



Towards Life Skills 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



History of revisions

Version 1

Thomas Sadler, March 2022

- Original document

Version 2

Thomas Sadler, March 2022

- Curriculum Map Updates

Version 3

Thomas Sadler & Gemma Lindsay, September 2022

- Updates

Version 4

Gemma Lindsay, November 22

Version 5

Gemma Lindsay/Phil Saynor, 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 Principal.



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:

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

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**

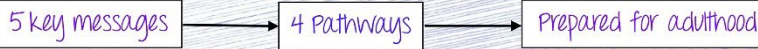
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Preparing for Adulthood



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.</p> <p>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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Towards life skills Pathway Year One			
Learning Area	Autumn Term Themes	Spring Term Themes	Summer Term Themes
Tutor Group/Check in	Destination planning	Reflecting on learning Goal setting	Individual liberty Student Voice
Communication	Building a rapport through themed intensive interaction cafés and makaton stories.	Develop acceptance of communicating preferences with picture prompts during group games.	Understand the importance of utilizing the environment when communicating within scavenger hunts.
Independent Living Skills	Build engagement in following recipe instruction and verbal prompts during baking activities and an internal enterprise.	Develop acceptance of kitchen tasks and developing smell preference when making multicultural meals and supporting a local charity.	Understand the process of making sustainable pizzas and contributing to a pop-up shop.
PSHE	Relationships, Self-Awareness and Managing Emotions	Religions, Lifestyles and Respect	Self-Care, Mindfulness and Mental Wellbeing
Staying Safe	Staying safe in college	Staying safe getting out in our community	People who help us
Health and Leisure	Build engagement in tasks that benefit mindfulness and accessing the outdoors.	Develop an acceptance of internal communal games and gardening tasks.	Understand roles in external communal games and supporting our natural environment.
Creativity	Music: Call and response, loud and soft sound, fast and slow	Art: African theme	Performing art: Improvising movement with music
Healthy Living	Massage/Relaxation/yoga introduction	Introduction to MATP	MATP, Special Olympics end of year events
Topic Focus	Harvest, Black History, Remembrance, Hanukkah	New Year, LGBT, St. Patrick's day, Easter	Vegetarian Week, Environment Day, Wimbledon

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Towards Life skills Pathway Year Two			
Learning Area	Autumn Term Themes	Spring Term Themes	Summer Term Themes
Tutor Group/Check in	Target setting and reflection	Student Council Student voice	Celebrating achievement How can I further develop my skills?
Communication	Classic Fiction	Music and feelings	Multicultural Festivals
Independent Living Skills	Learning in the community	Exploring external retail	Wellbeing in the community
PSHE	Intensive interaction	Interaction with others: turn taking	Interacting in a group: sharing sounds
Staying Safe	Home safety	Safety in different environments	Safety in the community
Health and Leisure	Exploring a variety of different activities in college	Exploring a range of different activities in the wider community	Outdoor wellness
Creativity	Sensory exploration	Music and movement	Art and crafts
Healthy Living	Introduction to forest school	Forest school continued	MATP & Special Olympics
Topic Focus	Halloween, Diwali, Ganesh, Christmas	World Religion, Random acts of kindness, world book day, Eid-Al-Fitr	Mental Health, The King's Birthday, World emoji day

Towards Life skills Pathway Year Three			
Learning Area	Autumn Term Themes	Spring Term Themes	Summer Term Themes

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Tutor Group/Check in	Skill transfer – how can I use what I have learnt outside of college?	How do I best communicate? How does this translate to situations away from college?	Finalising destination plans and transitions
Communication	Winter Festivals	Magazines, Comics and Catalogues	Having your say in a group Choices
Independent Living Skills	Exploring different environments – independence in the home	Exploring different environments – independence in the community	Transfer of independence skills Pop up enterprise
PSHE	Vocal interaction with peers	Independent choice making – how can I make my voice heard?	Having your say in a group: Choosing
Staying Safe	How to ask for help	How to make clear choices	Transferring skills to different environments
Health and Leisure	Movement for health: dance/circuits/aerobics	Exploring individual hobbies	Exploring hobbies to continue post college
Creativity	Creating a group activity – focus on sharing support for others with PMLD (creating a video)	Creating a group activity – focus on sharing support for others with PMLD (creating a video) continued	Sharing activities with others – working in the wider community
Healthy Living	Introduction to DofE	Continuing DofE	DofE expedition (differentiated)
Topic Focus	Yom kipper, bonfire night, anti-bullying	Burns night, Chinese New Year, Valentine's, Women's Day	Father's day, walk to college day, Vesak

