



Welcome to **Olympus**



Young Lives,
Bright Futures.

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Young Lives, Bright Futures

We understand that choosing the right education provider for any child is vitally important. Parents and carers want high-quality education for their child, but they also want them to be happy, safe and secure and to make progress. At Horizon, we believe we offer all these things and much more.

Horizon specialist education services are well known for supporting learners to secure sound educational outcomes and have the skills and resilience to succeed in life beyond school. Our personalised, inclusive, and stimulating programmes of learning are delivered by experienced, suitably qualified teams of staff who are passionate about making a difference to the lives of young people.

At Horizon, we believe education is key to improving life chances, wellbeing, and individual development. With our broad and balanced curriculum across all Key Stages, we enable pupils to pursue both academic and vocational paths to help them grow and achieve.

Across our schools, we embrace our core values of being compassionate, inspiring, dependable, and collaborative, and aim to develop a sense of community where adults and young people work together and support each other to flourish.

Our high expectations and standards of education are a credit to the hard work of both our staff and pupils. We value positive and collaborative relationships with commissioners and the communities where our schools are located and believe that relationships with parents and carers is key to our young people's success. We believe that our pupils time in school should be rewarding and fulfilling and that they should make progress that will benefit them in their next stages of education or employment. Should you choose to send your child to one of our schools or alternative provision, we are confident that you will have made the right decision.

We look forward to meeting you soon and if you have any queries or concerns, please contact us at any time.

Andrew Kitterick
Managing Director Education Services



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Our Values

Across all of our schools, homes and supported accommodation settings, we fully embrace and embody our group's core values:



Compassionate

We listen, care and support with sincerity, empathy and kindness.



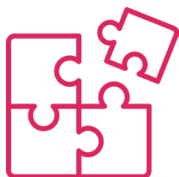
Inspiring

We promote a culture which is high in expectation, enabling our young people and colleagues to achieve their potential.



Dependable

We are reliable and trustworthy, creating safe environments where young people can flourish and colleagues can grow, and we always keep our word.



Collaborative

We value our partnerships and work together to create innovative and sustainable solutions for young people.

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Welcome to Olympus

Welcome to Olympus. We have two provisions, our 11-16 provision and our pathways 16-19 provision.

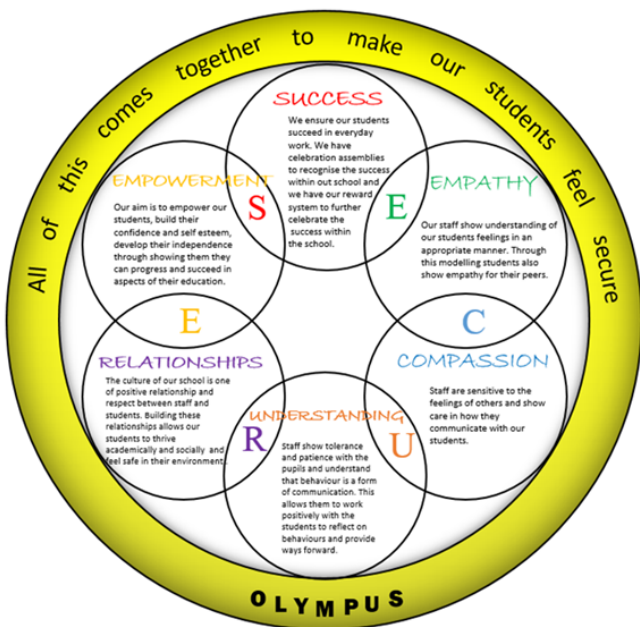
Our school is located in a quiet area on the edge of ancient woodland, providing the ideal environment for our students to learn and achieve. All of our classrooms have a nurture room or area and our single student rooms have a learning and nurture space.

Our pathways provision provides students with a personalised curriculum, which includes English, Maths, PSHE and Work Skills. Many of our students receive staff support to attend college courses of their choice for part of their week, and our staff work to develop our students' independence in attending these courses. Community places such as recording studios, riding stables, animal centres and vocational centres are used within students' personalised timetables.

