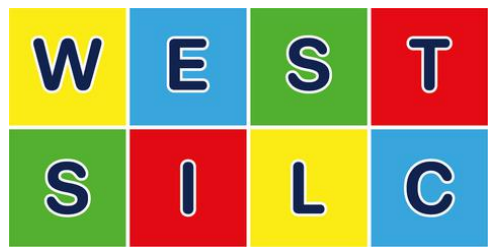


Powerhouse Life Changing (PLC) Pathway at West Silc



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Pathway overview



The Powerhouse Life-Changing Pathway is an innovative and inclusive curriculum designed for Post-16 learners aged 16 - 19 on their journey to adulthood. Our curriculum is rooted in empowerment, independence, and personal growth.

The curriculum fosters holistic development, equipping learners with the skills and confidence needed to lead as full and as independent a life as possible.

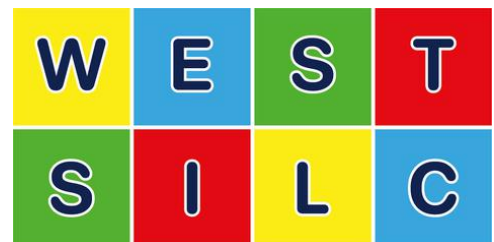
With two distinct yet interconnected strands—'Learning to Live' and 'Learning to Earn'—our curriculum ensures that every learner is prepared for both independent living and where appropriate meaningful employment opportunities.

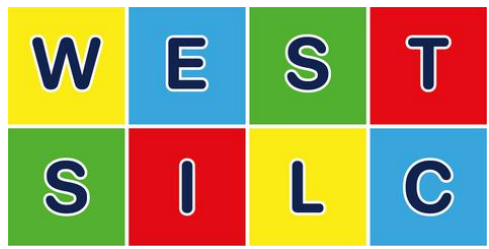


Curriculum Rationale

At the heart of The PLC Pathway is a commitment to:

- Empowerment – Enabling learners to take ownership of their lives and choices.
- Independence – Equipping individuals with the skills necessary for self-sufficiency.
- Dignity and Respect – Valuing each learner's unique potential and aspirations.
- Holistic Development – Addressing cognitive, social, emotional, and vocational growth.
- Community Integration – Embedding meaningful engagement with our local community through work placements, community trips, enterprise business links and travel training.





Curriculum Structure and Delivery

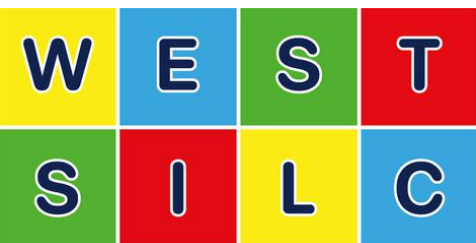


Strand 1: Learning to Live

Focusing on developing essential life skills that promote autonomy and well-being. Through a structured, tailored approach, learners learn about:

- Personal Care & Well-being: Hygiene, nutrition, and physical and mental health.
- Independent Living Skills: including budgeting, travel training, cooking, home management skills in context through our bespoke and state of the art simulated learning environments.
- Social & Communication Skills: Building safe relationships, self-advocacy, and navigating social situations including confidence and safety in the community, internet safety and contextual communication.
- Money Management: Budgeting, shopping, and understanding financial independence.
- Community Engagement: Independent travel training, accessing public services and equipping learners with the necessary skills and moxie to live a fulfilling life.
- Zones of regulation: We support our learners to develop the ability to manage their own emotions, supporting them to recognise how they feel and put the necessary skills into place to be able to access the wider world beyond the College environment.





Curriculum Structure and Delivery



Strand 2: Learning to Earn

This strand equips learners with the skills necessary for meaningful employment and economic self-sufficiency. Learners will develop:

- Work Readiness Skills: Time management, teamwork, workplace communication and self-awareness.
- Vocational Training: Practical skills in various industries suited to the learner's abilities and interests supported by our Work-related Learning co-ordinators.
- Work-related learning programme and employability suite.
- Entrepreneurial Skills: Encouraging self-employment and creative enterprise opportunities.
- Work Placements & Internships: Our growing WRL programme including where appropriate pathways onto employment via Supported Internships.
- Job Search & Employment Support: CV writing, interview preparation, and career planning.

