



Sensory and Communication Pathway Curriculum Map 2023-2024



History of revisions

Version 1

Thomas Sadler, March 2022

- Original document

Version 2

Thomas Sadler, August 22

- Curriculum Map updates

Version 3

Tom and Gemma, September 22

- Updates

Version 4

Gemma, November 22

- Updates

Version 5

Gemma Lindsay, August 2023

- Updates

Version number	5
Date of issue	August 2023
Next review	August 2024
Staff Lead	Principal
Approved by	Board of Trustees

This document is reviewed annually by the Curriculum Lead.

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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 their local communities

Vision

We are committed to putting young people with complex learning and communication difficulties at the centre of everything we do. We aim to provide a holistic, person-centred service that prioritises the wellbeing and personal progress of every learner. We pride ourselves on being able to challenge norms, think outside the box, and develop a creative response to need. We believe that every learner can achieve their personal outcomes and develop new skills.

Mission

Our mission is to support learners to become:

- ***Confident individuals*** who lead happy, healthy and fulfilling lives.
- ***Proud communicators*** who take pleasure in communicating with a range of individuals in a variety of contexts.
- ***Independent citizens*** who contribute to their local community

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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

Good Health

Functional Skills

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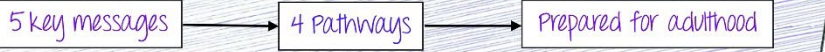
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- Personalise your approach
- Develop a shared vision
- Improve post-16 options and support
- Raise aspirations
- Plan services together

Preparing for Adulthood



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 are embedded throughout the curriculum.

1. **Tutor Group/Recap & reflection** – 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. **Communication & Interaction** - social games, sports, puzzles, common room activities, problem solving, intensive interaction
3. **Independent Living Skills/Enterprise** - cooking, cleaning, laundry room, bedroom, kitchen, early work skills, positive interactions with others, maths skills
4. **Me and My World/PSHE** – sex and relationships, healthy lifestyles, staying safe, safeguarding, PREVENT, Modern Britain
5. **Staying Safe** – Road safety, personal safety, using technology, safe communication, community skills
6. **Health & Leisure** - leisure centre, park, nature reserve, swimming, gardening, sports, gym, music, art, photography, painting, IPAD art, Yoga, Tai Chi, Mindfulness
7. **Creativity** – Art, music, drama, dance

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8. **Healthy Living/DofE/MATP** – Healthy eating, exercise, mindfulness, DofE, MATP, physical & sensory
9. **Sensory and Physical Development** - sensory exploration, sensory circuits, following physio programmes, use of physio equipment, sports, gross and fine motor skills



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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 Sensory room exploration 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 	
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Sensory and Communication Pathway Year One			
Learning Area	Autumn Term Themes	Spring Term Themes	Summer Term Themes
Tutor Group/Recap & reflection	Destination planning	Reflecting on learning Goal setting	Individual liberty Student Voice
Communication & Interaction	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/Enterprise	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.
Me & My World	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/DofE/MATP	Massage/Relaxation/yoga introduction	Introduction to MATP	MATP, Special Olympics end of year events
Sensory and Physical Development	Build engagement in sensory exploration of hard and soft items utilizing topical monthly themes.	Develop acceptance of different textures derived from monthly topical themes.	Understand the process of communicating a preference

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			utilizing gesture, eye gaze or interaction frequency.
Topic Focus	Harvest, Black History, Remembrance, Hanukkah	New Year, LGBT, St. Patrick's day, Easter	Vegetarian Week, Environment Day, Wimbledon

Sensory and Communication Pathway Year Two			
Learning Area	Autumn Term Themes	Spring Term Themes	Summer Term Themes
Tutor Group/Recap & reflection	Target setting and reflection	Student Council Student voice	Celebrating achievement How can I further develop my skills?
Communication & Interaction	Classic Fiction	Music and feelings	Multicultural Festivals
Independent Living Skills/Enterprise	Learning in the community	Exploring external retail	Wellbeing in the community
Me & My World	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/DofE/MATP	Introduction to forest school	Forest school continued	MATP & Special Olympics

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Sensory and Physical Development	Build engagement in sensory exploration of hard and soft items utilizing topical monthly themes – external, off campus focus	Develop acceptance of different textures derived from monthly topical themes – external, off campus focus	Understand the process of communicating a preference utilizing gesture, eye gaze or interaction frequency.
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

Sensory and Communication Pathway Year Three			
Learning Area	Autumn Term Themes	Spring Term Themes	Summer Term Themes
Tutor Group/Recap & reflection	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 & Interaction	Winter Festivals	Magazines, Comics and Catalogues	Having your say in a group Choices
Independent Living Skills/Enterprise	Exploring different environments – independence in the home	Exploring different environments – independence in the community	Transfer of independence skills Pop up enterprise
Me & My World	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

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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/DofE/MATP	Introduction to DofE	Continuing DofE	DofE expedition (differentiated)
Sensory and Physical Development	Individual focus area: Physio, rebound, hydro etc.	Individual focus area: Physio, rebound, hydro etc.	Individual focus area: Physio, rebound, hydro etc.
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

