



# Towards Employability Pathway Curriculum Map 2024-2025

**Creating a new Leeds that...Enables, Empowers, Includes**

Future Horizons Leeds, 2 Wyther Lane, Kirkstall, Leeds, LS5 3BT

Charity no. 1178978



# Future Horizons Leeds

## History of revisions

### **Version 1**

Thomas Sadler, March 2022

- Original document

### **Version 2**

Thomas Sadler, August 22

- 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	6
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.



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## 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



## Future Horizons Leeds

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.

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

**Employability**

**Independent Living Skills**

**Friends and Relationships**

**Good Health**

**Functional Skills**

**Transitions**

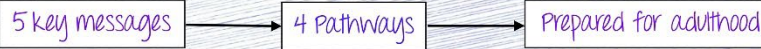
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## Preparing for Adulthood



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

### Employment

### Independent living

### Community Inclusion

### Health





## Future Horizons Leeds

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. **Tutor Group/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. **Independent Living Skills** - cooking, cleaning, laundry room, bedroom, kitchen, positive interactions with others, tailored to the relevant preparation for adulthood areas e.g. supported living
3. **PSHE** – sex and relationships, healthy lifestyles, staying safe, safeguarding, PREVENT, Modern Britain
4. **Staying Safe** – Road safety, personal safety, using technology, safe communication, community skills
5. **Health & Leisure** - leisure centre, park, nature reserve, swimming, gardening, sports, gym, music, art, photography, painting, Yoga, Tai Chi, Mindfulness
6. **Creativity** – Art, music, drama, dance

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7. **Healthy Living**– Healthy eating, exercise, mindfulness, mental health, managing emotions
8. **Functional Skills** – Functional maths, English, e-safety, social media, word processing, emails, functional computer use
9. **Transitions - Work Skills/Work experience** – Introduction to the world of work, practicing skills related to work activities, completing tasks for others, identifying transferable interests and skills, careers guidance, destination planning, work experience – supported, sometimes leading to independent work



## Future Horizons Leeds

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>Transitions</u>	<ul style="list-style-type: none"> <li>To have the opportunity to explore a wide range of employability options and experiences</li> <li>To practice work experience skills both onsite and offsite</li> </ul>	'Theory' based sessions, practicing key skills in college External work placements CIAG meetings Internal work placements	<ul style="list-style-type: none"> <li>Be able to make a clear, informed choice about next steps and opportunities</li> <li>Have the skills required for supported or independent employment/supported living options</li> </ul>	Employability ILS Functional Skills
<u>Independent Living Skills</u>	<ul style="list-style-type: none"> <li>To be as independent as is possible in all areas of adulthood whatever their destination</li> <li>To be able to make clear choices</li> <li>To be able to practice using different strategies/equipment and means to be able to complete everyday tasks</li> <li>To be able to identify safe/unsafe</li> </ul>	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 Accessing various activities at college and in the wider community	<ul style="list-style-type: none"> <li>Control their own world/environment</li> <li>Confidently work with others in order to get needs met</li> <li>Make clear choices</li> <li>Have voice heard</li> <li>Have the skills to access the next phase of adult life i.e. independent living, supported living,</li> </ul>	ILS ILS (Travel) Staying safe Functional Skills

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## Future Horizons Leeds

	<ul style="list-style-type: none"> <li>To travel as independently as possible</li> </ul>		employment, supported employment	
<b><u>Friends and Relationships</u></b>	<ul style="list-style-type: none"> <li>To be able to enjoy time with others</li> <li>To be able to accept others and express if they need time away</li> <li>To have a high quality of life</li> </ul>	<p>Sharing positive time/experiences with others</p> <p>Shared activities</p> <p>Learning about safe relationships in the safe environment of college &amp; the skills to transfer this outside of college</p>	<ul style="list-style-type: none"> <li>Build positive relationships with those around them</li> <li>Understand public and private and how to keep myself safe</li> <li>Understand who is there to help me when I need</li> <li>To communicate appropriately with others</li> <li>To utilise online equipment safely and effectively</li> </ul>	<p>PSHE</p> <p>Healthy living</p> <p>Health and Leisure</p> <p>Creativity</p>
<b><u>Good Health</u></b>	<ul style="list-style-type: none"> <li>Enhanced quality of life</li> <li>Learning about the impact choices they make have on their bodies</li> <li>To be able to help ourselves in practical scenarios e.g. basic first aid</li> </ul>	<p>Experiencing a variety of exercise opportunities such as going for walks, completing yoga, using just dance.</p> <p>Learning about the eat well plate and how the foods we eat make an impact on our bodies</p>	<ul style="list-style-type: none"> <li>To understand why we need to look after our bodies</li> <li>To understand that the environment can impact our health</li> </ul>	<p>Healthy Living</p> <p>Health and Leisure</p> <p>PSHE</p>

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	<ul style="list-style-type: none"> <li>To be able to choose exercise we enjoy and understand why this is important for our bodies</li> </ul>	Learning about the impact drugs and alcohol can have on our bodies		
<b><u>Functional Skills</u></b>	<ul style="list-style-type: none"> <li>To gain independence in all areas of life</li> <li>To communicate our needs and wants</li> <li>To pay for items in shops</li> </ul>	Utilising practical skills in the community Using functional skills in homemaking tasks	<ul style="list-style-type: none"> <li>Problem solving skills</li> <li>Asking for help</li> <li>Utilising technology for practical tasks e.g. Seeing AI</li> </ul>	Functional Skills Employability/ Work Experience Independent Living Skills

