



Odyssey Education Group

odysseyeducationgroup.co.uk



PARENT HANDBOOK 2024-2025

Odyssey House School Wokingham

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Welcome to Odyssey House School, Wokingham

Our Wokingham school was designed for neurodiverse pupils who have found mainstream education challenging. Most of our students are academically able and have a primary diagnosis of autism and associated difficulties, including anxiety and emotionally based school non-attendance. We offer a bespoke, holistic, and therapeutic approach, informed by trauma-aware and evidence-based strategies, to support children aged 7 to 18. Our approach integrates these practices to ensure that every child's emotional, psychological, and academic needs are addressed in a compassionate and structured manner, helping them thrive.

We understand how crucial a safe and supportive environment is for our pupils. This is why our beautiful school setting holds such significance. Our building was designed to create a low arousal sensory environment that provides a warm and nurturing learning environment, including specialist classrooms and state-of-the-art facilities. It allows us to provide the calm, focused environment so our students can grow and learn successfully.

At Odyssey, we recognise that every child is different with their own unique strengths, needs, aspirations and visions of what it means to be successful. We recognise that the best outcomes for children are achieved through a collaborative approach between us, the children and their families, using our unique setting and the expertise of our teachers and therapists to unlock their potential and provide them with the opportunity to succeed.

Our approach restores students' love of learning and promotes personal development, interaction, life skills, and co-regulation. We engage students with increasing academic challenges to prepare them for the future. Students consider their next steps in education or employment, focusing on academic and vocational learning, employability, independent regulation, and life skills.

We offer a full-time in-school educational placement with access to the full national curriculum. We are a registered exam centre offering a range of examinations and qualifications, including GCSEs, Entry Level Courses, BTEC's, and functional skills courses. Our registered age range extends to 18, allowing students to stay longer to take exams or gain additional qualifications at a pace that is right for them, and when they are ready.

We are committed to providing an educational experience that empowers students to pursue passions and goals, harness talents, and prepare them for success. We provide continuous support to parents and carers so they understand the school's expectations and aims. We aspire to high academic standards whilst maintaining an individualised approach to meet the pastoral needs of each student.

This Parent Handbook (also available at www.odysseyeducation.org.uk) has been created to answer some of the frequently asked questions about the school. We encourage every parent and carer to read it and keep it for future reference. Even the most detailed handbooks will omit some detail of interest or concern. For more information, please call us on 0118 229 3000.

Thank you for your continued cooperation, and we hope that your child has a successful journey full of happiness at Odyssey House School.

Best wishes,

Nick Hall

Executive Headteacher



Our Mission

To change a child's experience of education through connection, nurture and belief, to help them learn, grow and achieve transformative life outcomes

Our Vision

With an innovative child-led approach, collaborative nature and exceptional team, we will become the go-to school for pupils who need a small, nurturing education.

Through our evidence-based methods and exceptional levels of service, we will be known for making a significant difference to the futures of our pupils.

Pupils will relish their experience of education, and we will help them to rebuild happy childhood memories.

Our Values

Our values make us different!

- Discover**
- Integrity**
- Family**
- Focus**
- Excellence**
- Respect**
- Enjoy**
- Nurturing**
- Tenacious**

The Odyssey Approach

At Odyssey House School, we know that every child is different. Every student has unique strengths, needs, aspirations and visions of what it means to be successful. So, our work at Odyssey House School is about understanding and supporting the uniqueness of every student and personalising a curriculum that will help them unlock their full potential.

The Guiding Star

Our unique outlook on education is encapsulated in the seven-pointed Odyssey Guiding Star. Each arm points to a crucial part of the journey that the student is on, and is supported by decades of evidence-backed tools and methodologies designed to help students succeed

1 Understanding Yourself

Education is a journey of self-discovery – about learning who you are, what your values are, and what you want to do with your life. Many of our students have been given labels but don't truly understand what that means for them, a key step for them is to understand what their diagnosis means and how it affects the journey for them.

2 Understanding Others

With ongoing social issues like bullying and increased mental health concerns, teaching empathy to children is more important than ever. We want our students to have an understanding and tolerance of others and their differences.

3 Communicating Effectively

We want our students to become strong, confident young adults able to articulate their thoughts and opinions, stand up for themselves, and make their mark on the world.

4 Living in your world

The children we teach today will reach adulthood at a pivotal moment in human history. Climate change, global pandemics, international struggles for justice and a rapidly shifting political landscape are already changing the world. We need to equip future generations with the skills, knowledge, and strength of character to navigate all that and more.

