Paediatric Autism Services, Speech and Language Therapist, Occupational Therapist, Physiotherapist and Dietitian and charity and EA based services.

Learners with Special Educational Needs

The school has a dedicated and experienced Learning Support Coordinator (LSC) who has passion and energy for the roles and responsibilities of the job. She is supported by the classroom teachers who take responsibility for the special needs of the children within their respective classes. The Learning Support Register is regularly updated and reviewed and provides an overview of the additional needs of the children (by class) under the SEND Recording Categories as per the relevant DE Circular. Children with identified medical needs that impact on their learning and development are also recorded here.

The school operates a graduated response to Special Educational Needs provision with early concerns being met and monitored by the Whole School Provision Map. Following review, it is determined whether the child should be placed on the Learning Support Register and parents are involved in this process. 'Nursery Support for Children with SEND' leaflet is shared with parents in Term 1. Appropriate leaflets and information about nursery school provision, the Code of practice, Categories and the content of the Personal Learning Plan (PLP) are shared in person with parents following the Parent-Teacher Meetings in October. The views of parents and the voice of the child (where possible) are incorporated into the plan. This PLP is the road map for Stage 1-3 Provision Mapping and expected SMARTE outcomes are set, implemented and monitored. The progress made by each child is evaluated and shared with children and parents at each phase review (usually termly) and for children with a Statement of Educational Need, the Annual Review process is used to inform future provision and planning.

The teachers have access to a dedicated 'Additional Needs' folder on Microsoft Teams, with a central Special Educational Needs file which contains the Learning Support Register (with associated templates and toolkits). Guidance documents and circulars are also available to support teachers in their work. Additionally, the teachers have a class Special Education Needs file which contains toolkits and provision maps as well as all SEND information relating to specific children at Stages 1-3 of the Code of Practice e.g. SLT, OT, Paediatric and multiagency reports, Educational Psychology reports, Statements of Special Educational Need, PLPs and Tracking Evidence and consent and referral forms. Resources for children with SEND have been developed and are available in each classroom (inventory on Microsoft Teams).

The LSC coordinates the special educational needs provision within the school. The LSR, PLPs, Statements and all other data are centrally stored on Microsoft Teams (Additional Needs Class folders) and archived at the end of the academic year. Time is allocated by the Governors (using SEND Implementation Funding) for the LSC to be released from the classroom to carry out this work. The LSC completes observations, assessments and Annual Reviews and Transfer of Placement forms using the EA online portal (with input from parents, learners, teachers, assistants for SEND and multiagency professionals).

There is a graduated response to the special education provision within the school and increasing involvement of multiagency professionals and support teams as children progress through the Stages of the Code of Practice using the provision map to guide the process.

The LSC completes regular classroom observations of the children at Stages 1-3 of the Code of Practice and provides guidance and support to teachers and assistants as well as signposting the staff to toolkits and resources which provide support.

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Small group provision is provided for children at Pre-code and Stage 1 of the Code of Practice, with more individualised and EA support provided at Stages 2 and 3.

Learners with Additional or Other Special Educational Needs

As an inclusive and welcoming nursery school with a focus on 'integration' MNS is often home to a range of newcomer, asylum seeking families and Children Looked After. These children often present with barriers to learning (such as dual language learning / trauma in early childhood, attachment and emotional regulation difficulties) that have the potential to impact on their immediate or long-term development. Data capture forms, teacher observations and sensitive discussions with parents / carers as well as the 'Getting to Know Me' information are used to capture and assess the level of need and in junction with the Principal, plans are put in place. DE Targeted funding is used to support the needs of these children.

The staff completed the Tiny Learners Award through the charity 'Tiny Life' and are trained to support the needs of children who have been born prematurely. This data is captured at the time of induction and discussed sensitively with parents. The teachers are aware of 'young for year' children and support parents in decision making around the deferral process.

Our children increasingly present with a range of medical and dietary needs. Where possible, these needs are met within the resource provision of the school and are recorded on the medical and or food intolerances registers. A central Medical Register is held as well as in class roll books and individual record folders. These registers are also available on Microsoft Teams. Medication for children and an administration record is labelled and stored in respective cupboards outside each classroom. Food intolerances and allergies are also catered for, and the relevant Special Diet form is completed for children who take school meals. There are three trained First Aiders and two trained Mental Health First Aiders on the team.

Increasingly, there are pre-school children enrolled who for various reasons have not yet achieved toileting competency. Observation and careful discussion with parents and or health visitors is used to put a plan in place for the child (see Intimate Care Policy). Our school is inclusive of these children but must balance the care needs of these children alongside the other children in the class. Where the child is developmentally not ready to achieve toileting competence, these needs are addressed via the Code of Practice.

Evaluation 2b

What is the Impact of Providing for the special, additional or other individual educational needs of learners?

The staff receive timely refresher training to support the medical needs of the children.

Staff have high expectations for all children and challenge is presented to more capable learners by provision, by expectation levels, by task, by outcome, and through the skilful interaction of adults.

The staff have an excellent rapport with children and parents, enabling them to discuss and plan for sensitive issues and concerns.

Early identification of need is prioritised through 'Getting to Know Me' booklets, data provided by and liaison with parents, input from multiagency professionals and Sure Start projects as well as the observations of the staff. The Teddy Talk Language and Early Language Talk boost screeners are used to identify early difficulties with received and expressed language. These needs are discussed at team level and a graduated response is taken to meet the level of need (see Language Screener assessments and SEND Gathering Information tools).

Small group in the form of Language Boost groups are organised to ensure that identified children are making progress with their language development.

Classroom observations and assessments and the LSR and DE school census (year on year) document a high level of need in relation to Autism Spectrum Condition. The team have completed training and have vast experience in supporting learners with an autistic profile and would like to celebrate this by completing the Autism Impact Award through the charity Autism NI.

Following observations and assessments, targets are set and actioned for each child so that they make progress with skills and competencies. There is a need to develop the model of how children progress from Pre-code through the stages of the Code of

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Practice. There is also evidenced need to review and develop the model of support for children at Stage 2 and 3 of the Code of Practice, including equitable access to Stage 2 and 3 provisions.

Additional classroom assistant support is provided where possible to target the needs of individuals and groups of learners. There is careful management of financial and human resources to ensure that additional, special and individual needs are met at Pre-Code and Stages 1 and 2 of the Code of Practice.

A wide range of environmental adjustments, reasonable adjustments and strategies are deployed to support the needs of individual learners e.g. small group support, schedules and systems, realistic expectations, visual supports, non-verbal cues, countdown cards, sensory resources, self-regulation strategies, classroom breaks, communication fans and choice boards. These are introduced to all learners to promote inclusivity and understanding and to enable peers to support each other.

An accessibility audit has been carried out in academic year 2023-24 and an accessibility plan needs to be developed.

Planned interventions are in place such as adapted learning / differentiation (by task and by outcome), additional in class support, boost group support (where staffing allows) and small group support.

There is a need to repurpose breakout spaces to make learning more meaningful and accessible for children presenting with moderate to severe learning difficulties, an autism spectrum profile or self-regulation difficulties. Time spent in these spaces with a significant and responsive adult should have a positive impact on the learner with additional or special educational needs (evidenced in the regulation levels of the child and in the engagement of the child with sensory and workstation tasks – see PLP tracking evidence and phase reviews and photos on Learning Journey on Seesaw app).

Safeguarding, SEND and Pastoral policies are in place and implemented across the school. There is a sensitive and nurturing approach taken to meet the needs of these learners.

Observation, assessment, and screening, tracking and gathering information tools are used to collate rich data which is monitored and then informs the planning and targets for these children (see whole class planning, boost group planning and PLP planning). The progress of the children is documented.

There is a graduated and timely response to learners presenting with additional and special needs. This response is monitored and reviewed, and the intensity of in-school and EA support increased / decreased commensurate with the level of need of each child and in keeping with the Graduated Response Framework. Referrals are made to interagency and EA support teams via the Request for Involvement portal and the advice and support of external agencies is sought and actioned (see EP Consultation, teacher consultations with professionals (Class SEND file). Consent forms are in evidence in SEND and individual child folders). The LSC continues to complete EA provided training on the Graduated Response Framework and seeks to progress her knowledge, skills and understanding about the implementation of Graduated Response Framework.

Each PLP is carefully planned to use SMARTE expected outcomes so that the learner takes progressive and positive steps on their learning journey. Monitoring of PLPs by the class teacher and the LSC shows that these are comprehensive and are having a positive impact on the learning and developmental needs of the child. Phase reviews are shared and signed off by parents and new expected outcomes set. With documented parental consent PLPs are shared with EP / EA SEND support services and with receiving primary schools at the time of transition. The What? So What? Now What? approach needs to be embedded into this planning process and a review of target setting on PLPs needs to be completed with the teachers. Further work is needed on training of assistants for SEND and in the shared use of PLPs and tracking tools.

The LSC and Pastoral Lead completes relevant training and, with the support of the teachers, coordinates the pastoral and special needs provision across the school. Each academic year, as per DE Circular, one School Development Day is dedicated to staff capacity building in SEND and additional needs.

The online Annual Review and Transfer process is effective in meeting the needs of learners with Statements of Educational Need, with children transferring to the P1 class (SPiMS) in Magherafelt Primary School, St Mary's Glenview or to St Treas's SPiMS class, Ballymaguigan and to Cookstown Specialist Provision. Three children with a statement of Educational Need (deferred Primary One entry) have remained at Magherafelt Integrated Nursery School for a second pre-school year.

The progress of children with additional and special needs is a testament to the dedication of the team approach to inclusion and is considered by stakeholders as a strength of our school. Each year, the Principal, in conjunction with the Governors respond to a significant number of Consultations for placement by the EA Statutory Assessment and Review Service. These are considered on a child-by-child basis according to the special educational needs outlined on each Statement. If a child's statement identifies

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'specialist placement' for the child, the Board of Governors of MINS will respond outlining reasonable adjustments that can be made but also outlining the benefits of a more specialised provision for the child. MINS is open to the establishment of a SPiMS provision in our school and has indicated their interest to EA (Nov 2024) NICIE and to Controlled Schools Unit in December 2025.

APPENDIX C

Statement 2c

Promoting health and wellbeing, safeguarding and child protection, attendance, good behaviour and discipline

What? A rationale and analysis

These are key priorities for our integrated school as we seek to support the youngest of learners on their journey towards independence. Learners are encouraged to develop healthy lifestyles, through healthy eating options, baking and cooking, physical exercise and through caring for their bodies and brains. Their emotional and physical needs are met through a carefully planned and progressive Personal, Social and Emotional, Physical Development and Movement and World around Us programme.

The wellbeing of our children is a strength of our provision, with children supported to settle into deep level play and learning. The children are taught to care for themselves and for others through a range of themes and learning experiences. They are increasingly encouraged to consider risk and danger commensurate with their level of ability and stage of development. All staff are aware of children who need additional support to ensure their safety and that of others. The staff have an excellent rapport with children and parents, enabling them to discuss and plan for concerns and sensitive issues. Activity based and individual risk assessments are used to guide the planning process.

Key events in each child's life such as moving house, the arrival of a sibling, and birthdays are celebrated in school in meaningful and child friendly ways. Sad, worrying and traumatic events in the life of the child are sensitively supported using books and puppets and chats with a supporting adult. The Principal and Designated Teacher have completed Bereavement training.

There is a shared understanding amongst the staff that all behaviour is a form of communication. MINS uses the Jenny Mosley Golden Rules to set boundaries and systems that operate across all classrooms and outdoor learning spaces. These are gradually introduced to the children and brought to life in the classroom using puppets, books, social stories, posters and role plays. The use of Google Gemini (AI) is being considered as Teacher Professional Learning strategy to support bespoke resource development is also being considered. Behavioural statements are positively framed informing children what to do and supported by social stories and AI tools. Visual supports are used to aid understanding and countdown cards and turn-taking boards are used to scaffold these skills for all learners. The teacher, together with the assistant, sets the pace and tone of expectations and positive encouragement and commenting are used to encourage and motivate learners.