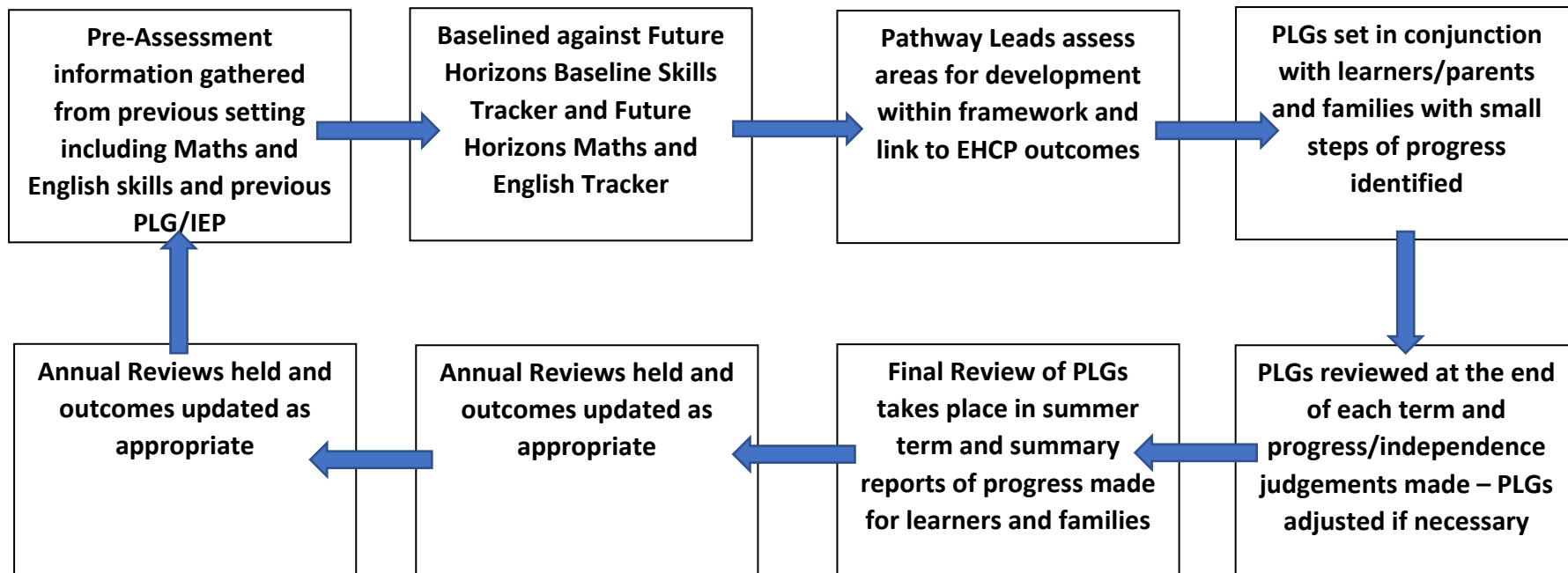
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Assessment process





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Sensory and Communication Pathway

Programme Intent:

The Sensory and Communication Pathway is for our young people with the most complex needs. The Pathway prepares each young person for their next step into life beyond Future Horizons and into adulthood. Each young person has a personalised programme with a focus on developing skills for the future that are transferable into adulthood and into adult social care provision. Our aim is to support and prepare our young people to live their best possible adult life, whatever that looks like for them.

Programme Format:

Each young person will have a personalised timetable. This allows a balance of activities and sessions that meet the individual needs of each young person while also ensuring each young person has access to the breadth of learning experiences and opportunities in place for the Pathway.

Our young people will be out in the community as well as engaging in a College based programme which will include access to Rebound and Hydrotherapy off site. The curriculum uses broad themes including enterprise; good health; communication and friendship and community engagement to structure each day at College. The daily programme will embed the relevant additional therapies.

Programme Content:

Each young person will have a personalised programme built around their aspirations, the aspirations of their families and caregivers and their individual needs.

Each young person's EHCP outcomes will be supported through participation in a varied and active curriculum offer. Each week our young people will complete a varied, sensory-rich programme. Over their time at the College, our young people will take part in enterprise activities; community based experiences; communication focused sessions supporting young people to be able to communicate their personal needs, wishes and choices; and Good Health.

Learners will have access to a full programme of Intensive Interaction as a means of promoting their social communication in a range of settings. All staff will be trained to use Intensive Interaction to promote engagement in social communication.

Our young people engage in enjoyable and purposeful lessons including cooking, breakfast club, 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 Sensory and Communication Pathway will access additional therapies depending on their individual needs. Therapies available include physiotherapy, hydrotherapy, speech and language therapy; music and art therapy. Individual personal care and nutrition needs will be supported by our team of Lifelong Learning Assistants.

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Programme Impact:

The Sensory and Communication Pathway is a creative, vibrant, nurturing and innovative pathway where each young person is supported holistically to achieve to their individual potential. Progress is monitored using areas of engagement and levels of independence. The College uses an 'Evidence for Learning App' 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 'Evidence for Learning' 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 2023

Next Review Date: August 2024

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