5 Maintaining Your Health

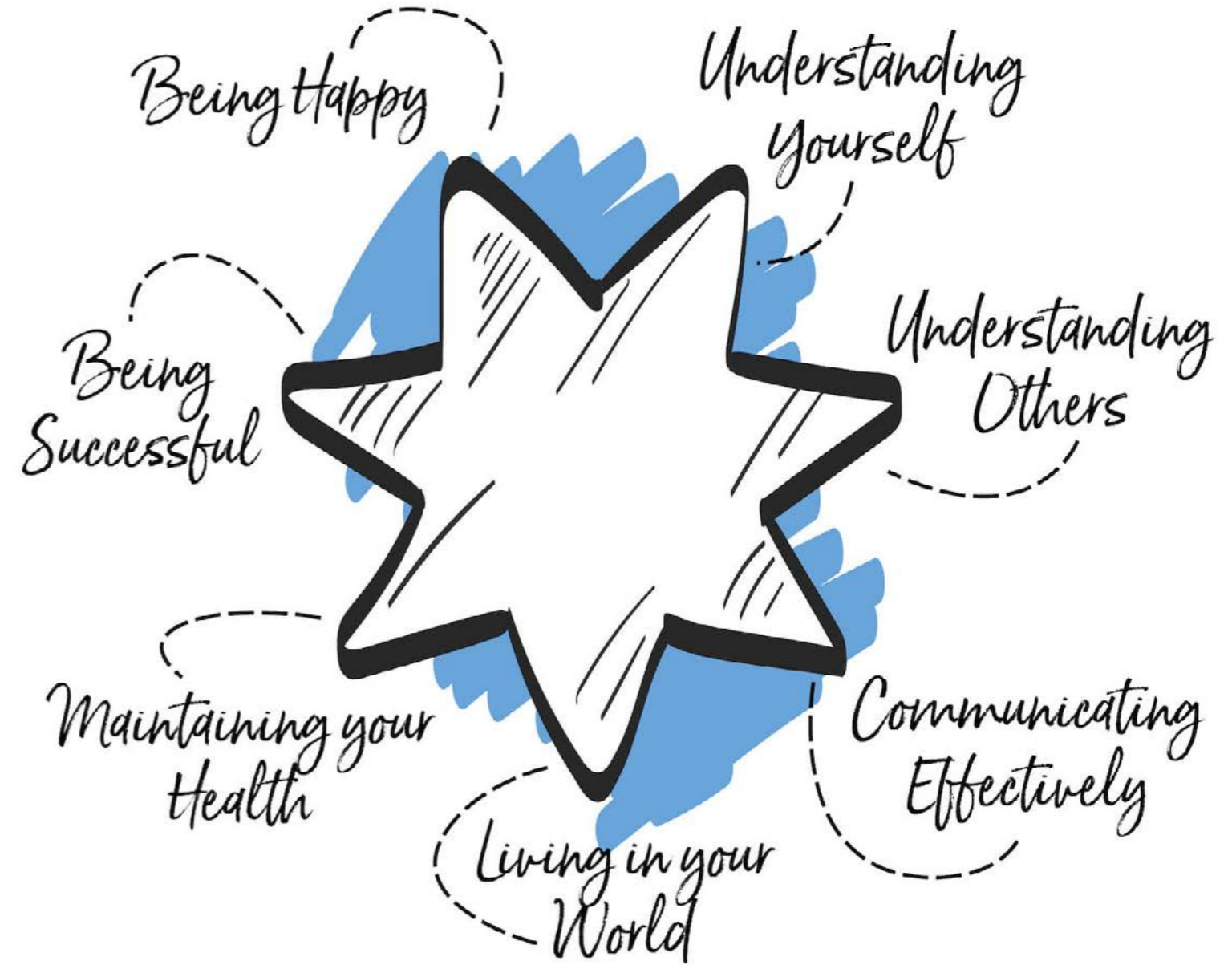
We want our students to be independent and able to manage themselves with both their physical and mental health for the long term. Equipping them with the tools to recognise what it means to be healthy and what they can do to maintain their physical and mental health as well as how to access support when they need it.

6 Being Successful

What does success mean to you? At Odyssey, we help our students find out. Some children want to go to university. Some want to get a job. Some want to express themselves creatively. Others want to devote themselves to their families and friends. We support the children we teach to identify their goals, then achieve them. Simply put, we support our pupils to achieve their personal best.

7 Being Happy

It's a sad fact that millions of people have had poor education experiences. It doesn't have to be that way. At Odyssey, we believe we've designed a curriculum that teaches children everything they need to thrive in their personal and professional lives, and offers them the chance to have fun, form lifelong friendships and do the things they enjoy.





Communicating with teachers and support staff

We have an open-door policy at Odyssey House School. Parents and carers can talk informally to their child's teachers as and when needed, at a mutually convenient time. All members of staff can be contacted via email, and informal virtual meetings via Microsoft Teams can also be scheduled. Please remember that our staff will respond to any queries and requests for meetings as soon as they are able to. If you have an urgent meeting request, please contact the Headteacher who can assist you promptly.

The Headteacher will be your main point of contact in the school and will be able to help answer all your queries, resolve any issues that may arise and help with timely feedback from both teaching / non-teaching staff and / or other senior leaders & school directors, if necessary. Any formal queries will require a scheduled face-to-face meeting at the school site.

There will be opportunities to arrange Parent – Teacher meetings, please call us to find out more.

Main Contact Details

Address Odyssey House School, Buckhurst Court, London Road, Wokingham RG40 1PA
Telephone 0118 229 3000
Email WOREception@odysseyeducation.org.uk
Website www.odysseyeducation.org.uk





The School Day

Monday	9:00am – 3:30pm
Tuesday	9:00am – 3:30pm
Wednesday	9:00am – 3:30pm
Thursday	9:00am – 3:30pm
Friday	9:00am – 1:30pm

Lunch Time

At Odyssey House School, we believe in managing our unstructured times by creating a calm atmosphere for socialising or for participating in an activity. Additionally, students have the option of time with themselves if they prefer a quieter break. Lunchtimes are one hour long with half an hour to eat and half an hour to enjoy a break.

Students can bring a packed lunch, and there are some meal options available at the school if students forget to bring their packed lunch in. As the school grows and develops we aim to provide an option of hot lunches for all pupils.

Pick Up and Drop Off

Except for students who travel independently to and from school, students must be dropped off at school by 9:00am and picked up by 3:30pm by a local authority arranged transport (taxi), a parent or named chaperone. The chaperone will need to be authorised by a parent, after contacting the school Administrator and completing the required form.

Term Dates

Autumn Term 2024

Autumn Term 1	Thursday 5th September 2024 - Friday 25th October 2024 (INSET days – 3rd and 4th September 2024)
Half Term Break	Monday 28th October 2024 - Friday 1st November 2024
Autumn Term 2	Tuesday 5th November 2024 – Friday 20th December 2024 (INSET day Monday 4th November 2024)
Christmas Holiday	Monday 23rd December 2024 – Friday 3rd January 2025

Spring Term 2025

Spring Term 1	Tuesday 7th January 2025 - Friday 14th February 2025 (INSET day – 6th January 2025)
Half Term Break	Monday 17th February 2025 - Friday 21st February 2025
Spring Term 2	Monday 24th February 2025 - Friday 4th April 2025
Easter Holiday	Monday 7th April 2025 - Friday 18th April 2025

Summer Term 2025

Summer Term 1	Tuesday 22nd April 2025 - Friday 23rd May 2025 (Bank Holiday – Monday 21st April 2025)
Half Term Break	Tuesday 26th May 2025 - Friday 30th May 2025
Summer Term 2	Monday 2nd June 2025 - Tuesday 22nd July 2025 (INSET day 23rd July 2025)
Summer Holiday	Wednesday 23rd July 2025 - Aug - TBC





Attendance and Engagement

We hold high expectations of our students with their attendance and engagement. We provide a nurturing environment and approach to support this.

We believe

- Our students have the right to the best possible education.
- For students to access the best possible education, a high level of attendance and engagement is essential.
- Good attendance starts with having a close and productive relationship with parents and pupils. We treat all pupils and parents with dignity and model respectful relationships to build a positive relationship between home and school that can be a good foundation of good attendance.
- Students' ability to stay and feel safe, find enjoyment and academically achieve may be jeopardised by poor attendance.