Often students attending Olympus have a social, emotional or mental health diagnosis and an Educational Health Care Plan (EHCP). Some students have a diagnosed neurodevelopmental condition (e.g. Autism or ADHD), sensory

processing difficulties, social communication difficulties or another diagnosed mental health condition. Due to these diagnoses or difficulties, they are not able to succeed in a mainstream provision, PRU or alternative provision.

Our curriculum gives students the chance to succeed in a safe and secure environment, where there are strong relationships that enable students to experience and celebrate their progress and success. Having students who are secure in school enables them to succeed!



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Message from the Headteacher

I feel privileged to be the Headteacher of Horizon Olympus. Often our students have not had positive educational journeys, and our focus is on providing personalised relationship-based education for each student to have great school experiences.

Our school ethos centres around building positive relationships with our students and their families. Working alongside our Therapeutic Services Team, we offer nurture-based education.

Our aim for Olympus is to provide high quality education, adapting the curriculum and making it relevant for our cohort – ensuring we prepare our students for independent living, college and employment. We have recently increased the range of subjects we offer at Key Stage 4, and students can pick options allowing them to develop their talent in subjects they are interested in. These options will change based on the needs, interests and the talent of our young people.

We provide support for our pathways sixth form students to enable them to gain places at college or apprenticeships and support them throughout their transition.

We have a lovely school site on the edge of ancient woodland and our aim is to become more environmentally-friendly through the development of our horticulture area. The introduction of practical subjects is important for our students who will progress into trade apprenticeships, and we have recently had a new workshop built on-site.

Our students are at the centre of everything we do at Olympus, and by providing high quality education we enable our students to be happy in school, thrive and succeed.

Christina Russell
Headteacher



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The Olympus Approach

We know that our students have a mountain to climb to succeed in education. Often our students have low self-esteem, feel school is not for them or have experienced previous placements giving-up on them. We want to ensure their educational journey change when they join us.

Nurture

Positive relationships are at the heart of our school. Our staff support our students to grow and develop to their full potential. We place our student's wellbeing at the centre, and our Education and Therapy staff work as a team to help students access education.

Our students have had varying experiences in their lives, and it is their right to expect appropriate support from our team to build their confidence, self-esteem, and resilience, while being given a voice, responsibility, and an active role in the school community. Our approach is inclusive, respectful and gives every student the chance to succeed.

The Shine Model

All staff receive training on the Horizon Therapeutic Model SHINE (Supporting Healing in Nurturing Environments). This training includes the way our brains work, understanding the impact of trauma and the importance of the relationships we have with each other. We understand that everyone is unique, and embedding this training enables our students and staff to flourish.



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The Olympus Approach (Cont.)

The Pace Model

The PACE (Playfulness, Acceptance, Curiosity and Empathy) Model is an attachment and brain-based approach to working with young people. These principles help to promote the experience of safety in our interactions with young people. Children need to feel you have connected with the emotional part of their brain before they can engage the thoughtful, articulate, problem solving areas to learn.



Zones of Regulation

At Olympus, we implement 'The Zones of Regulation' into our everyday practice. This supports our students to manage sensory integration and regulation, develop self-understanding and self-regulation strategies. Zones develop cognitive control of behaviour, provide visual scaffolds to enable students to express their emotions, develop social thinking and self-awareness. This prepares them for society and preparation for adulthood and the world of work.

Positive Behaviour Support

All staff are trained in Positive Behaviour Support and this focuses on how we work together to prevent dis-regulation and reduce heightened emotions. Keeping our students on their 'base line' using strategies we know work with them, supports their achievement and learning as well as giving them essential skills for future life.

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Our Curriculum

We provide a rounded curriculum for our students and are committed to ensure they make progress both in their academic and social education.

Our curriculum provides students with core subjects they need for their future, and allows them to succeed in topics that they enjoy.

Our timetabled subjects prepare students for life beyond Olympus and prepare them for adulthood, future learning and work life.

Our broad curriculum is adapted from the National Curriculum, with a variety of core subjects to ensure we meet the individual needs of our learners.

Our curriculum gives students “**experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education**” as required by The Revised Education (Independent School Standards) (England) Regulations January 2015.

Parents and carers are encouraged to be a part of their student’s journey in education and support their child. This is facilitated by daily communication with parents and/or carers.

