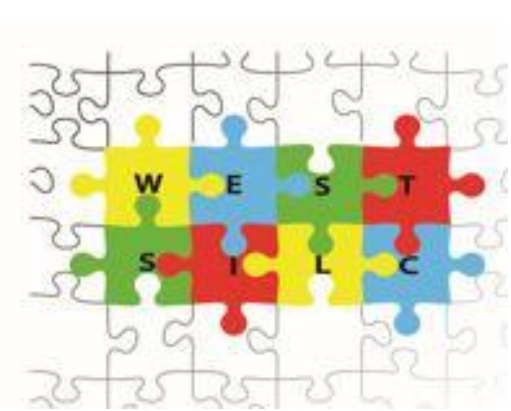
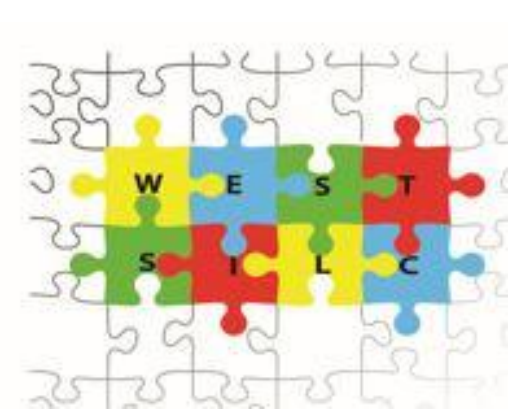




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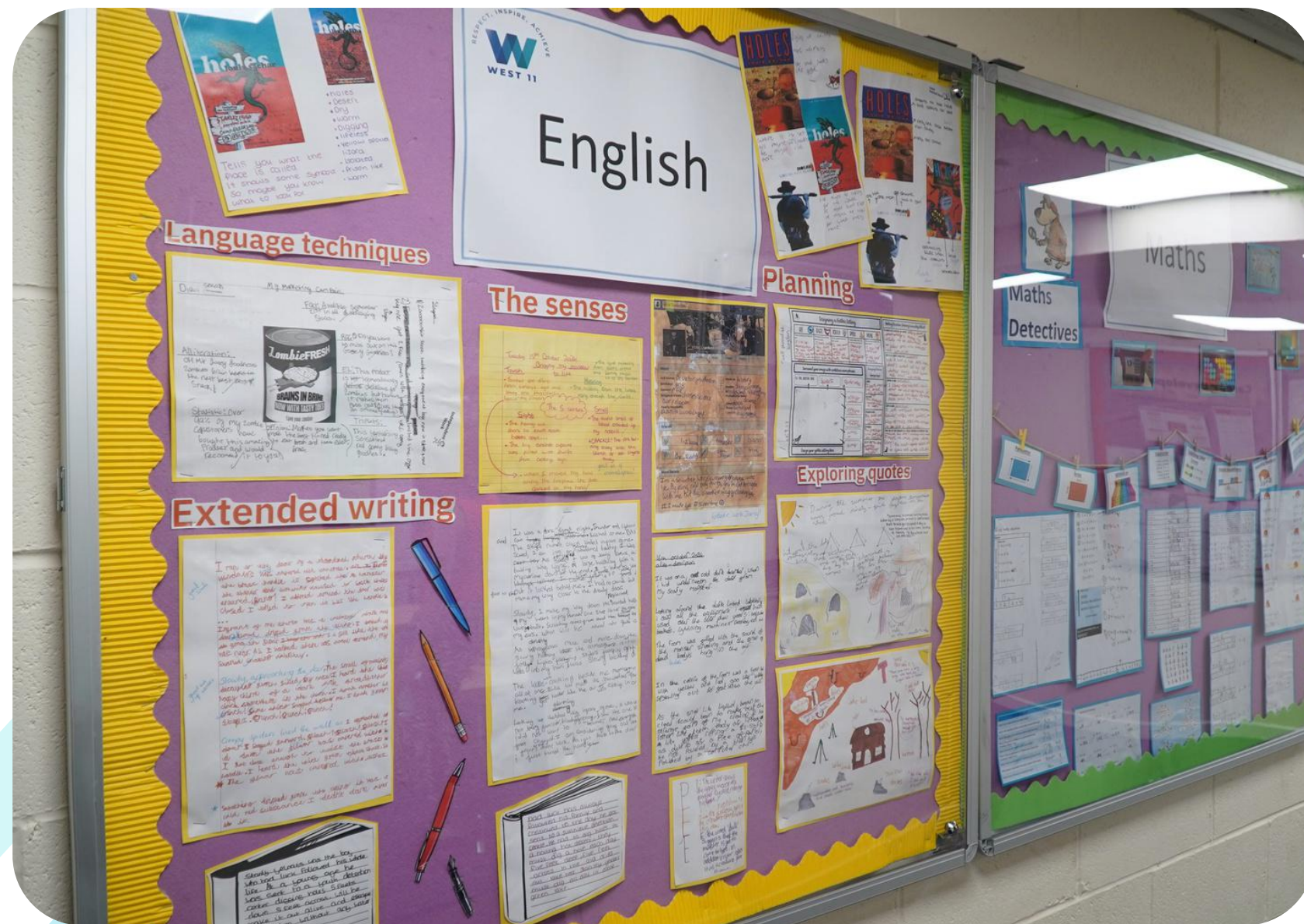
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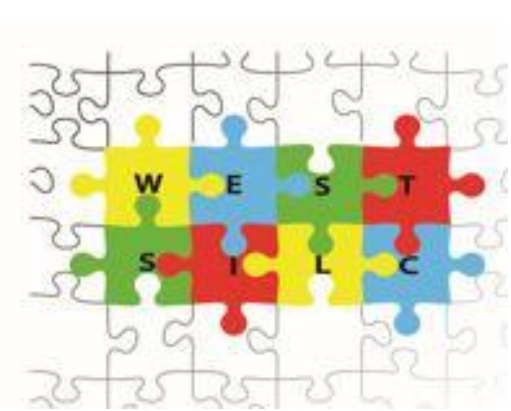
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# Pathway Overview