We recognise

- Our students may have had poor learning experiences in the past and that may impact their attendance and engagement.
- The importance in working together with students and pupils to address any in-school barriers to attendance.
- Where barriers are outside of school control, we will work with students and parents to access any support they may need voluntarily. This may include referrals to services and organisations that can provide support.
- Some of our students may have additional needs and require additional support to attend and engage in lessons.
- Every interaction that we have with our students is an opportunity for intervention.

We track attendance and engagement and report this as part of our termly reports to parents. Where students struggle to attend school, we will arrange a meeting to discuss strategies to be used at home and in school to support attendance and re-engagement.

Absence Reporting

If your child is not able to attend school for any reason, please contact the on 0118 229 3000 or WORception@odysseyeducation.org.uk. As part of our Safeguarding Procedures, a call will be made home if a child has not arrived in school by 9.15am. If your child requires to be absent due to a medical appointment, then we will need a copy of their medical appointment to treat it as an authorised absence.

We are required to report cases of high unauthorised absence to the local authority and if necessary, an attendance review meeting will be called. If your child has an EHCP we are required to provide all attendance information to the local authority.

Holidays in Term Time

School holidays give opportunities to go on holiday without disrupting vital time in school. If a child is taken out of school during term time, it delivers mixed messages about the importance of attendance and engagement. School absences often create learning gaps and will place pressure on the child and teachers to close these gaps. The Headteacher will only authorise term time absences in exceptional circumstances.

Religious Holidays

Parents and carers can request for their child to celebrate recognised religious festivals in writing, and if authorised, the day off will be noted as absence due to a day of religious observance.

Curriculum

The curriculum has been developed to remove any barriers to learning that students may have due to prior poor education experience. View the full policy on our website: www.odysseyeducation.org.uk.

We offer small class sizes – a maximum of six students in a class – ongoing support, careful planning, flexibility in lesson delivery, and, as necessary, the provision of interventions. We emphasise mindfulness and resilience in everyone. We do not fit students to our curriculum and provision; we tailor our curriculum and provision to fit the students. At times, this will require a flexible approach to the timetable. For example, students who might previously have refused to attend school may be offered a transition programme with a graduated increased attendance into full-time education.

The overriding objective is for the students to leave us with a higher level of self-esteem, a confidence in their ability to learn and develop further, and an ability to engage positively and productively in their next higher educational setting or in employment.

Each student's personalised programme of study will include areas of learning that meet their needs. These might include, for example, subjects for GCSE such as English, Maths, Science and Humanities, the full primary curriculum, personal, social and health education, and/or extra help with literacy, numeracy, or dealing with anxiety.

With the guidance of the staff team, students will learn to analyse complicated problems, develop workable solutions, and effectively communicate their learning to others. This may be enhanced by visits to enrich their learning in a subject or topic. After each visit, they will return to Odyssey House School to reflect on, document and present what they have learned. Gradually, the complex issues they have been studying are brought to life while their understanding becomes deeper and more connected.

Odyssey House School recognises that each student is a unique individual with their own strengths. We provide a challenging curriculum for each one, but do not try to provide a 'one size fits all' educational experience. We work closely with parents/ carers and students to agree the study programme. This includes reviewing GCSE subjects. We have high expectations of our students, but we ensure they can achieve their maximum potential.

Our curriculum aims to provide pupils with the independence to achieve their goals, giving them the skills to self-regulate and harness their talents, thus providing them the freedom to pursue their passions and goals.

Exams & GCSE's

Children will be entered for accredited qualifications including GCSEs, BTEC, Functional Skills and Asdan based on:

- Teacher assessments
- Attendance and engagement in lessons – it's important we manage expectations, and supporting students in completing coursework to prepare for qualifications is an essential part of this. School attendance and completion of coursework (including sitting mock exams) are all critical factors to ensure that students are ready to be entered for the relevant GCSEs.
- Working to achieve their academic goals to the best of their ability – when considering which subjects a student may take for GCSE (or other accredited qualification) we encourage the student to attend and engage at the very least our core offering of subjects, i.e. maths, English and science before exploring other / or specialist subjects on offer.

Transitions

At Odyssey, we understand that sometimes just the thought of returning to a full-time school environment can be daunting for some children; so we keep a flexible approach to learning. When children are offered a full-time place at the school, we offer them an opportunity to re-engage in full-time education in a phased way. We offer a flexible bespoke timetable with gradual and increased attendance in line with their individual needs and helping increase their stamina for learning, and strengthening academic, social and emotional skills.

Each student has an allocated keyworker, and collectively we work closely with the child's family to allow for a successful transition into full-time education.

For many children, getting back to the classroom requires a heroic effort too, including overcoming painful and traumatic experiences, dealing with the fear of the unknown, and becoming part of a community after extended periods of isolation.

In our experience, we have found that it could take up to a term for children who have struggled with school attendance.

For children with high levels of anxiety and / or significant early childhood trauma, re-engagement and transition can take longer.

Specialist Interventions & Student Wellbeing

A therapeutic approach is embedded into the students' school day and Odyssey journey. Our SENDCo and inclusion team work with teachers, students, parents and leading professionals to ensure that the environment and provision stated in a student's EHCP is in place. For students without an EHCP, our team works closely with the child and their family to create a personalised learning and support plan, to enable the student to achieve their personal best.

We also have a range of therapies on offer through our multi-disciplinary team of therapists.

Key therapies delivered in school are

Emotional Freedom Therapy (EFT); counselling
Speech and Language Therapy
Occupational Therapy (OT)
Art / music and play therapy - weekly sessions on termly rotation.

Animal assisted therapy:

The school therapy dog is in residence twice a week. PAWS visit us once a week.

Enrichment:

Oakwood climbing centre
Well-being visits to a care farm once a term
Group sessions for drama and Horse riding

All students are provided with a:

- Keyworker
- Bespoke learning plan
- Bespoke support plan and self-regulation plan

Behaviour

We are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, accept responsibility for their behaviour and to encourage others to do the same.

Our Behaviour Policy guides staff to teach self-discipline, not blind compliance. It echoes our core values with a heavy emphasis on readiness to learn, respectful and safe behaviour, a partnership approach to managing poor conduct, and interventions that support staff and learners.

Promoting Behaviour for Learning

We want students to be motivated by the intrinsic value of doing the right thing and achieving. It is important they are rewarded for developing positive and good learning habits.

Staff will reward students based on their effort, punctuality, attendance, progress and achievement within lessons. The students' behaviour, as well as the progress they make with the development of their Seven Odyssey habits, their adherence to our School Rights and their contribution to the wider school community will also be rewarded.

