



ODYSSEY HOUSE SCHOOL

Curriculum Policy

Odyssey House School is part of Odyssey Education Services.

Odyssey Education Services is Registered in England and Wales, company number 1162321, registered at 329 Doncastle Road, Bracknell, RG12 8PE

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Review: July 2027

This policy applies to the Odyssey Education Group of Schools –

Odyssey House School, Bloomsbury;

- hereafter referred to as "the School".

Linked Policies And Evidence

- Subject policies, curriculum maps, medium-term plans and schemes of work.
- Assessment, marking and feedback arrangements.
- SEND, EHCP review, accessibility and reasonable adjustment procedures.
- Safeguarding, online safety, attendance, behaviour and anti-bullying policies.
- PSHCE, RSHE, SMSC, careers education, provider access and enrichment plans.
- Teaching and learning, quality assurance, staff development and governance oversight records.

1. Policy Purpose

This policy sets out how Odyssey House School Wokingham provides, implements, monitors and reviews a broad, balanced, relevant and ambitious curriculum for pupils in Key Stages 2, 3, 4 and 5. It is written for a specialist independent school context and applies to pupils with autism, emotionally based school avoidance, anxiety, social, emotional and mental health needs, learning difficulties, disrupted education histories and other complex needs.

The policy should be read alongside the school's curriculum maps, subject schemes of work, individual pupil timetables, Guiding Star plans, EHCP provision records, assessment information and quality assurance records. The policy describes the curriculum framework; leaders must be able to evidence that it is implemented consistently and adapted appropriately for each pupil.

2. Compliance Framework

The curriculum is designed and monitored with reference to the Independent School Standards, ISI inspection expectations, statutory safeguarding guidance, the SEND Code of Practice, equality duties, RSHE and health education expectations, and statutory careers guidance where applicable.

In practice this means the school must be able to demonstrate that pupils receive full-time supervised education which is suitable to their age, aptitude, ability and needs, including any SEND; that schemes of work are supported by appropriate plans; that pupils acquire speaking, listening, literacy and numeracy skills; that personal, social, health and economic education reflects the school's aims; and that pupils are prepared for the opportunities, responsibilities and experiences of life in British society.

3. Curriculum Principles

- Every pupil is entitled to a curriculum that is broad, balanced, coherent and adapted without being unnecessarily narrowed.
- Pupils' EHCP outcomes, baseline assessments, prior attainment, attendance patterns, communication needs and regulation needs inform planning.
- Academic learning, therapeutic understanding, safeguarding, attendance, behaviour support and personal development are planned as connected strands of provision.
- Reading, communication, numeracy, independence, emotional regulation and preparation for next steps are treated as core priorities for all pupils.
- Bespoke timetables are used only where needed, reviewed regularly, and planned with a clear route back towards increased breadth, engagement and independence.
- Curriculum decisions are evidence-led and reviewed through assessment, pupil voice, parent/carers feedback, staff evaluation and leadership monitoring.

4. Curriculum Intent

Odyssey House School intends that pupils become increasingly independent and ready for their journey to success. The curriculum is designed to repair gaps in learning, rebuild confidence, develop communication and self-regulation, and secure meaningful next steps in education, training, employment and adult life.

Pupils will be supported to develop effective listening and communication skills; build knowledge and skills over time; apply learning across contexts; take appropriate risks in learning; work with others; understand themselves and wider society; keep themselves safe; and develop as respectful, responsible and active citizens.