Curriculum Structure and Delivery



Curriculum Structure and Delivery



English

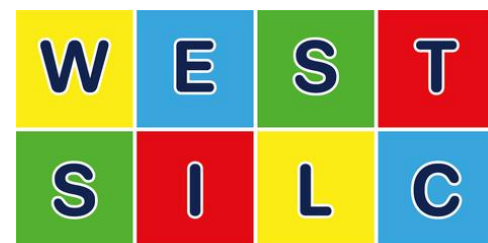
English is delivered in a highly functional and meaningful way within our Post-16 curriculum, designed to empower our young people to communicate effectively, navigate the world around them, and advocate for their own needs and aspirations.

English learning is delivered through discreet sessions that combine classroom learning and practical application, English topics are embedded across all curriculum areas following the half termly plan. Learners develop essential literacy skills by engaging with real-world texts such as signs, notices, labels, application forms, and written information found in College, the wider community, work placements, and practical learning environments. These experiences enable students to develop the confidence and skills needed to interact with society in purposeful and independent ways.

Learners are also supported in preparing for employment through applying for internal job roles, participating in mock interviews, and engaging in one-to-one careers guidance sessions. Where appropriate, students work towards qualifications in Functional Skills English, from Entry Level 1 through to Level 2.

Our pre-entry learners are provided with a highly personalised English curriculum, tailored to their individual communication needs. Working towards a BTEC Award in Personal Progress, which includes English-based modules that focus on developing communication, reading, and writing skills in accessible and relevant contexts.

Communication development is a core focus, with learners encouraged to express themselves, make choices, and participate in their learning through a variety of methods. These include the use of AAC (Augmentative and Alternative Communication) devices, symbols, signing, and verbal communication, depending on individual needs and preferences. The aim is to support each learner in becoming a confident communicator and an active participant in their current and future lives.



Curriculum Structure and Delivery



Maths

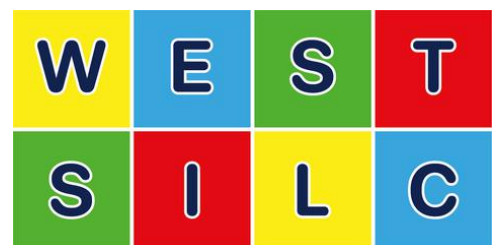
Maths is delivered through a highly practical and functional curriculum within our Post-16 provision, ensuring learners develop the essential numeracy skills required to navigate everyday life with confidence and independence. As with English there is a blend of classroom sessions and practical application.

Mathematical learning is embedded across the curriculum and taught through real-life, meaningful contexts. A strong emphasis is placed on money management, where students engage with budgeting tasks, handling digital money, and learning how to safely use contactless payments and online banking tools. Learners also develop an awareness of financial safety by exploring topics such as scams, fraud prevention, and how to recognise and respond to suspicious activity.

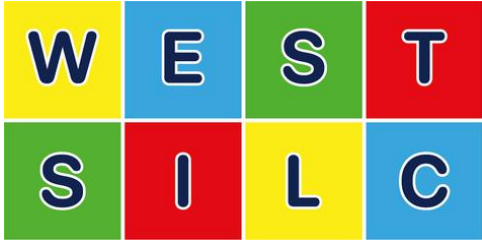
Within College, learners use a simulated bank account system to practise managing their own money, understanding income and expenses, and making informed decisions about saving and spending. These skills are further applied in enterprise activities, community visits, and work placements.

Understanding and using time is another core element of the maths curriculum. Learners apply time-related skills to interpret College timetables, manage their daily routines, and attend work placement shifts on time. They practise reading digital and analogue clocks and apply this knowledge when cooking, planning travel, and navigating public transport using bus and train timetables.

Where appropriate, students work towards Functional Skills Maths qualifications from Entry Level 1 to Level 2, enabling them to build confidence and gain formal recognition of their achievements.



