



Villa Real School
together we achieve

School Prospectus 2021

WELCOME TO VILLA REAL SCHOOL

We hope you find this prospectus useful in introducing you to our school. It is a very important decision for you and your child, to ensure he or she is placed in the right environment to help them achieve their full potential.

Villa Real School caters for the needs of pupils/students between 2 and 19 years old with a range of needs including complex, severe and profound and multiple learning difficulties. We also offer a discreet Autistic provision and Conductive Education throughout the School.

Our most recent Ofsted Inspection report in January 2020 judged us as 'Good'. Some comments include:

Leaders and staff have extremely high aspirations for all pupils and the school is on the journey to being outstanding. Pupils are given many opportunities to be the best that they can be. Leaders and staff strongly support pupils to develop, communicate, learn and be active members of society. Leaders and staff know their pupils and care passionately about them. They have an in-depth knowledge of the needs of each pupil. Pupils say they love school and they love learning.

With very best wishes

Suzanne Bailey – Chair of Governors
Jill Bowe – Headteacher

ABOUT THE SCHOOL

School Contact

Villa Real School
Villa Real Road
Consett
Durham
DH8 6BH

Telephone: 01207 503651
Fax: 01207 500755
Email: villareal@durhamlearning.net
Website: www.villarealschool.co.uk

School Times

The School day begins at 9.20am and ends at 3.20pm. It is slightly different across the Key Stages and during times of Covid.

The School calendar dates including training dates for staff are sent out at the beginning of every school year. These can also be located on the School's website.

VISION

MISSION

To offer a personalised, inclusive and appropriate education in a safe and stimulating environment that enables every individual to achieve their physical, emotional and academic potential. We are committed to lifelong learning in an ever changing World.

OUR VALUES

Pupil/Student Centred

We always act in the best interest of the pupils/students. We promote clear and open communication in a happy and nurturing environment whether that be in school or remotely. We champion dignity, independence and equality, encouraging everyone to take an active role in their family, school and community.

Aspirational

We have high expectations of pupils/students, staff, Governors, families and other agencies, set high goals, celebrate success and are committed to improving the quality of everything we do for our pupils/students.

Innovation

We are open to new ideas and embrace positive change. Pupils/students and staff are encouraged to question, to challenge perception and expectations, to push boundaries in order to develop diverse, dynamic and creative solutions.

Accountability

Our aim is to take personal responsibility for using resources efficiently and effectively to provide the highest quality learning opportunities at home and at school.

Togetherness

We are a school where everyone is respected and valued for their contribution. We thrive on our diversity and work in partnership to improve the quality of life for our pupils/students and their families. We appreciate our contribution to the local area and the World at large.

Communication

Communication is at the centre of our curriculum. The School operates an Open Door Policy to ensure the best interests of the pupils/students through effective communication. We recognise the importance of utilising safe and appropriate technology.

CONTACT WITH THE SCHOOL

Each pupil/student has unique and individual needs. In addition to a physical or neurological impairment, pupils/students may have a sensory impairment, medical conditions or an associated learning difficulty. The partnership between home and school is of vital importance to us and we pride ourselves on the relationships we have with families.

If you are a parent/carer interested in a place at our school, you will be encouraged to visit us and meet the Deputy Head (Louise Burns) who can tell you about the provision we offer. You will have the opportunity to see the School and ask all of the questions you may have. Once a place has been confirmed you will be invited to meet the class teacher who will be involved with your child to discuss their likes, dislikes and ways that you work with them at home. A bespoke transition plan will be agreed to meet the needs of your child.



Louise Burns
Deputy Headteacher
SENCo, Looked After Designated Teacher

A home-school diary is provided for each pupil/student, to ensure close home/school liaison. We like to hear about what the pupils/students have done during holidays and weekends. We also contact parents via text and e-mail using Parent Mail. School staff are available to make/receive phone calls before and after school. At other points during the School day staff will be teaching and we ask that you leave a message with the Office staff unless it is an emergency.