Our school is inclusive and we create opportunities for our student’s and staff success.

Where possible, we offer continuity for our students from previous educational settings, and ensure that qualifications in core subjects access a range of appropriate specifications. When students transition to our Pathways provision, a clear transition programme is produced to offer dedicated support.

Our approach to implementing the curriculum helps students to become positive and responsible individuals, who can work and co-operate with others once they have left school. We have high expectations of teaching and learning; the quality of education students receive is of a consistently high quality.

We recognise that, as staff, we are all learners within a community of learning and that, as learners, we continue to develop our own expertise and professionalism.



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Qualifications

Linguistic - CORE

English is studied at KS3, KS4 and KS5. Students have the opportunity to access:

- Functional Skills English entry level 1, 2 or 3
- Function Skills English level 1, level 2
- GCSE English Language 2.0

Mathematics - CORE

Mathematics is studied at Key Stage 3, 4 and 5. Qualifications taken in Maths include:

- Functional Skills Maths entry level 1, 2 or 3
- Functional Skills Maths level 1, level 2
- GCSE Maths

Science - CORE

Science is studied through all Key Stages which includes Biology, Chemistry and Physics. Students have the opportunity to take qualifications:

- Entry level 1, 2 or 3
- GCSE Science Double Award

Technological

At KS3 we provide lessons in Design Technology and Food Technology. At KS4 all students have the option to take the BTEC Home Cooking qualification.

Human & Social

PSHE, which includes RSE is a key part of our curriculum at all Key Stages. At KS3 students have Humanities & Life Skills lessons. At KS4 all students study Work Skills and options, which this year have included History GCSE.

Physical

At KS3 and KS4 we include Physical Education and activities on student's timetables. KS3 PE includes Dance. Students at KS5 have their timetable supplemented with activities which include horse riding, squash, bowling and football.

The Arts

At KS3 students study Arts, Performing Arts and Music. Option at KS4 this year include Art at Entry Level and GCSE Art and GCSE Media. KS3 and KS4 activities include performance and Music for enjoyment!



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Subjects

English

The Olympus English curriculum develops our students into engaged, independent, and thorough responders of texts. We are mindful of the content we offer our students, much of it echoes what is taught in mainstream schools. We nurture an appreciation and love of reading through timetabled reading sessions in both the library and classrooms.

Key Stage 3

Our KS3 curriculum reflects the National Curriculum outcomes and empowers our students to understand the world and their role within it. We engage students in a variety of texts and learning ranging from Dystopian fiction to Shakespeare. We teach poetry and speeches from films, leaders and Human Rights Activists, while exploring how language has changed over time. We familiarise students with the types of texts they will encounter at GCSE and develop their knowledge of technical terminology.

We build confidence when reading challenging texts and constructing longer pieces of critical and creative writing.

In lessons, we offer students opportunities to write for a wide range of purposes and in a variety of styles and voices. They study non-fiction and poetry, and develop empathic, persuasive, or descriptive writing skills. The spoken word is at the heart of the KS3 curriculum; all students are encouraged to express their opinions and articulate themselves both verbally and in writing. Spoken English is developed in speeches and presentations, as well as improvising, rehearsing, and performing play scripts and poetry.

For students with lower reading ages, we deliver the **Read Write Inc. Phonics** programme to help students gain confidence in understanding text. Students work through the Ruth Miskin Literacy and Language programme which provides them with a wide selection of accessible, and well-written fiction and non-fiction materials to develop their reading and writing skills.



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Key Stage 4 & Pathways

In KS4 we enable students to develop independently, to read and appreciate a range of classic and modern texts with fluency, enabling them to analyse how writers construct different texts with particular attention to their use of language and structure.

We task the students to write clear, focused extended essays analysing texts and writing creatively in response to a variety of purposes and audiences. They are given the ability to develop the use of ambitious vocabulary, grammar, form, and structural and organisational features, to reflect audience, purpose, and context.

These skills ensure students are ready to enter qualifications that will be offered at KS4 - Pearson GCSE English Language 2.0 and Pearson Functional Skills in English Entry Levels 1, 2 and 3, and Functional Skills Levels 1 and 2.