The West Link is a Key Stage 3 and 4 inclusion base for West Leeds Secondary Schools who part of the West Area Inclusion Partnership (WAIP). It is designed to support learners with Social, Emotional and Mental Health (SEMH) needs and challenging behaviour. Learners may be on roll at their mainstream school during a placement (minimum 6 weeks), or they may be permanently excluded or at risk of permanent exclusion awaiting long-term specialist provision via EHCP assessment or a transition to a new mainstream school.

# Curriculum Rationale

Our mission is to re-engage young people in education through short-term, learner-led interventions that focus on building confidence, resilience, and improving educational engagement.

The curriculum supports our vision to: foster strong relationships; provide enriching learning environments; broaden understanding of the world; and build communication, respect, and emotional literacy. Rooted in our core values—Attend, Engage, Achieve—we implement a holistic ‘Head, Heart, Feet’ framework that prioritises academic learning, social-emotional development, and practical readiness for life and transitions.







# CURRICULUM RATIONALE



## HEAD

### COGNITIVE LEARNING

Building knowledge, closing gaps and achieving potential.



Academic development



Addressing gaps in learning



Literacy and Numeracy Interventions



## HEART

### SOCIAL AND EMOTIONAL LEARNING

Supporting wellbeing, building resilience and positive relationships.



Emotional regulation and self-awareness



SEMH intervention



Building resilience and positive relationships



Zones of Regulation



## FEET

### ACTIVE ENGAGEMENT

Encouraging participation, preparing for the future and opening doors to opportunity.