5. Curriculum Entitlement By Area Of Learning

Area of learning	Curriculum entitlement	Evidence leaders should hold
Linguistic	English, reading, phonics where needed, speaking, listening, vocabulary, communication and written expression across the curriculum.	Reading assessments, literacy baselines, intervention records, English curriculum map, work samples, progress data.
Mathematical	Mathematics and functional numeracy, including application in science, technology, personal finance, careers and life skills.	Maths baselines, schemes of work, functional skills pathways, pupil work, intervention evidence.
Scientific	Science through age- and stage-appropriate content, practical enquiry, scientific literacy and accredited pathways where appropriate.	Science curriculum map, risk assessments for practical work, accreditation plans, assessment records.
Technological	Computing, digital literacy, food technology, design/problem solving and safe use of technology, including online safety.	Computing/technology plan, online safety curriculum map, food technology plans, evidence of adapted access.
Human and social	History, geography, religious education, citizenship, current affairs and understanding of society, institutions and diverse communities.	Humanities and RE maps, PSHCE links, pupil work, enrichment evidence.
Physical	Physical education, fitness, movement, outdoor learning and healthy lifestyles adapted for pupils' sensory, anxiety, medical and regulation needs.	PE plans, risk assessments, attendance/access records, personal development evidence.
Aesthetic and creative	Art, design, music and creative experiences that broaden	Creative curriculum maps, displays, work

	pupils' interests and provide routes for self-expression.	samples, enrichment and accreditation records.
Personal, social, health and economic	PSHCE, RSHE, careers, British values, SMSC, regulation, independence, safeguarding themes and preparation for adulthood.	PSHCE/RSHE map, careers records, pupil voice, transition plans, safeguarding curriculum evidence.

6. Curriculum Implementation

Curriculum implementation is led by the Headteacher and delegated through the Deputy Head, SENCO, subject leaders, pastoral and therapy staff. Teachers plan from the school curriculum maps and subject schemes of work, then adapt teaching in response to pupils' starting points, EHCP outcomes, current risk and regulation profiles, attendance patterns and assessed learning needs.

On admission, the school gathers information from parents/carers, previous settings, placing authorities, EHCPs, professional reports and baseline assessments. This information informs each pupil's Guiding Star plan, timetable, intervention programme and classroom strategies. Plans are reviewed at least termly and sooner when need, risk, attendance or progress changes significantly.

Lessons use clear routines, explicit teaching, practical and visual approaches, structured communication, carefully planned challenge, supported independence and opportunities to revisit and apply learning. Regulation strategies are taught explicitly through orientation and regulation time and reinforced throughout the school day.

7. Curriculum Structure By Key Stage

7.1 Key Stages 2 And 3

Pupils follow a broad curriculum aligned with National Curriculum expectations and the Independent School Standards areas of learning. Teaching prioritises secure literacy, numeracy, communication, scientific understanding, humanities, technology, physical development, creative learning, PSHCE, SMSC and preparation for future learning. Age-related expectations are used alongside individual starting points so that challenge remains appropriate and realistic.

7.2 Key Stage 4

Pupils follow personalised pathways that may include GCSEs, BTECs, Functional Skills, Entry Level qualifications, Duke of Edinburgh, AQA Unit Awards, vocational learning and other accreditation where appropriate. Individualisation must not remove the entitlement to a broad and balanced education unless there is a clear, recorded reason linked to need, risk or transition planning.

7.3 Key Stage 5

Where pupils remain in Key Stage 5, the school provides a coherent study programme matched to their needs and next steps. This may include GCSE resits, Functional Skills, vocational learning, work-related learning, independent living, personal finance, travel training, health, relationships, careers guidance and preparation for adulthood. Leaders must be able to show that Key Stage 5

pupils are not simply repeating provision but are following purposeful programmes with clear progression aims.

8. SEND, EHCPs And Specialist Provision

The SENCO ensures that EHCP outcomes and professional recommendations are translated into practical provision. Teachers and support staff must know the key needs, barriers, strategies and risk factors for the pupils they teach. The curriculum must be adapted to support access while maintaining ambition and breadth wherever possible.

- Guiding Star plans identify strengths, barriers, learning needs, regulation needs, communication needs and agreed strategies.
- Interventions are recorded with intended outcomes, frequency, staff responsibility, review dates and impact notes.
- Therapy, pastoral, safeguarding and academic information is shared appropriately so that provision is coherent.
- Bespoke timetables include a review date, rationale, parent/carers and placing authority communication where needed, and a plan for broadening access.
- Annual reviews and interim reviews evaluate the impact of provision against EHCP outcomes and pupil progress.