Curriculum Structure and Delivery



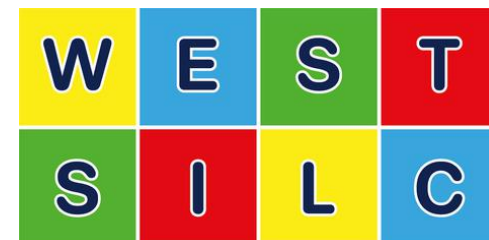
Teaching and Learning approaches



The Powerhouse Life-Changing Pathway embraces a learner-centred approach, characterized by:

- Bespoke Learning Plans: Tailored to individual strengths, needs, and aspirations.
- Experiential Learning: Hands-on, real-world contextual learning experiences.
- Multi-Sensory Approaches: Catering to diverse learning needs.
- Collaboration with Families & Employers: Ensuring a seamless transition to independence and employment.
- Flexible Pathways: Adapting to the evolving goals and progress of each learner.

All our learners are supported to work towards both short and long term EHCP targets bespoke to the individual, each learner. These targets are thread through the curriculum including learning about money, time, travel training, accessing the community, learning about personal hygiene and independence. All learners are supported to success on a individual level.



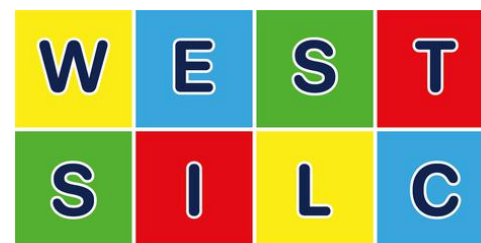


Teaching and Learning approaches- Simulated Learning Environments

To enhance experiential learning, The Powerhouse Life-Changing Pathway provides access to dedicated simulated learning environments that support skill development in real-world contexts:

The Foundry (Employment Suite): A specialized facility designed to simulate workplace environments, equipping learners with hands-on experience in various vocational sectors. This space fosters confidence, skill acquisition, and readiness for external employment opportunities. Within this learning environment learners have access to a Warehouse training area, built and designed by Amazon, a Barista training area, a Bartending training area, Office and Kitchen, each area is designed to support the learners with accessing the next stage of their life.

The Hub (Life Skills Suite): A fully equipped environment where learners practice essential independent living skills, such as cooking, home management, and personal care. The Hub provides a safe and supportive setting to develop daily life competencies crucial for self-sufficiency. Within this area learners engage with learning in our real world Supermarket, complete with digital pricing, Post Office, Hotel Room, functional Kitchen and travel training area. All zones are fully functional and real world to enable the learners to develop skills that will equip them for life.

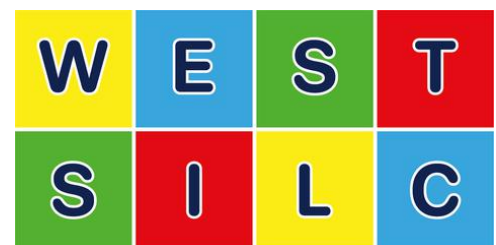
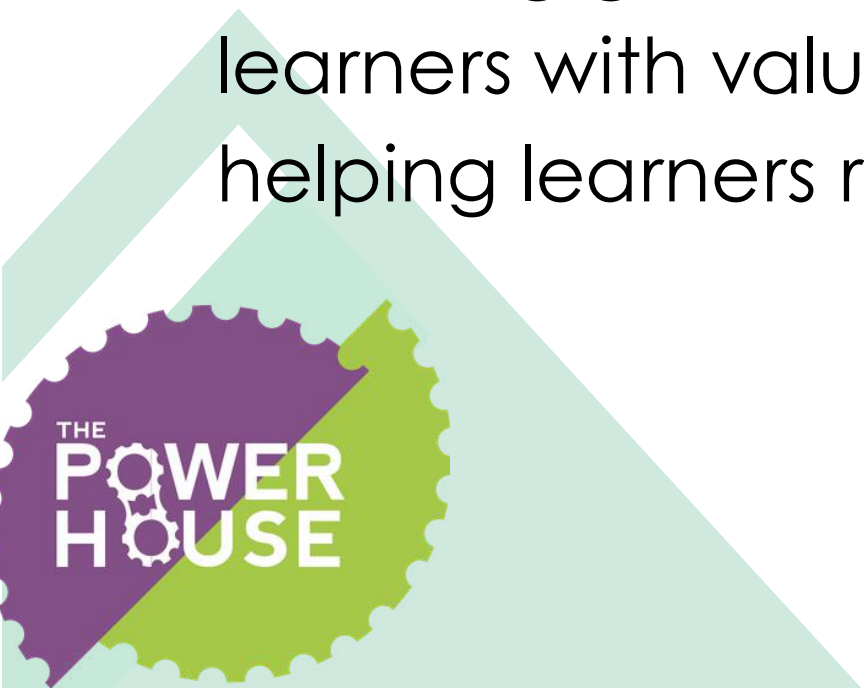