At Villa Real we like to operate an open door policy; parents/carers are welcome into school to talk to staff, at an organised time that is convenient for everyone. Please put a note in the diary or call school to arrange these visits.

Termly newsletters let parents/carers know about things that have been happening in school.

The Headteacher and Deputy Headteacher are available daily.

SCHOOL HOLIDAY DATES – 2020-2021

Holiday	Closing Date for Pupils	Re-Opening for Pupils
Summer 2021	Tuesday 20 th July 2021	Thursday 2 nd September 2021
Autumn Half Term	Friday 22 nd October 2021	Monday 1 st November 2021
Christmas	Friday 17 th December 2021	Thursday 6 th January 2022
Spring Half Term	Friday 18 th February 2022	Tuesday 1 st March 2022
Easter 2022	Friday 8 th April 2022	Tuesday 26 th April 2022
May Day	Friday 29 th April 2022	Tuesday 3 rd May 2022
Summer Half Term	Friday 27 th May 2022	Monday 6 th June 2022
Summer 2022	Thursday 21 st July 2022	Wednesday 7 th September 2022

Training Days: Wednesday 1st September 2021

Tuesday 4th January 2022

Wednesday 5th January 2022

Monday 28th February 2022

Monday 25th April 2022

SCHOOL ORGANISATION

The School has 12 classes covering the Early Years Foundation Stage and all Key Stages. Classes are agreed on need and may be mixed age.

Primary Department

EYFS: Years Nursery 1, Nursery 2 and Reception for pupils aged between 2 and 5
Key Stage 1: Years 1 and 2 for pupils aged between 5 and 7
Key Stage 2: Years 3, 4, 5, 6 for pupils aged between 7 and 11

Secondary Department

Key Stage 3: Years 7, 8, 9 for pupils aged between 11 and 14
14-19 Provision for students in year 9-14

Classes are small with no more than 12 pupils/students per class and at least 3 staff. Every class in school follows a Total Communication approach with symbols and structure in place to ensure pupils/students are able to access the curriculum. Classes are inclusive, catering for a range of abilities. However, there is separate provision at each Key Stage for those pupils/students with an Autism Spectrum Disorder (ASD) who have difficulty coping in a busy classroom and who need a more rigid structure to their day.

Conductive Education (CE, see page 13 for explanation) is provided in 3 classes across the school. Pupils developing Preparing for Adult Skills alongside CE.

DRESS AND UNIFORM

The School has a uniform, which can be purchased direct from School Trends

<https://www.schooltrends.co.uk/uniform/VillaRealSchoolDH86BH>

Grey or black trousers or skirts for all pupils/students. The remainder of uniform is different for the different age groups and should include the School logo. This is as follows:

Primary Department

White or sky polo shirt, sky sweatshirt, navy fleece or shower proof jacket.

Secondary Department

White or navy polo shirt, navy sweatshirt, fleece or shower proof jacket.

All pupils/students will need to bring a towel and swimming costume on the days that they access the hydrotherapy pool or if they are going swimming. Pupils/students are expected to be dressed appropriately for learning. It is very important that all of your child's clothing and belongings are clearly marked with their names.

ATTENDANCE

At Villa Real we aim to ensure that all pupils/students have access to a wide range of educational opportunities. In order to do this, attendance is vital. However, if your child is not well enough to attend school or has a medical appointment, the Main Office need to be informed before 9.30 on the first day of absence. It is also the parents' responsibility to inform transport.

CHARGES

RATIONALE AND AIMS

The Education Act 1996 (sections 449-462), set out the law for charging for school activities in schools maintained by Local Authorities in England.