9. Reading, Communication And Numeracy

Reading, communication and numeracy are whole-school priorities. Pupils receive baseline assessment and ongoing monitoring so that staff understand gaps in decoding, fluency, comprehension, vocabulary, writing stamina, mathematical fluency and functional application. Where pupils are not secure readers, leaders ensure that evidence-based support is provided and reviewed.

All teachers are responsible for developing subject vocabulary, spoken language, reading comprehension and numeracy in their subject areas. Staff receive guidance on communication approaches, autism-informed teaching, dyslexia-aware practice and strategies that reduce anxiety and support engagement.

10. PSHE, RSHE, SMSC And British Values

Personal development is taught through planned PSHE and RSHE lessons, assemblies or community meetings, enrichment, careers, therapeutic approaches, daily routines and the wider culture of the school. Content is adapted sensitively for pupils' age, developmental stage, communication needs, SEND, anxiety and trauma histories.

The curriculum promotes democracy, the rule of law, individual liberty, mutual respect, tolerance of different faiths and beliefs, and respect for all people including those with protected characteristics. Discriminatory, prejudiced or extremist views are challenged and recorded where appropriate. Leaders monitor that teaching presents political issues in a balanced way and does not promote partisan political views.

RSHE and health education cover relationships, consent, boundaries, physical and mental health, online safety, personal safety, respectful behaviour, identity, diversity, risks, help-seeking and

preparation for adult life. Parents/carers are informed about the RSHE curriculum and any withdrawal rights are managed in line with statutory guidance and the school's RSHE policy.

11. Safeguarding And Online Safety Through The Curriculum

Safeguarding is reinforced through the curriculum as well as through policy and practice. Pupils are taught how to recognise risk, seek help, keep themselves safe, use technology safely, understand healthy relationships, report concerns and respond to unsafe or discriminatory behaviour. Teaching is adapted for pupils who may be particularly vulnerable because of communication needs, anxiety, social understanding, online behaviour, trauma history or previous absence from education.

The DSL and Deputy Head review safeguarding curriculum content at least annually and following significant local, national or school-specific concerns. Records should show where online safety, peer-on-peer abuse, bullying, exploitation, radicalisation, mental health, consent and help-seeking are taught and revisited.

12. Careers, Employability And Preparation For Next Steps

Careers education begins early and becomes increasingly personalised as pupils move through the school. Pupils receive impartial information, guidance and experiences that help them understand education, training, employment, vocational routes and independent living. Provision is adapted so that pupils with SEND, anxiety, EBSA or social communication needs can access careers learning meaningfully.

Where appropriate, the school uses The King's Trust Achieve programme as part of its careers, personal development and employability offer. Achieve is used flexibly to support pupils to build confidence, resilience, communication, teamwork, career planning, money management and wider skills for life. For pupils in Key Stages 3, 4 and 5, leaders consider whether Achieve units or qualification routes support the pupil's EHCP outcomes, transition plan, attendance re-engagement, preparation for adulthood and next steps. Delivery must be recorded within the pupil's curriculum or careers plan and reviewed for impact.

- Each pupil has transition goals linked to their interests, strengths, needs and realistic next steps.
- Key Stage 4 and 5 pupils have planned access to careers guidance, vocational learning, work-related experiences and provider information.
- The King's Trust Achieve resources, units or qualification options are selected where they provide a suitable route for developing personal development and employability skills.
- Careers provision is monitored against the Gatsby Benchmarks where applicable and recorded in a careers programme.
- Parents/carers and placing authorities are involved in transition planning where appropriate.

13. Assessment, Recording And Reporting

Assessment is used to identify starting points, plan next steps, monitor progress, evaluate interventions and report to pupils, parents/carers and placing authorities. The school uses baseline assessment, teacher assessment, accredited course requirements, reading and numeracy

information, pupil work, observation, intervention review and wider personal development evidence.

Assessment information must be accurate, current and used by staff. Leaders review whether pupils are making progress from starting points, including pupils with irregular attendance, reduced timetables, EBSA, anxiety, autism and complex SEND. Where progress is limited, leaders identify barriers, adjust provision and record the action taken.