Post pandemic, there is a need to monitor the attendance levels of our children. Good attendance of learners is encouraged and reporting systems are in place. Going forward, the teacher will record absences using the codes on the most recent DE Circular and will follow up with parents / carers on unreasonable or unexplained low levels of attendance. This data is collated manually (see Attendance Policy) and both the Senior Clerical Officer and the teacher will seek guidance from the Principal in relation to persistent or unexplained attendance.

The preventative curriculum is well established and delivered through the curriculum areas of PSE, Physical Development and Movement, World round Us, and The Arts. Children are taught how to lift, move and handle equipment and tools are introduced gradually to the children. Risk assessments have been developed and are available in our shared Microsoft Teams site.

Early identification of need is prioritised through 'Getting to Know Me' booklets, data provided by and in liaison with parents, input from multiagency professionals and Sure Start projects as well as the observations of the staff. These needs are discussed at team level and a graduated response is taken to meet the level of need (see Team meeting Notes, Staff Consultations with professionals and Gathering Information tools).

The Safeguarding and Child Protection policies are reviewed annually, and our policy and practice are guided by ETI Safeguarding Proforma, DE Circulars and EA guidance. A complimentary suite of policies such as Wellbeing, Intimate Care, Positive Behaviour and Anti-bullying, Collection Arrangements, Internet Use and social media, and Attendance Policy support the overarching Safeguarding Policy. Whilst everyone in our school community has a collective responsibility for the wellbeing, safety and nurture of our children, MINS has a dedicated Safeguarding Team who are trained in their respective roles as Principal and Head of Safeguarding, Designated Teacher and Deputy Designated Teacher. Two members of our team are also trained as Mental Health First Aiders as part of the Being Well, Doing Well Initiative and they provide regular check-ins for all team members.

The school has an open-door policy and parents / carers are encouraged to share any concerns that they have early so that situations do not escalate. Together, we work to find creative solutions. The school has a pastoral and inclusive ethos and is

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committed to supporting families where possible, in conjunction with multiagency supports. In the rare event that consensus cannot be reached, parents are supported to use the Complaints Procedure which is available from the school office.

The Safeguarding Team meet as needed to monitor and action pastoral information and Notes of Concern. Should the situation of a child or family escalate a graduated response is taken and timely intervention and / or referrals are made to relevant agencies e.g. Gateway Team or PSNI. Advice is sought from EA Child Protection and Support Services, and all information is documented chronologically in the centrally held Safeguarding File (stored in a locked cabinet). There is also a secure access filing system for archiving Child Protection and Safeguarding Records and storing the Complaints against Staff and Child Protection Register). This is monitored in keeping with EA Disposal of Records and Retention Schedule. If a report is required for Social Services, the class teacher will complete a report using an MINS adaptation of the Signs of Safety Model and the Designated Teacher or Head of Safeguarding will attend family support and child protection meetings where possible. MINS is an Encompass registered school, and the Head of Safeguarding completed the relevant training in academic year 2023-24.

Evaluation 2c

What is the Impact of Promoting health and wellbeing, safeguarding and child protection, attendance, good behaviour and discipline?

Safeguarding, Attendance and Wellbeing are standing items on the BoG agenda (see Agenda and Minutes of BoG Meetings – stored on Board Teams site) and are prioritised at all levels within the school. A child protection report is presented each term, and the Chair annually signs off the Child Protection and Complaints Against Staff records. The positive and trusting relationships with parents and carers is evident at the start and end of each session as well as at parent teacher meetings (100% attendance) and Stay and Play and Getting Ready to Learn events. Parental feedback is extremely complimentary about the team (see parent questionnaires June 2024, 2025). Pastoral support is often provided to carers and parents especially at difficult and transitional times.

The health and wellbeing and safety of each child is prioritised. This is evidenced in the settled and engaged play of the children (observations and assessments and parent-teacher meeting feedback) and in their behaviour. The team work consistently to promote curriculum experiences that encourage healthy lifestyles e.g. through books, physical activity, baking and cooking activities and outdoor learning and that encourage children to protect themselves e.g. saying 'stop' or 'no' and seeking help when something they don't like is done or said to them. The 3+ Health Review is facilitated on site and has a high level of uptake from parents / carers. The school staff strive to work together with health professionals to collectively support the holistic development of our children. The effective work of our school is reported on by the children and the parents (Being Well, Doing well surveys and End of Year parental feedback). Parents support us in this work and any areas brought to our attention are actioned.

The developing relationships of the children are evident in turn-taking, sharing and caring for others. The children have fun and are supported to work through and identify their emotions using self-regulation and Calm Plan strategies. The views of the children are listened to and are evidenced in positive parental feedback (parent questionnaires). The self-evaluation process reports that children are encouraged to behave well and to follow rules and routines. Concerns were raised at team meetings about the behaviour of some children with special educational needs (concerns about a child hurting self or other children and concerns about nipping and biting of staff). These real concerns were causing staff to be anxious about their work and the staff were supported to manage the children's needs. This matter was also addressed with Governors (see BoG Minutes) and with EA Statutory Assessment and Review Officer. Additional and individual risk assessments have also been put in place on occasion.

Analysis of the Being Well, Doing Well audit provided substantiative evidence that all children are happy in school and most of the children knew who to ask for help. Parents are extremely positive about the nurturing approaches of the school and are confident that needs are met and any concerns raised will be addressed.

The self-evaluation process has highlighted that policies and practices relating to these areas are working well at all levels and are in line with DE Regulations and EA guidance. The safeguarding Team is well supported by the effective guidance of EA CPSS. All records and are stored securely and can only be accessed by the Safeguarding Team.

The systems for securing gates and doors are effective and reviewed at team meetings as needed. Risk assessments of the shared campus, physical environment and access arrangements are ongoing so that risks and hazards are minimised. There is an agreed evacuation procedure in place.

APPENDIX C

Post Covid, there is evidence of poorer attendance levels. In nearly all cases, these absences are explained and reasonable and analysis of the data suggests that children may have less immunity to infection and parents may be more considerate about sending their unwell child to school. Evidence would indicate that families are more aware of 'infection control'. The PHA guidance is shared with families to support their decision making. Due to backlogged services, there has also been a rise in children attending appointments during school hours. It is our goal to improve attendance so that children have maximal opportunities to learn and progress and develop positive attitudes about coming to school.

The safety and protection of our children and families are prioritised and improvements to policy and practice are ongoing. There is a designated governor for Safeguarding and a fully trained Safeguarding Team. Annual Staff Refresher training is evidenced in the Safeguarding Folder and EA DT and DDT training is also up to date. Governor training needs to be updated especially with the Reconstitution process under way. Visuals for identifying the Safeguarding Team and reporting concern flowchart are on display at entrance points to the building and classrooms. A summary of safeguarding and other key policies is shared with parents and carers via the NI Schools app at the time of induction and is displayed at entrance points to the school and in classrooms. Key policies are available and easily accessed via the website. The associated policies are regularly reviewed according to the Schedule.

There is evidence of strong relationships between the school and with statutory agencies e.g. PSNI Community Team, CPSS, EA, CSU and Health Visitors. The school website needs to be redeveloped to include transformation to Integrated status, the Integrated Education Act. Introduction of school uniform and signage are also keys area for development in academic year 2025-26.

APPENDIX D

Statement 2d

Providing for the professional development of the team

What? A rationale and analysis

The staff are the key resource in our school and all permanent staff are well qualified and effective practitioners. All teaching staff are GTCNI registered. The staff at all levels are professional and are motivated to learn and grow together sharing their strengths and talents willingly on the team and for the progress of the children. They are committed and passionate and always strive to give of their best and are supportive of each other. We are very much a team around the child. Each staff member is flexible and can work across classes and this is a real strength of the team. The clerical, support, cleaning and caretaking staff are efficient and dedicated to the life and work of the school. The team complete mandatory annual training and refresher training at the level required for their respective roles. Additional training needs are identified at staff review meetings and staff are proactive in accessing personal and professional training opportunities (often in the evenings, on Saturdays or during school holidays). The Principal and Governors identify further training needs to meet SEND, Safeguarding and in connection with progressing the SDP and action plans. Training is shared and disseminated to the staff, or organised on Baker and School Development Days (see outline for SDDs and Baker Days and MINS operational calendar). Training is always sourced to meet the needs of cohorts of children. All training can be accessed and revisited in 'Microsoft Teams' Teacher and Team Professional Learning folders. Professional Development is integral to progressing the outcomes for learners and is increasingly organised through sharing best practice, networking with other professionals and Area Learning Communities. The team are involved in two learning partnerships – a cluster of NICIE Integrated Nursery Schools and a Pathways into Partnership Cluster. A Shared Education Cluster as part of PEACEPLUS ASPIRE was not able to be progressed in the current academic year.

Evaluation 2d

What is the Impact of Providing for the professional development of the team?

The impact of high quality and effective teaching and learning on learners is immeasurable and the team are committed to their professional development. At staff reviews, teaching and non-teaching members can talk about aspects of their work that they have enjoyed and aspects that they have found more challenging. The staff report to love their work with the children and have commented on the strength of the team in supporting each other. The dual day staff report that 'time' is a big factor to resource areas and complete planning, preparation and assessment as well as upload photos into learning journals for 52+ children, compile learning boards etc. All staff find the increasingly complex level of special educational needs learners in each class more challenging. The staff recognise their mutual strengths and weaknesses and know and support each other well.

One teacher completed a 10 module Accredited 'Certificate in Outdoor Practice' and the impact of this work on teaching, learning and provision was shared with the ETI District Inspector on her most recent visit (2023-24) and is evidenced in the planning and progress of the children.

The staff use their professional social media accounts to access training, and the Principal prioritises training requests according to the needs of the children and the focus of SDP and action plans. The EA Training Programme of Offer is also shared with staff, and they are encouraged to explore training modules that are of interest and relevance to their work. This is shared on Teams – team training folder. The team are encouraged to share their professional growth with others and shared planning and iCloud access enable teachers and assistants to share ideas for Leaders, Learning and Provision. Staff are encouraged to record details of their professional development in the Teams Professional Learning file.

Time and cost are the two biggest factors governing access to training. Links to 'EA TPL Thursdays' have also been provided, however, this is difficult for teachers to access as they are in class when many of these workshops take place. It is helpful that many of these sessions are now recorded and can be accessed at a more suitable time.

During industrial action, staff continued to attend scheduled team meetings and continued with their professional development. PRSD was only carried out with teachers progressing on the pay scale (individual teacher PRSD / EPD files). Professional development is linked to the SDP and is designed to build the capacity of the staff to meet the learning needs of the children. PRSD and classroom observation will need to be reset and there is a need to review the PRSD policy in 2025-26.

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Owing to the pandemic and industrial action, it has been difficult to embed training and formally capture and assess the impact on teaching and learning and outcomes for children, but this is an area for development. The children themselves and the comprehensive planning approaches are evidence of the professionalism of each member of staff.

The staff have embraced technology that is essential for their respective roles. The nursery assistants can navigate the Seesaw app and play music and videos from MINS YouTube, Apple Music playlists as well as being able to access emails and folders in their Teams folder. The teaching staff use their iPads to support teaching and learning and their Surface Pros to complete planning, preparation and assessments and PLPS. They also are members of Microsoft Teams and use these platforms effectively. The Senior Clerical Officer provides high levels of effective support to enable the staff to develop their digital technology portfolio and cross curricular skills. She has expressed an interest in developing a MINS mini website as a central location for learning and teaching links.

The leaders are aware of the new EdIS system and the increasing technological platform to complete all administrative tasks. As an integral and essential part of our team, the Senior Clerical Officer, who is also a qualified teacher, takes the lead in this area and is efficient and effective in her work. Together with the Principal and CAPITA, they have been progressing the digital capacity of the school, the team and the learners. There is evidenced need to develop the IT hardware and software provision and the knowledge and skills of the leaders and learners in this area. The Senior Clerical Officer has been identified as the person to take the lead on digital skills, going forward.