Year 10, 11 and Pathways are taught through the English Functional Skills course which is designed to equip learners with life skills they need to succeed. It aims to ensure learners can communicate with confidence and independence and offers excellent preparation for employment and further education. Spoken Language is carried out through both formal and informal discussions and presentations. There is a discrete Spoken Language unit in Functional Skills, and as part of their GCSEs, students prepare for the assessed Spoken Language element.

Within all years, there is a focus on spelling, punctuation, and grammar, to ensure our students can express themselves accurately and effectively. Functional Skills assessments in English is carried out each term to track progress and identify areas where additional support is needed.

Maths

Our maths curriculum follows the National Curriculum for Mathematics and we provide schemes of work that is appropriate for all students regardless of their prior attainment and missed studies.

At Olympus, we aim to cater for all students maths needs, no matter their prior level of attainment. Our teaching is aimed towards providing engaging lessons that will motivate students to want to 'do' maths.



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We aim to give our students access to the most appropriate learning pathway to ensure they gain access to information that will support their adult lives.

All students are provided with a bespoke program aimed to supply the most appropriate schemes to furnish them with skills, while stretching them to achieve the best they can and gain qualifications.

Our Maths teaching follows the format of the 'Mastery of Maths' where there is:

- **Coherence** - a learning progression through the curriculum allowing students to develop a deep understanding
- **Representation and structure** - this allows students to 'see' the Maths providing mental images which allows understanding and connections of concepts
- **Mathematical thinking**
- **Fluency** - allowing the automatic recall of mathematical facts and procedures to ensure the ability to move between different concepts and representations. This enables students to solve problems using different methods and strategies
- **Variation** - varying the representation of a concept while keeping others constant to enable students. This builds a deeper understanding.

Key Stage 3

Our KS3 curriculum is designed to develop maths skills that will enable students to take GCSE exams in Year 11, but also cater for learners whose needs dictate the basic skills to deal with life after school.

While the former will deal with the five areas of maths; number, algebra, shape space and measure, ratio and handling data and statistics, the life skills required for all students will incorporate functional skills such as addition and subtraction, multiplication and division, measuring amounts and sizes, money and bills and time.



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Key Stage 4 & Pathways

The KS4 curriculum develops the paths undertaken at KS3, but also enables a crossover for students whose learning in KS3 provided them with the requisite skills to follow the 2 year KS4 curriculum GCSE maths. At KS4 and Pathways, all students have the opportunity to progress through Functional Skills maths qualifications and the opportunity to move from Entry Level 1, 2 and 3 to Level 1 and Level 2.

Science

At Olympus our science curriculum is rooted in inspiring students to develop their knowledge and practical skills. We aim to give all students a strong understanding of the world around them in addition to acquiring the skills and knowledge to help them think scientifically and develop intellectual curiosity. Our science curriculum also helps to develop critical thinking skills so students can appreciate and wonder in the world around them.

We build upon prior knowledge, ensuring all students have a firm grasp of concepts they need as they progress through the curriculum.

Our curriculum also builds in key opportunities to develop students' practical skills, encouraging them to ask questions and seek answers through scientific studies. All students are supported to develop and use a range of skills including observations, planning and enquiry, as well as being encouraged to become independent learners when exploring possible answers for their scientific-based questions.

Our KS3 curriculum is designed to foster a lasting enthusiasm for science while building a strong foundation of scientific knowledge to facilitate future studies.

Year 7 begins with a series of introductory lessons designed to prepare students for working in the science laboratory. After this transition period, students study key topics across Biology, Chemistry and Physics with key ideas from Year 7 being built upon in Year 8 and into Year 9. We believe that the skills and knowledge students learn and develop at Key Stage 3 will help them across the curriculum and are essential as they progress into Key Stage 4.



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During KS4, students further develop their scientific knowledge, skills, and curiosity as they complete AQA GCSE Combined Science: Synergy or AQA Science Entry Level Certificate: Single Award.

In Combined Science: Synergy students will study all three disciplines of Biology, Chemistry and Physics and complete 4 exams on Life and Environmental Sciences and Physical Sciences.

In our Entry Level Certificate, students will submit a portfolio of work containing the appropriate number of externally set assignments and teacher-devised assignments.