Attendance Monitoring



Transition support



Work experience

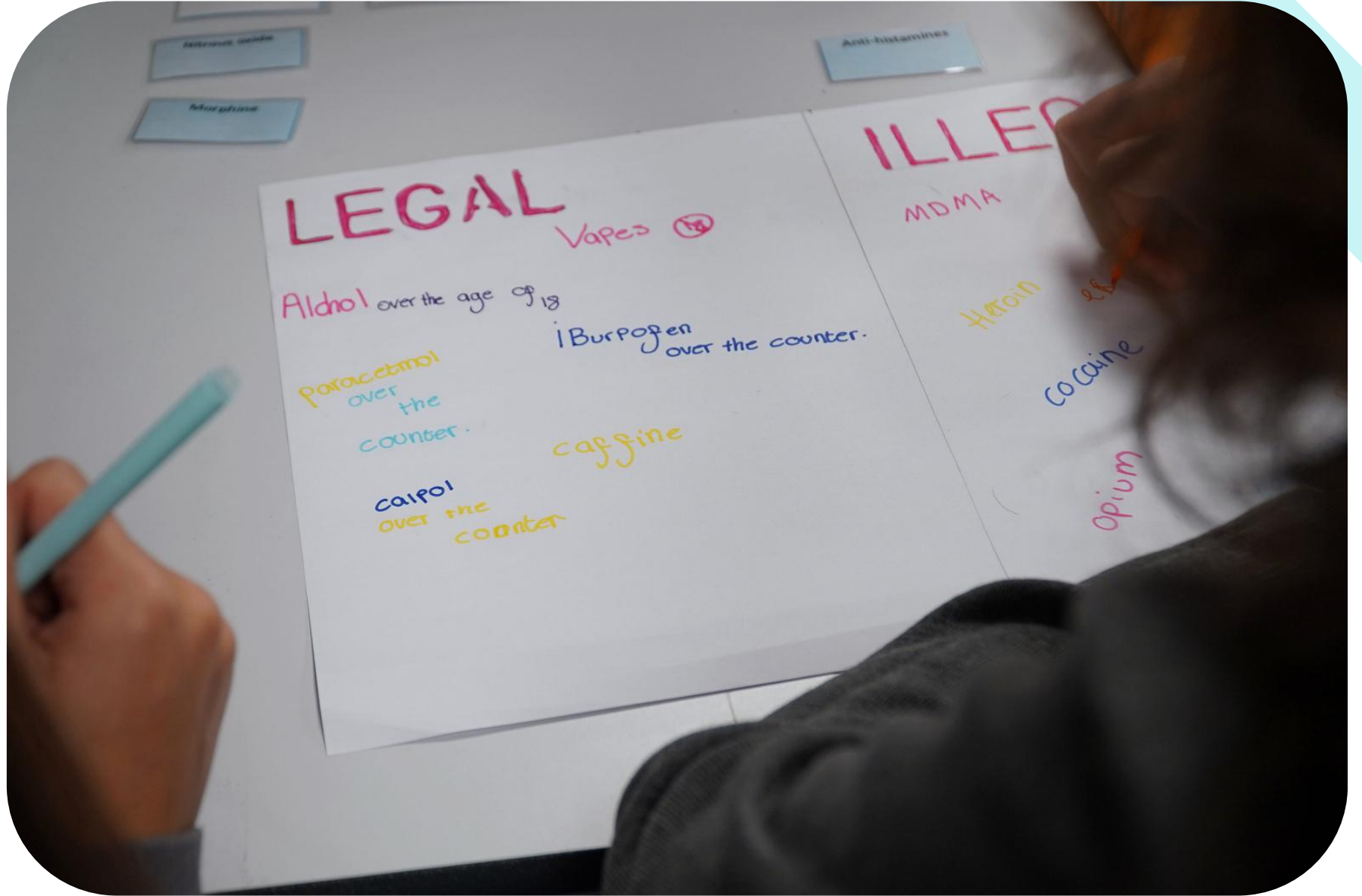


# Curriculum Rationale

Our vision is:

- Provide an engaging learning environment that meets the academic and social and emotional needs of young people.
- Foster positive relationships with learners, parents and carers, the community and roll schools
- Equip young people to broaden their understanding of the wider world and the opportunities available within it
- Build learners communication skills, confidence, resilience and respect for themselves and others in society
- Equip and support young people to return to their roll school or next place of education