As a conscientious team, striving to improve outcomes for learners, it is important to take time to celebrate and embed what has been going well, before moving on to the next area for development and consolidation.

APPENDIX E

Statement 2e

Managing the attendance and promoting the health and wellbeing of the staff

What? A rationale and analysis

The school has a dedicated and motivated staff who prioritise the wellbeing of the children, often at the expense of their own wellbeing. This has been noted at all levels and Governors are aware of the goodwill and input of the staff who all give over and above their contractual requirements.

The Principal was off work for the first term in 2023-24 and other staff have been off for longer than usual periods of time. Return to work records do not attribute work related factors to these absences, however, the leaders are mindful of the impact of stress and workload on health, mental wellbeing and physical health.

Staff are making a more determined effort to prioritise their own health and wellbeing, and many have made use of the EA Healthwell Hub, engage in Pilates, running, walking, gym and other recreational activities. The team offer pastoral support to each other and enjoy spending time together when they get the opportunity.

The BoG and leaders value each team member and wish to facilitate their wellbeing within their managerial capacity.

MINS is determined to develop a wellbeing strategy for the school and has embarked on the EA Being Well, Doing Well Strategy. Team wellbeing is now a Standing Item on the agenda for Team Meetings and once per term there is a dedicated wellbeing activity with the team. There are also two dedicated Mental Health providers, who in conjunction with EA Inspire offer support and signposting to team members. Wellbeing links and hubs are shared as part of the Sway monthly newsletter which is circulated to all stakeholders.

There is a comprehensive attendance policy for the school which has recently been reviewed.

Evaluation of 2e

What is the Impact of Managing the attendance and promoting the health and wellbeing of the staff

MNS has a very conscientious staff who get on with the job and who strive to offer best practice. It is important to take time to celebrate progress and acknowledge the work that we do and the progress of our learners.

A robust self-evaluation process with all stakeholders through the 'Being Well, Doing Well' Strategy was carried out in Term 2 and 3 of academic year 2023-24. Feedback provided by parents was extremely positive and complimentary about the nurturing approaches of the staff and the excellent relationships that staff have with the children. Likewise, an analysis of the data provided by the children demonstrated that the staff are in tune with the children and that they feel cared for and know who to go to for help. The children were also positive about their friendships and most of the children were able to name key friends that they played with.

The questionnaires completed by the teaching and non-teaching staff were largely positive but there was a general feeling and acknowledgement that the mental and physical demands of the respective roles are challenging and can be overwhelming at times. The increased intensity of children with severe special needs was identified as a significant contributory factor in heightening the demands of the job. Additionally, the starting points of the children are very different to those of previous cohorts of children. There was an acceptance that support is being provided within the resources of the school and that many factors are beyond the immediate control of the school. There is additional pressure on the dual day teachers and assistants to complete planning, preparation and assessment within their non-contact time. These pressures were discussed at staff reviews and shared generically with the Board of Governors at meetings in Term 2 and 3 (see BoG minutes). A creative approach to human resources and teacher time budgets will be taken going forward. Wellbeing is now a standing item on the BoG agenda and a governor for wellbeing has been put in place.

The staff noticeboard is regularly updated, and EA wellbeing newsletter and links are provided to staff by via the Schools NI app. Staff have been made aware of their entitlement to avail of private health care (Benenden), financial incentives and the services of Inspire. Details of the EA Healthwell Hub have been shared via the Schools NI app.

The staff have a team 'WhatsApp' group for sharing quick messages and birthday celebrations and other significant life events. The Principal is the administrator for this group and the app is used sensitively and voluntarily by staff members. Significant birthdays and events of the staff are celebrated in school according to the wishes of the individual. Other personal and

APPENDIX E

professional successes and challenges are also acknowledged. A team celebration board will be introduced as a central location to share team and individual achievements.

Magherafelt Nursery School celebrated 50 years in the life and work of the school. To mark the occasion, a Celebration event was held with all current stakeholders and invited guests. Highlights of the programme included kite design workshops with the children, coffee cart and treats, celebratory lunch and cake, photographic journey of the school, a celebratory video shared on social media and on the school website and homemade keepsakes for invited guests. The event was a tremendous success and there was a lovely atmosphere throughout the day.

APPENDIX F

Statement 2f

Promoting links with parents of learners at the school and within the local community, including other schools and settings, the business community and voluntary and statutory bodies

What? A rationale and analysis

In MNS, we foster strong links with parents and carers and encourage them to participate fully in the life and work of the school through Stay and Play sessions, volunteering, sharing their expertise with the children, reading a story or sharing their interests, joining us for our Christmas Special and for our Family Picnic. Parents are also encouraged to join in with charity efforts and themed days and there are 4 parent Governors elected to serve on the BoG. The positive comments made by parents and the thoughtful cards and gifts are further evidence of the appreciation of the work that the staff of MNS with their children.

Parents are encouraged to support their children to learn through sharing the learning on the Seesaw app, staff modelling at Meet and Greet and Stay and Play Sessions, sharing book bags with their children, enrolling in workshops to meet the needs of their children and using the Learning and Curriculum Enrichment links provided by the school. They are also invited to termly parent teacher meetings and can access these by phone or in person. Transition / Progress Reports are shared at the end of the academic year. PLP Meetings and Annual Review Meetings are in person. Interpreting services are made available for those families who make a request for this service.

Parents are kept up to date with school events via newsletter, the NI Schools app and Social Media posts and the calendar on the school website. The Senior Clerical Officer is very hands on with communications.

The wide-ranging curriculum enrichment programme affords opportunities for community involvement and the staff invite many visitors, volunteers, charity groups and other professionals in to enrich the learning of the children and the community impact of the school.

There are strong links with schools in the locality and MNS is part of two cluster partnerships: Nursery Schools Partnership (seven cross locality and cross sector schools, and newly formed NICIE Nursery School Cluster. The Principal also attends the Mid Ulster Primary Principal's Meetings. This networking is starting to cascade to teacher and assistant level as the area learning communities gain impetus and create opportunities for collaborative working. MNS is a feeder school for 25+ schools in the locality and seeks to plan for smooth transitions during the months of June and September. There is a need to review and co-develop the transitions report model for the school to ensure a smooth transition for all children.

There is a need to develop and cascade the existing links at leadership level to the experiences of the children by forming effective programmes through Shared Education. A partnership was established in 2024-25 but due to a range of factors, was only able to operate for one academic year. It is hoped that new Shared Education links will be formed in readiness for academic year 2026-27.

The school has strong links with local day care providers and circulates its monthly newsletter to each setting to facilitate planning and organisation. Parents and day care providers are welcome in the school and are extremely supportive and flexible during the settling in period. Transitions are minimised where possible. There are links with local voluntary sector pre-school providers and MINS pursued these when DE funding was available.

A morning club enables parents to drop their children off between 8.30-9am for a nominal charge. Breakfast can be included at parental / carer request.

MNS has excellent links with multiagency agency professionals across EA (e.g. SIP, EP, SENEYIS, IES, SARS, Sensory Service, CPSS) educational bodies (e.g. Sure Start, NICIE, CSSC, IEF) and HSCT (SLT, OT, Paediatrics, ASD Services, Social Services, Gateway Team). The school has also connections with ECO Schools, Keep NI Beautiful, Water NI and Mid Ulster Council. Their expertise and support are invaluable to our learners and provision and add depth to the learning experiences.

The leaders seek out training opportunities from local independent consultancies and incorporate their training programmes and expertise where appropriate to develop the SDP (e.g. C Devlin Education Consultancy, Brainbox NI, Autism Solutions NI, Autism NI, Tiny Life, Action Cancer, Children's Heartbeat Trust and NI Children's Hospice).

APPENDIX F

Evaluation 2f

So What is the Impact of Promoting links with parents of learners at the school and within the local community, including other schools and settings, the business community and voluntary and statutory bodies?

Evidence from the self-evaluation process with parents and anecdotal evidence from visitors and multiagency professionals who come to the school is highly complimentary of the ethos and work of our school. They report that the learners are happy and engaged and that there is a lovely atmosphere and calm ethos (despite the large numbers of young children and children with SEND who are in the building)!

100% of parents feel that the information provided to them is supportive, timely and informative.

Many of our present and former EA and parent Governors have children who currently attend or have attended MNS, thus demonstrating the level of parental commitment and passion for our school.

The professional clusters and area learning communities are in the early stage of development with leaders networking and planning for shared events and training. This has begun to cascade to teacher and assistant level. There are Microsoft Teams sites to facilitate sharing and collaboration.

There is need to develop links with learners in other voluntary and statutory pre-school settings, and it is hoped that the combined initiatives of Shared Education, Integration, Pathways into Partnership and Standardised Provision will create opportunities for children and staff to come together.

Owing to the short session times, it proves difficult to organise trips out of school, however, this is an area to be creatively explored. An interim solution has been to infuse the learning experiences of the children within house curriculum enrichment experiences, promoting opportunities for integrated learning experiences.

MNS has supported many local initiatives (Heroes for Homes to purchase iPads for local care homes during the pandemic, Hope Foodbank, Cash for Kids Christmas Gift Appeal) and NI charities such as NI Children's Hospice through the Making of Magnus and the NI Elmer Trail, Tiny Life, Habitat for Humanity, Action Cancer, Air Ambulance and Children's Heartbeat Trust). This year's chosen charity is Autism NI which supports the development of children with an autism diagnosis. Our parents are fully supportive of our fundraising efforts as these are always linked to the developmental and learning needs of our children. One parent told the Principal how 'touched she and her family' were at last year's chosen charity as her child had directly benefitted from this charity. Donations and charity efforts are celebrated and shared with the children and the parents / carers of our school. Teaching our children to care for others is a core value of our school community.

MNS engaged extensively with stakeholders in the local community around the development of the Case for Change and Development Proposal to 'Transform' MNS to integrated status. A Comprehensive 3-year Transformation Plan was developed with EA Sectoral Support and NICIE support and the implementation plan was completed in 2024-25. With the consultation process complete, In January 2025, MNS received Ministerial approval to transform and having celebrated 50 years of Magherafelt Nursery School in June 2025, Magherafelt Integrated Nursery School began its new chapter on 1st September 2025.

APPENDIX G

Statement 2g

Promoting the effective use of ICT, including its use to support learning and teaching, continuing professional development and school leadership and management

What? A rationale and analysis

The use of ICT is a particular strength of the Senior Clerical Officer, and she has been proactive in guiding the staff to use ICT for professional development and for leadership and management tasks. The use of 'Microsoft Teams' is well embedded with teaching staff who use it for Planning, Preparation and Assessment, Personal Learning Planning, Report Writing, for accessing resources and for professional learning opportunities. Nursery Assistants can access emails and Microsoft Teams for training purposes. Minutes of meetings and meeting agendas are also collated on 'Teams'. The teachers have access to the SDS portal to access training and TPL. The iPads and Bluetooth sound boosters are used effectively to lead music and movement sessions. There is an Apple Music account and a TV licence for the school. All classrooms have access to C2k wireless and each teacher has an EA-provided Surface Pro. There are a number of class iPads and used iPad minis (repurposed from staff use as they were impractical due to screen size and storage capacity).

The Board of Governors have access to Microsoft Teams and can access circulars, documents, budget reports, agendas and minutes via this platform. There is also a Board 'WhatsApp' group for quick and efficient circulation of brief messages and the Principal as Secretary to the Board is the administrator for the group.

The school website is well developed and updated by the Senior Clerical Officer. An initial set up fee was required, and an annual service fee is applied from the provider. Facebook is used to celebrate monthly learning and other key events in the life of the school. This website home page and content will need to be updated and refreshed in line with the change of name and new school status.

Management tasks such as Staffing and Payrolls, Stocktaking, Procurement, Annual Reviews, Recruitment, TSN planner are all completed online. The Principal now has a monitor to cast from the Surface pro and there is a further provision in the staffroom provided by an IEF sponsor. There is a wireless printer connected to the hardware in the school. In Term 3 of academic year 2024-25, a Promethean Activpanel was installed in each class 'Cosy Room'. The teachers are becoming more familiar and more adept in the use of the panel to enhance learning and teaching. There are plans to further utilise the ICT expertise of the Senior Clerical Officer to develop curriculum links and to create a MINS mini website for classroom use.