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# Future Horizons Leeds

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

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# Future Horizons Leeds

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

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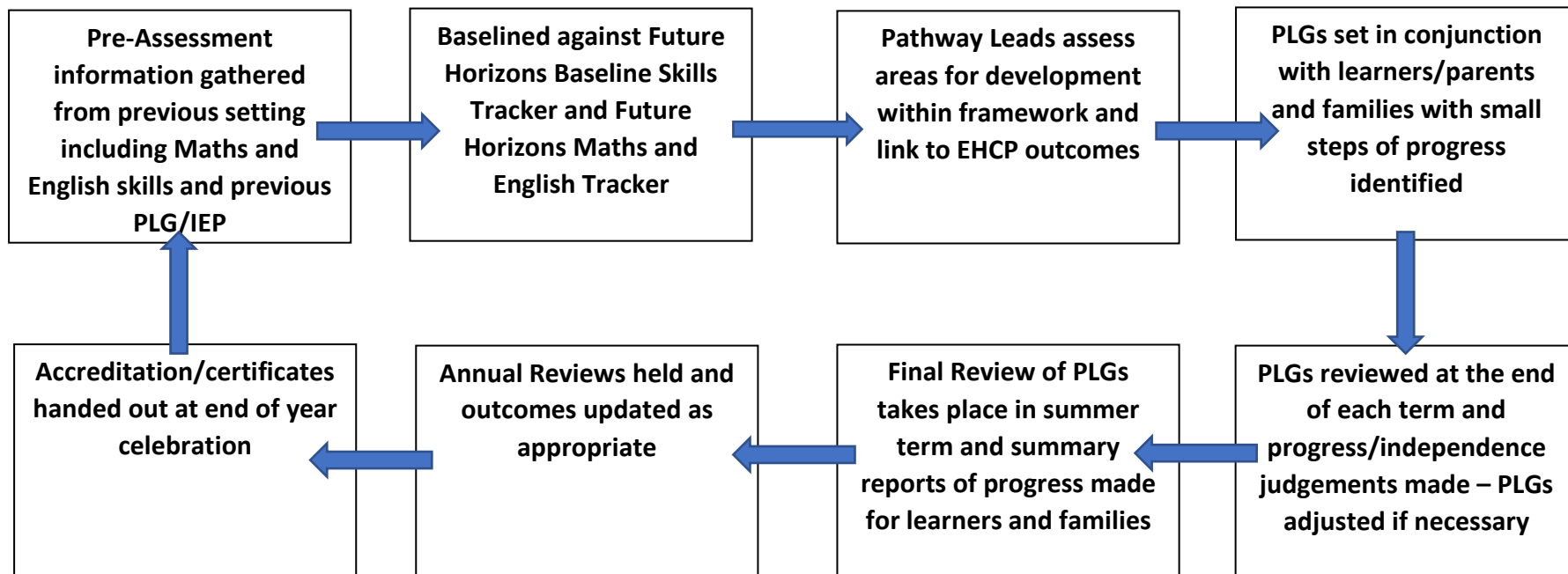


<b>Towards Employability Pathway Year Three</b>			
<b>Learning Area</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Functional Skills - English</b>	Writing letters and emails	Job application process	Applying for next steps
<b>Functional Skills - Maths</b>	Enterprise project	Problem solving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



# Future Horizons Leeds

## Assessment process



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## **Towards Employability Pathway**

### **Programme Purpose: (Intent)**

The Towards Employability Pathway is for our young people with a broad range of learning difficulties and support needs who are developing the skills and knowledge they need to progress to their next step beyond Future Horizons and into adulthood: be that further study, for example, a General FE College; Supported Internship or Apprenticeship; Employment and/or Volunteering as well as being ready to live as fulfilling an adult life as possible. The Pathway prepares each young person for their next step into life beyond Future Horizons and into adulthood. Each young person participates in a varied curriculum offer which is built around the skills each individual young person needs to for their future that are transferable into further adulthood.

### **Programme Format: (Implementation)**

Each young person will participate in a structured curriculum offer with a focus on vocational and employability skills. The aim is to provide each young person with access to a breadth of work and employability skills, knowledge and experiences which take into the account that young person's areas of interest and/or future aspirations.

Our young people 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. All of the learners on this pathway will complete work experience and/or work placements or visits, where meaningful and appropriate.

### **Programme Content:**

The Pathway programme is focussed on employability and vocational skills; English and Maths; a broad Preparation for Adulthood skills offer as well as a varied enrichment programme. In addition, each programme will be planned to support each young person to make progress towards achieving their EHCP outcomes across the four categories of an EHCP: Cognition and Learning; Communication and Interaction; Social, Emotional and Mental Health; and Sensory and Physical.

Over their time at the College, each of our young people on the Towards Employability Pathway will also access a rich Personal and Social Development curriculum offer including relationships and wellbeing, communication and friendships.

Our young people engage in enjoyable and purposeful lessons which strive to make learning as contextual and meaningful as possible. In addition, our young people build confidence and develop the skills necessary for a smooth transition for the next part of their journey into adulthood.

### **Programme Impact:**

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The Towards Employability Pathway is a setting for young adults. Our young people have a voice and choice. They have the opportunity to discuss and plan for their own personal future, goals and aspirations. The programme strives to be flexible and responsive to the individual interests and talents of each of our young people. 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 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 work, volunteer, live as independently as possible while contributing to and participating in their community living a full and happy adult life.

**Review date: August 2025**