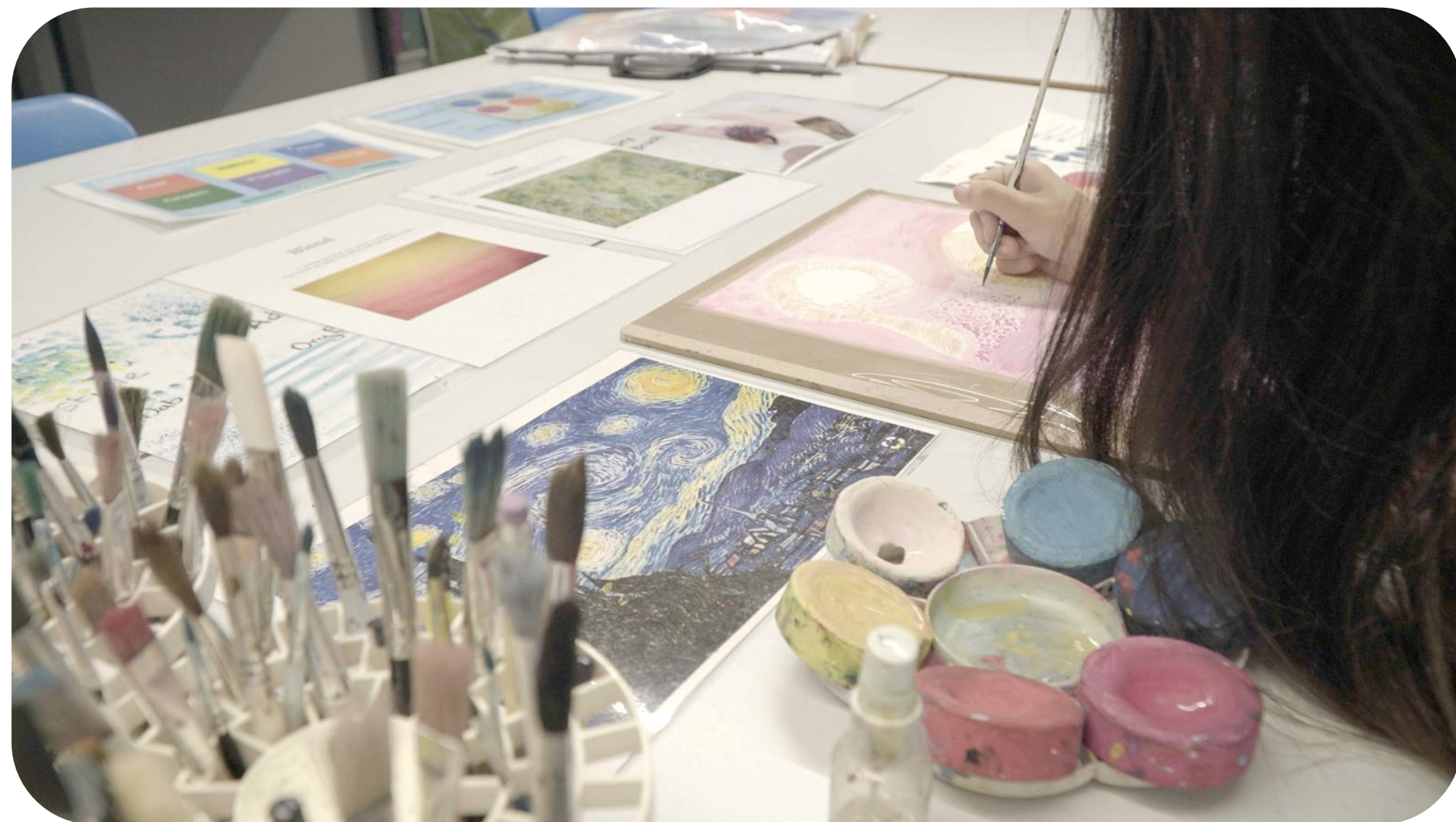
# Curriculum Structure and Delivery- Head Curriculum

Learners at Key Stage 3 follow a structured timetable covering core and foundation subjects, designed to align with home school curricula for smooth reintegration. Targeted interventions in literacy, phonics, and numeracy address learning gaps and SEND. A dedicated nurture class provides one-to-one support, particularly for learners with significant SEMH needs, combining core learning with emotional regulation and communication development.

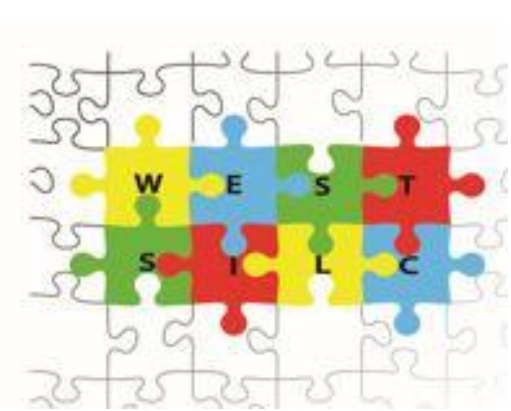
## **Subject-specific learning includes:**

- English – Developing literacy, communication, and self-expression through varied texts and creative writing.
- Maths – Fostering reasoning and problem-solving with real-world application.
- Science – Encouraging inquiry and curiosity through practical, hands-on learning.
- PSHE – Supporting wellbeing, safety, and social responsibility.
- RE – Promoting empathy and understanding through inclusive, reflective discussions on beliefs and values.
- Geography – Enhancing global awareness and locational knowledge via enquiry-based learning.
- History – Building critical thinking and contextual understanding of past and present.
- Art & Design – Encouraging creativity, imagination, and cultural awareness.
- Design & Technology – Applying innovation and problem-solving to practical, real-life scenarios.
- Computing – Teaching digital literacy, online safety, coding, and logical thinking to prepare learners for a technology-driven world.
- Music – Developing confidence, collaboration, and emotional expression through musical exploration.
- Computing – Teaching digital literacy, coding, and problem-solving skills for modern life.









