

One to One Learning in Your Chosen Settings



PROVIDING EHCP TAILORED LEARNING SINCE 2014

“For lots of people, the one simple change that can have the biggest impact is simply learning one to one, wherever they choose, outside of a classroom, truly tailored. Some learners struggle to transfer knowledge between different environments which is exactly why we teach directly where the skills are needed.”

Adam Burley Founder

“We believe everyone has the right to reach their full potential. We provide tailored one to one learning for young people who struggle in traditional further educational settings.”





Five things that make us a Unique Education Setting...

1

One to One

Your services are delivered at a staff to learner ratio of predominantly one to one.

2

Any Setting

Learning takes place in settings that are directly relevant to you, such as your home, your local community or your workplace.

3

Relevant Skills

Skills are taught in your chosen settings, so they are immediately useful to you.

4

Bespoke Timetable

Your timetable is tailored to your goals and designed around your interests to make every day exciting, fulfilling and fun.

5

Gradually Fading Support

Burley Inclusive is a **Gradually Fading Support** approved provision, helping you develop your confidence, independence and autonomy in safety.

GFS

Gradually Fading Support



Ben's Story...

“ In my prior College the arguable breaking point in which I was taken off the course was due to having a breakdown over a basic maths sheet that I was under no obligation to do, meant nothing and had no bearing on any future events.

Burley Inclusive helped serve as an effective way to, lacking a better term, **rehabilitate me into society**. Providing an ordered and comfortable place to air my grievances with my family, **create and solidify healthy coping mechanisms** and generally go from a high-strung neurotic mess constantly on the verge of mental breakdown, to someone who is overall

calmer and capable of dealing with issues as they come.

For more practical issues Burley's help has greatly **accelerated my independence** allowing me greater **confidence to shop on my own** and providing situations that are both **relevant** to do so and categorically “safe” from a personal mental side.

”

Ben

Ex-Student, Burley Inclusive



Ben's Dad's Story...

“ He had problems in school where he **didn't like school as an environment**. Refused to do any homework. He got himself in some real dark places trying to do the work in school. **His home skills at the time were non-existent**.

Since he has been at Burley Inclusive, **if we don't make him food he will manage by making his own**. I will quite happily leave him and he will be fine. When me and the wife came out of hospital we went on holiday. He was happy to stay at home for a week, **he managed himself great and looked after the house, cooking and cleaning and taking the dog for walks**. His resilience now is incredible. He has fundamentally opened up as

a person, and even says he loves us and gives us a hug when saying goodbye. He loves his **volunteer work**, and is finally **excited for his future career**. ”

Rob
Ben's Dad



Tutor's Notes

Ben is an ex-student of **Burley Inclusive** who studied 'Progression Towards Employment' through **one to one support** and **choosing his own timetable**.

Students choose their own Pathway, this was Bens.

- **Independent Travel** - Ben started with simple journeys to his local supermarket and library. After learning to get the bus he started getting himself to work experience. After the bus he learned the train, eventually independently travelling across the country to visit family.
- **Money** - Ben first learned to recognise what each coin meant. Then he learned to use that money to buy food at his local supermarket. He moved on to using a card to pay, checking his spending habits by learning to read bank statements. He eventually received payment for selling his artwork and now confidently manages commissions.
- **Safety at Home** - Ben went from not being allowed at home alone to gradually being independent. He learned to lock doors and check windows when leaving the house, how to safely manage the kitchen and even became an avid dog walker.
- **Diet** - Ben had many allergies to food that meant he ate very little when he started with us. He learned to cook food that was both healthy but also suitable for his needs. In time his diet greatly expanded, and he is now keen to try new foods.
- **Preparing for Work** - Ben started volunteering at a wildlife and conservation area which meant managing suitable clothing, staying on time and learning to use tools and equipment. He eventually started volunteering in charity shops whilst also selling his own artwork online through commissions. He now wants a job in retail whilst using his spare time to develop his artistic career.

Ben's Custom Timetable



All programs include functional skills. These are taught either formally in a classroom setting or embedded out and about within the community and in the home or workplace.

What would yours be?