BROAD GUIDELINES

- No charges are made for activities during the School day, whether on or off the premises, directly related to the requirements of the Curriculum
- The School invites voluntary contributions in support of non-essential activities, which serve to enrich the Curriculum or operate as extracurricular activities (i.e. leisure pursuits) whether these take place inside or outside school hours. Only with such contributions can these aspects of the life of the School take place
- No pupil or student will ever be excluded from an activity due to a voluntary contribution not being paid however, if insufficient contributions received, the trip may be cancelled
- Pupils or students whose parents/carers are in receipt of the following support payments will, in addition to having a free school lunch entitlement, also be entitled to the remission of charges for board and lodging costs during residential school trips, where the trip takes place wholly or mainly during school hours. The relevant support payments are:
 - Income Support
 - Income based Jobseeker's Allowance
 - Income related Employment and Support Allowance
 - Support under part VI of the Immigration and Asylum Act 1999
 - Guaranteed State Pension Credit
 - Working Tax Credit 'run-on' - the payment someone may receive for a further four weeks after they stop qualifying for Working Tax Credit
 - Universal Credit - if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get) at the time of your application. Thresholds vary in Scotland and Northern Ireland, see below. If your income goes above the threshold in the future, but you remain on Universal Credit, your child will remain eligible. If you applied before 1 April 2018 there was no household income threshold for Universal Credit claimants.

SCHOOL MEALS

Lunch is an important part of the School day and is classed as teaching time. Younger children may need to learn the mechanics of eating whilst others need to learn manners, social skills and independence. If your child has a PEG, this can be completed by our highly skilled and fully trained staff team.

Pupils/students can have either a school meal or bring a packed lunch from home. The multi-disciplinary team support staff in the planning and delivery of feeding programmes. Every pupil/student has a feeding programme with targets outlined. These are reviewed annually.

Pupils/students are offered a choice of 3 meals; symbols at the lunch hatch facilitate the reading work that happens in class and help with choice making. The meals are always healthy and are served with fresh, seasonal vegetables. There are always 3 choices for pudding, fruit is offered daily. We can meet any requirement necessary such as vegetarian, gluten-free and multi-cultural needs.

School meals are charged at the current Local Authority rate and parents are informed of this in advance. Payments should be made to the School on a weekly basis, arrangements can be made so that they can be paid monthly. If you wish for your child to bring a packed lunch, please let the office staff know. Some pupils/students are entitled to free school meals if their parent's income falls below a certain level or if they receive particular benefits. If you think you may qualify for this please contact Leanne O'Donnell, Admin Assistant, in confidence. It is important that this benefit is applied for promptly and that all forms are completed. Pupils aged 7 and under are entitled to free school meals under a government initiative.

Milk is available free of charge to all pupils under 5. Please notify the School Office if you would like to pay for your child to have milk, the current cost is available from Office staff.

Due to COVID 19 all meals are collected by staff and served in the classroom at this time.

CURRICULUM

EYFS, Key Stage 1 and Key Stage 2

EYFS

At Villa Real School our pupils in Early Years follow an individualised curriculum which supports children to work towards the new revised Early Learning Goals. Villa Real also includes their bespoke REAL curriculum due to the nature of the pupils' / students' additional challenges, which covers the 4 areas of REAL-

R- Regulation

E- Emotional

A-Access to the World

L- Learning

The Early Years curriculum is play and experience based. We provide a safe and secure learning environment where independence is encouraged and good relationships are key between staff, pupils and the family/carers.

We have well developed indoor and outdoor play facilities. All of the pupils in Early years have access to the Hydrotherapy Pool, Multi-Sensory Room and Soft Play where appropriate. We also offer Forest Schools and Outdoor Education which enables our pupils to be learners beyond the classroom and develop an inquisitive approach in varied real-life situations. Additional input is available as required from therapy interventions such as Physiotherapy, Occupational therapy and Speech and Language Therapy.

The staff working in the Early Years are committed to the progress of the pupil as an individual and to share progress with parents/carers through the use of web-based recording programmes which families and carers can access along with their physical Learning Journals.