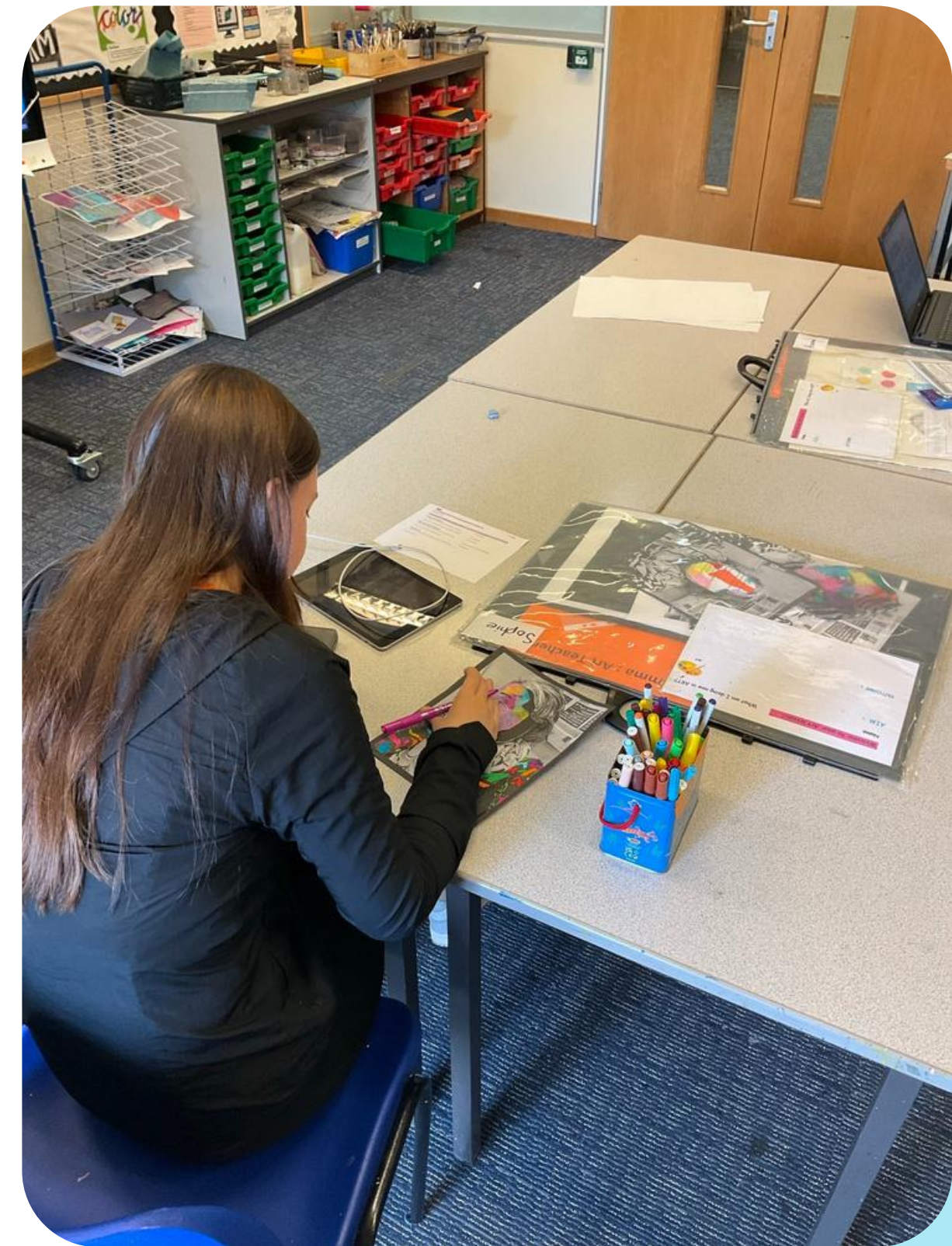
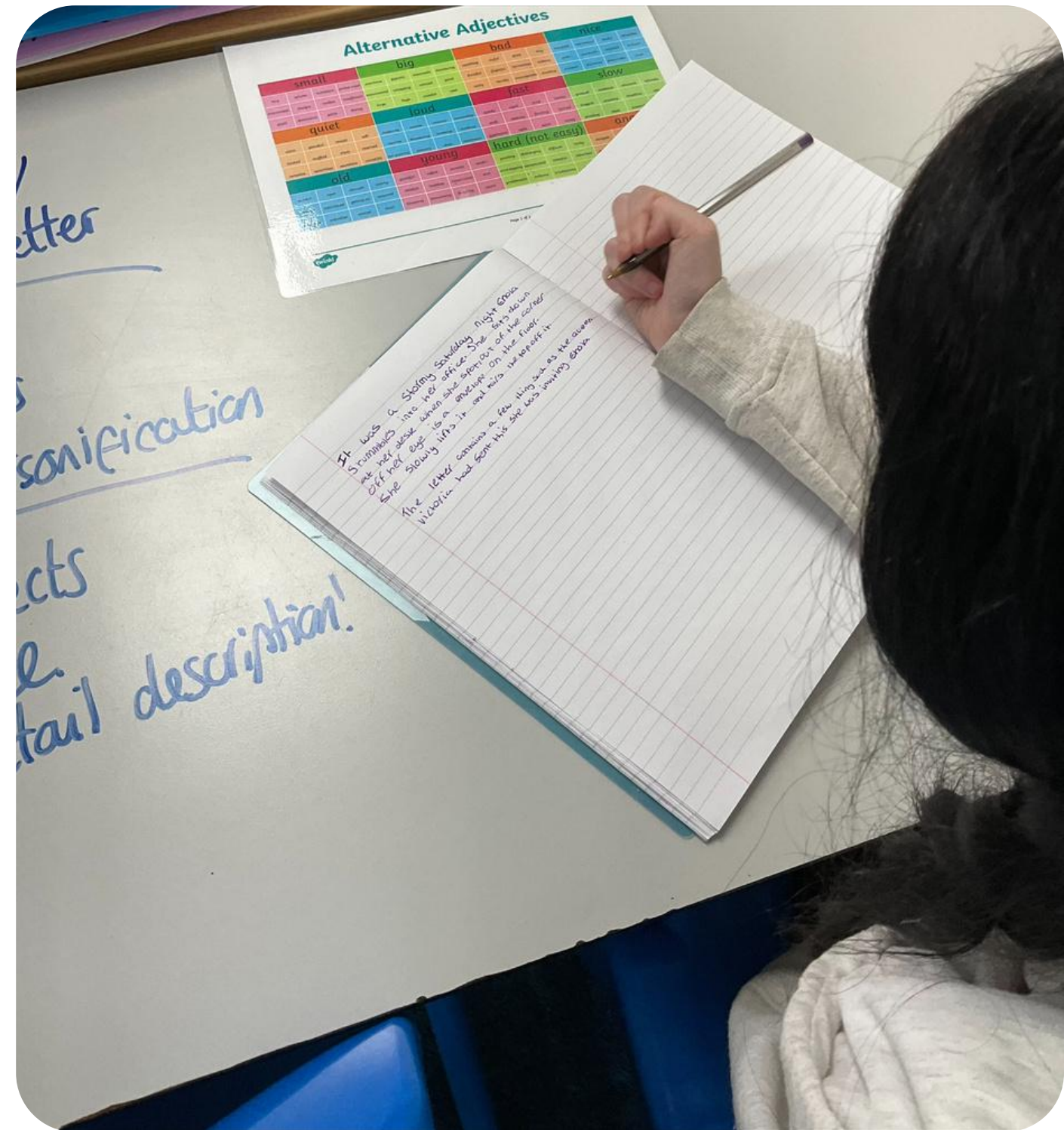
# Curriculum Structure and Delivery- Head curriculum