Addressing Negative Behaviour

We recognise that many of our students have experienced punitive approaches to behaviour that have often resulted in them being punished for behaviour as a result of their needs or due to a misunderstanding. We use restorative practice to address behaviour, providing students with the opportunity to reflect on their actions, listen to others' opinions, and to value them: to take responsibility for their actions, and to identify solution to issues. Restorative approaches and practice inherently develop consideration of others, and acknowledge that everyone has a unique and valued perspective. Pupils are given the time and space to reflect on their actions, and this focus on empathising with others and the development of emotional intelligence is essential in supporting our inclusive ethos.

Bullying

The school has a warm and nurturing environment and bullying in any form – verbal, physical, social or cyber is not tolerated. We will take firm action to address every incident. Every student has the right to feel safe and secure while they are at school. If your child has disclosed that they are being bullied or are facing other difficulties as a result of their peers, then we strongly encourage you to report this to the school and their allocated keyworker immediately..

Our Anti-Bullying Policy is on the school's website.

We ask that all students take a personal responsibility to report bullying to a member of staff. We want to protect any bullying victim, but we are also committed to establishing the cause of any anti-social behaviour to help the perpetrator to change their behaviour. We believe that in partnership with families we can prevent incidents of bullying to maintain a safe and nurturing environment.

Mobile Phones

We recognise that mobile phones are an integral part of the world we live in. However, research from the Department For Education (DFE) has identified that by removing mobile phones from the school day, schools can create a safe space where students are better protected from the risks and dangers associated with social media and cyber bullying, as well as increasing their focus and attention in lessons.

Our mobile phone use policy aims to:

- Seguard our students
- Ensure that we provide a safe and calm positive learning environment
- Promote, and set an example for, safe and responsible phone use

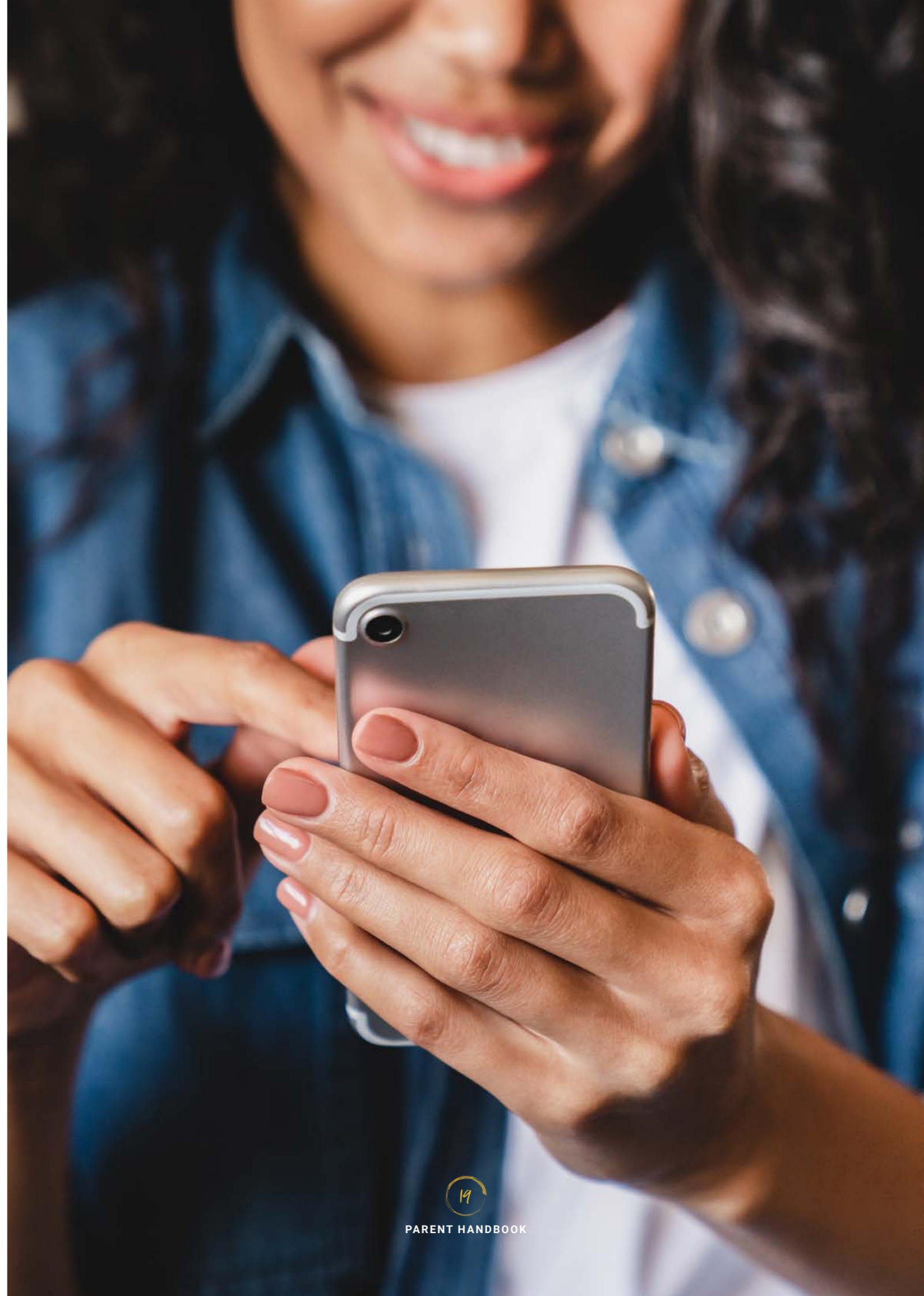
- Set clear guidelines for the use of mobile phones for students, staff, parents and volunteers

We ask that all students stow their mobile phones in their allocated locker during the school day or hand them in to reception. Where students fail to follow the schools' expectations parents will be asked to attend a meeting to address the issue. This may mean that the parent is asked to keep the mobile phone at home.

- Phones must be placed in the student's locker when first arriving in school, or handed in to reception staff who will put it in a plastic wallet labelled with student's name and store it in a locked drawer.
- Students must not use their phones to photograph, film or record students, staff or visitors.
- Phones are banned from all exams. Any student found in possession of a mobile phone during an exam will have their paper disqualified. Such an incident may result in all other exam papers being disqualified.
- The only exception would be where a student is required to carry their phone on their person for a medical purpose (e.g. to transmit data from a medical device to a parent/ staff). Where this is the case, the student must keep the device in a bag or pocket and all other functions should be disabled via parental controls.