Designing Your Provision

Step 1 - Choose your pathway

Do you have a future goal you would like to achieve?



Burley Inclusive programmes are typically three years long with a potential extension to four or five years if learners have progressed towards completing tasks on their own.

PROGRESSION TOWARDS ACADEMIA

MODULES OF FOCUS

- Independent Travel
- Using Money
- Diet
- Time Keeping
- Communication

PROGRESSION TOWARDS EMPLOYMENT

MODULES OF FOCUS

- Independent Travel
- Money
- Diet
- Time Keeping
- Preparing for work
- Communication

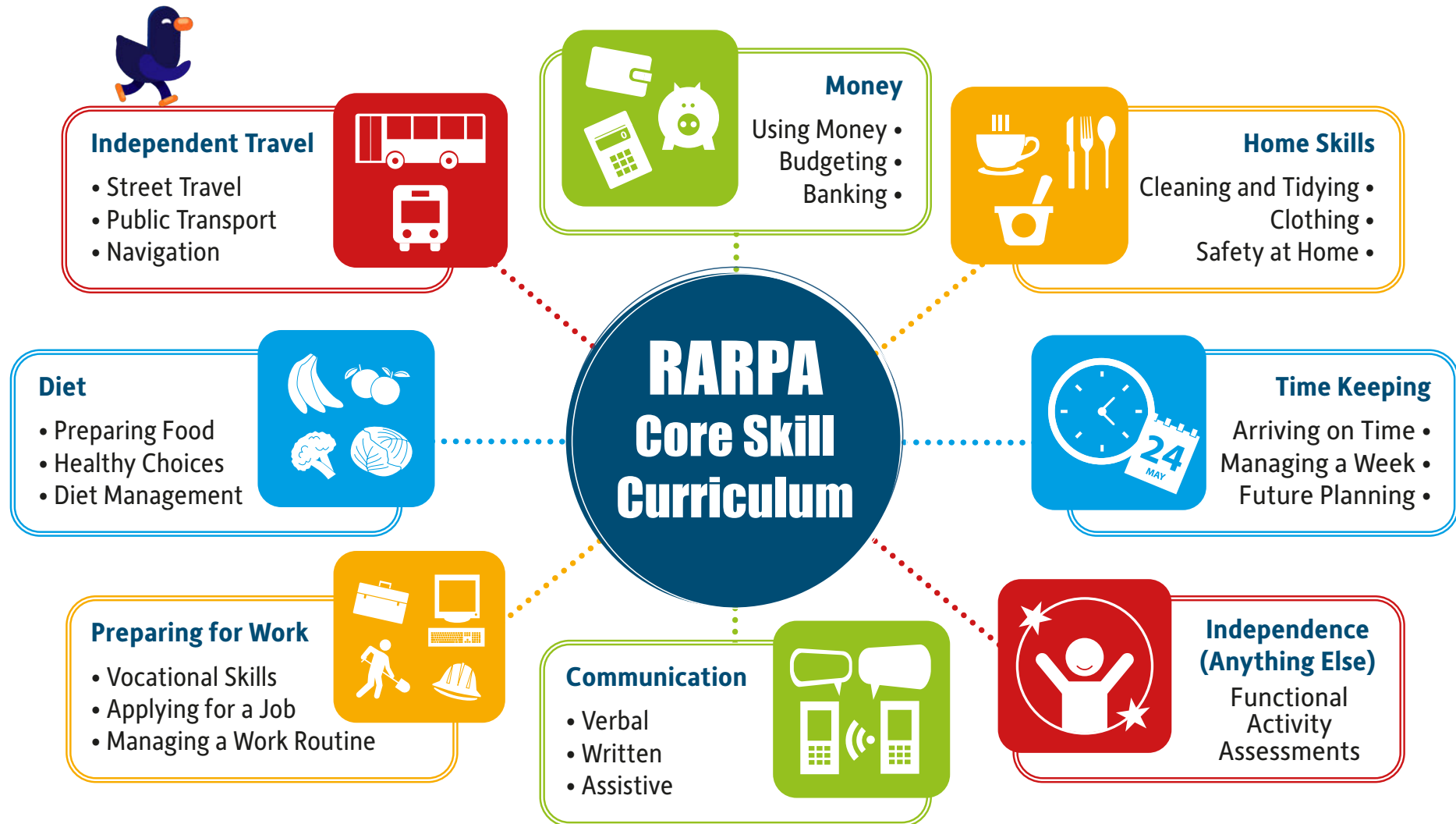
PROGRESSION TOWARDS MOVING OUT

MODULES OF FOCUS

- Money
- Home Skills
- Diet
- Communication

Designing Your Provision

Step 2 - Add any other modules you would like to study



Core Skills are skills that are relevant to everything. For example, independent travel affects the job available to you, where you can live without being cut-off and where and when you can see friends. You will build a RARPA Portfolio of work showing all the progress you make and the things you achieve.



Designing Your Provision

Step 3 - Think about your own timetable

Which home skills would you like to work on?

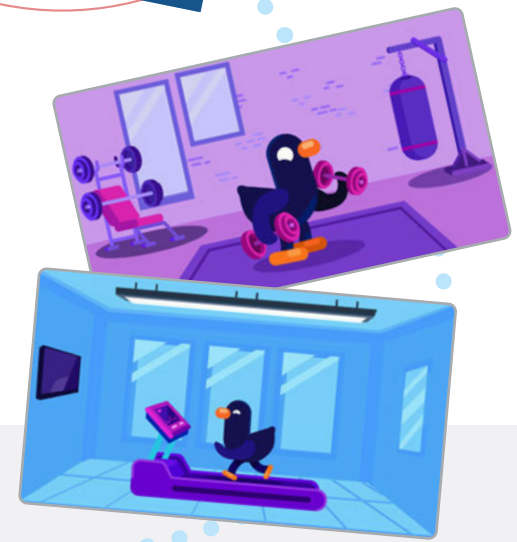


How many days a week would you like?


What work experience would you enjoy?



Where would you like to go?



Do you want to do some formal studying?

Where would you like to practice money skills? 

How do you want to stay healthy?

We will talk to you about your ideas when we meet you.

Quotes from our Parents/Carers



Burley gave Isabelle the chance to be out in the world, literally, not in a classroom, out and about, doing things. That's what we wanted as her parents.

Burley's approach isn't just about maintaining a routine - it's about giving people the real-world experiences they need to navigate life independently.

Dom - Parent Carer



Since starting with Burley my daughter's ability to follow a routine and take responsibility for her actions has progressed, particularly when she's out in the community with her peers. The Burley program offers a curriculum that is tailored to her abilities, unlike her previous setting. As a result, she is more actively involved and motivated. Burley is the only place where my daughter has been recognised as an individual, allowed to make her own choices, and been respected for them.