The two courses are taught through a combination of practical and content-based lessons.

Computing

At Olympus, we recognise the importance of computers in supporting our students with special educational needs to help them fulfil their potential.

In today's digital age, it is crucial that we equip our students with the necessary skills to access technology and succeed in the digital world. We aim to foster a love of technology and empower our students to become confident digital citizens. By tailoring our approach to meet the specific needs of our students, we believe that our ICT program will help unlock our students potential and prepare them for success in the digital age.

In computing we support our students in developing their digital literacy and ICT skills, enabling them to participate in today's evolving digital society. We provide our students with a range of technology resources and tools that can support their learning and progress. Our aim is to foster a love of technology and promote the use of ICT in creative and innovative ways.

We provide our students with access to specialist technology resources to support their learning. This will include access to computers, tablets, interactive whiteboards, and software tools that support their specific educational needs.

We educate our students on the importance of safe and responsible use of technology. This will include teaching them about online safety, cybersecurity,




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and the ethical use of technology. We provide guidance on how to use technology to support their wellbeing, such as by promoting the use of appropriate applications e.g. mindfulness applications.

In our computing programme of study we cover:

- **Digital literacy** - students will learn how to use technology safely and effectively, including how to use different types of software and hardware.
- **Coding and programming** - students will learn how to write code and create programs, developing their problem-solving and logical reasoning skills.
- **Multimedia** - students will learn how to create multimedia content such as videos, animations, and digital artwork.
- **Digital communication and collaboration** - students will learn how to use technology to communicate and collaborate with others, including the use of video conferencing, messaging apps, and online collaboration tools.

PSHE/RSE

At Olympus our PSHE/RSE curriculum covers the breadth of PSHE and statutory requirements including relationships, sex and health education, economic wellbeing and careers. The PSHE curriculum is drawn from the PSHE Association Education Programme of Study and incorporates key concepts of citizenship. Within lessons learning opportunities are spread across three core themes: Health and Wellbeing, Relationships, and Living in the Wider World.

At Key Stage 3, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during their primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

At Key Stage 4 & Pathways, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during Key Stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.



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Physical Education

At Olympus the physical education curriculum provides and develops students' physical, mental, and social health, and ensures that being active forms part of their life-long identity. Our curriculum has three main focuses: performance, leadership, and health. These focus areas form part of the PE curriculum which help support knowledge, skills, understanding, and leadership. Students will build on stamina, strength and flexibility and be able to apply themselves in a range of competitive, creative, and challenging activities.

Students have the opportunity to experience a range of PE activities including:

- Games focusing on striking and fielding and invasion game
- Athletics developing jumping, running, and throwing techniques
- Fitness activities focusing on agility, coordination, power, and flexibility
- Dance where they can develop, create, explore, reflect, and perform
- Gymnastics developing movement, balance and creating basic sequences
- OAA mostly focusing on orienteering, team building and problem-solving

PE is studied by all students in year 7 to 11. Sport is also an option subject at KS4 currently studying units from the BTEC Sports. Students gain confidence in applying more advanced skills, showing accurate technique and consistency within lessons. They develop an ability to evaluate and assess movements and sequences. Leadership opportunities are facilitated to improve communication skills, teamwork, organisational skills, and confidence.

Students will be expected to lead warm-ups and sports related coaching as well as score and assess a range of different activities. At Key Stage 4, students refine their technical accuracy, and executing skills with precision, control and fluency.

Art and Design

At Olympus we believe that Art and Design plays an integral role within our school and we look to find creative talents within our students. Students are taught to use a range of techniques within both the Art and DT lessons, recording their observations and insights in sketchbooks and using a range of media to explore ideas.



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Students are taught to analyse and annotate their own and artists' work in order to develop their work further and gain a deeper understanding of a variety of art.

We offer two options for Art at Key Stage 4 which allows students to further develop their learning. Students will be offered GCSE Art, Craft and Design at Key Stage 4 (examination board AQA) and Entry Level Certificate in Art Craft and Design (examination board OCR).

We take advantage of being in such close proximity to London by visiting museums and attending exhibitions when possible. This also allows our students to work on valuable life skills such as use of public transport and interacting within the community.

