

Embedding Life Skills Pathway Curriculum Map 2024- 2025



History of revisions

Version 1

Thomas Sadler, March 2022

- Original document

Version 2

Thomas Sadler, August 2022

- Curriculum Map updates

Version 3

Thomas Sadler & Gemma Lindsay September 2022

- Updates

Version 4

Gemma Lindsay, November 22

Version 5

Gemma Lindsay, Molly Pearson August 23

Version 6

Gemma Lindsay, August 2024

Version number	5
Date of issue	August 2024
Next review	August 2025
Staff Lead	Deputy Principal
Approved by	CEO



This document is reviewed annually by the Deputy Principal.

Our Vision, Mission, and Values

Vision Statement:

"To become a beacon of empowerment and inclusion, where every student discovers their unique potential, embraces their strengths, and thrives in a nurturing and innovative learning environment."

Mission Statement:

"Our mission is to provide inspirational education and life long learning opportunities, enrichment and support services tailored to the diverse needs of our students. Through personalized teaching and learning programmes, holistic support, and a culture of inclusivity, we strive to foster confidence, independence, and lifelong learning skills in our students. By embracing innovation, collaboration, and advocacy, we aim to empower every student to thrive academically, socially, and emotionally, and to become confident, compassionate, and contributing members of society."

Values

At Future Horizons Leeds our values underpin everything we do. We seek to:

Enable our learners to achieve;

Empower them to communicate and advocate for themselves;

Include them in college life and their local communities



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Person-centred learning is at the heart of our curriculum offer, this ensures that each learners' programme is meaningful to them and adapted to their experience, preferences, and aspirations.

Process for designing individual learning packages:

<p>Information gathered from school/home/EHCP meetings/specialist reports Before starting College</p>	<p>Baseline Assessment September-October</p>
<p>Personal Learning Goals written and implemented October/November</p>	<p>Termly Reviews and updates to Personal Learning Goals December, March, June</p>
<p>EHCP reviews Yearly</p>	

Our Personal Learning Goals focus areas are all linked to the **Preparation for Adulthood** agenda; college is the link between school education and the journey to becoming an independent, fulfilled, and active citizen – Future Horizons is committed to this vision and positive transition for all our young people.

Our focus areas are:

- Communication**
- Independent Living Skills**
- Friends and Relationships**
- Physical and Sensory**
- Functional Skills**
- Transitions**

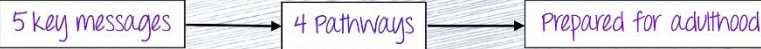
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Preparing for Adulthood



- Personalise your approach
- Develop a shared vision
- Improve post-16 options and support
- Raise aspirations
- Plan services together

Employment

Independent living

Community Inclusion

Health





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In order to achieve their Personal Learning goals these are the subjects (or topics) taught over the week, these are the vehicles to each learners' learning and achievement. Evidence is collected for all targets. English, Maths & ICT skills and Communication Targets are embedded throughout the curriculum as 'core', as well as promoting personal development in all of our students, with their personalised occupation and/or employability (Transition) aims to help aid their transition and prepare for life after college.

1. **Check in** - Welcome, preparation for the day/week ahead, 1:1 sessions, work on destination planning, timetabling, relationships, wellbeing, review of EFL, celebrating success, planning future learning & aspirations
2. **Tutor Group** – Working together, getting to know each other, planning and reflection on timetables, 1:1 time with tutor
3. **Communication** - social games, sports, puzzles, common room activities, problem solving, intensive interaction
4. **Independent Living Skills** - cooking, cleaning, laundry room, bedroom, kitchen, early work skills, positive interactions with others, maths skills
5. **PSHE** – sex and relationships, healthy lifestyles, staying safe, safeguarding, PREVENT, Modern Britain
6. **Staying Safe** – Road safety, personal safety, using technology, safe communication, community skills