At Key Stage 4, all learners study English Language, Maths, Biology, Chemistry, Physics, PE, and PSHE. Learners access a wide range of qualifications including GCSEs, BTECs, ASDAN and AQA Unit Awards. This allows for both academic and vocational progression, tailored to individual abilities and future aspirations.

Subjects:

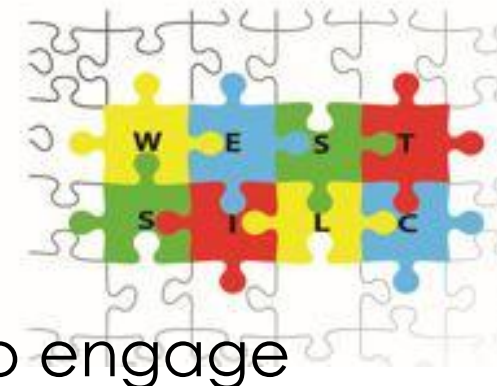
- English Language – Reinforcing reading, writing, and communication, with differentiated pathways for GCSE and Entry Level learners.
- Maths – Deepening core understanding through a mastery approach, with real-life numeracy applications.
- Physics, Chemistry & Biology – Hands-on, inquiry-led learning with progression toward ASDAN or GCSE dual award outcomes.
- PSHE – Supporting life readiness through knowledge of health, relationships, and decision-making.
- Art & Design – AQA Unit Awards and GCSE pathways to promote creativity, confidence, and portfolio development.
- Multi Sport – Flexible pathways including GCSE PE, BTEC Sport, OCR Nationals, ASDAN or AQA short courses, all designed to boost engagement and achievement.
- AQA Life Skills – Non-accredited modules covering personal safety, communication, money management, and independence, supporting transitions into adulthood.
- RE – Continuing exploration of diverse values and ethical thinking.
- PE – Weekly inclusive lessons