The Seesaw app is used extensively as a 'window into the classroom' to enable parents and carers to share in the learning journey of their children and as a talking tool to consolidate the learning experiences of the children.

Evaluation of 2g:

What is the Impact of Promoting the effective use of ICT, including its use to support learning and teaching, continuing professional development and school leadership and management?

The investment in mini-iPads and the school website and Schools NI app have had a significant impact on the life and work of the school. Communications can be centrally managed and are more consistent and effective. The children's iPads are dated and in need of replacement. The staff mini iPads are to be repurposed for learner use and new iPads will be purchased for the staff.

The development of our 'Microsoft Teams' sites has facilitated shared working practices and collaborative opportunities for professional development and networking at inter and intra school level.

The embedding of the Seesaw app has been an asset to our provision and is warmly welcomed and widely used by parents and carers. The learning journey folder 'offers a window into the classroom' and teachers and assistants have become more skilled in capturing evidence of progress in learning and deep level engagement. Technology is extensively used to celebrate and share the learning of the children on a daily, weekly and monthly basis across all classes. Uploading is time consuming and needs to be planned for especially in the dual day classes.

APPENDIX G

The monthly videos produced by the Senior Clerical Officer at the beginning and end of each month serve both to stimulate and celebrate learning of our children (see school website and TV screen in hall for evidence). There is a need to update the television in the hall to a Promethean Activpanel, similar to that in each classroom.

The progress in teacher use of technology has been fast paced and teachers and assistants have been offered minimal training in this area. All training is on the job and is supported by the Senior Clerical Officer.

Analysis of the provision audit highlighted that there are significant strengths in our use of ICT across the school, however there is inconsistent use of digital and other technology across the curriculum by the children with the staff prioritising more hands-on approaches to learning. There is an identified need to develop this aspect of our provision for learners in a timely and progressive way using both pretend and real technology in meaningful and connected ways across the pre-school curriculum.

APPENDIX H

Requirement 3a

The school's current financial position and the use made of its financial and other resource

What? A rationale and analysis

The Approved Financial Plan has been included for reference in Appendix I.

Evaluation of 3a:

What is the Impact of the school's current financial position and the use made of its financial and other resource?

Delegated and Non-Delegated Budgets:

The school's three-year financial plan has been drawn up in consultation with EA, LMS officers, the Principal together with the Board of Governors. EA determine, monitor and review the Magherafelt Integrated Nursery School budget. The outgoing budget plan for financial year 2024-25 was approved, and MINS determined by EA as a Category 4 school (October 2025) requiring the use of surplus funding to supplement its budget allocation and to meet its financial commitments. In late October 2025 and again in 2026, EA Chief Executive wrote to the Board of Governors requiring further prudent measures to be deployed. DE are also hosting a Budgetary webinar to provide guidance to school Principals in the current public service underfunding crisis.

Careful financial management by the Governors has ensured that the school budget has not yet fallen into a deficit position, despite the pressures on the per head budget allocation. Additional and targeted pots of money have been prudently deployed, and Magherafelt Integrated Nursery School commences its first year with a relatively healthy budget, albeit reliant on surplus. Year on year, the school meets its admissions and enrolment number of 130, relying on a very small number of penultimate aged children to fill its enrolment number. In each academic year, the school has placed several target age / deferred Supernumerary children e.g. 4 children are placed above number in the current academic year. Whilst our school is keen to standardise the offer of fulltime provision for all 130 learners, in 2022, the school declined participation in a DE Funded Programme of 'Amalgamation for Standardisation' which would have reduced its overall enrolment number from 130 to 104.

The staff at Magherafelt Integrated Nursery School are the key resource and this is reflected in the budget allocated to support the teaching Principal, teachers, nursery assistants and support staff. At all times, the Board of Governors prioritise staff and pupil wellbeing and seek to ensure a higher staff-child ratio across the school than is required by DE. Staff absenteeism is low. Targeting Social Need Funding is used to employ an additional nursery assistant to target the learning and developmental needs of children from a socially disadvantaged background. The teaching Principal is now at the top of the pay scale (in line with the current ISR band of the school) although a triennial review of this ISR band is needed. MINS has an experienced staff who are all at the top of their pay scale, resulting in staff costs accounting for most of the budget allocation.

All available indoor and outdoor accommodation is used effectively and efficiently to meet the holistic learning and developmental needs of the children in MINS. The premises are secure, safe and accessible to all learners.

The school is adequately resourced and high-quality provision and teacher professional learning are prioritised by way of research led conferences and high-quality training events and learning partnerships.

The school makes efficient use of financial resource to support the provision of the curriculum – resources are organised, shared, rotated and cared for. Consumables are ordered and replaced using EA procurement contracts. As the building is relatively new (13 years old), maintenance costs are kept to a minimum. Furthermore, the Building Supervisor completes many maintenance jobs that are within his capability, further reducing the overall expenditure of the school. New resources and staff professional development opportunities are funded using additional delegated and non-delegated pots of funding such as Getting Ready to Learn, SEND Implementation, Being Well, Doing Well, Pathways into Partnership, Outdoor Learning and DE Teacher Professional Learning Fund.

LMS Funding has also been allocated to purchase a set of substantial coats for staff to engage in outdoor learning, protective staff and child aprons and protective bucket sun hats. This will be a substantial one-off expenditure.

APPENDIX H

If new partners are secured, non-delegated funding allocations such as PEACEPLUS ASPIRE will be used to plan and progress the Shared Education Programme across the school. Non-delegated funding provided by Statutory Assessment and Review Service will be used to employ additional human resource to support the classroom teacher in meeting the needs of children with a Statement of Educational Need.

Provision is regularly monitored, evaluated and reviewed in consultation with named LMS officer, the Board of Governors and the Principal who oversees the operational plan. Provision is high quality and cost effective in the longer term. Planned expenditure will be used to progress the Action Plans for our school and the Principal and Senior Clerical Officer will ensure that EA procurement procedures are followed and value for money is obtained.

MINS has benefitted from two consecutive IEF Transformation Grants totalling £5,000 and has recently been awarded an IEF Post Transformation Grant of £5,000 and a Trust 10 Grant of £2,495 to be used to purchase a sensory resource trolley. Department Funding for newly transformed schools is being used to collectively host partnerships, clusters of integrated schools and training events.

**BOARD OF GOVERNOR'S THREE YEAR FINANCIAL PLAN
PART 1 - FINANCIAL POSITION
FOR THE PERIOD:**

2025-28

**School Details**

School: **Magherafelt Nursery**
Cost Centre: **20046**
DE Reference: **311-6177**

Financial Plan 2025-28 Conditions

The information that follows constitutes the school's 3 Year Financial Plan. In order for this plan to be approved, and budgets allocated to the school, it must be signed by both the Principal and the Chair of the Board of Governors.

Boards of Governors are reminded that, while the legislation provides delegated budgets for them to deploy resources to best effect in delivering the highest possible quality of education, it gives them no authority to exceed the budget delegated to them. Boards of governors cannot spend more than they receive without the advance approval of the EA as Funding Authority, and they must not plan to do so.

If there is any planned or unplanned deviation from the Financial Plan signed by the Principal and Board of Governors, the school must inform the Education Authority at the earliest opportunity. If any deviation from the plan increases net expenditure, approval must be sought from the Education Authority in advance.

The Board of Governors bear the financial and management responsibilities in relation to the delegated budget of the school, and of the need to ensure compliance with current guidance including "Guidance on Financial and Management Arrangements for Controlled and Maintained Schools" (linked below).

The Board of Governors must also understand the need to ensure financial competence within its Board and can confirm that at least one member has undertaken appropriate financial training provided by EA (or appropriate other training provider).

[Link:- Guidance on Financial and Management Arrangements for Controlled and Maintained Schools](#)

[Link:- Common Funding Scheme](#)

Pupils & Staffing Numbers 2025-28

Category	October 2024	October 2025	October 2026	October 2027
	Prior Year	Plan Year 1	Plan Year 2	Plan Year 3
Full Time Equivalent Enrolment (excluding Spec Unit Pupils)	264.0	134.0	134.0	134.0
Planned Teaching Compliment	3.4	3.7	3.5	3.4
Planned Pupil Teacher Ratio	77.6	36.7	38.7	39.4

Budgetary Position 2025-28

Funding	Column1	2025-2026	2026-2027	2027-2028
		Plan Year 1	Plan Year 2	Plan Year 3
Aggregated Schools Budget (Common Funding Formula)		457,513	457,513	457,513
Other Delegated Funding		3,750	3,750	3,750
Split Site Funding Requested		-	-	-
Total		461,263	461,263	461,263

Planned Income & Expenditure 2025-28

Category		2025-2026	2026-2027	2027-2028
		Plan Year 1	Plan Year 2	Plan Year 3
Income		-2,084	-2,084	-2,084
Staff Costs - Teaching		282,090	277,327	276,036
Staff Costs - Non Teaching		176,669	176,669	176,669
Staff Costs - Other		7,650	7,650	7,650
Accommodation		10,368	10,368	10,368
Repairs & Maintenance		500	505	510
Operating Costs		17,298	17,471	17,646
Non Capital Purchases		10,290	10,393	10,497
Capital Expenditure		-	-	-
Net In-Year (Surplus) / Deficit		502,782	498,299	497,292

APPENDIX I

School:

Magherafelt Nursery

Forecast Surplus / Deficit Position 2025-28

As at 31st March	2025-2026	2026-2027	2027-2028
	Plan Year 1	Plan Year 2	Plan Year 3
Opening Cumulative Surplus / (Deficit)	91,490	49,971	12,934
Net In-Year Surplus / (Deficit)	-41,519	-37,036	-36,029
Closing Cumulative Surplus / (Deficit)	49,971	12,934	-23,094
% Carry Over	9%	3%	-5%

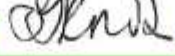
School Category

4

Financial Plan 2025-28 Declaration

The information contained within this Three Year Financial Plan reflects the Board of Governors agreed plan, which has been based on reasonable assumptions. We are aware of our duties as laid out in the Common Funding Scheme and the Guidance on Financial and Management Arrangements for Controlled and Maintained Schools.

Authorised by:

Chairperson of the Board of Governors:		SJ Knox (15.07.25)
Date:	17.06.25 @ 136th Meeting of BoG	

Principal:		LJ Whiteside
Date:	17.06.25 @ 136th Meeting of BoG	

School Comments:

MNS continues to rely on surplus funding to meet the needs of the children and to ensure the continued development of the school by way of principal release and SEND requirements. The Board of Governors have approved any additional time that the teaching principal needs to ensure the strategic and operational plans of the school especially by way of SEND transformation and Transformation to Integrated Status and in the development of a new School Development

Schools Operations (EA) Comments:



Date as per email

Dear Principal / Chair of Governors

Financial Planning 2025–2028

Thank you for submitting your school's financial plan, approved by your Board of Governors. We appreciate the continued collaboration and commitment shown by you and your Board in navigating the financial pressures facing the sector.

We acknowledge the efforts made to manage expenditure responsibly and confirm that your financial plan has received conditional approval. This approval is based on the budget allocation and the figures outlined in the signed Financial Plan. Your school has been placed in:

Category 4 (Head of Service approval) - *Schools needing to access a surplus (with a surplus balance at year end).*

Standard Conditions of Approval

To ensure ongoing financial stability and compliance, the following conditions apply:

- Governors must review the school's financial position regularly (a minimum of 4 times annually), given the current sector-wide challenges. Any material changes must be reported immediately.
- Any changes to pupil numbers, staffing levels, or financial projections that may affect the school's financial position must be reported to the EA within four weeks.
- The EA reserves the right to access minutes of Board of Governors and Finance Committee meetings, if required.

It remains crucial that we continue to work together to ensure that your school's year-end position is reflected as accurately as possible. For the EA to fulfil its statutory responsibilities to monitor, support and challenge schools in respect of financial management, you may be contacted if a significant variance from the approved plan emerges during the financial year which has not been reported.