Gill - Parent Carer



Ella's confidence has skyrocketed since she's been at Burley. Her ability to talk to people, communicate, catch transport - each process is very well timed.

Burley has worked with us to build this confidence step by step, supporting her with trusted people, and then gradually transitioning to more independent approaches like telephone support. Her independence, like preparing herself the night before, has reduced the support we need to provide. It's transformative for family dynamics.

Carl - Parent Carer



Parent Testimonial



“**Burley Inclusive have worked with and actively supported Alice for 6+ years.** Their primarily one-to-one ethos and learning, combined with practical training in her home and local area, gradually developing skills at her pace, has enabled her to be more independent. **She has moved to supported living and continues to grow in confidence in her personal and work life.**”

The strong relationships with Burley support staff identified her individual needs, they have actively encouraged her to learn, develop and practice life skills which she is able to use daily. Following Alice fracturing her leg and being confined to her home for many weeks, we will always be particularly grateful for the amazing support given to continue her learning, and help keep her busy and happy through her recovery, also supporting friends to visit her.

Alice has enjoyed a full timetable of practical activities making her own informed life choices and embraced many extra activities like the Provyder Cup and Burleyfest too.

She has loved being a part of the Burley community and we are extremely proud of her progress over the last 6 years, she is moving on to new things now as her life continues onwards in a new direction.

A huge thanks from us to the Burley team who have supported her progress, building the foundations to achieve her goals.”