The student and parent Code of Conduct / Acceptable Mobile Phone Use Agreements can be found in Appendix 1.

The full Odyssey House School Mobile Phone Use Policy can be viewed on the school's website www.odysseyeducation.org.uk.



THE JOURNEY IS EVERYTHING



Use of ICT

The use of the school's Wi-Fi network and equipment is a privilege and not a right. We expect all students to be safe and responsible when using the internet, email accounts, social networking platforms and mobile phones. All communication sent via the previous list should be respectful.

Online activity, in or out of school, must not cause any distress to others, nor bring the reputation of the school into disrepute. If students come across offensive or illegal material online, they should report this immediately to a member of staff. Students must understand that there are consequences to inappropriate or unacceptable use of ICT equipment.

The school takes reasonable steps to control and monitor the use of the internet and other electronic means of communication without unnecessarily or disproportionately compromising the privacy of students. The school will therefore determine appropriate use and monitor user accounts and file-server space, as necessary.

Inappropriate use, including contravening the rules and conditions, will result in withdrawal of the privilege; students should be aware of the personal and academic consequences that may ensue from such a withdrawal. Failure to adhere to this policy will also be regarded as a breach of school rules and may therefore result in other sanctions.

The Pastoral Support Team

Every student has access to the pastoral support team when at Odyssey House School.

The pastoral support team's role includes

- To provide and facilitate pastoral and academic support
- To collate and ensure that accurate and up to date information is logged in relation to behaviour, incidents and pastoral progress
- To support restorative meetings following an incident or issue
- To identify and deal with any problems which may arise efficiently throughout the school day
- To support co-regulate with students and support them to return to lessons and learning
- To deliver pastoral interventions linked to identified areas for development e.g. emotional regulation

Dress Code

At Odyssey, we have carefully considered the need for a school uniform. We know that past educational experiences of our students have led to a school uniform becoming a barrier to school attendance. We intentionally do not have a school uniform requirement so that there are no barriers to

attendance as the child prepares to come to school. We do, however, have expectations of the clothing attire worn whilst at school.

Please take the time to observe the dress code below

Dresses & skirts

Patterns and logos on dresses must not be offensive, obtrusive or garish. No low-cut dresses or backless dresses. Dresses and skirts should be no shorter than knee-length.

Shoes

Sensible footwear including closed-toe shoes, boots and trainers. No open toe sandals, flip flops or other backless footwear.

Other

Hats and sunglasses should not be worn indoors

Tops

Patterns and logos on tops must not be offensive, obtrusive or garish. No low-cut tops, cropped tops, see-through tops or backless tops. No football shirts or equivalent.

Trousers & shorts

Unripped jeans, trousers and tracksuits to be worn at the waist. Knee length shorts are permitted.





Administration of Medication

Medication will only be received in school if it has been prescribed by a doctor or on the written request of a parent.

- Only reasonable quantities of medication should be supplied to the school, (for example, a maximum of four weeks supply at any one time).
- Each item of medication must be delivered in its original container and handed directly to the receptionist.
- When the student travels on school transport with an escort, parents/carers should ensure the escort is informed of any medication sent with the student. Each item of medication must be clearly labelled with the following information:

- Student's name
- Name of medication
- Dosage
- Frequency of dosage
- Date of dispensing
- Storage requirements (if important)
- Expiry date

The school will not accept items of medication which are in unlabeled containers. Unless otherwise indicated, all medication to be administered in school will be kept in a locked medical cabinet.

On request, the school will provide parents/carers with details of when medication has been

administered to their child. Where it is appropriate to do so, students will be encouraged to administer their own medication, if necessary, under staff supervision. Parents/carers will be asked to confirm in writing if they wish their child to carry their medication with them in school.

It is the responsibility of parents/carers to notify the school if there is a change in medication, a change in dosage requirements, or the discontinuation of the student's need for medication. Parents are responsible for ensuring emergency medication stored in school is in date. The Health and Safety Coordinator will regularly monitor that stored medication is in date and take relevant action as appropriate.

Staff who assist in the administration of medication will receive appropriate training/guidance. The school will make every effort to continue the administration of medication to a student whilst on trips away from the school premises, even if additional arrangements might be required. However, there may be occasions when it may not be possible to include a student on a school trip if appropriate supervision cannot be guaranteed.

The full Odyssey House School's Supporting Students with Medical Conditions Policy and Administration of Medication Policy can be viewed on the school's website: www.odysseyeducation.org.uk.

Complaints

Contentious issues can arise in any organisation, and this includes schools.

A concern may be treated as 'an expression of worry or doubt over an issue considered to be important for which reassurances are sought'.

A complaint may be generally recognised as 'an expression or statement of dissatisfaction however made, about actions taken or a lack of action'.