Music

Music is a unique form of communication that can change the way students feel, think and act. Music forms part of an individual's identity and positive interaction with music can develop students' competence as learners and increase their self-esteem.

At Olympus music enables personal expression, reflection, and emotional development. It also helps students to understand themselves, relate to others and develop their cultural understanding, creating important links between home, school, and the wider world.

We encourage active involvement in music-making, helping to develop a sense of group identity and togetherness. Music lessons are fun and creative and can influence students' development of achievement and self-worth and increase students' ability to work with others in a group. We develop students' critical skills such as their ability to listen, to appreciate a wide variety of music, and to make judgements about musical quality. Music increases resilience, self-discipline, creativity, aesthetic sensitivity, and understanding as well as being open to feedback to improve and make progress.

Our curriculum at Key Stage 3 develops singing, listening, composing, performing and instrumental performances using the different styles and genres being explored as well as the development of composing different styles of music.



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Drama

Drama is taught at KS3 and plays an important role in the personal, social and emotional development of our students. Students develop skills including teamwork, creativity, respect for others, empathy, leadership and learn to take appropriate risks. These skills are invaluable for successful lives at home, in society and eventually, in the work place.

We use creative games and simple drama activities to encourage the understanding of drama methods. Our lessons stimulate the creativity of our students, encourage creative thinking and allow students to explore issues in a safe and supportive environment.

Humanities

Humanities inspires our students to question the world in which they live and their place within it, in the past, present and future. Our curriculum aims to expose students to as many places, cultures and histories in the world to broaden their understanding of it while also appreciating the multicultural society in which they live. Humanities at Olympus incorporates the subjects of History, Geography, Religious Education and Citizenship from Year 7 through to Year 9.

We aim to provide students with skills to become empathetic, accountable, global citizens who can see beyond their immediate experiences to critically analyse and evaluate the world in which they live. It is through the study of a wide range of environmental, social, political and cultural issues that are relevant to everyday life that we aim to equip students with an understanding of the world. Students have the opportunity to hold philosophical and ethical discussions about these topics while also discovering and evaluating solutions within their Humanities lessons to help develop their knowledge and understanding of the world.

Due to the nature of this subject, many outside learning experiences will also challenge their understanding and opinions. Trips to the local areas including the Ancient Woodland, museums and local studies on the environment also give students a range of opportunities and experiences.



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The logo for Horizon Care, featuring a stylized heart icon above the word "horizon" in a lowercase, sans-serif font.

Media Studies

Media Studies is an option in year 10 and 11. It is an exciting and dynamic subject that explores the role of media in our daily lives. Through the study of television, film, advertising, newspapers and the internet, students develop a critical understanding of how media industries operate, how they shape our perceptions and how we can analyse media texts. They will learn about media language, representation, institutions and audiences, and will have the opportunity to produce their own media products using industry-standard software and equipment. Media Studies is a valuable subject for anyone interested in pursuing a career in media or communications, and develops transferable skills such as critical thinking, teamwork and creativity.

Cooking

Cooking is a favourite subject for many students at Olympus. It ensures the principles of nutrition and healthy eating, while instilling a love of cooking in all of our students.

Learning how to cook is a crucial life skill for students now and in later life. Weekly lessons at Key Stage 3 develop a range of skills including weighing and measuring, reading and following a recipe, cooking methods, domestic hygiene and health and safety.

The teaching of cooking enables students to make informed choices to achieve a healthy balanced diet for themselves and others. It allows them to be creative and reflective, with the ability to evaluate and refine their ideas. Cooking broadens our students' food experiences by trying and creating new ingredients and dishes.

At Key Stage 4 students are given the opportunity to take BTEC Home Cooking qualifications where they produce their own menus and cater for others.



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Careers Education

We believe that every young people has the opportunity to move into meaningful further education and employment opportunities. Our students engage in a strong careers curriculum from as early as year 7. Students engage in a comprehensive curriculum developed alongside the CDI Framework and the Gatsby Benchmarks.

Through our curriculum students learn how to:

- be self-aware
- manage their money
- manage a career
- gain work experience
- balance both work and life
- understand key work legislation and their working rights
- look after their mental health at work and their wellbeing

Students have access to the Morrisby software which is a platform that allows students to search for roles and gain real-time labour market information. The software also details job requirements and a flow chart of academic and vocational entry routes into that particular role. Students can compare key statistics and can search and apply for roles.