As indicated in previous correspondence, the EA will also be reviewing the staffing decisions made by Boards of Governors. You may be invited to attend a meeting later in

the year with senior staff from the EA's Finance and Education Directorates, and CCMS where appropriate.

Additional Conditions

In addition to the standard conditions, the following applies:

- The plan is approved conditional upon the EA securing sufficient funding from the NI Centre, bidding through the Department of Education (surplus drawdown), to facilitate schools' access to surplus funds
- No new or additional commitments outside your approved plan are to be undertaken without consultation with the EA (Schools Operations Officer)

Please be assured that the EA continues to work closely with the Department of Education to advocate for the funding needs of all schools. The submission of financial plans remains a vital part of this process.

Thank you once again for your dedication to sound financial management during these challenging times.

If you have any queries, please contact your Schools Operations Officer in the first instance.

Yours faithfully

Angela Evans
Head of School Operations and Finance Service



23 October 2025

To: The Chairs of Governors and Principals of all Schools

Dear Chair and Principal

2025-26 FINANCIAL POSITION

I am writing to bring a matter of significant importance to your attention, and to request the assistance of all our school-based leaders across the education sector.

As you will be aware, the sector continues to face very significant budgetary pressures for the financial year 2025-26, and while I acknowledge the continued efforts of all school leaders to manage budgets in these circumstances, the scale of the challenge requires that we all continue to work together and share responsibility in navigating a way through the current financial challenges. We are living as a sector with the consequences of years of increasingly unmanageable funding shortfalls. The warnings about this year's budget that were made publicly by the Department and others are sadly being borne out by events.

At this juncture, EA is currently reporting a funding gap of c£300m and, unlike the position in previous years, we have been advised that no further significant funding allocations are likely to be made available to address this shortfall. We are therefore currently on a trajectory towards a significant overspend at year end. While EA and DE continue to work together in seeking to identify a range of potential strategic measures to reduce costs for the future, at an operational level the sector must demonstrate a rigorous and extensive approach to financial control that aligns with the extent of financial risk we are facing this year.

In that context, it is critical that school leaders seek to take any and all actions possible to reduce expenditure. This should include, among other issues, not proceeding with discretionary spend, minimise, as far as possible, entering into new financial commitments related to appointments, and restricting the use of substitute cover. EA will continue to make similar difficult decisions in relation to our operations.

Whilst I fully respect the autonomy Boards of Governors have been conferred under the Local Management of Schools arrangements, we cannot ignore the reality that all schools' expenditure impacts on the overall education sector financial position. Specifically, the use by schools of any accumulated surpluses is unfunded, and would be an additional pressure on the EA budget.

Therefore, I am asking you to ensure that a rigorous approach is taken to all spending decisions within your schools, and to take all reasonable steps to contain expenditure where possible. Approval to incur expenditure should only be given to the highest priority and inescapable requests.

I regret having to make this request but, given the scale of the financial pressures this year, I trust you understand that we must all play our part.

Yours sincerely

A handwritten signature in blue ink, appearing to read 'RP', is written over a light blue horizontal line.

**RICHARD PENGELLY CB
CHIEF EXECUTIVE**

"To inspire, support and challenge all our Children and Young People to be the best that they can be."

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RONNIE ARMOUR, CBE**



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Tel: 028 91 279524

Email: ronnie.armour@education-ni.gov.uk

The Chairs of Governors and Principals of all Grant-Aided Schools

13 January 2026

Dear Chair and Principal

2025-26 FINANCIAL POSITION

As you know Richard Pengelly, Chief Executive of the Education Authority (EA), wrote to you on 23 October 2025 indicating that the EA is facing significant budgetary pressures for the 2025-26 financial year. In doing so he asked you to ensure that a rigorous approach is taken to all spending decisions and to take all reasonable steps to contain expenditure where possible. He concluded that approval to incur expenditure should only be given to the highest priority and inescapable requests.

I am conscious of the very significant financial challenges you face and am grateful for the actions you have taken to comply with the Chief Executive's request. Since he wrote to you, we have now been advised of the outcome of what is known as the December Monitoring Round. A monitoring round is a process that allows the Executive to move money between departments and allocate any additional funding received from the Treasury.

In recent years, the Department has started each financial year facing significant financial pressures but has been able to achieve a balanced budget because we have delivered difficult in-year savings and have received significant additional funding as part of the monitoring round process.

In the current year we have been able to identify a range of painful cuts to offset some of our financial pressures, but unfortunately we have not received sufficient additional funding as a result of the monitoring round to allow us to close the funding gap in Education which we currently estimate to total in the region of £250m.

In writing to you I am conscious that right across the education sector colleagues are working tirelessly to reduce this figure and I want to pay tribute to the EA, Departmental colleagues, our partner organisations and each of you for the work you are doing.

As we enter the final quarter of the financial year, I cannot overestimate the financial challenge we face in seeking to address our funding gap. Failure to deliver a balanced budget in this financial year will have implications for the education sector and the wider Northern Ireland financial position in the 2026-27 financial year.

While I want to acknowledge the continued efforts of all school leaders to manage budgets in these circumstances, it is critical that school leaders continue to do everything possible to reduce expenditure further.

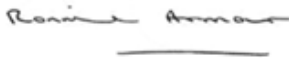
In his letter Mr Pengelly emphasised the importance of ceasing all discretionary spend, deferring entering new contractual arrangements for staff, or restricting the use of substitute cover. It is essential that you take these measures and any other measures available to you as you work to reduce your in-year expenditure further.

Both DE and EA will continue to do everything we can to address the funding gap, but we need your ongoing help to do so. I will be writing in similar terms to all our partner organisations.

In closing, I very much recognise the financial pressure school leaders are under and I regret that both the EA Chief Executive and I have had to write to you in these terms. As you will appreciate the situation we face is unprecedented. I fully appreciate that schools will be required to take difficult decisions and I want to thank you for your ongoing help and support in these challenging times for all involved in the education sector.

Thank you for your cooperation.

Yours sincerely

A handwritten signature in cursive script that reads "Ronnie Armour". Below the signature is a horizontal line.

RONNIE ARMOUR

APPENDIX M

Requirement 3b

An assessment of the school's planned use of projected resources during the period covered by the plan in support of actions to bring about improvement in standard

What?

Action Plans for academic year 2025-26 have been developed using the priority actions identified by the self-evaluation processes. The Action Plans are included in Appendix N.

Evaluation of 3b

What is the Impact of the school's current financial position, and the use made of its financial and other resource?

The in-year carry-over is being used to afford the teaching Principal time out of the classroom to complete the myriad of roles that she occupies in terms of Curriculum Lead, Learning Support Coordinator, Head of Safeguarding, Being Well, Doing Well Lead, Staff Development Lead, Secretary to the Board of Governors and Shared Education Lead, Transformation and Integrated Education Lead. At the final meeting of the Board of Governors of Magherafelt Nursery School in June 2025, the board authorised the teaching Principal to utilise whatever non-teaching days that are necessary to manage the school whilst maintaining a healthier work-life balance. The current financial plan is based around 3 days per week in academic year 2025-26. This will be reviewed as needed.

The SEND Transformation Funding (£3,750) and Preschool Inclusion Fund for academic year 2025-26 (£ 18,100) will be used to enable the LSC to complete in class observations and assessments, Gathering Information Tools and to capacity build the team to support children with SEND at Stages 1-3 using the Graduated Response Framework. The LSC will also attend Graduated Response Day 2 training and implementation and will need time to explore and embed the Local Impact Team and Request for Involvement models across the school.

With digital technology at the heart of a curriculum for all, financial resource will be used to capacity build the team through training webinars and team approaches. New iPads and interactive panels for each 'Cosy Room' will be prioritised as Magherafelt Integrated Nursery School seeks to develop the capacity of leaders and learners in the use of digital technology across the pre-school curriculum.

Getting Ready to Learn funding will be used to purchase Adventure Bears and backpacks, digital camera and resource pack for each class. This will enable learning and digital technology to be progressed and shared in the home environment and out and about in the community. Replacement book bags will also need to be purchased to replace worn and torn bags.

Using the first allocation of £1,378 (of a total of £7,500) TransformED Teacher Professional Learning Fund, Magherafelt Integrated Nursery School has planned a mini conference and follow up coaching and mentoring. This will involve the employment of two key consultants, who will work to capacity build the staff through training and team mentoring approaches in the areas of physical movement and its impact on brain development and neuroplasticity. Using School Development Days, all staff will work collaboratively to define, embed and expand these approaches for maximum impact on learning and teaching. Remaining funding will be utilised in subsequent academic years to capacity build the staff to meet the needs of learners. It is our intention that two School Development Days will be used to cluster and share 'best practice' across within and between existing networks.

APPENDIX N

Magherafelt Integrated Nursery school Action Plan 1

2025- 2026

Action Plan Generated: October 2025

Reviewed:

Key Focus:	Strategic Leadership and Management to Impact on Learners: Vision of Magherafelt Integrated Nursery School						
Baseline:	A one-year transitional school development plan has been in operation since the completion of the three-year plan in 2020-21. The School Development Planning cycle has been considerably impacted by the Covid 19 Pandemic and by a long period of Industrial Action. As the school resets usual working practices, the academic year 2024-25 was used to complete a comprehensive self-evaluation process with all stakeholders of the school and to create a new School Development Plan going forward to take effect in September 2026. Having received Ministerial approval for Transformation to Integrated status in January 2025, Magherafelt Integrated Nursery School is mindful of the review of the impact of the End-to-End Review of Education and the DE School Development Planning review process. Following reconstitution of the Board of Governors (October / November 2025), a further period of training and capacity building for new and existing governors will be needed. Together, we will work towards ensuring the strategic direction of our integrated nursery school.						
Empowering Improvement Target 1	To define, embed and expand the vision, values and ethos of our integrated nursery school in keeping with current policy drivers and Circulars such as NICIE Framework for Integrated Education, NICIE Statement of Principles, DE Transformed, DE SEND Reform, Draft Early Years Framework and ETI Empowering Improvement Framework to impact on learners, leaders and provision.						
Empowering Improvement Actions for Learners, Leaders and Provision				Monitoring & Evaluation of Empowering Improvement Actions			
Success criteria, focusing on the impact on stakeholders – children, team, parents and governors	Actions to bring about Improvement	Resource Implications External / Internal support / Costing / Meetings / Key Leads	Key dates and timescale	<i>Evidence from range of sources 1st hand evidence</i>	<i>Impact of Actions on Learning and Teaching</i>	<i>Further Actions</i>	
To redefine, develop and establish the vision, values and culture of Magherafelt Integrated Nursery School together with post 'Transformation' actions through an integrated approach	Revisit and action the self-evaluation data to create a new vision and ethos to guide forward planning	BoG Meeting and Team Meetings All stakeholders	Terms 1 – 2	Team Meeting minutes Board of Governors Minutes Self-evaluation data (2024/25)			
	Establish a uniform, new signage and website refresh Interweave vision and values on signage and website	All stakeholders, 'The Signature Works', Sunset Signs and EA Buildings Officer, EA Procurement IEF Post Transformation Grant	Term 1	Meetings between, Sunset Signs, Signature Works and principal			
	Establish and Progress NICIE Transformed Nursery Schools Cluster (5 schools)	Cluster of 5 integrated nursery schools plus EA Sectoral SIP, NICIE and IEF	Terms 1 – 3	Minutes of Meetings Cluster Meeting Agenda Microsoft Teams site			
	NICIE Integrated Framework and one day Conference Planning (DE Post Transformation Funding)	Cluster of 5 integrated nursery school principals and EA Sectoral SIP, NICIE and IEF DE Transformed Schools Funding – 3 days Subcover	Baker Day – August 2025 Annual Conference	Agenda, Conference Impact and evaluation			
	Develop a new MINS Prospectus and website refresh	Senior Clerical Officer and principal Ref: DE Circular	By Nov 2025	Magherafelt Integrated Nursery school website and site usage data			
	Review Admissions Statement and Criteria in line with IE	Board of Governors and Principal	Term 1 and 2	Board of Governors Minutes Published Admissions Criteria and Prospectus			
	Use NICIE Statement of Principles and A Framework for Integrated Education to establish core principles and priorities for MINS	Principal and teachers	School Development Day Term 2	Integrated Principles and Priorities established			
	Generate a feedback form for visitors, parents and multi-professional agencies who visit the nursery school	Principal, AI and Senior Clerical Officer	Term 2	Feedback form Link and QR code on website and in foyer			
	Working School Development Plan and Action plans that are reflective of policy drivers, integrated status and the	Principal and Governors	By end of Term 2	Post-transformation actions integrated into SDP and Action Plans			