Many thanks,

Steve & Julia

Alice Gregory's Parents



Check out our *Brilliant* groups and projects

BURLEY RECORDS:

We love writing, recording and performing music! In fact, we love it so much we started our own record label to develop and promote the creativity and expression of diverse musicians! At Burley Inclusive, all learners have the chance to learn how to play an instrument, use a professional recording studio to bring their ideas to life and perform in music venues across North Somerset and beyond! Acts currently signed to Burley Records are the award-winning rock band The Steel Squid Collective and solo artists Tom Badman and Super-J Star! All artists get a chance to perform at the annual “Burley Fest” festival party.



BurleyRecords



THE PROVYDER CUP:

The Provyder Cup is an annual series of inclusive sports tournaments in North Somerset, for people aged 16 and over designed to keep people active! Everyone is welcome to take part from every provider! At the end of the season the provider team with the most tournament points wins the Provyder Cup! The winners for each event all receive a medal. People who attended five or more events in the season receive a Provyder Star Award! Events include Pool, Bowling, Jenga, Crazy Golf and more! Other teams that enter the competition regularly include North Somerset People First, Surround Support and Freeways.



DANCE UNIQUE:

Dance Unique is a wonderful group of people that just love to dance! We like anything from rock to pop!! We plan our routines working together and everyone puts their individual spin on them! We thrive on expressing ourselves and showing off what makes us unique! We perform at our yearly Burley Fest party, the end of year Christmas Show and any other exciting opportunities that come our way! Join us to make friends, build confidence and keep fit!



BURL-E.SPORTS

Burl-E Sports is Burley’s answer to the burgeoning world of Competitive E Sports. Regular practice sessions and guided learning encourage teams of likeminded learners to work together as a team to develop teamwork skills, reflect and improve on their gaming, and compete to win! With rotating multi-player game choices each year and a Burley-run tournament, join us for an exciting venture into the world of competitive online gaming. Burl-E Sports. It’s in the name.





BURLEY PRESERVES:

Do you love being outside, working hard and getting your hands dirty in soil? We do! Do you enjoy growing living things, quietly and calmly potting and planting? Would you like to grow your own fruit and veg? Burley Preserves is a mini-social enterprise that grows fruit and vegetables and turns them into a variety of jams and chutneys to sell locally. Learners explore all aspects of growing plants from choosing the best soil to the health benefits of eating fresh fruit and veg. Everyone gets to learn how to make jams and chutneys from start to finish, including finding recipes and learning how to use kitchens safely. Finally, to make money, learners research local markets and where they can sell their produce.



BURLEY CREATIVE:

Burley Creative is an art group where everyone is supported to express themselves creatively, learn new skills, and have fun! Burley Creative offers opportunities to explore art materials in an inclusive, welcoming environment. Learners develop individual projects, or create collaboratively with others, sharing ideas, and forming friendships. There's no set plan but just encouragement for self-expression! Previous projects have included clay, spray paint, still life, portraits and many more. Our members also have opportunities to exhibit their work at public art spaces, galleries and exhibitions.



THE BURLEY CAMPUS:

From September 2026, Burley Inclusive have the use of the new campus in Hewish (BS24 6RT). This is brand new and we're doing lots of work and development. It is very exciting! Over time our campus shall include an events hall, a sensory garden, a vegetable patch, quiet bookable classrooms, a dedicated E-sports gaming space, IT room, a professional kitchen, domestic kitchens, a daily living skill bungalow, a sports field and a recording studio! Learners can make use of what's on offer as much or as little as they like as part of their individual programs. We want our learners to give us their ideas and we will help co-produce lots of exciting events and groups!



Learners Welcome

Hello. My name is Alice Gregory. I have been a learner with Burley Inclusive for six years! When I started, I lived at home and had support with Burley for five days a week. I have now moved into supported living and have reduced my days support with Burley.

In Burley **Inclusive** we are encouraged to do things for ourselves rather than having it done for us. I went from not being able to do things, to being able to do things for myself. Burley started out **teaching me** at close proximity then as **I gained** more confidence they started **gradually** fading support, which means they take a step back ever so slightly to see if you can do it by yourself but they're still there if you need help.