Our staff have a breadth of expertise and knowledge and provide a wide range of opportunities for your child to learn and develop. Early Literacy and Early Mathematics are built into their day, preparing them for formal teaching beyond EYFS.

Some of our Early Years classes are mixed with pupils from Key Stage One. These pupils follow Pathway 2 or 3 in order to motivate and inspire pupils ensuring they have a rich and enhanced learning experience whilst at Villa Real.

The EYFS provision is available through all three streams of our school cohorts;

- Conductive Education
- Autistic Spectrum Disorder
- Severe Learning Disability

This allows for a more personalised approach to learning where all academic, communication, sensory and physical needs are met utilising the relevant teaching strategies.

Key Stage 1&2

Pupils following the National Curriculum are taught all statutory subjects via a differentiated, topic-based approach that builds upon pupil's life experiences. In both Key Stage 1 and 2, we continue to build on the prime areas addressed in the Early Years Foundation Stage Curriculum to further develop pupil's communication, physical, personal, social and emotional skills. To enable pupils to consolidate their learning in the EYFS, those in Year 1 at Villa Real continue to follow the EYFS Curriculum and transition onto their Key Stage 1 pathway at the beginning of Year 2.

Where appropriate, some of our Key Stage One pupils will take part in the Phonics Screening Test. Key Stage 1 and 2 pupils access the Read Write Inc. phonics programme and read using the Oxford Reading Tree scheme where appropriate.

Across all of the Primary Key Stages our staff endeavour to motivate and inspire pupils ensuring they have a rich and enhanced learning experience. They have regularly access to enrichment opportunities including horse riding, swimming, forest schools and outdoor education.

LEARNING OUTSIDE THE CLASSROOM

At Villa Real we believe that pupils/students learn by experiencing many different activities both in and out of the classroom. Pupils/students learn to generalise their skills by practising them in a range of different situations such as using their communication systems out in the town or at the park.

OUTDOOR EDUCATION

We have an Outdoor Education offer that ensures that;

Every child has the opportunity to take part in a range of the following activities:

- Kayaking
- Climbing
- Orienteering
- Horse Riding
- Canoeing
- Hill Walking
- Nature Trails
- Forest Schools
- Beach Schools

FOREST SCHOOLS

Forest Schools sessions in Villa Real School take place both in the School grounds and at local forests. We have three qualified Forest Schools leaders who work with the pupils/students. Forest Schools sessions are used to develop team building, problem solving, risk management and confidence. All the sessions are accessible and individualised to suit the needs of the particular class. The activities include camp craft and shelter/den building, campfire cookery, green wood working, bushcraft and heritage craft skills. There are also creative arts and crafts to inspire imaginative design and play plus a 'muddy kitchen' and early sensory outdoor sessions. Pupils/students also develop physical skills and independence skills. The informal adventurous learning environments can also promote spontaneous communication and offer opportunities to learn in a relaxed natural way. We also explore local biodiversity and sustainability linking into our 'Eco Schools' and 'Healthy Schools' awards.

CONDUCTIVE EDUCATION

Conductive Education is a learning system for people with motor disorders such as cerebral palsy. It is an active learning process rather than a therapy or treatment, and was developed in Hungary by Dr Andras Peto in the 1940's and 50's.

Conductive Education is a holistic approach encompassing all aspects of the pupil/student learning including emotional and academic development, as well as physical development. The aim of Conductive Education is to enable pupils/students with motor disabilities to learn to become as active and independent in their lives as possible.

Villa Real School provides Conductive Education to pupils/students with motor disabilities delivered by an experienced professional team including a Conductor Teacher.

2 Conductor/Teachers and 2 Conductors, work to provide Conductive Education for appropriate pupils/students across the key stages.

SCHOOL NURSING SERVICE

The School Nursing Service provides nursing sisters who have had many years' experience of paediatric nursing. The nurses will, where appropriate, talk to you prior to your child joining the School so that they are able to make sure that all staff are familiar with any medical needs and implementing their Individual Health Care Plan (IHCP) in school.