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7. **Enrichment** - leisure centre, park, nature reserve, swimming, gardening, sports, gym, music, art, photography, painting, IPAD art, Yoga, Tai Chi, Mindfulness
8. **Creativity** – Art, music, drama, dance
9. **Healthy Living**– Healthy eating, exercise, mindfulness, healthy minds
10. **Check out** – Reflection on the day, filling in diaries and session reflection, getting ready for the transition home



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Learning area	Intent Why are the students learning this?	Implementation What does it look like?	Impact (Assessment) What will the student be able to do?	Focused Subject/Topic Link (All areas will be covered in across the curriculum)
<u>Communication</u>	<ul style="list-style-type: none"> • In order to live as independent life as possible • To be able to communicate wants, needs and wishes clearly • To be able to have a high quality of life • To be able to make clear choices 	<p>Communication is at the heart of our offer at FHL, without clear means to communicate students will not be able to have a high quality of life. Students will be supported to increase their communication strategies & effectiveness throughout their college day.</p>	<ul style="list-style-type: none"> • Clear ability to communicate with others, whatever their preferred communication method is • Ability to have their voice heard • Confidence & high self esteem and worth 	Communication & Interaction
<u>Independent Living Skills</u>	<ul style="list-style-type: none"> • To be as independent as is possible in all areas of adulthood what ever their destination • To be able to make clear choices • To be able to practice using different strategies/equipment and 	<p>Practicing activities of daily living and accept support to try a range of supported strategies to become as independent as is possible, including: Use of AAC Use of adapted equipment</p>	<ul style="list-style-type: none"> • Control their own world/environment • Confidently work with others in order to get needs met • Make clear choices • Have voice heard 	ILS & Enterprise Staying safe

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	means to be able to complete everyday tasks	Accessing various activities at college and in the wider community		
<u>Friends and Relationships</u>	<ul style="list-style-type: none"> To be able to enjoy time with others To be able to accept others and express if they need time away To have a high quality of life 	Intensive interaction Sharing positive time/experiences with others Shared activities Sensory exploration	<ul style="list-style-type: none"> Have meaningful/positive relationships with others Make healthy, safe choices Be able to communicate preference 	Me & My World Communication & Interaction
<u>Good Health</u>	<ul style="list-style-type: none"> To maintain or increase physical & emotional health Increased quality of life To be able to identify when they need support i.e. when in pain or discomfort and ask for help To enjoy a range of different experiences and develop skills 	Physio programmes Rebound/Hydro Splash sessions MATP Healthy eating, where appropriate	<ul style="list-style-type: none"> Enjoy good health as much as is possible Autonomy over movement and physical health Increased emotional and mental health Control over own world/environment 	Health & Leisure Healthy Living Sensory & Physical
<u>Functional Skills</u>	<ul style="list-style-type: none"> Develop independence with self care 	Skill based learning – activities of daily living	<ul style="list-style-type: none"> Independence 	Tutor Group/Recap

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	<ul style="list-style-type: none"> • Understanding of various communication methods • Knowledge of how others communicate and how to get own self heard • Environmental awareness • Direction/number/volume etc. 	<p>Increasing independence in a meaningful ways i.e. with eating, drinking, personal care, physical movement</p> <p>Sensory room exploration</p> <p>Cause and effect, use of switches and AAC</p>	<ul style="list-style-type: none"> • Awareness of world around them • Clear communication • Understanding of others, equipment, direction etc. • Ability to choose and ensure those choices are understood by others 	
<u>Transitions</u>	<ul style="list-style-type: none"> • Understanding aspirations • Have real-life experiences in order to ascertain real likes and dislikes • Understanding where time will be spent in the future and why 	<p>Researching 'all about me' information</p> <p>Working through the Preparation for Adulthood documents</p> <p>Going out and about on meaningful visits/experiences</p>	<ul style="list-style-type: none"> • Be able to make informed decisions about the future • Be able to have actual impact recorded and shared with future placements • Leading a meaningful and happy life 	<p>Employability Transitions Tutor Group/Check in</p>