APPENDIX N

Magherafelt Integrated Nursery school Action Plan 1

2025- 2026

Action Plan Generated: October 2025

Reviewed:

	current context of the nursery school			<p>Training Videos on School Development Service Portal and EA Record of Governor training</p> <p>Stakeholder engagement with draft SDP</p> <p>Microsoft Teams folder containing SDP documents</p> <p>School Development Plan ratified and available on school website by April 2026</p>					
To enhance and reconstitute MINS Board of Governors.	Determine governance representations and roles in relation to the newly reconstituted board format	Principal, EA and members of Board of Governors	June 2025 – November 2025	All members consulted with and allocated to new roles					
	Establish new board members with an increase from 8 to 14	Principal, Senior Clerical Officer and EA	Term 1 and 2	Two additional parent governors to be sourced and ratified by EA - One parent ratified in Jan 2026 Form of Acceptance					
	Support and encourage governors to attend mandatory and optional training	EA and Secretary to Board of Governors	Terms 1-3	BoG accessing pertinent documents including circulars, consultations and team meetings					
	Embed the use of the BoG Teams site and the renewed MINS vision of 'Exploring, Learning and Celebrating Together'	All Governors	Terms 2 and 3						
	Governor attendance at key nursery school events	Representation of governance	Jan 2026						
To develop the leadership skills of the teaching principal and the teachers in line with the principles of Early and Integrated Education and DE key policy drivers	Principal to complete Early Education Leadership with Paula Lester - October 2025- November 2025.	Principal 4 x 2 hour sessions / week plus post programme evaluation	Term 1	Completion of course and embedding leadership approaches and strategies into practice					
	Application to EA by principal for Accredited Leadership Programme (AEOA)	Initial approval granted and participation deferred by AOEAs and EA until Term 3 6-month accredited programme Subcover to release Principal from class	Deferred until Term 3 in conjunction with EA	Emails and documentation Case Study application completed by June 2026					
	Attendance and Networking at APTIS Leadership Events	Principal – 2 day conference Mini Conference	March 2026 Term 3	Leadership Keynotes and Workshops Networking with leaders in Integrated education					
	Completion of Monitoring and Evaluating in relation to IE 'Transformation'	Principal with EA Sectoral Support SIP, NICIE Development Officer	Termly	Agreed actions and approaches					
	Engage in mentoring with NICIE Principal Mentor	Principal with NICIE Principal Mentor Attend NICIE Excellence in IE Award Dissemination: Best Practice	Pastoral and introductory visit – Feb 2026 and April 2026 March 2026	Effective IE Agreed actions and approaches					
			TransformED Day 1 May 2026	Action Plan for 2026-27					

APPENDIX N

Magherafelt Integrated Nursery school Action Plan 1

2025- 2026

Action Plan Generated: October 2025

Reviewed:

	Engagement with EA Controlled Schools Unit (CSU) with regard to Leadership Walk	Principal and CSU							
	Leadership Walk – creating a Culture of Inclusion for Impact on Learners	2 Leadership Walks with Nursery Principals in MINS 3 days subcover provided by EA CSU	May 2026						
	Teacher workshop on Action Planning for Improvement	EA SIP and teachers	May 2026						

APPENDIX N

Magherafelt Nursery School Action Plan 2

2025-26

Action Plan Generated: October 2025

Reviewed:

Key Focus:	Planning, Teaching and Assessment for High Quality Impact and Outcomes for Learners						
Baseline:	<p>There is an identified need to explore the effectiveness of the 'continuous and enhanced provision' including technology of all types within each classroom as well as the key interactions of the adults to impact on successful and holistic outcomes for learners. All classrooms have equal access to 'centralised and core' resources and provision. An inventory of resource provision is available on 'Teams' and all resources are labelled, organised and accessible in centralised storage areas. All teachers have access to both a Surface Pro and an iPad and the nursery assistants have the use of an iPad. Teachers currently use the Surface Pro mostly for Planning and Assessment, Teacher Professional Learning, Preparing Reports and accessing Microsoft Teams shared folders. The staff iPads are mainly used to facilitate teaching and learning across the curriculum and have access to iPhoto, Seesaw, Apple Music playlists and MINS YouTube playlists.</p> <p>Whilst a Promethean Interactive Panel has been installed in the 'Cosy Room' adjacent to each classroom pretend and real technology provision across the school needs an update. Additionally, there are 10 iPads for use by the children across 3 classrooms, some of which are very old and are not used extensively for teaching and learning. The interactive component of the plasma screens in each classroom no longer functions and the software systems can no longer be updated- these will be systematically removed during academic year 2025-26. An audit of the technology provision has been completed and areas for development identified. The Wi-Fi has recently been upgraded, and the Senior Clerical officer (also a qualified teacher) is completing relevant certified ICT courses. The staff have identified a need to embed 'skilful and meaningful interactions' and to develop their capacity to use 'purposeful provision and technology' more effectively to support and enhance the teaching and learning experiences of the children.</p>						
Empowering Improvement Target 2:	The children's learning will be maximised by explorative, playful, progressive and holistic pre-school curricular experiences making use of enriched and purposeful provision and technology and infused with high quality and skilful educator interactions.						
Empowering Improvement Actions for Learners, Provision and Leaders				Monitoring & Evaluation of Empowering Improvement Actions			
Success criteria, focusing on the impact on stakeholders - children, staff, parents and governors	Actions Leading to Improvement	Resource Implications External / Internal support / Costing / Timing / Key Leads	Key dates and timescale	<i>Evidence from range of sources 1st hand evidence</i>	<i>Impact on Learning and Teaching</i>	<i>Further Actions</i>	
Learners will have the opportunity to explore and learn in a holistic and interconnected way through playful, enriched and progressive learning experiences and supported by relevant provision and by the skilful and meaningful interaction of educators.	Team Professional Development: 'Interacting or Interfering' when children are learning	Early Childhood Education Conference Principal, teachers, nursery assistants and assistants for children with SEND Cost: £1,000 for all teaching and support staff	Baker Day August 2025	PRSD and EPD Actions and Observations Keynotes and Presentation Notes High quality interactions and provision across the pre-school curriculum and ETI 9 contributory areas			
	Best Practice: Mentoring in meaningful interaction for impact on learning	Facilitated by C Devlin Education Consultancy Cost: £600 – one day professional visit and team mentoring and Team Meeting	School Development Day 1 03/12/25	Feedback and Action from C Devlin Early Education Consultancy Team Meeting Notes			
	Skilful and Meaningful Interactions identified on Monthly Planning: Sept – June and shared at teacher / assistant meetings	Teachers and nursery assistants	Term 1- 3	Medium Term Planners Video / photographic evidence of skilful interactions Planning together at teacher / assistant meetings			
	Teacher to engage in TPL - 'Creativity through Clay and Woodwork' in the curriculum	Teacher: LMcG Nursery assistant: LG Cost: £290 + subcover (DE TPL Fund)	TPL Day 10.11.25	Team Meeting Minutes Shared iCloud Folder			
	Disseminate training workshop on deep level learning through clay	Teachers and nursery assistants	Team Meeting 18.02.26	Presentation Notes on Microsoft Teams			
	Disseminate training workshop on deep level learning through woodwork	Teachers and nursery assistants	TransformED Day 1 April	Presentation Notes on Microsoft Teams			

APPENDIX N

Magherafelt Nursery School Action Plan 2		2025-26		Action Plan Generated: October 2025	Reviewed:			
	Woodwork skills workshops with the children	Building Supervisor, teacher and nursery assistant	Workshops 1-4 20.04.26, 27.04.26, 11.05.26, 18.05.26	Evidence of woodwork and clay in practice with the children Photographic evidence on Seesaw and iPhoto				
The 'Digital Skills' of learners across the pre-school curriculum will be enhanced through meaningful learning experiences and using appropriate technology. With support from attuned adults.	Teacher TPL: EA EA TPL: Just 2 Easy Google Educator Level 1 and 2 Adobe Creative Educator Level 1 and 2 Google Gemini	Senior Clerical Officer Dissemination to Team	Baker Days and Term 1 and 2	Certified Courses Sharing of training at team meetings Workload reduction and shared resources MINS Mini website Curriculum Enrichment Links on Seesaw				
	Online Promethean Active Panel Training and EA TPL webinar: Effective Use of ICT in the nursery school	Senior Clerical Officer Teachers and assistants Promethean Support Training	Team Meetings Directed Time Term 1					
	Disseminate training 'Using Technology in the Classroom' delivered by Claire Devlin	Teachers and Principal	Team Meeting Nov 2024	'Using Technology in the Classroom' and 'Using the Digital Camera' shared on Teams TPL				
	Create an Inventory of pretend and real technology	Principal and teachers	Ongoing	Inventory available on Teams Teaching and Learning Resources				
	Remove, Repurpose or Requisition technology as needed to enhance teaching and learning using IT	LMS: £6,000 allocated for resource expenditure in LMS budget including interactive screen for hall and 10 new iPads	Terms 1-3	Mini iPads repurposed for children's use 10 iPads and multi-purpose cases requisitioned 1 interactive Promethean panel requisitioned for the 'Big Hall'				
	Children will be supported to use a range of technology to explore their school learning environment	Teachers and nursery assistants Planning Meetings Peer Mentoring	Terms 1-3	Photographic evidence pf learner use of technology Seesaw Learning Journey folders Digital skills of the children iCloud folder: Our Journey with Digital Skills and Technology				
	Requisition 6 Adventure Bear back packs each with a digital camera	Teachers, nursery assistants Children and parents GRTL Fund	Term 2	Children using photographic evidence to talk about Adventure Bear's experiences				
	Research Led Workshop on 'Negative Health Impact of the use of technology and Smart Phones' with young children	Team Meeting Workshop Parent/Carer Workshop – morning classes and afternoon class	Term 2/3 Term 3					
Learners will experience a wider range of songs, rhymes, video clips and connected learning experiences across the pre-school curriculum and be supported in their learning journey	MINS YouTube playlists to be enhanced and used to enhance teaching and learning	Senior Clerical Officer Teachers	Terms 1-3	Shared on 'Learning Together' Page of the School Website				
	MINS Apple Music playlists to be developed for each month and used to enhance teaching and learning	Teachers and nursery assistants as Part of Planning, Preparation and Assessment	Terms 1-3 Terms 1 -3	Weekly Planning Notes and Boost Group Planners				

APPENDIX N

Magherafelt Nursery School Action Plan 2		2025-26	Action Plan Generated: October 2025		Reviewed:			
	Curriculum Enrichment Links for parents / carers to support and enhance learning at home	Principal and Senior Clerical Officer Directed Time allocated for development of these	Monthly	Live links and curriculum enrichment information shared with parents on Seesaw Feedback at Parent Teacher Meetings on impact				
	Generate a MINS website for use on iPads and interactive panels	Senior Clerical Office / Teacher	Ongoing	MINS Website available on teacher iPads and Interactive panels and used to support teaching and learning				