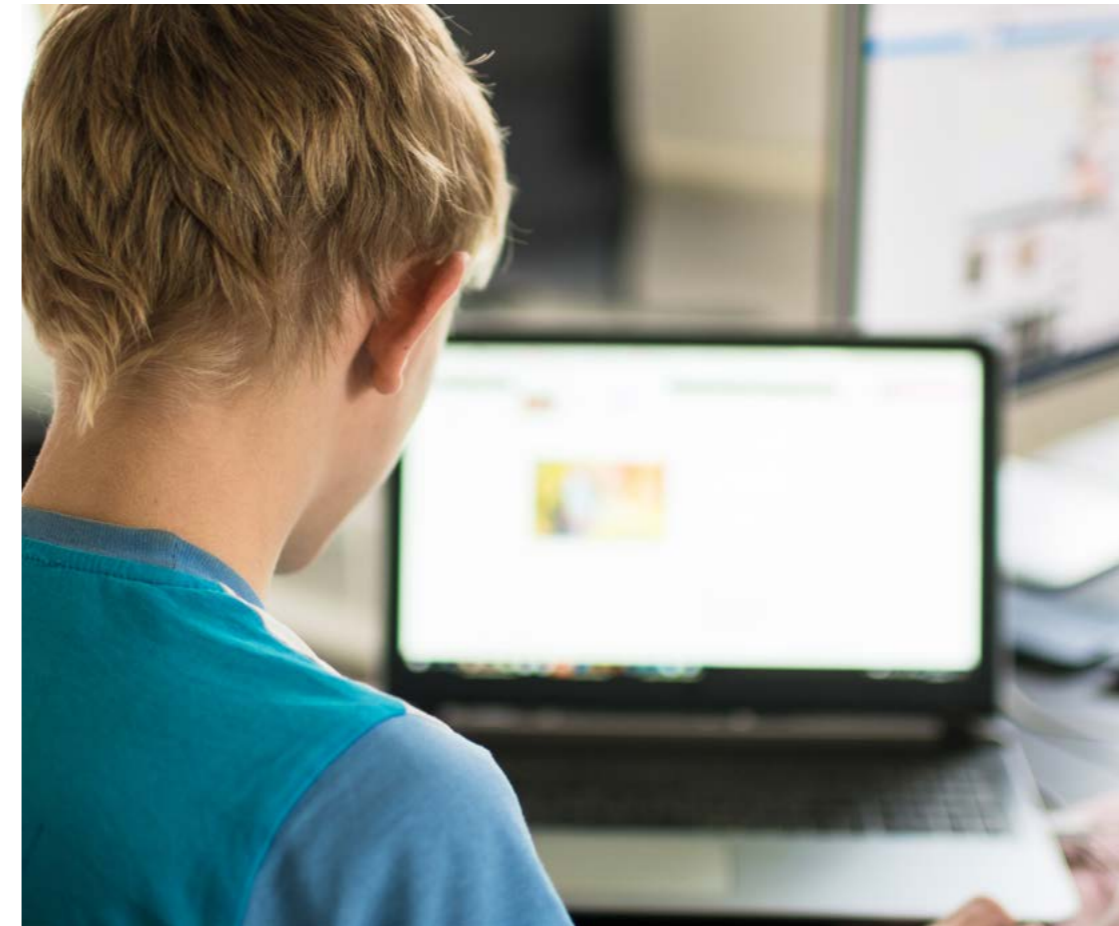
At Odyssey, working in collaboration with parents/carers is a core goal and we will treat all complaints to the school with this goal in mind. We will deal with any niggles and complaints in a fair and swift manner and endeavor to resolve issues raised at the earliest possible stage, in an informal manner. We take all matters raised with us very seriously and

we will ensure that niggles and complaints are dealt with robustly and by a senior school leader.

However, there will be occasions when complainants want to raise their concerns formally. In those cases, the Complaint's Policy should be followed.

A complaint is an expression of dissatisfaction that can be made about the school, a specific department or about a member of staff. It is always best to start with a transparent conversation as this can usually clarify any misunderstandings. Complainants should always first contact the Head of Education to do this.

The full Odyssey House School's Complaint's Policy can be viewed on the school's website: www.odysseyeducation.org.uk.



Appendix 1

Code of Conduct / Acceptable Mobile Phone Use Agreement (Student)

You must obey the following rules if you bring your mobile phone (includes tablets, headphones, or any other digital devices) to school:

1. Do not use your mobile phone during lessons.
2. Your phones must be switched off (not just put on 'silent').
3. Do not use your mobile phone in the toilets or changing rooms. This is to protect the privacy and welfare of other students.
4. Do not take photos or recordings (either video or audio) of school staff or other students, either on the school premises or during trips/outings.
5. Avoid sharing your contact details with people you don't know, and don't share other people's contact details without their consent.
6. Do not share your phone's passwords or access codes with anyone else.
7. Do not use your mobile phone to bully, intimidate or harass anyone. This includes bullying, harassing or intimidating students or staff via email, text messaging applications or social media.

8. Do not use your phone to send or receive anything that may be criminal, for instance, by 'sexting'.
9. Rules on bullying, harassment, and intimidation apply to how you use your mobile phone even when you aren't in school.
10. Do not use vulgar, obscene or derogatory language while on the phone or when using social media. This language is not permitted under the school's behaviour policy.
11. Do not use your phone to view or share pornography or other harmful content.
12. You must comply with a request by a member of staff to switch off, or turn over, a phone. Refusal to comply is a breach of the school's behaviour policy and will be dealt with accordingly.
13. Mobile phones are not permitted in any internal or external exam or test environment. If you have a mobile phone, you will be asked to switch it off and store it appropriately, or hand it over to an exam invigilator, before entering the test room. Bringing a phone into the test room can result in your exam being declared invalid.

I understand that bring my mobile phone to school is my responsibility and the school will not be responsible for replacing lost, stolen or damaged mobile phones or devices if they are brought into school, on education trips or any school related activities.

Person	Name & Signature	Date
<p>Student - I agree to the above, I understand if I do not follow the mobile phone rules, there may be a loss of privilege, and I may not be allowed to bring my mobile phone to school.</p>		

Code of Conduct / Acceptable Mobile Phone Use Agreement (Parent/Carer)

I understand that there are clear requirements for my child to bring a mobile phone into school. I understand that this is a privilege, and my child could lose this privilege if he/she does not follow the school's code of conduct for mobile phones for students.

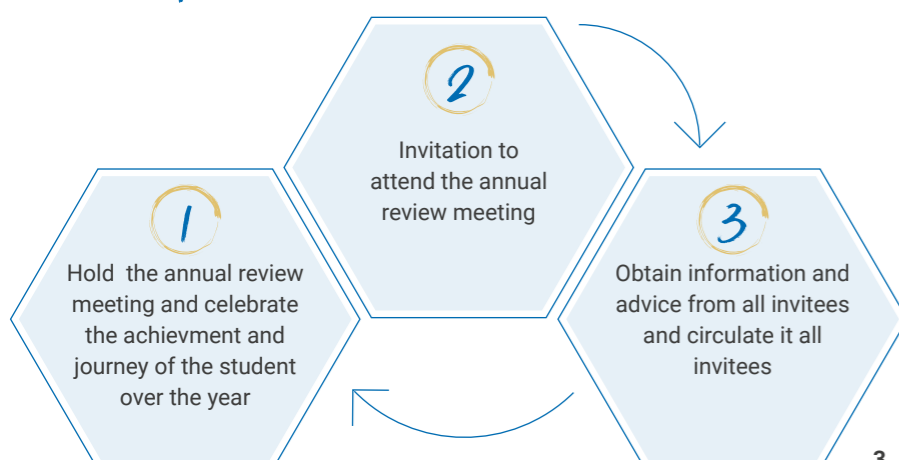
My duties include:

1. Ensuring that my child understand and follows the school's code of conduct for mobile phones (including tablets, headphones or any digital devices).
2. Not calling or texting my child on their mobile phone during the school day.
3. Calling the school office if I need to contact my child during the school day.
4. Reporting immediately to the Headteacher any unauthorised or illegal data / photos, videos etc. that I may find on my child's mobile phone.
5. Reporting immediately to the Headteacher any changes of behaviour or suspicious behaviour around my child (including suspicion of them bullying, intimidating or harassing other children or being bullied, intimidated or harassed by another child).