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Embedding Lifeskills Pathway Year One			
Learning Area	Autumn Term	Spring Term	Summer Term
Functional Skills	Creating shopping lists	Extracting information from texts	Performing Arts
Functional Skills	Creating shopping lists, utilizing money in the community	Problem Solving	Money management
Transitions	Likes and Dislikes	Same and Different	Following instruction/ internal work placements
Independent Living Skills/Enterprise	Christmas Fair (Compass House)	Cooking in the kitchen	Safety around the home
Staying Safe	Getting out in the community and who keeps us safe	Exploring healthy relationships	Safety in the community/ road safety
Healthy Living	Healthy eating	Physical Fitness	Accessing activities in the community
PSHE	Relationships, Self-Awareness and My Community	Religions, Lifestyles and Respect	Self-Care, Mindfulness and Mental Wellbeing
Health and Leisure	Mindfulness and accessing the outdoors	Communal Games	Supporting our natural environment
Creativity	Performing Arts/ Music	Performing Arts/ Music	Performing Arts/ Music

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Embedding Lifeskills Pathway Year Two			
Learning Area	Autumn Term	Spring Term	Summer Term
Functional Skills English	Reading recipes	Extracting information from text	Application forms
Functional Skills – Maths	Utilising money in the community	Shape, space and measure	Shopping on a budget
Transitions	Work placements	What is my dream job?	Applying for jobs
Independent Living Skills	Christmas Fair/ Compass House	Storing food safely	Making a meal
Staying safe	Using social media safely	Being unwell and using the doctors	Abuse and how it happens
PSHE	Relationships, Self-Awareness and my community	Religions, Lifestyles and Respect	Self-Care, Mindfulness and Mental Wellbeing
Healthy Living	Healthy Eating	Physical Health	Movement and Exercise
Health and Leisure	Forest Walks	Art through the ages	Supporting the environment
Creativity	Performing Arts/ Music	Performing Arts/ Music	Performing Arts/ Music

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Embedding Lifeskills Pathway Year Three			
Learning Area	Autumn Term	Spring Term	Summer Term
Functional Skills - English	Writing letters and emails	Job application process	Applying for next steps
Functional Skills - Maths	Enterprise project	Problem solving in the workplace	Applying for next steps
Independent Living Skills	Christmas Fair/ Compass House	Shopping independently	Next steps in independent living
Transitions	Interviews	Applying for external jobs	Completing CVs
Staying safe	My community network	Happiness into the future	Applying for next steps
PSHE	Self-Awareness, Relationships and My Community	Religions, Lifestyles and Respect	Self-Care, mindfulness and mental wellbeing
Healthy Living	Healthy eating	Physical Health	Movement
Health and Leisure	Forest Walks	Communal Games	Planning my week post-college
Creativity	Performing Arts/ Music	Performing Arts/ Music	Performing Arts/ Music