When I joined Burley six years ago I went into the real world. **I was not in a school or college classroom.** They started off being very close to me in the very beginning then when I had been with Burley a couple of months and years I started to become a lot more confident and they very slowly started to take a step back, then another step back until I could be fully independent.

I now go into the gym independently with faded support. When I first joined Burley 6 years ago I didn't talk to a single stranger because of the way I thought about strangers. Burley and they helped and supported me to rethink that it's different as an adult **and not all the strangers are the same.** I started to work in the Lido café to get me to talk to strangers and then I started at Sue

Ryder to help me even further and now I say "hello, goodbye, can I help you? What would you like?" **I know the difference between strangers it is safe to talk to, and those who aren't.**

Burley has helped me with travel training by catching the bus from my mum and dads when I used to live there all the way to Cabot Circus where shops are on the harbour for a walk around or SS Great Britain or the M shed. Burley Inclusive and my respite service have helped me with the transitioning into supported living, which I am very grateful for.

I have really enjoyed Burley Inclusive and my respite. I have learnt a lot. I am incredibly proud of myself and how much I have done.

Thankyou you for giving me the wonderful opportunity!



Alice Gregory

Learner Representative



Hello and welcome to Burley Inclusive. I am Lewis Fewings, one of the Learner Representatives.

I have been with Burley Inclusive for number of years. **Since starting I have learnt how to crossroads, how to travel around North Somerset and Bristol and how to cook meals and buy what ingredients I need.** Staff used to come to my door but now I can travel by myself, and staff meet me wherever I ask them to. **I can catch buses and trains and plan my days by myself.**

After building skills in my community, I was then able to gain a place as a football coach volunteer with Bristol City Robins Foundation Trust. I am also now a co-chair for North Somerset LD Partnership Board and a paid guest speaker with lived experience for Skills for Care. I am currently in the process of transitioning into Supported living.

When I left my first college, I had done lots in a classroom, but I could not do these things because I had not been shown how to do them in the right place. **Now Burley have helped me I can do them by myself.** Staff give me support when I need it and let me try when they know I can do it. I always say, if people do everything for me then I won't learn.

I have really enjoyed Burley. I think you will too.

Yours sincerely,

Lewis Fewings

Learner Representative

Founders Welcome

Hello! I am Adam Burley, the founder of Burley Inclusive

I started **Burley Inclusive** in 2014 with one simple aim: to provide **tailored learning** for young people who struggle in traditional further educational settings. After experience working as a one-to-one support worker in the community, a teaching assistant and a foundation life-skills lecturer, I was inspired to develop a model of education that combined the very best practice from multiple areas. I wanted to **combine one-to-one community support** with the very best of **curriculum guided education**.

Lots of young people find transferring their learning between environments extremely difficult. Great skills can be developed with the correct **support** and **guidance** in classroom settings but for some using skills developed in a classroom into the home, community or workplace presents a real challenge.

I have dyslexia. I always struggled in many aspects of school and my college learning. For me, after my diagnosis, it was simple changes that made the biggest difference! Knowing first hand the power that small changes in education can have, I made it my ambition to do the same for others. For lots of people, the one simple change that can have the biggest impact is simply learning one to one, wherever they choose, outside of a classroom, truly tailored. Some learners struggle to transfer knowledge between different environments which is exactly why we teach directly where the skills are needed.

Over the years, Burley have had the pleasure of helping many young people thrive! If you have struggled in a mainstream setting and are looking to **build life skills, confidence** or **subject knowledge** outside of the classroom in your local community, I can't wait to be welcoming you to Burley Inclusive soon.

Yours faithfully,

 Founder



Hello! I am Rob Incedon-Webber the Managing Director for Burley Inclusive

I joined **Burley Inclusive** with the aim of **bringing down the barriers** preventing young people with learning disabilities and autism from accessing **effective education**. We do this by utilising a unique one-to-one approach in the home and community where skills learned are immediately relevant.