Key Focus:	Learner Centred Provision and Embedding a Culture of Integration, Inclusion and Accessibility						
Baseline:	<p>The Learning Support Coordinator (LSC) in the school is responsible for updating and reviewing the Learning Support Register and providing professional support to the teachers, nursery assistants and assistants for children with identified SEND. DE SEND Reform Agenda, MINS SEN/D policy, EA Graduated Response Framework and MINS Provision Map guides and supports the Special Needs provision in the school. The Learning Support Coordinator has completed EA Graduated Response Framework (GFR) Day One and teaching and support staff have previously completed Refresher Training in the Solihull approach, as well as Level one Trauma Training. The teachers plan effectively to ensure that all children in the school make progress in their learning from their starting point in September. A combination of a 'Getting to Know Me' booklet completed by parents / carers, teacher observations and assessments during 'Settling in,' 'Teddy Talk' screening tool and transition information provided by previous settings, Statements of Educational Need and reports by multi-agency professionals are used to identify the additional and / special learning and developmental needs of the children in each class.</p> <p>There are currently five children with a Statement of Educational Need who receive Stage 3 EA SARS support, (in the categories of Profound Hearing Loss, Moderate to Severe Learning Difficulties, Global Developmental Delay, Multi-sensory Impairment as well as Social, Emotional and Behavioural Difficulties). Additionally, a significant number of children are presenting with Language, Communication and Social Interaction Needs as well as a significant number of children with Autism Spectrum Condition (ASC) or awaiting assessment for ASC. There are other children presenting with physical developmental delays, emotional regulation difficulties and a significant number of children for whom English is an additional language and a large of children who have been identified as having moderate to severe expressed language delay.</p> <p>Self-evaluation processes have highlighted the need to strategically manage the SEND provision within the nursery school to ensure there is capacity within the team and an appropriate allocation to SEND resource. MINS receives an annual LMS Budget allocation of £3,750 to supplement and embed SEND provision. Additionally, in this academic year, a SEND Pre-School Inclusion Fund of £18,100 has been allocated to support and enhance SEND provision across all five classes. A budget allocation for Targeting Social Need is also available in each academic year. Input from Educational Psychology and Local Impact Teams needs to be interwoven in addition to guidance and support from EA Sectoral Support and NICIE.</p>						
Empowering Improvement Target 2:	Learners with additional and / special needs or barriers to learning will experience a culture and curriculum of integration, inclusion and accessibility in both indoor and outdoor learning environments.						
Empowering Improvement Actions for Learners, Leaders and Provision				Monitoring & Evaluation of Empowering Improvement Actions			
Success criteria, focusing on the impact on stakeholders - the children, team, parents and governors	Actions to bring about improvement	Resource Implications External / Internal support / Costing / Meetings / Key Leads	Key dates and timescale	Evidence from range of sources 1st hand evidence	Impact on Learning and Teaching	Further Actions	
Learners will have opportunities to learn across the pre-school curriculum in an inclusive, accessible visually supportive, verbal and non-verbal language rich environment.	<p>Autism NI 3-hour training – creating an inclusive classroom</p> <p>Compile Action Plan and evidence for Autism Impact Award</p> <p>Routines displayed visually and broken into steps for success</p> <p>Early Language Talk Boost Tracker (Term 2) and language boost groups</p> <p>Children with barriers to learning (EAL, Language delay, Emotional and Wellbeing difficulties, Attention and Listening Difficulties or SEN) will be identified and supported through individual and small group language intervention programmes and multisensory resources</p> <p>One nursery assistant for SEND to complete BSL Level 1 and one assistant to complete BSL Level 2</p>	<p>Teachers and Nursery assistants and assistants with SEND specialism</p> <p>Teacher and Learning Support Coordinator</p> <p>Teachers and Nursery Assistants Senior Clerical Officer</p> <p>LSC, teachers and Veronique Murray – teacher 30 days subcover</p> <p>Teachers and assistants (resource provision supported by the Senior Clerical Officer)</p> <p>EA BSL Classes – weekly</p>	<p>Baker Day – August 2025</p> <p>Terms 1 and 2</p> <p>PPA</p> <p>Term 1 and 2 Together Time Boost Groups – 3 sessions per week for 10 weeks</p> <p>SARS Allocation of hours for SEND support</p>	<p>Completed Autism NI action plan and evidence. Autism Impact Award.</p> <p>Inclusive and adaptive teaching identified on medium-term planners</p> <p>Visual routines, systems and resources displayed at child level in classrooms and outdoors.</p> <p>Monthly Planners Curriculum Enrichment Planning On Teams Teaching and Learning Planning and Evaluations</p> <p>Early Language Talk Boost Tracker and Assessment data – all classes 10-week programme plan</p> <p>Observations and Assessments of the Children</p> <p>Language Enrichment opportunities (verbal, non-verbal and textual) identified on curriculum Enrichment Planners</p> <p>Photographic Evidence</p>	<p>Assistant completed Term 1 of BSL Level 2 Training but found the course content not relevant for pre-school and presenter was not accommodating or encouraging (EA organised)</p>		

APPENDIX N

Magherafelt Integrated Nursery School Action Plan 3

2025 -2026

Action Plan Generated: November 2025

Reviewed:

	BSL modelled in the classroom by nursery assistants	Assistants with SEND specialism – GI and SM		Verbal, non-verbal language and BSL used by the children in interactions and during play PLP and Tracking Evidence iCloud Learning Through Language Enrichment folder						
Individual learners will be supported by skilled practitioners to learn to their full capacity within their pre-school (and or penultimate year).	LSC to complete EA Graduated Response Training Day 2 and cascade training and best practice to the team	LSC – Term 1	Term 1	Microsoft Teams 'Team' Operational Calendar	Individualised / group programmes aimed at meeting the needs of each child will be made as a result of knowledge of the needs.					
	Familiarisation with the revised GRF flowcharts and the EA SEND Support and Contact form Pages	LSC and Teachers	Term 2 Team Meetings and School Development Day 3 – SEND Implementation	Graduated Response Framework Manual available on Teams and in hard copy Teachers successfully using the GRF and MINS Provision Map GRF Meeting Notes Updates on PLPs	Children who need visual schedules to access the nursery curriculum will have their own programmes.					
	Capacity Building Complete training on the use of the RFI portal and sharing of best practice with teachers in relation to RFI referrals to EP and EA Local Impact Teams	LSC and teachers EP and Local Impact Teams	Terms 1 -3	PPA Time	Actioned referrals with impact on learners	RFI programme in place meeting individual and group needs				
	Complete training on the use of EA Connect for request for Statutory Assessments	LSC	SEND Implementation Funding		Microsoft Teams SEND Folder Microsoft Teams Learner Additional Needs Folder					Achieved
	Use EA GRF and PLP support tools to complete SMARTER outcomes and actions on PLPs	LSC and teachers	PPA Time 2.5-hour time allocation for initial PLP generation plus ½ termly phase reviews		Effective use of GRF, Provision Map and PLP to support learners with SEND					Partially Achieved
	LSC will provide in class support and disseminate best practice in identifying and supporting children with Special Educational Needs	LSC together with teachers, nursery assistants and assistants for children with SEND			Effective use of Gathering Information tools and PLP trackers and phase reviews (shared with parents).					Not Achieved
	Nursery Assistant will complete Level 3 Accredited qualification in Provision for children with SEND and Middletown Autism Centre training in Sensory Processing	Nursery Assistant: G McC Funded by DE SEND Reform Capacity Building Programme 1 day course	April – June Jan 2026		Completion of Accredited course and celebration of same Certificate of Completion and impact of learning on learners – See Seesaw Individual Learning Journey folders and PLP tracker tools					
Learners with identified SEND (Stages 1-3) will be supported in a suitably adapted and accessible learning environment.	Audit of SEND provision	Teachers and LSC	Term 1	Provision based in 'The Hive' and 'The Nook'						
	Restructure provision to create a sensory room and a breakout space conducive to small group and individual work			Photographic evidence of adaptive teaching and inclusion						
	Good practice visit to Specialist Provision in Mainstream School Early Years / Pre-School setting	LSC and nursery assistant with SEND specialism	Term 2 / 3							
Requisition and integrate the use of a sensory resource trolley for	LSC and Nursery assistant with SEND specialism – Learning Space / Creative Activity NI		Term 2 / 3							

APPENDIX N

Magherafelt Integrated Nursery School Action Plan 3			2025 -2026	Action Plan Generated: November 2025		Reviewed:		
	multi-sensory stimulation / regulation Continue to explore possibility of Specialist SEND Provision going forward for MINS	IEF Grant of £2, 495 Minutes of Board of Governor Meetings Consultations with EA	Term 2 and 3					

APPENDIX N

Magherafelt Integrated Nursery School Action Plan 4

2025 -2026

Action Plan Generated: November 2025

Reviewed:

Key Focus:	Integration						
Baseline:	<p>Magherafelt Nursery School had been working towards ‘Transformation’ for three years and was granted Controlled Integrated status effective from 1st September 2025. Post-transformation, Magherafelt Integrated Nursery School, has been awarded £5,000 by Integrated Education Fund (IEF) to embed integration across the school. Additionally, DE have allocated three sub cover days for post-transformation collaboration. Several key strategic and operational actions must be progressed to facilitate a smooth transition to Integrated status. An Integrated Nursery School Cluster has been established and will seek to meet on a termly basis. With our new school vision of ‘Exploring, Learning and Celebrating Together,’ we will need to work together to expand and embed our shared vision and values and to celebrate with an official school opening event.</p> <p>The governors and staff have completed familiarisation workshops in relation to integrated approaches. All teachers and nursery assistants have completed one-day anti-bias training in academic year 2024-25 and the principal has completed NICIE 3-day anti-bias training. There is a need to cascade this deeper level training to all teaching staff. The teaching and support staff audits showed that whilst being more ‘intentional’ in the promotion of integration and inclusivity within the teaching and learning experiences and provision, the team need to further progress and embed inclusive and integrated practice within the pre-school curriculum and provision.</p>						
Empowering Improvement Target 2:	The children will explore, experience and celebrate change and diversity and develop an understanding of what ‘integrated’ education means for them.						
Empowering Improvement Actions for Learners, Leaders and Provision				Monitoring & Evaluation of Empowering Improvement Actions			
Success criteria, focusing on the impact on stakeholders - the children, team, parents and governors	Actions to bring about improvement	Resource Implications External / Internal support / Costing / Meetings / Key Leads	Key dates and timescale	Evidence from range of sources 1st hand evidence	Impact on Learning and Teaching	Further Actions	
Through the Curriculum for All, the children will explore and experience diversity in their school and wider community including festivals, events, and cultures from around the world.	Capacity Building of the team: New vision, values and mission statement shared on communications and interwoven in the fabric of the school	Principal and NICIE Principal and Senior Clerical Officer and team	Terms 1-3 Term 1 and 2	New signage on campus and banners around school Ethos lived out in the nursery school			Achieved Partially Achieved Not Achieved
	Teacher to complete 3-day Anti-bias training facilitated by NICIE	Teacher: L McGill and NICIE	January 2026	Course Certificate			
	EPD teacher to attend NICIE: teachers New to Integrated Education	Teacher: C McKee and NICIE	March 2026	Course completion and sharing key information at team meeting			
	Principal to attend NICIE: Conflict Resolution Training	Principal: L Whiteside and NICIE DE Transformation Fund	Late Term 2 and Term 3	Course completion and dissemination to team			
	Explore NICIE Framework for Integrated education and EA Toolkit for Diversity to enhance cultural and social inclusion and integrate into planning and programme development	School Development Day 3 and Team Meetings IEF Grant £ 5,000	Terms 1-3	Develop priorities across the Statement of Principles and framework Monitoring report for Grant Expenditure Private School Fund and Oracle Accounts monitoring			
	Develop a school calendar of events to be celebrated with our diverse enrolment of families and children.	Teachers	Terms 1- 3	Calendar of cultural and religious festivals to be shared on Teams Curriculum Enrichment Planners with live links shared on Seesaw			
	Further develop books and provision that are reflective of diversity in our indoor and outdoor learning environments	Scholastic books account	Term 2	Wider ranger of inclusive books and books that represent different families and identities as well as cultures and festivals.			
	Requisition replacement book bags with new school logo.	GRTL funding £1,800	Term 2 and 3	Book bags available and set up ready for September 2026			
	Build relationships with settings in the locality – St. Patrick’s New Row, Castledawson Primary School, Magherafelt Primary School SPiMs	World Book Day – children and staff from local Controlled PS ‘Musicathon’ with Maintained PS Explore new Shared Education partners	Term 3	The learners Seesaw Learning Journey Facebook monthly video post Reflections of the children			