# Curriculum Structure and Delivery - Head curriculum



## Engage

The Engage Nurture Group provides additional support for young people who are finding it difficult to engage successfully with learning or the wider school environment. Separate Key Stage 3 and 4 groups provide age-appropriate support within a smaller, nurturing setting. The focus is on building positive relationships, improving engagement and attendance,

Young people are supported through a carefully planned programme which combines learning with targeted pastoral and nurture support. The aim is to gradually increase engagement, resilience and readiness to learn, enabling young people to increase their participation in the wider West Link curriculum where appropriate.

Support is flexible and responsive to individual need, with progress regularly reviewed to ensure that each young person is working towards greater independence, increased curriculum access and positive next steps.

## Enrichment

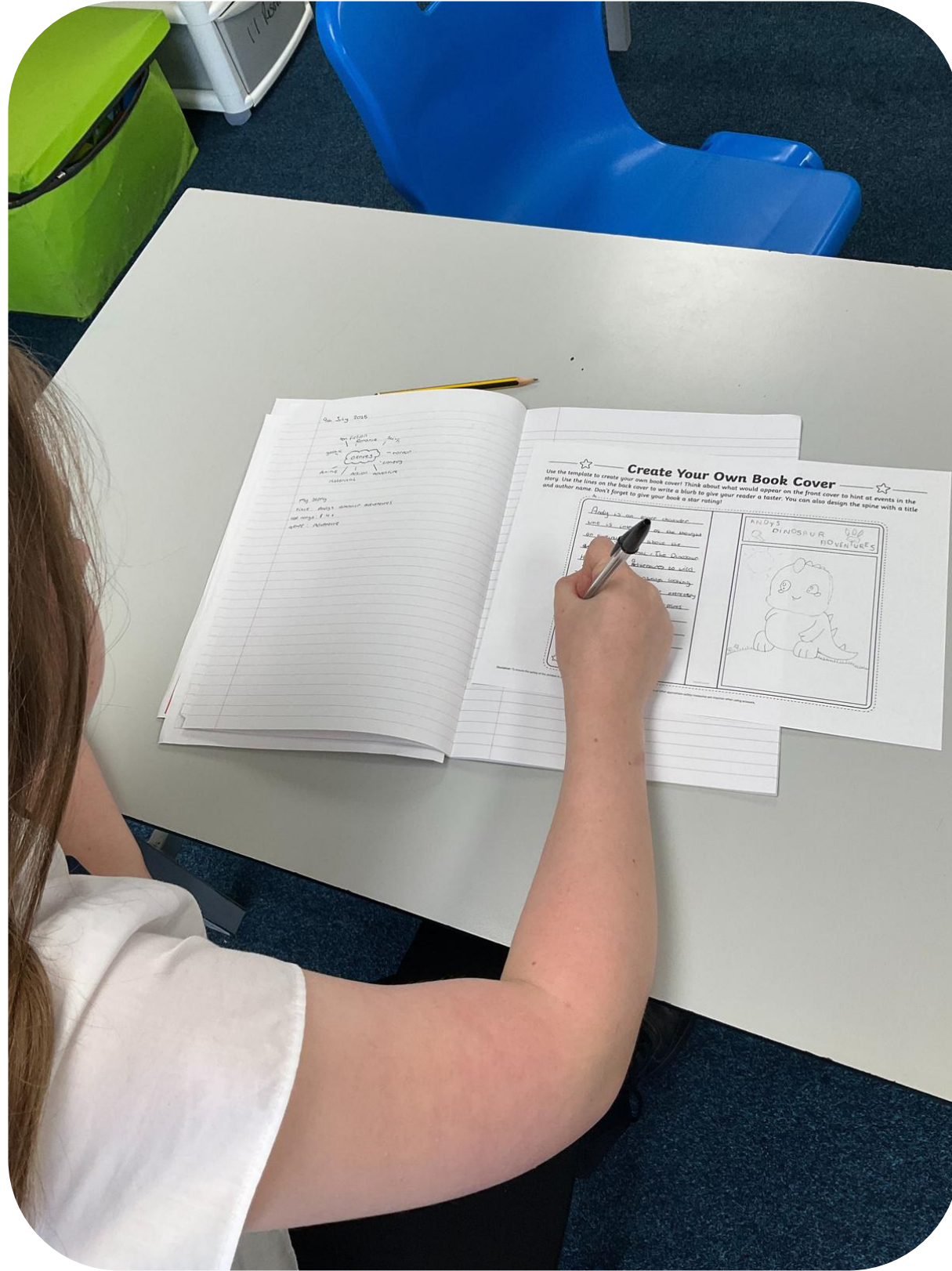
West Link provides weekly enrichment sessions for all young people, giving them opportunities to learn and develop beyond the traditional classroom curriculum.