Students leave with a passport of their career journey and a report of their key skills and strengths ready for employment. They can track their skills through the skills builder framework and can input a range of activities related to career education.

Our students have access to a wide range of external visitors which include local further education providers, a range of different employer/employee talks, careers fairs, mock interviews, visits to workplaces and educational visits. These support our students to explore different possibilities and to help broaden their perspectives. Our students have one-to-one careers adviser sessions from year 9 but our careers education has already started before this stage.

Our careers advice allows students to discuss their considerations and views on what their career might be. We encourage our students to voice their desired career and do not push them to a specific outcome. We have good relationships with local colleges and prepare our students for successful transitions into further education.



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Equality

Olympus celebrates the diversity of our students, including ethnicity, background, religion and needs. We are committed to the need to eliminate unlawful discrimination and to promote equality for students, staff and those in our community.

All students have every opportunity to achieve the highest standards by:

- taking account of their varied experiences and needs
- ensuring all are given equal access to education
- offering a broad and balanced curriculum
- having high expectations for all students
- encouraging them to develop their talents and interests
- The school complies with all current legislation concerning discrimination and promotes best practice in equality of treatment

Rewards & Consequences

Olympus is committed to ensuring that all students achieve their very best. Our approach is to frame good behaviour wherever it occurs and shine a light on students who consistently meet our expectations and their targets.

We aim to clearly communicate the consequences of poor behaviour and ensure reflection sessions take place after any incidents, which are supported by all members of staff. At Olympus we place a heavy emphasis on positive relationships between staff and students, and endeavour to ensure we have consistency in response to both positive and negative behaviour.

We celebrate successes in weekly assemblies in KS3 and KS4 with rewards and certificates and at the end of each half term with trips.



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British Values

All students are taught the four British values which are Democracy, Rule of Law, Respect and Tolerance and Individual Liberty. These British values are introduced through assemblies, tutor and PSHE lessons.

Through teaching British Values, we provide our students with an understanding of:

- how citizens can influence decision-making through the democratic process
- appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
- freedom to choose and hold other faiths and beliefs is protected in law
- acceptance that other people having different faiths or beliefs to oneself (or having none) will be accepted and tolerated, and the cause of prejudicial or discriminatory behaviour
- the importance of identifying and combating discrimination

Enrichment

Olympus students have a variety of interests and talents and during our activity sessions we encourage them to develop skills in these areas. Enrichment is not only part of developing our students skills, but also a good time for our staff and students to build their relationships.

It is a continuation of the learning of our students which supports the development of working in as part of a team, being competitive, teaching peers, leadership skills, going out in the community and most of all enjoying time together.



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Enrichment activities can include:

- Making music in the Music Studio
- Horse riding
- Football
- Playing instruments
- Performance planning
- Art
- Squash
- Attending the local gym
- Horticulture
- Boxing



Events

Olympus has a number of events calendared throughout the year. We invite parents to join us for some of these events which include:

- Christmas Performance
- World Book Day
- Charity Days (with silly clothing)
- Olympus' Got Talent
- Careers Fair
- Cooking competitions
- Graduation
- With our new horticulture area in development, we look forward to selling some produce in the next academic year to our community.

Trips

Trips are an essential part of the Olympus offer. Students learn their way around public transport, local shops, garden centres, restaurants and our local ancient woodland. They also venture further afield on trips to museums, galleries, London sights, outdoor adventures and specific places of interest. We want our students to be confident in their community and become independent travellers in the future.

Olympus

01543 520 742

educationreferrals@horizoncare.co.uk



horizon

Integrated Therapeutic Services in Education

Our qualified and experienced Therapeutic Services team provide outstanding levels of integrated therapeutic support across Horizon, to enable every young person to achieve social, emotional and academic success.

Our unique SHINE (Supporting Healing In Nurturing Environments) Therapeutic Model allows our Therapeutic Services team to practice using a psychologically informed, and trauma responsive approach to care, support and education. SHINE brings together up-to-date research and approaches which have been found to be essential when supporting young people who have experienced trauma and adversity.