6. Ensuring that my child understand the risks of sharing their phone number or personal information online or through social media.
7. Not taking photos or recordings (either video or audio) of school staff or other students, either on the school premises or during trips/outings.
8. Not posting or sharing any information about a school visit, activity, or trip on social media / mobile phone texts / WhatsApp etc...
9. Not contacting staff on their personal mobile phones and deleting any personal contact details that I have of any staff member.
10. Informing the Headteacher immediately if a staff member contacts me or my child using their personal mobile phone or via social media
11. Ensuring that my child understands that mobile phones are not permitted in any internal or external exam or test environment. If they have a mobile phone, they will be asked to switch them off and store them appropriately, or hand them over to an exam invigilator, before entering the test room. Bringing a phone into the test room can result in my child's exam being declared invalid.

Person	Name & Signature	Date
<p>Parent/ Carer - I agree to the above and understand my duties as part of this agreement.</p> <p>I consent for my child to bring his / her mobile phone into school, and I understand that the school will not be responsible for replacing lost, stolen or damaged mobile phones or devices if they are brought into school, on education trips or any school related activities.</p>		

Appendix 2



EHCP and Annual Review Process

This policy has been written in line with the guidance provided by the local authorities around the delegated responsibility of the school for children with a local authority (LA) funded education, health and care plan (EHCP) and the special educational needs and disability (SEND) Code of Practice.

At Odyssey we follow the procedure set out below:

Annual reviews will take place after the initial period of assessment has been undertaken (usually two terms), to ensure that we are able to make targeted and informed recommendations within the EHCP, and that the document is then truly reflective of the young person and their needs within our setting. However, should there be concerns regarding unmet needs that can be clearly evidenced and are preventing the young person from being able to engage with learning, then an early annual review can be carried out so that further support and help can be gained within the school and the young person is not then hindered in their journey with Odyssey.

1. Invitation to attend the annual review meeting

The school's SENCO sends an invite to the parent; LA officer (education); a health care professional; LA officer. Others relevant to the review and involved with the student should also be invited. Although these people must be invited to attend, attendance is not compulsory. All invites will be sent 4-6 weeks before the annual review date.

2. Obtain information and advice from all invitees and circulate it to all invitees

The school's SENCO will do this at least two

weeks before the meeting. Below is the list of documents that may be included when circulating information. Please note this will vary for each student depending on their needs and when they joined Odyssey House School.

- Standard documents – Parent & Child Views
- Additional documents – School termly reports, keyworker reports, assessments (baseline, other), attendance reports, incident reports, professional reports (CAMHS, OT, Medical etc.), transition plans, support plans.

3. Hold the annual review meeting and celebrate the achievement and journey of the student over the year.

The annual process will review previous targets and outcomes as set out within the EHCP and update changes as required. The school's SENCO will lead on the annual review meeting and prepare and circulate to all invitees (within 10 days) a written report, setting out the recommendations or any amendments to be made to the EHCP (if any), that the school feels needs to ensure correct and appropriate support moving forward. This process will also include any further parent requests that can be evidenced for additional support. Once the review has taken place the SENCO will then send a copy of the report to the LA within 10 days of the date of the annual review meeting.

On receipt of the report, the LA decides whether to maintain the EHCP in its current form; amend it (if requested and evidence has been provided to support the request); or cease to maintain the placement (if the school is unable to meet need). If following the review there is evidence to show that the EHCP is no longer required the LA will then seek to cease the EHCP. The LA should notify the parents and carers of their decision within four weeks after receipt of the final report.

NOTE: As per the SEND Code of Practice, the educational establishment leads the review.

The responsibility for carrying out annual reviews lies with the local authority, but, in most cases, the local authority delegates the organisation of the review meeting to your child's school. It is the responsibility of the LA to ensure that prior to arrival at Odyssey the EHCP is up to date and an annual review has taken place within the statutory guidelines to ensure that the targets and outcomes are current and appropriate.

Students who do not currently have an EHCP but have additional needs as per the SEN Code of Practice and who would normally fall under the remit of K which requires additional support, will also be regularly assessed as part of the 'assess, plan, do, review' protocol. This assessment will allow for clear targets to be set, and appropriate and timely interventions to be put into place. This process will also provide evidence for statutory assessment should this be required or interventions outside of the school setting for example Child and Adult Mental Health Services (CAMHS), Occupational Therapy (OT), speech and language therapy (SALT).

All students within the Odyssey setting whether they have a diagnosis, EHCP, or are experiencing barriers to school attendance will be assessed and provided with targets that are personalised and will enable the barrier to learning and living to be minimised or ultimately removed.

Please read the guidance below in preparation for your child's annual review, it will be circulated with paperwork and adhered to by the school:

- The annual review process is led by the school. There is an allocated time for a review (normally 1.5 hours) and the meeting must be conducted within this timeframe. This is essential to appropriately allocate school resources.
- All parties attending reviews need to have their phone on silent and stored safely. You will be politely asked to do this before the meeting starts.
- Attendees need to attend the review in person at the venue agreed (normally at the school). Under exceptional circumstances, attendees may be allowed to attend via MS Teams. In this event cameras will need to be switched on for the entire duration of the meeting. If the attendee is unable to switch the camera on, they will not be able to attend the meeting. In these circumstances, they can send their input/report to the school by email.
- Any changes recommended on the EHCP by the school must be based on facts and evidence of attendance, engagement, and work produced by the pupil. The school is unable to make changes to recommendations outside this remit.
- The school will work closely with parents to arrange the date for the annual review. It is a part of the statutory and legal requirement of the school to carry out reviews within a certain period. We are unable to reschedule and postpone

reviews, unless in exceptional circumstances and with the agreement of the local authority. If parents or professionals become unavailable to attend, the annual review will be held by the school, and all parties unable to attend can provide written input for the review.