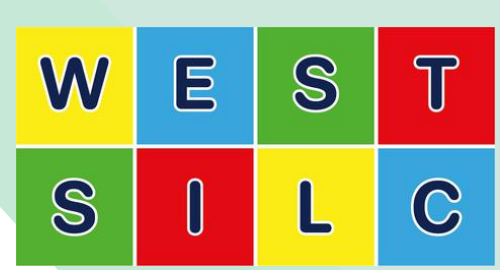


Teaching and Learning approaches- Supported Internships

We are extremely proud to offer our learners on employment pathways the opportunity to engage with a supported internship currently we have a number of different partners including Amazon and Nando's providing Students with unique opportunities to gain real-world experience in a dynamic and inclusive work environment.

The College has partnered with businesses to create tailored internship programs designed to help learners with disabilities develop essential job skills, build confidence, and prepare for successful careers. With support from both the college staff and Amazon mentors, learners are given hands-on training in various roles, within the Warehouse all while receiving guidance and support to ensure their success. These internships not only equip learners with valuable work experience but also promote a culture of inclusion and diversity, helping learners reach their full potential and transition smoothly into the workforce.





Teaching and Learning Approaches- SEMH



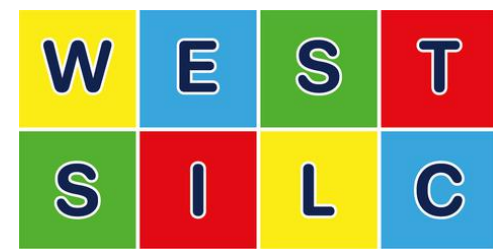
Our Post-16 learners with Social, Emotional and Mental Health (SEMH) needs benefit from a personalised learning environments, specifically designed to support their individual emotional regulation and engagement. With emotional well-being and self-regulation at the heart of our approach, learners follow a bespoke curriculum tailored to equip them with the essential skills to engage meaningfully with the wider world.

SEMH learners access the full breadth of the Powerhouse timetable, including sessions such as The Foundry, Get Cooking, and The Hub, as well as community-based learning and work placements, all delivered in a way that meets their individual needs. Their curriculum is carefully structured to ensure that learning is purposeful, relevant, and responsive to their unique personal journeys.

Embedded within our Enterprise programme, learners have opportunities to develop vital life skills and build employability in a supportive and flexible environment. This includes real-world experiences that foster resilience, independence, and confidence.

Our distinctive curriculum and approach enable learners to work towards Functional Skills qualifications and employment-related accreditations, with the overarching goal of empowering them to engage successfully, independently, and confidently with the wider world.

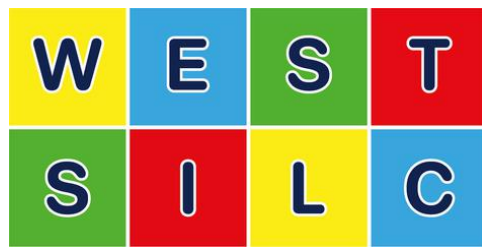




Assessment and progress

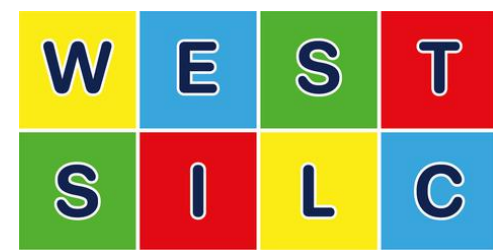
The curriculum will ensure our learners achieve their aspirations, engaging with the world around them, being prepared for transitioning to the next part of their journey. Young people will know how to/ will achieve the skills to:

- confidently form and sustain successful relationships with family and friends, employers, and the local community
- be fluent communicators- at their own level, able to express their wants, needs and feelings, as well as self-regulate their emotions
- be as independent as possible
- be healthy and have their health needs met
- engage positively with the college and the wider community, ensuring they use their knowledge, skills and confidence to keep themselves safe
- have the capacity and confidence, knowledge and qualifications to make progress and engage with the community beyond the college setting, having a good quality of life and make a meaningful contribution to society.