Once your child starts school, the nurses will oversee their medical needs working alongside parents/carers and relevant professionals.

PHYSIOTHERAPY SERVICES

All pupils/students at Villa Real have access to physiotherapy, provided by the highly skilled team of staff from the Paediatric Therapy team in County Durham.

The therapy team will carry out a full assessment and provide a written programme of the most appropriate input. Class staff follow the therapy programmes on a regular basis and have been trained by the therapy staff to competently carry this out. Some pupils/students require very specific therapy input, such as hydrotherapy or rebound therapy.

The physiotherapy team also support the organisation of the orthotics clinic that takes place in school. This clinic looks at assessment and provision of specialist footwear and splints.

OCCUPATIONAL THERAPY SERVICES

Villa Real School also has access to the NHS Occupational Therapy Services on a needs basis. Pupils/students can be referred to the service for assessment. The Occupational Therapist (OT) will see pupils/students with a range of conditions such as Cerebral Palsy, Autism and co-ordination difficulties. They provide advice and information regarding postural management, encouraging and supporting students to engage in activities of daily living, such as eating, drinking and handwriting. They will also be involved in the assessment and provision of equipment both for home and school to assist with postural management, manual handling and independence skills.

The Physiotherapy and Occupational therapy team work closely with the Conductive Education team at our school.

Independent Occupational Therapy, SALT Services and Counselling

Villa Real School also commission additional OT Services included Future Steps OT Service. Villa Real also purchase services of a SAL.

These services ensure that sensory issues are supported and self-regulation is prioritised.

COMMUNICATION

Communication is a very high priority in our school, it is key to everything we do. Villa Real is a Total Communication setting. A Total communication approach is about finding and using the right combination of communication methods for each person. This approach helps an individual to form connections, ensures successful interactions and supports information exchanges and conversations. A combination of methods is used, which reinforce each other and strengthen meaning for the individual.

We work very closely with the Speech and Language Therapy Service and have our own ELKLAN Level 2, 3 and 4 trained practitioners who work across the School to ensure high quality communication systems are in place and are used consistently. This includes The Nuffield Early Language Intervention, bespoke Speech and Language therapy and Elkan training for all staff. Practitioners provide effective learning opportunities through delivering and making motivating resources to support the curriculum at individual pupil's level of understanding.

Whole staff training in communication takes place on a regular basis. We utilise a wide range of communication systems and strategies to individual pupils/students and their communication needs. This ranges from PODD, objects of reference, communication picture books, PECS or a high-tech communication aid activated by the pupil/student. All these systems help our pupils/students to make choices, requests and join in with the curriculum.

This includes sensory material, symbols, pictures and Makaton (sign language). Reading is supported by text and symbols giving the learner a visual cue to the meaning of a word. This builds confidence and self-esteem.

Parents/carers are offered support to put these systems in place at home. We have always found that most success is achieved when parents/carers and school work together and adopt a consistent approach. Villa Real School achieved Communication Friendly Setting status in February 2020.

EQUALITY AND DIVERSITY

Through our school ethos, curriculum and community links, we will work towards:

- A common vision
- A sense of belonging for all
- Similar life opportunities for all
- Strong and positive relationships between different communities

Villa Real School will not tolerate less favourable treatment of anyone on the grounds of gender, race, disability, sexual orientation, age, and religion or belief. We seek to ensure that no member of the School community, or any person through their contact with the School, receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for pupils/students or other dependents, disability, sexual orientation, gender reassignment, age, trade union or political activities, socio-economic background, where the person lives, or, spent convictions.

Equality and Diversity is about making a difference to the lives of the people we serve, treating all people with dignity and respect, and recognising the value of each individual. This means an ongoing commitment to ensuring that our services meet the varied and individual needs of pupils/students in our school, following the principles outlined in the United Nations Convention on the Rights of the Child. We will make sure that our employment practices are fair and promote equality. We will actively value the wide variety of lifestyles and cultures, locally and nationally. We will prepare pupils/students for living in a diverse society with increasing global connections and controversial issues.