Dyadic Developmental Psychotherapy, an evidence-based attachment-focused approach for working with young people incorporating Playfulness, Acceptance, Curiosity and Empathy (PACE), underpins our SHINE model. In addition, we also draw from current neuropsychological evidence, notably the work of Bruce Perry, Daniel Siegel and Bessel van der Kolk.

Our Therapeutic Services team is led by the Group Director of Therapeutic Services/Consultant Forensic Psychologist, with support from two Therapeutic Services Managers, a Principal Forensic Psychologist and Education Therapy Lead/Occupational Therapist.

We also have Senior Forensic, Clinical and Counselling Psychologists, Forensic Psychologists in Training, Occupational Therapists (OTs), Speech and Language Therapists (SALTs) and Psychotherapists.



Supporting



Healing



Nurturing



Environments

Olympus

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The Horizon logo features the word "horizon" in a lowercase, white, sans-serif font. Above the letter "i" is a small white heart icon.



Admissions

Our specialist independent schools offer unrivalled opportunities, securing sound educational outcomes with personalised, inclusive, and stimulating programmes of learning.

If you wish to discuss making a referral, please contact **Jacqui Smith** for further support. Initial enquiries are always welcome, and we are committed to supporting our pupils, parents, carers and local authorities throughout the admission process.

Christina Russell

Headteacher
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Andrew Kitterick

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Jacqui Smith

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Olympus

112 Orchard Road
South Croydon
CR2 9LQ

olympusschooloffice@horizoncare.co.uk

01543 520 742
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School Opening Times

The school building is open from 7.45am – 5.00pm

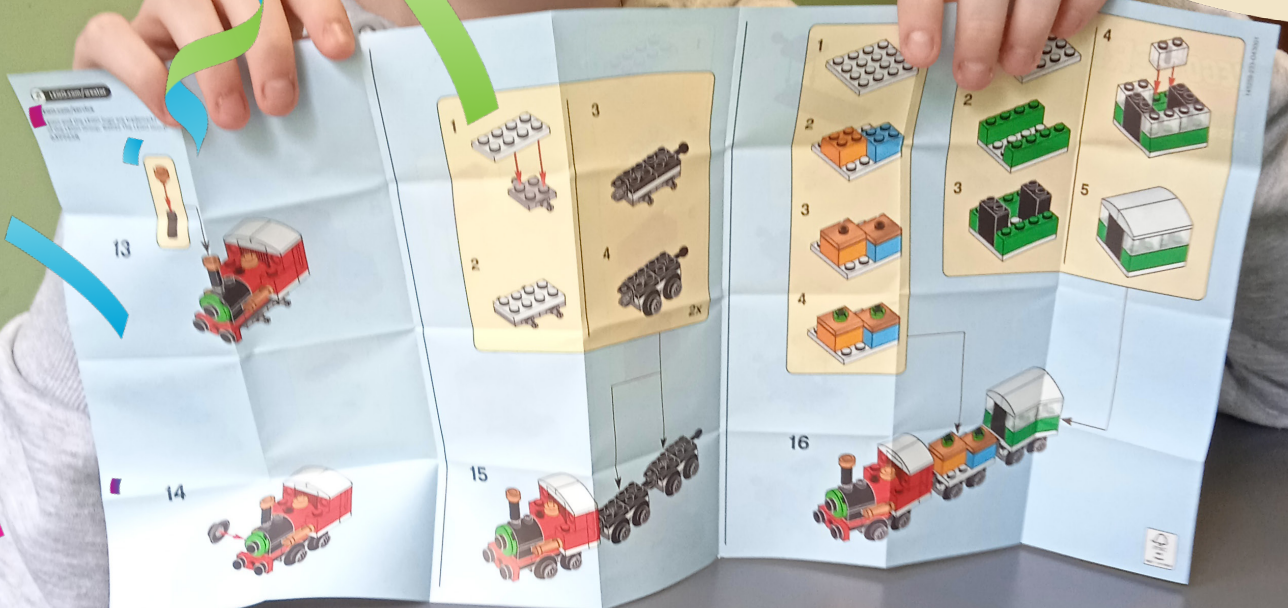


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Young Lives, Bright Futures