14. Curriculum Enrichment

Enrichment broadens pupils' experiences, interests and cultural capital. The school plans cultural enrichment days, educational visits, visitors, clubs, outdoor learning, community links, enterprise, volunteering and subject-related experiences. Enrichment is risk assessed and adapted so that pupils with anxiety, autism, sensory needs, medical needs or previous school avoidance can participate safely and meaningfully.

15. Leadership, Monitoring And Quality Assurance

The Headteacher is responsible for ensuring that the curriculum is suitable, implemented and monitored at Wokingham. The Deputy Head coordinates curriculum maps, subject plans and curriculum review. The SENCO ensures that SEND and EHCP requirements are reflected in teaching and provision. Subject leaders monitor subject quality and progression. The DSL advises on safeguarding curriculum content. The Clinical & Operation Director and proprietor body provides oversight, challenge and approval.

Monitoring activity	Minimum frequency	Responsible staff	Expected evidence
Curriculum map and scheme review	Annually and when guidance or cohort need changes	Deputy Head with subject leaders	Reviewed maps, amendments, leadership minutes.
Subject monitoring	Termly sample	Subject leaders / Deputy Head	Work scrutiny, lesson visits, planning checks, pupil voice.
SEND provision review	At least termly	SENCO with teachers and pastoral/therapy staff	Guiding Star reviews, intervention records, EHCP mapping.
Assessment and progress review	Termly	Headteacher, Deputy Head, assessment lead	Progress reports, action plans, pupil-level review notes.
Safeguarding curriculum review	At least annually and after significant concerns	DSL and Deputy Head	PSHCE/RSHE/online safety map, updates, staff briefings.

Careers and transition review	At least annually; termly for KS4/5 pupils	Careers lead / Deputy Head	Careers programme, guidance records, transition plans.
Proprietor oversight	At least termly	CEO/proprietor body	Reports, challenge records, actions followed up.

16. Evidence Expectations

Leaders must keep evidence showing that the curriculum is not only written but implemented. The following evidence should be current, organised and available for inspection.

- Curriculum maps for each key stage and subject.
- Schemes of work, medium-term plans and lesson planning expectations.
- Pupil timetables, including rationale and review records for bespoke or reduced timetables.
- Guiding Star plans, EHCP provision mapping and intervention reviews.
- Baseline, progress, reading, numeracy and accredited course data.
- Pupil work, displays, assessment records and teacher feedback.
- PSHCE, RSHE, SMSC, British values and online safety curriculum evidence.
- Careers programme, provider access arrangements, King's Trust Achieve planning or unit records where used, work-related learning and transition records.
- Quality assurance records including lesson visits, work scrutiny, pupil voice and leadership action logs.
- Records of proprietor or governance oversight, challenge and follow-up.

17. Review And Approval

This policy is reviewed annually and sooner if statutory guidance, inspection expectations, school provision or pupil need changes materially. The review must check both policy wording and implementation evidence. The CEO/proprietor body approves the policy and receives assurance that the curriculum is implemented effectively at Wokingham.

Appendix 1: Inspection Readiness Checklist

Check	Inspection-ready evidence
Breadth	All Independent School Standards areas of learning are mapped and delivered across key stages.
Suitability	Curriculum plans reflect age, aptitude, ability, SEND, EHCP outcomes and prior learning.
Implementation	Teaching, assessment, timetable and intervention records show the policy is enacted.
Accountability	Named leaders can explain responsibilities, monitoring and improvement actions.
Impact	Progress, engagement, attendance, personal development and transition evidence is reviewed and acted on.
Safeguarding	Online safety, healthy relationships, help-seeking and risk awareness are planned and revisited.
SEND	EHCP outcomes are translated into provision and reviewed for impact.
Careers	Pupils receive impartial guidance and planned preparation for next steps.
Oversight	Clinical & Operation Director and CEO/proprietor body receives reports, asks questions and follows up actions.