After teaching in mainstream/classroom education for 8 years, **I had grown frustrated** with the way students of differing levels of ability were having their individual needs met. Classes of over thirty students that were split into six different ability levels meant that inevitably some would lose out on quality communication and feedback. I witnessed sensory overload with students hustling to attend assembly and anxiety issues arising from the rigidity of the school timetable. It was abundantly clear to me that many individuals struggled to learn effectively in the school environment.

I therefore joined **Burley Inclusive** with the aim of **bringing down those barriers** that were preventing SEN students from accessing **effective education**. Burley Inclusive provides a personalised, predominantly one-to-one approach, in the home and in the community where 'skills learned' are immediately relevant.

Feedback is essential for **reflection** and **improvement**. For SEN students the way that feedback is delivered is as important as the feedback itself. **Meaningful and effective real-world learning experiences**, delivered through person-centred supportive communication, is of crucial importance to the success of our students.

Burley Inclusive seeks to **escape the confines of the school classroom** by combining education and social care in a new system of 'context relevant SEN education'.

Our students access a curriculum of **real world based learning**, acquiring **independent living skills** in their own community, and where students and parents receive clear, meaningful assessment & feedback so that everyone knows where they are and where they are going.

Yours faithfully,

 Managing Director

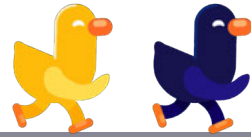


Application Form

You may also contact us online via our website: burleyinclusive.co.uk/contact-us



Personal Details



First Name:		Surname:	
Gender: Male <input type="checkbox"/> Female <input type="checkbox"/>	Nationality:	Date of Entry into the UK (Non UK Nationals):	
Date of Birth: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Age at 31st August 2020:		
Home Address (Primary Residence):		Post Code:	
Home Address (Secondary Residence):		Post Code:	
Home Contact Number:	Mobile Contact Number:		
Personal Email Address:			

If you are under 19 we will assume you agree to us sharing your data with your Parent(s) / Carer(s), please provide details for at least one person with whom we can share your data.

Name:	Relationship to you:
Contact Number:	Email Address:
Name:	Relationship to you:
Contact Number:	Email Address:

If needed, please cut out this application form and post it or hand it in to complete your submission.





Additional Information



Please tick any which apply to you

I am a care leaver / or in foster care <input type="checkbox"/>	I am a carer for a member of my family <input type="checkbox"/>
I have a learning difficulty or disability or am considered to have SEND. If YES please state what:	Yes <input type="checkbox"/> No <input type="checkbox"/>
Were you provided with any Exam Access Arrangements whilst at school? (e.g. extra time, reader, scribe, separate room etc.)	Yes <input type="checkbox"/> No <input type="checkbox"/>
Do you have an Education, Health and Care Plan (EHCP)?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Do you require support during your interview / induction programme / welcome day etc.?	Yes <input type="checkbox"/> No <input type="checkbox"/>

Please submit your application to: Burley Inclusive, Bristol Road, Hewish, BS24 6RT or email: hello@burleyinclusive.co.uk

Contact us on:

hello@burleyinclusive.co.uk

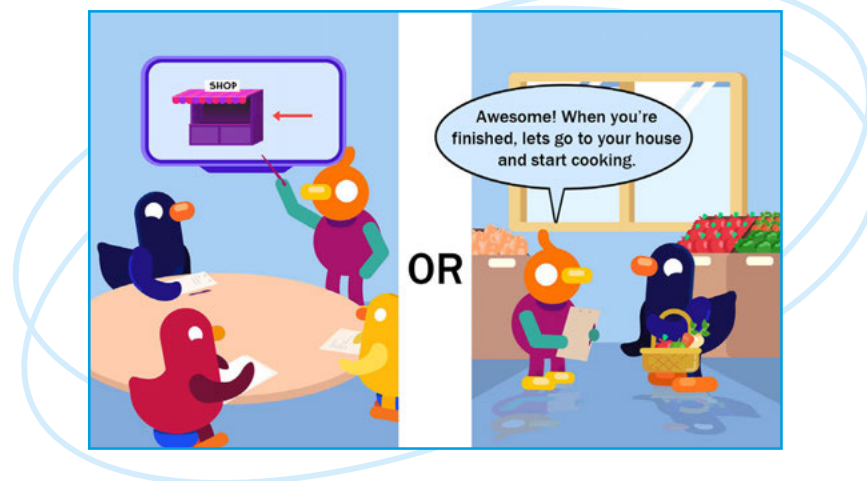
01934 611330



Use our online contact form



What works best for you in your daily life?...