Sessions offer a range of practical, creative, physical and interest-based activities designed to encourage participation, build confidence and help young people discover new skills and interests. Enrichment also provides opportunities to develop teamwork, communication, independence and positive relationships with both peers and staff.

Where appropriate, enrichment takes young people beyond West Link, providing opportunities to work within the local community and alongside other Pathways.



# Curriculum Structure and Delivery





# Teaching and Learning Approaches- Heart

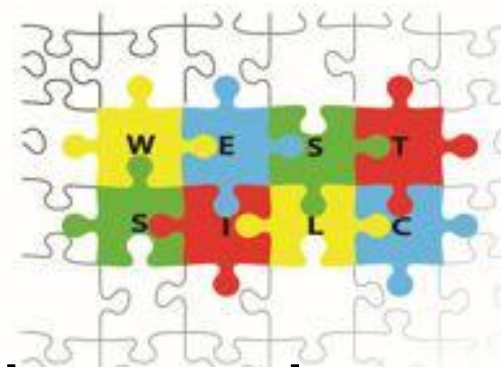
All curricular areas at WAIP are designed to support learners' Social, Emotional, and Mental Health (SEMH) needs by offering learning opportunities that foster relationships and the development of communication skills, self-control and self-awareness. Morning coaching groups, weekly group mentoring sessions, life skills and enrichment sessions all provide learners with targeted opportunities to reflect, embed and develop their SEMH needs.

During their placement each learner has a bespoke SEMH curriculum delivered through interventions. Their core profile is generated through SNAP Behaviour online assessment tool. This data informs the basis of interventions and is used as measure of SEMH development.





# Assessment and Progress



**The curriculum ensures all learners achieve their aspirations, engage positively with the world around them, and are prepared for the next stage of their journey. Learners are supported to develop the knowledge, skills, confidence, and resilience needed for lifelong success.**

- Every learner completes a baseline assessment on entry to identify academic levels, SEMH needs, and barriers to engagement.
- The SNAP Behaviour Tool is used to assess emotional regulation and SEMH development.
- Assessment information is used to plan personalised learning and support pathways for each learner..
- Half-termly reports track attendance, attainment, and SEMH progress, and are shared with parents, carers, and home schools.
- Predicted GCSE grades are updated regularly to monitor progress and ensure learners are on track to meet or exceed their potential.
- Assessment data is analysed to identify trends, celebrate achievement, and inform curriculum planning.

## **Through this curriculum, learners will:**

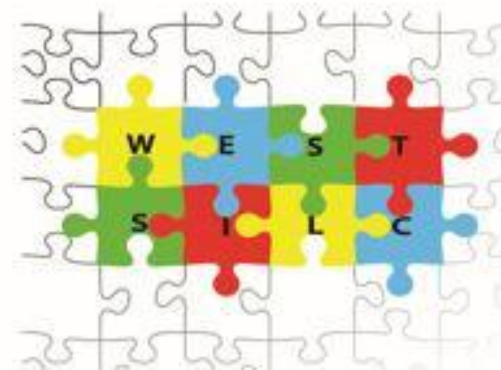
- Confidently form and sustain positive relationships with family, friends, and staff.
- Develop independence and take responsibility for their learning and behaviour.
- Maintain good physical and emotional health, and have their health needs met.
- Engage positively with school and the wider community, keeping themselves safe.
- Gain the confidence, qualifications, and skills needed to make progress beyond school.
- Contribute meaningfully to society and enjoy a good quality of life.
- Achieve their highest potential through academic success and personal growth.



# Preparation for the Future- Feet

Through the 'Feet' component, WAIP supports learners in preparing for their next steps, whether returning to their home school or transitioning to post-16 education, training, or employment. Careers education is embedded across Key Stage 3 and 4, with personalised guidance, college application support, and access to work placements.

A learner passport helps communicate needs and strengths to future providers. learners also access life skills, health education, and vocational learning to ensure they are equipped for adulthood with confidence and purpose.







***For further information please  
contact Helen Grayson  
Pathway Leader***