APPENDIX N

Magherafelt Integrated Nursery School Action Plan 4		2025 -2026	Action Plan Generated: November 2025	Reviewed:				
	<p>classes and Kiddies Castle Early Years Playgroup, Castledawson.</p> <p>Review and progress transition programme to ensure that receiving school, learners and parents /carers are prepared for change to Year 1 and compulsory education.</p>	Receiving principals, teachers and LSCs		Transition schedule in place				
Leaders will be supported to define and expand their approaches to integrated Status by partnering with other integrated schools and support bodies.	<p>Form a collaboration of the five 'Transformed' Integrated Nursery Schools.</p> <p>Organise a conference for teachers, nursery assistants and assistants for SEND.</p> <p>Develop extended links with APTIS 2-day Leadership Conference.</p> <p>New MINS signage to be developed and installed with EA approval</p> <p>Website Refresh</p> <p>Prospectus and Admissions Criteria Refresh</p> <p>Open Day – Sharing of Good Practice in the Community</p> <p>Staff will hold at least one event, which will celebrate our integrated status and bringing people together:</p> <p>Family Picnic Networking Lunch Tree Planting and Official Opening Celebratory cake Press Release</p>	<p>Principals to meet and plan conference</p> <p>DE Funding to cover cost of presenter EA Sectoral Support NICIE Development Officers IEF Funding for venue</p> <p>Principal @ Galgorm Resort Chameleon Consultancy Funded by IEF Grant</p> <p>Principal, BoG Sunset Signs Cost covered by IEF Grant and MINS LMS account</p> <p>School Web Design, Senior Clerical Officer and Principal</p> <p>Senior Clerical Officer, Principal and BoG</p> <p>All staff and new families, BoG representation</p> <p>All MINS stakeholders Sectoral support officers, EA, CSU, CSSC, NICIE, IEF and DE</p> <p>Principal, BoG and Senior Clerical Officer</p>	<p>Baker Day, August, 2026</p> <p>March 2026</p> <p>Terms 1 and 2</p> <p>Terms 1 and 2</p> <p>Term 1 and 2</p> <p>January 2026</p> <p>June 2026</p> <p>June 2026</p>	<p>Microsoft Teams site for Nursery Principals' Cluster Minutes of Cluster Meetings</p> <p>Successful conference attended by all five schools Lego creations to represent integration – see iPad camera roll</p> <p>Principal embedding leadership approaches into daily work</p> <p>Signage brief, design and costings Signage installed</p> <p>Stakeholders accessing the new website Website monitoring</p> <p>Key information about Vision, Ethos and Values included on website and in MINS School Prospectus</p> <p>Record of bookings and attendance of families at Open Day</p> <p>Family Picnic event feedback Video of event shared on school website</p> <p>Attendance at event and evidence of integration of children and families</p> <p>Social media posts and press release</p>				

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Whole School Calendar of Events, Action Plans for Improvement and Operational Plans (Shared on Microsoft Teams)

Priorities for Improvement - Progressing Our Learners					
2025-26	Other Info	2026-27	Other Info	2027-28	Other Info
Embedding our integrated vision, values and ethos with individual learning journeys – vision board in each classroom.	Teachers and children	Expanding and celebrating our vision, values and ethos.	All stakeholders	Evaluation of vision, values and ethos statements in readiness for new SDP.	All stakeholders
Develop and define integration into the curriculum.	Teachers and assistants	Expand integration in the curriculum.	Teachers and assistants.	Embed integration in the curriculum.	Teachers and assistants.
Streamline planning and progression across the pre-school curriculum including Springboards to Learning, Curriculum Enrichment, medium- and short-term planning.	Principal and teachers	Develop learning and teaching policies in line with TransformED and 0-6 Framework.	Teachers	Evaluation of observation and assessment data together with TSN, wellbeing and engagement levels.	Teachers
Teacher Professional Learning opportunities through DE TPL Funding – Digital Skills, Skilful Adult Interactions,	Teachers and Assistants	Teacher Professional Learning opportunities through DE TPL Funding – Sensory Integration.	Principal and teachers	Teacher Professional Learning opportunities through DE TPL Funding.	Principal and Teachers
Expand use of SEND Graduated Response Framework to ensure maximum outcomes for learners at all stages of Code of Practice.	LSC and Teachers	SEND Reform Implementation.	LSC	SEND Reform Implementation.	LSC
Become familiar with and use Request for Involvement processes including reviewed Educational Psychology processes and Local Impact Teams.	LSC	Embed use of SEND Graduated Response Framework to ensure maximum outcomes for learners at all stages of Code of Practice.	LSC and teachers	Explore impact of child health as part of the Early Learning and Childcare Strategy.	Principal
Impact of brain development research on physical movement and sensory integration across the pre-school curriculum.	LSC, Teachers and Assistants	Embedding the RFI Framework into MINS Provision Map.	Teachers		
Develop and define holistic wellbeing of our learners – BSL, Autism NI Impact Award and inclusive classroom approaches.	Teachers and assistants	Embedding the voice of our learners into the curriculum and enrichment experience planning tools.	Teachers		
		Expand and embed holistic wellbeing of our learners – inclusive classroom approaches.	Teachers and assistants		

Ref: DE Every School a Good School and ETI Empowering Improvement Inspection Framework

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Expand and embed inclusive and integrated learning experiences into the curriculum using anti-bias approaches and resources.	Teachers and assistants	Embed and refine curriculum enrichment experiences.	Teachers and assistants	Embed and refine curriculum enrichment experiences.	Teachers and assistants
Develop home learning opportunities using monthly curriculum enrichment experiences including live and thematic links.	Teachers and assistants	Develop home learning and integrated learning opportunities by expanding home -school involvement through ‘Adventure Bear’ resources.	Teachers and assistants	Evaluate and explore home learning opportunities and parent support programmes.	Teachers and assistants
Priorities for Improvement - Progressing Our Leaders					
Board of Governors reconstitution and induction training.	Governors	Governors to take on greater strategic responsibility.	Principal and Teachers	Self-evaluation tools with leaders, learners and parents / carers. Develop a new School Development Plan.	Principal and Teachers
Safeguarding and EA mandatory training.	Principal and Teachers				
Foster links with Controlled Schools Unit, IEF and NICIE	Principal	Embed links with Controlled Schools Unit and NICIE	Principal and Teachers	Safeguarding and EA mandatory training.	Principal and Teachers
Policy to Practice Review as per Schedule	Principal	Safeguarding and EA mandatory training.	Principal and Teachers	Policy to Practice Review as per Schedule.	Principal
Early Years Leadership and Management Course	Principal	Policy to Practice Review as per Schedule.	LSC and Teachers		
Application for Accredited Leadership Programme funded by TransformED.		Embed leadership capacity with the team.			
Explore leadership capacity within the team.	LSC and Teachers	SEND Reform and Transformation.		SEND Reform and Transformation.	LSC and Teachers
SEND Transformation Training – Graduated Response Framework Day 2 (Facilitated by EA).		Expand interactions into planning and practice. Define and develop sensory processing into planning.	TransformED TPL Fund	Embed interactions into planning and practice. Expand and embed sensory processing into planning.	
Explore pedagogical approaches to meaningful connections and interactions with children – Julie Fisher – Early Education Conference.	Principal, teachers and assistants		District Inspector, teachers and principal		Principal and teachers
Define and expand a nurturing and mentoring approach to professional development.	TransformED TPL Fund	Expand and embed a nurturing and mentoring approach through journaling and self-reflection.			

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Reintroduce PRSD to impact on pedagogy and practice.	<i>Principal and teachers</i>	Define and expand the ETI Empowering Improvement Framework by engaging with District Inspector.	<i>District Inspector and teachers</i>	Self-evaluation to inform next steps for leadership capacity.	Teachers and assistants
DE TransformED and EA School Improvement Engagement Events.	<i>Principal</i>	Embed PRSD to impact on pedagogy and practice.		Expand and embed the ETI Empowering Improvement Framework.	All stakeholders
EA School Developmental Plan TPL Workshops 1 and 2 – audits and toolkits	<i>Principal</i>	EA School Developmental Plan TPL Workshop 3		EA School Developmental Plan TPL Workshop 4 Develop a new School Development Plan in line with DE Circular and Requirements.	Principal
Priorities for Improvement - Developing Our Provision					
Explore effective transitions into nursery school	Principal and teachers	Expand starting points and baseline assessments to inform teaching and learning – parent, health trust, Sure Start, Playgroup, Daycares and other providers and transitions into P1.	Principal and teachers	Audit provision across all areas of pre-school curriculum.	Teachers
My Earth – Looking After Our World Actions Green Flag renewal application New My Earth / Eco Team.	ECO Lead and teachers				
Embed inclusive, adaptive and diverse pedagogy - accessible learning areas/resources and strategies / breakout spaces - Special Educational Needs provision - Implementation of Graduated Response Framework - Autism Impact Award Evidence British Sign Language	Whole school approach Teachers LSC Nursery Assistants	Develop and implement an accessibility plan following auditing process and in conjunction with partner schools.	LSC and cluster schools		
Expand the use of digital technology across the curriculum by developing a MINS micro website.	Senior Clerical Officer and teachers	Exploring Just 2 Easy as a digital learning platform.	Digital Skills Lead and teachers	Expand use of technology and digital resources within the indoor and outdoor learning environment.	Teachers
Embed anti-bias approaches with the staff and governors.	Principal	Embedding anti-bias approaches within our school context – leaders and learners.	Principal and teachers	Reflection and self-evaluation of progress with anti-bias curriculum.	Principal and teachers
Work collaboratively with other schools through early years and integrated networks.	Principal	Explore connections with non-statutory sector in relation to Shared Education.	Principal	Develop and embed Shared and Integrated Education opportunities.	Team
	Tea				

Ref: DE Every School a Good School and ETI Empowering Improvement Inspection Framework

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Develop collaborative networks with local pre-school settings.	Team	Progress Nursery Schools Integrated Education Cluster.	Team		
Priorities for Improvement – Enhancing Our School in the Community					
Build on 50-year celebration of High-Quality Teaching and Learning.	All stakeholders	Expanding and embedding our new Integrated status and vision.	All stakeholders	Self-evaluation questionnaires and audits.	All stakeholders
Establish and expand our new Integrated status and vision.	Family Picnic May 2026	My Earth and Our Community – Develop a community garden and wildflower and herb garden in green space at front of nursery school.	Principal, My Earth Lead and teachers EA Grounds' Maintenance		
Plan and celebrate official opening of MINS – logo, signage and uniform.					
EITP – Expand and Embed Getting Ready to Learn Programme.	Teachers	EITP – Expand and Embed Getting Ready to Learn Programme.	Teachers		
Extend hours of provision for morning club to include breakfast.	Parents, BS and Grounds	Explore options for wrap Around Care and Involvement in Government Schemes.	Principal and daycare providers	Standardisation to full-time hours of provision.	BoG, DE and EA
Build relationships with feeder / transitional schools and daycares across all sectors.	Teachers, parents and children	Share good practice in Early Years sector at partnership level with impact on all leaders and children.	Shared Education Cluster Networks		
Embed learning partnerships with other nursery schools, units and settings.	Team	Establish links with partner schools via website information -transitions and feeder schools.	Team		
Refresh and develop school website to reflect our integrated vision and ethos.		Shared Education Modules – Teacher and Principal			
Explore potential partner settings for Shared Education – cross phase / sector.		Good Practice visits to Integrated Nursery Schools/ units / SPiMS classes	Team	Develop links with specialist and integrated settings	BoG and Principal
Develop a consultation response to the DE Draft Early Learning and Childcare Framework (December 2025).		Progress partnerships with settings through clusters and networks and Integrated and Shared Education – cross phase / sector.		Embed the Published Framework.	Principal and teachers