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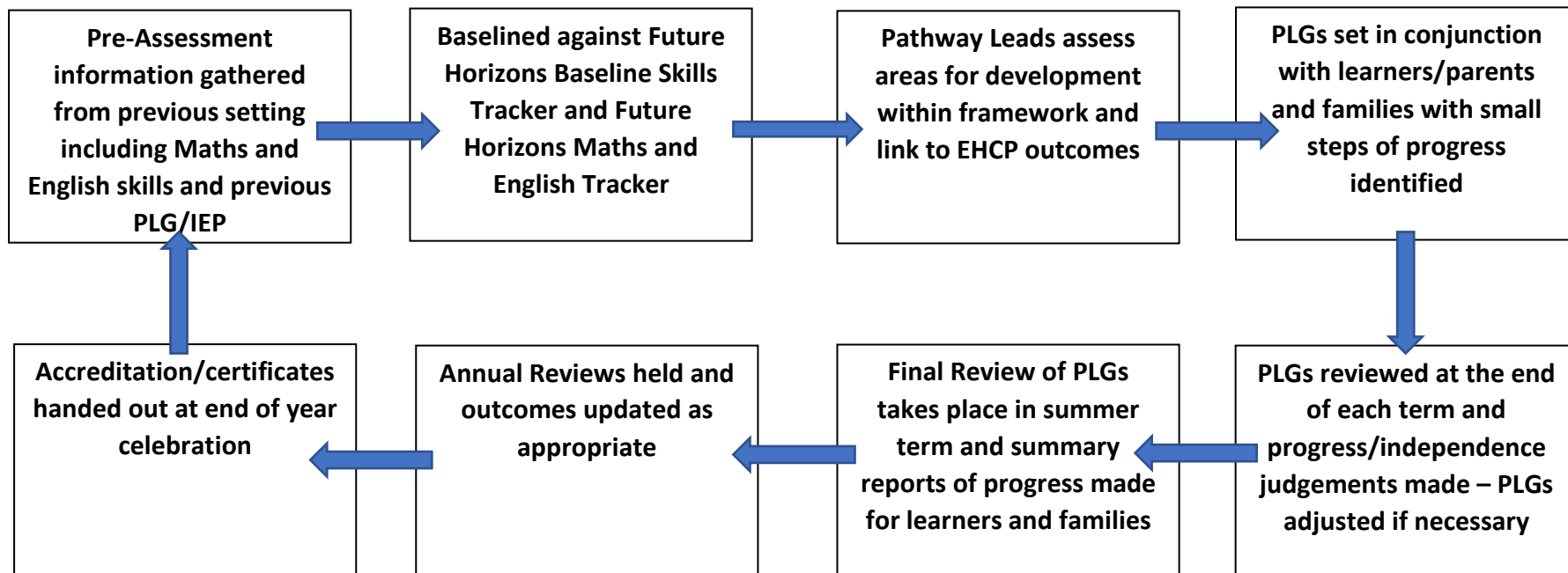
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Assessment process



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Towards Life Skills Pathway

Programme Intent:

The Embedding Life Skills Pathway is for our young people with complex communication needs who are developing the social communication and life skills to live as happy and meaningful a life as possible. The Pathway prepares each young person for their next step into life beyond Future Horizons 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 adulthood.

Programme Format:

Each young person will participate in a structured curriculum offer working with other young people in small groups. The aim is to provide each young person with a broad range of learning opportunities that focus on the skills and knowledge needed in adulthood, specifically supporting their complex communication needs. 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 young people will have regular access to the community as well as engaging in a College based programme which will include access to external gym, pool and Rebound Therapy as appropriate. Where appropriate our young people can access work-related learning in a variety of settings, both internally and externally.

Programme Content:

The Pathway programme is focussed on Preparation for Adulthood: independent living skills, community inclusion and good health as well each young person'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; Intensive Interaction; wellbeing and relationships as well as access to our enrichment offer.

Over their time at the College, our young people will take part in relevant 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.

Our young people 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 Towards Life Skills Pathway will access additional therapies depending on their individual needs.

Programme Impact:

The Towards 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

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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 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: [Reviewed August 2024](#)

Next Review Date: August 2025