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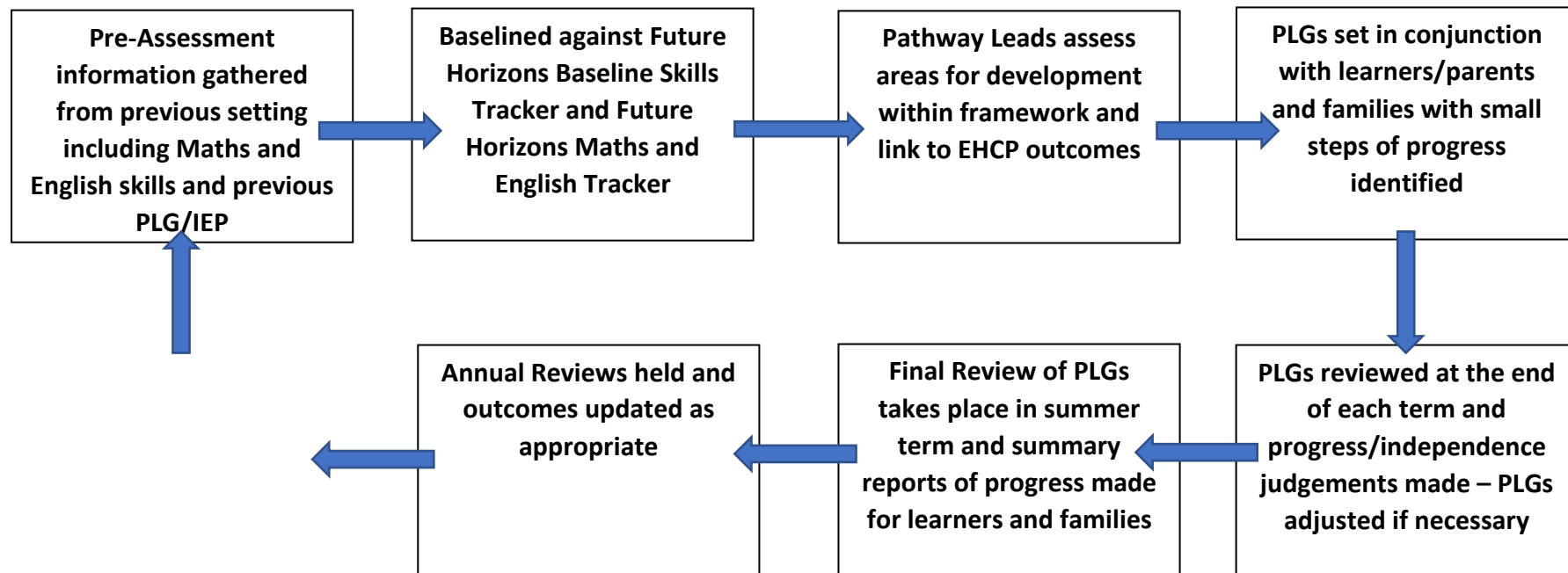
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Assessment process





Embedding Life Skills Pathway

Programme Intent:

The Embedding Life Skills Pathway is for our young people with a range of disabilities and support needs who are developing the skills and knowledge they need to live as independent an adult life as possible. The Pathway prepares each young person for their next step into life beyond Future Horizons Leeds into adulthood. Each learner participates in a varied timetable of activities that builds upon their individual interests and equips them with the skills they will need for later life.

Programme Format:

Each learner will participate in a structured curriculum offer working with other young people in small groups. The aim is to provide each learner with a broad range of learning opportunities that focus on the skills and knowledge needed in adulthood. As far as possible the aspirations and interests of each young person are taken into account when building their timetable from the overall Pathway offer.

Our learners will be out in the community as well as engaging in a College based programme which will include access to external gym, pool and additional therapies as appropriate. Where appropriate our young people can access work experience and work placements.

Programme Content:

The Pathway programme is focussed on Preparation for Adulthood: independent living skills, community inclusion and good health as well each learner's EHCP Outcomes across the four categories of an EHCP: Cognition and Learning; Communication and Interaction; Social, Emotional and Mental Health; and Sensory and Physical. In addition, each young person's curriculum will cover: communication and friendships; everyday English, Maths and IT; wellbeing and relationships as well as access to our enrichment offer.

Over their time at the College, learners will take part in enterprise and vocational learning; community-based experiences; communication focussed sessions supporting young people to be able to communicate their personal needs, wishes and choices; and Good Health.

Learners engage in enjoyable and purposeful lessons including cooking, daily life skills, communication, working together and team building. Our young people access meaningful activities which build confidence and develop skills necessary for a smooth transition for the next part of their journey into adulthood.

In addition, young people on our Embedding Life Skills Pathway will access additional therapies depending on their individual needs.

Programme Impact:

The Embedding Life Skills Pathway is a vibrant and interactive pathway where each young person takes part in a varied programme all about getting ready for adulthood. Levels of independence are tracked and recorded. The College uses 'Databridge' to track individual progress built from photographs, video and feedback from the teaching and support teams. Parents/Carers will be given



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a personal log-in to access the parent portal to be able to see the progress of their son/daughter at any point.

Our aim is to prepare each of our young people to access a rich, purposeful adult life where they are able to participate in their community; communicate their needs and wishes; and, to enjoy a full and happy adult life.

[Review date: August 2024](#)

[Next review: August 2025](#)