- The purpose of the annual review is to celebrate and discuss the student's progress and achievements and make recommendations for changes to their health and education plan, funding, and placement arrangements.
- Any matters outside these areas will need to be discussed outside the annual review. The annual review is not a forum for raising complaints. If you wish to raise any issues or concerns, then please follow the school's complaints procedure for any issues that you would like to raise with the school.
- The meeting is a review and any final decisions regarding changes to the EHCP sit with the local authority. Please allow for respectful communication during the meeting. If there is a disagreement at the review, this will be noted on the annual review document. Comments from all parties will be noted and submitted to the LA.
- If parents would like to bring a representative (other than the named professionals on the student's EHCP), they must inform the school two weeks in advance. Information about the representative must be provided to the school. The representative will be required to attend the meeting in person at the school. Please note that the representative is not able to get involved or make recommendations during the annual review. Annual reviews are led by the school. Only parties involved in the education health care plan of the child can participate in the annual review of the child. The school reserves the right to permit individuals to attend the meeting if the school has not been informed and given appropriate notice.
- There may be occasions where communication between the school and home has broken down and would require third party mediation. The school will always try to resolve these matters in-house via the proper channels. However, this cannot be discussed as a part of the annual review meeting.

Appendix 3

Home School Partnership Agreement

Introduction

At Odyssey House School, we believe that working in collaboration with parents / carers and multi-agency professionals helps our students achieve the best outcomes.

An essential part of the achievement and success of all students at Odyssey is the effective working, communication and ownership of vision and values that parents, and families share with the school. It is from this core belief that we have developed a partnership agreement whereby the school and each family agree to work together to ensure the best outcomes for their child.

A Home School Agreement is a statement explaining your child's school's aims, values, policies and procedures, its responsibilities towards its students and their families, the responsibilities of the student's parents / carers, and what's expected of students.

At Odyssey House School we recognise each child as an individual and aim to give all children every opportunity to realise their full potential. We believe that a close partnership between the school, parents and the child is essential if we are to achieve this aim. It is therefore an expectation that all parents who wish their children to attend Odyssey House School will sign up to our Home School Agreement.

We also ask parents to ensure that their child signs the Home School agreement.

What we want for our students

We want them...

- To relish their experience of education, enjoy school and develop a love for life-long learning
- To be happy and help them rebuild happy childhood memories
- To celebrate their uniqueness and use it as a strength to overcome challenges
- To embark on a journey of self-discovery: know who they are, what drives them, what matters to them and what they want to achieve
- To experience success and achieve their 'personal best'
- To develop their character and virtues to make a positive difference to society
- To become balanced people with a range of interests, skills and developed talents to live a fulfilling and happy life.

Our Mission

To change a child's experience of education through connection, nurture and belief to help them learn, grow and achieve transformative life outcomes.

Our Vision

- With an innovative child-led approach, collaborative nature and exceptional team, we will become the go to school for students who need a small, nurturing education
- Through our evidence-based methods and exceptional levels of service, we will be known for making a significant difference to the futures of our pupils.
- Pupils will relish their experience of education, and we will help them to rebuild happy childhood memories.

Our Aims

- To provide our students with the highest standard of education and nurturing support to make their journey at Odyssey a success.
- To put our students at the heart of everything and to put them first, listening to their needs as individuals and shaping our services around them.
- To work in collaboration with parents / carers and multi-agency professionals to help make the best decisions for our students.
- To create a vibrant and rewarding workplace, where contributions are valued, staff share our passion and goals and can grow and develop their careers.

Child-led

The needs of children and young people are at the very center of what we do. They shape our services and guide our approach at every step.

Agility

Every young person and situation is different. We draw on our array of expertise and services to adapt as needed, moving quickly with purpose.

Excellence

We don't settle for anything less than excellence in every part of our organisation and we have the self-honesty to admit when we are wrong and the courage to change.

Nurturing

We look after and support each other so that we can provide the highest level of education, support and opportunity to our pupils.

Ownership

We take ownership, and see things through. From leadership teams to front-line services, accountability through our robust safeguarding processes and we commit to making a difference.

Innovation

We take pride in our professional curiosity and continually seek out better ways to work, adopting proven approaches to lead the way.

THE JOURNEY IS EVERYTHING

Our promise to you

Odyssey House School agrees to:

- Provide an inspiring, secure, and safe learning environment.
- Provide a broad and balanced curriculum which challenges your child to reach their potential and fulfils the requirements of the National Curriculum.
- Ensure that fair codes of conduct and school rules are maintained that develop friendship skills and respect for others and abide by the school behaviour policy.
- Value and celebrate individual achievements.
- Keep you informed about your child's progress and behaviour.
- Set appropriate homework for your child.
- Welcome parental input and respond to your questions or concerns as quickly as possible.
- Allow children safe and secure use of the Internet through a combination of site filtering, supervision and by fostering a responsible attitude in all pupils, in partnership with parents.
- Promote good attendance and punctuality.

Your commitment to us

Parents and Families agree to:

- Having chosen Odyssey House School for your child, accept the school's aims, values, policies, and procedures, positively supporting the school.
- Ensure that your child attends school punctually every day during term time, unless there is a good reason for absence (e.g., illness).
- Notify the school by letter or telephone in the event of absence.
- Support the school's policies and guidelines on learning, behaviour, and attendance.
- Attend parent/teacher meetings to discuss your child's progress.
- Support your child with homework that is set, including reading, ensuring that this is completed on time according to school arrangements.
- Support your child in developing healthy bedtime routines to encourage attendance during the school term.

- Keep us informed of where to contact you in case of emergency.
- Promptly inform the school of any concerns or problems that may affect your child's learning, behaviour, or happiness at school. This includes informing the school of any changes to your child's medication, safeguarding concern at home, change of circumstances at home taking place during the term and during the school breaks and holidays.
- Support school in the teaching of safe and secure Internet use at home.
- Read and understand the Parent Code of Conduct.
- Agree to be respectful at all times when dealing with staff and other parents.

Students agree to:

- Come to school on time and are ready to learn.
- Always do their best at school.
- Follow the school rules.
- Keep themselves and others safe (including online).
- Be respectful towards others and behave in a safe and responsible way.
- Talk to a member of staff if they have a problem.
- Always try to be polite and thoughtful towards others.
- Always try to enjoy school and help others to do the same.

Home School Partnership Agreement

We have read and agree to work together to meet the objectives laid out in the home school partnership agreement to ensure best outcomes for all.

Home School Partnership Agreement

We have read and agree to work together to meet the objectives laid out in the home- school partnership agreement to ensure best outcomes for all.

Signed by parents / carers:

Full Name

Signature

Date

Signed by students:

Full Name

Signature

Date

Signed by Odyssey House School:

Full Name

Job Title

Signature

Date

PARENT HANDBOOK 2024-2025

Odyssey House School
Wokingham