Assessment and progress



Our learners are assessed against our bespoke 'Strategies for life' assessment framework detailing learners progress in the key areas of:

- Communication
- Awareness of self
- Money, number, shopping and payments
- Time and routine management
- Wider world
- Home management and independent living

Learners are also baselined and assessed against individual small steps working towards their end of keystage EHCP targets. Each term Teachers collate evidence of our learners every growing independence and employability skills to ensure learning is tailored to our needs of the individual.

New learners are baselined against our Strategies for life framework in the Autumn term, all learners are assessed in January and at the end of the academic year. Our small steps are baselined and assessed each term with new targets written working towards each EHCP outcome.



PLC

ACCREDITATION PATHWAYS

ALL LEARNERS



Work towards
Duke of Edinburgh
Bronze Award



LEARNING TO LIVE

YEAR
12

Work towards
BTEC Pre Entry One
qualification.

YEAR
13

Continue with BTEC Pre Entry One
or work towards Functional Skills
up to Entry 2 in Maths and English.

YEAR
14

Continue to develop skills and work
towards chosen qualifications.



LEARNING TO EARN

YEAR
12

Begin Functional Skills
Entry 1 in Maths and English.

YEAR
13

Progress through Functional Skills
towards Level 2 in Maths and English.

YEAR
14

Continue working towards Level 2
in Maths and English.



SUPPORTED INTERNSHIP

Learners continue working
towards qualifications and
intern-specific accreditation.

Examples include Nando's
or Amazon health and safety
and food hygiene certificates.

FROM YEAR 13



All learners have the opportunity to work towards
an Entry 3 Digital Skills qualification.



Level 1
Food Hygiene
Certificate



Barista
Qualification

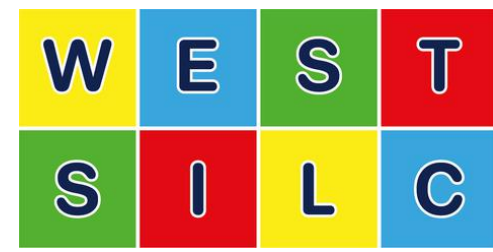


Bar Tending
Qualification



Internship Related Accreditations

Examples include Nando's
or Amazon health and safety
and food hygiene certificates.



Transitions

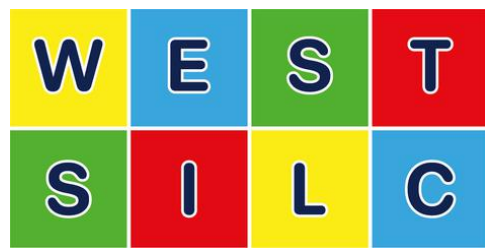
Each learner is supported through a personalised transitions journey, carefully designed to prepare them for life beyond Post-16 education. For our interns, this includes direct, tailored support from the Lead Job Coach to help them transition successfully into the world of work.

Learners preparing to leave at Post-19 are supported to visit future destinations such as colleges, supported living settings, or day provision. Where appropriate, learners also take part in structured travel training to build confidence and independence in navigating their next steps.

Throughout Years 13 and 14, learners are encouraged to explore a wide range of future options. This includes visiting post-19 providers, participating in careers meetings, and attending 'Next Steps' events—all designed to empower them to make informed, aspirational choices about their future pathways.

To ensure learners are fully engaged in the transitions process, we use a range of supportive tools, including visual timetables, symbols, photos, and social stories. These resources help to reduce anxiety, build familiarity with new environments, and enable learners to understand and prepare for change in a meaningful and accessible way.

A core element of our curriculum is self-advocacy. Learners are supported on an individual basis to attend or contribute meaningfully to their EHCP review meetings, giving them the opportunity to express their preferences, needs, and aspirations. This reinforces our commitment to placing learners at the centre of their own journey.



**For further information, please contact
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