BEHAVIOUR

Villa Real promotes positive behaviour management across school. All staff are trained in Assertive Discipline and Team Teach. This enables the safe and consistent management of behaviour. Those pupils/students who may present with distressed behaviour will have an Individual Behaviour Programme that is written in conjunction with relevant staff and parents/carers. Restorative Justice processes are also utilised in school as appropriate.

School rewards positive behaviour and has a 4 house system to promote social skills and team work.

The full behaviour policy is accessible on the School website.

BULLYING

Bullying is exceptionally rare at Villa Real School but any incidents are always taken seriously and the appropriate actions put into place. This may include seeking advice

from external agencies where necessary with the support of parents. If parents are ever worried or feel that their child is a victim of a bully, they need to contact school immediately. Villa Real has achieved BIG Anti-Bullying Award and commissions an anti-bullying counsellor.

SAFEGUARDING

The welfare and protection of pupils/students is the first concern of Villa Real. School will take any reasonable action that is required to ensure the safety of its pupils/students. In cases where the School has reasons to be concerned that a pupil/student is, or has been, subjected to significant harm, ill treatment, neglect or any other forms of abuse then Durham LA's safeguarding procedures will be followed.

The School recruitment and selection of staff procedures follows the local authority guidance.

The School's Intimate Care Policy provides guidance on how procedures are to be followed out in school, ensuring that the pupil/student's dignity, safety and independence is promoted at every opportunity.

The full Safeguarding Policy is accessible on the School website. If you want to know more about the Schools procedures and policies regarding safeguarding the Headteacher can be contacted through the School switchboard.



Safeguarding Lead



Safeguarding Deputy



Designated Safeguarding Governor



Safeguarding Deputy



Safeguarding Deputy



Safeguarding Deputy



Safeguarding Governor Deputy

OPERATION ENCOMPASS

The safety and wellbeing of young people is our greatest priority. Our school is one of many in County Durham that will be taking part in a new project aimed at providing extra support to young people who are affected by or witness domestic abuse in their home lives. Witnessing domestic abuse is really distressing for a young person. They can often see the abuse, hear it from another room, see a parent's injuries and distress afterwards, or be physically hurt themselves. A project, called Operation Encompass, aims to support children affected in any way by domestic abuse. The project is a joint initiative involving Durham County Council, Durham Police and schools across the county. A major part of the project is the training of school staff, known as a 'key adults' in each school to liaise with police and work with the young people affected. Starting from January 2017, following any serious domestic abuse incident being reported into Durham Police, specialist staff will identify which school that child attends, make contact with the school and communicate relevant and necessary information. This will ensure that the school is made aware at the earliest possible opportunity and they can subsequently provide support in a way that means the child feels safe and supported.

MOVING AND HANDLING

There are three key moving and handling trainers in school who are responsible for staff training, risk assessments and the equipment that is used. The trainers deliver initial two day training followed by yearly refresher training to update skills, refresh techniques and inform of current legislation and regulations. Manual handling risk assessments are working documents that all staff must follow; these are regularly updated by the trainers. The pupils/students that require risk assessments are individually assessed to ensure achievable, active learning which is made functional throughout the whole school day.

Teaching Classes

FFP3 Group – Fiona Pattison

F1A – Hannah Pawsey

P1A – Chloe Gillie

P2 – Laura McMeekin

P2A – Angela Doogan/Nicola Noble

P2CE – Natalie Fitzpatrick

P3 – Glen Harrison

S1 – Rachael Richardson

S1A – Andrea Tickell

S2A – Jamie-Leigh Hall

S2 – Alan Granton

S3A – Rebecca Allan

S1CE – Kata Molnar

S2CE – Michelle Rutherford

E mail: villareal@durhamlearning.net

Web Site: www.villarealschool.co.uk