FAQs

What is it that you do?

Everyone's timetable is different. We predominantly provide one to one support to enable the most effective learning in the home, community, work placement and classrooms. We teach you skills directly until you can do it yourself, then we gradually fade our support as you gain independence.

How do I sign up?

If you require any support with any aspects of your EHCP, including reopening a closed plan, or securing a placement of your choice, you may wish to contact either "IPSEA" (www.ipsea.org.uk) or "SEND and You" (www.sendandyou.org.uk). Both organisations provide advice and support for people with the EHCP process.

When does the day of learning start?

Learning with Burley Inclusive starts the moment staff greet you at your door.

What does a typical day at Burley Look like?

There is no typical day at Burley Inclusive. Learning is embedded throughout the day your own community and home, that way the skills you learn are immediately relevant to your life and what you want to do.

What will my progression outcomes be?

Your outcomes are personal to you, your EHCP and your choices of what you want to learn to be able to do or places that you would like to go to.

Why could this work better than other alternatives?

Many people struggle to learn in the school environment or formal settings. It can be so busy and hectic that it can be hard to learn,

especially when feeling stressed or overwhelmed. Learning in your own community and home takes you away from that environment and may help you learn in a way that is more meaningful to you.

Do you teach formal qualifications / functional skills?

We teach functional skills in Maths and English. We do not teach other formal qualifications. For students that want to access higher education we often act as a bridge to help them be able to access learning again.

Staff Training/Consistency/Turnover

Our staff are trained as one to one learning support assistants. We have a low staff turnover allowing us to ensure staff are kept consistent for each learner. This means you always know who is arriving to provide support and are not faced with a surprise at the door!

Do you do group sessions?

We have group sessions available if appropriate for the needs of the individual. Good examples would be our work experience days, our rock band 'The Steel Squid Collective,' conservation at AWT site 'Grow Wilder' in Frenchay, and our sports, dance and drama groups at our campus in Hewish.

What happens with transport?

Whilst we teach how to use public transport as part of our Core Skill Curriculum, our staff are also drivers who can offer transport pick up options from home to wherever needed.

How do you facilitate learning if everything is fun?

We learn better if we find what we are doing meaningful to our interests. By having fun learning is embedded in positive experiences that learners want to experience further.



FAQs continued

How can parent/carers support the young persons learning?

We have a robust handover policy meaning that parents have routine updates from staff and any key information from the day is passed on. Our marking and feedback is clear, concise and easy to understand meaning everyone knows where they are and where they are going.

How can parent/carers get involved in our wider community?

We have open days, volunteering and employment opportunities and an annual music festival. We are always looking to improve and welcome any of your feedback.

Advice & Support

www.sendandyou.org.uk | SEND and YOU provide the information, advice and support service for Children and Young People with SEND and their families in Bristol, South Gloucestershire and North Somerset (SENDIASS).

www.ipsea.org.uk | IPSEA are the leading charity in the field of SEND law in England. They can help you navigate the SEND system and secure the education your child is legally entitled to.

Section 38 – Children and Families Act (2014)

The local authority must then give the parent or young person notice of his or her right to request the authority to secure that a particular school or other institution is named in the plan.

The draft EHC plan sent to the child's parent [by the local authority] must not name a school or other institution.

Section 39 – Children and Families Act (2014)

Where a request is made to a local authority [by a parent] to secure that a particular school or other institution is named in an EHC plan, the local authority must consult the school or other institution.

The local authority must secure that the EHC plan names the school or other institution specified in the request, unless subsection (4) applies.

Subsection 4 holds that the place may be refused if:

- The school or other institution requested is unsuitable for the age, ability, aptitude or special educational needs of the child or young person concerned.
- The attendance of the child or young person at the requested school or other institution would be incompatible with the provision of efficient education for others, or the efficient use of resources.



BURLEY INCLUSIVE CAMPUS

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