



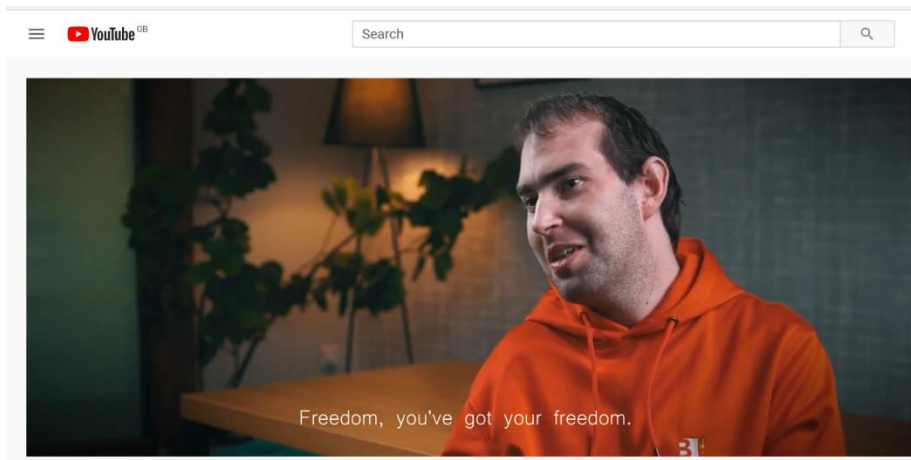
Burley Inclusive

Digital Prospectus 2022

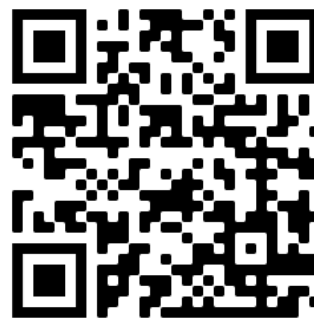




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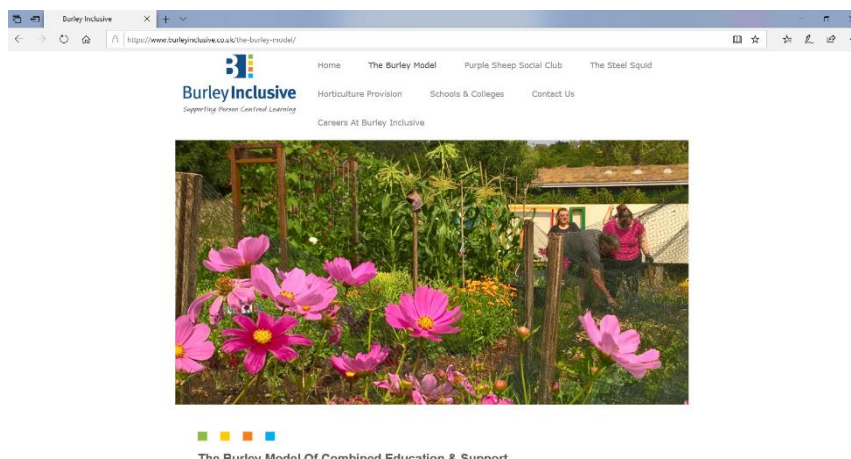


If you would like to **watch** or **listen** to the **video** version of this prospectus **scan the QR code** below.



Alternatively, you can find out more by visiting:

www.burleyinclusive.co.uk



The Burley Model Of Combined Education & Support

www.burleyinclusive.co.uk
The College without the Classroom





Welcome to Burley Inclusive



Hello and thank you for reading the Burley Inclusive prospectus. Welcome to the **College without the Classroom!**

I am Adam Burley the Managing Director. I started Burley Inclusive with one simple aim; to provide the most effective form of learning for young people with learning disabilities and Autism.

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

At Burley Inclusive we combine specialist education with social support and learners are taught directly in the real-world environment. The day starts at your door. All learning is delivered in your home, your community and at your work placements. You can develop knowledge and skills that are immediately applicable to your day to day life without the need for transference. Learners are thriving and making tremendous, life changing successes with our new and innovative approach.

I hope you enjoy looking through the information presented here and I look forward to welcoming you to Burley Inclusive soon. Our learning programmes are available to all learners in Somerset, North Somerset and Bristol through our education and social care pathways.

Yours faithfully,

A. J. Burley

Adam Burley



Hello and welcome to Burley Inclusive. I am Lewis Fewings, the Learner Representative.

I have been with Burley Inclusive for 5 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.



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,

L. Fewings

Lewis Fewings





Burley Inclusive's Unique Approach

Our unique model of combined education and support is the first of its kind and challenges the assumption education and support are separate things.

Qualified Staff - You cannot formally teach without a qualified teacher, and we question how other support services incorporate meaningful learning into their programmes without a directive curriculum and professionals who understand how we manipulate and retain new knowledge. All staff are either qualified and experienced teaching professionals or specially trained learning support assistants.



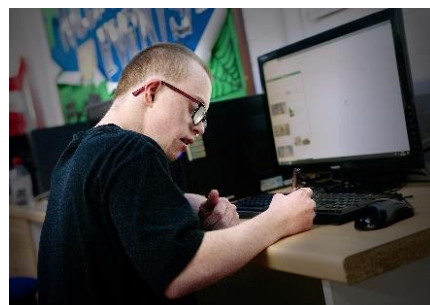
Gradually Fading Support - Our staff gradually step back as the learner's ability increases, initially supporting them side by side as they tackle a new challenge and reducing the supporting presence through planned stages as the staff member's help is needed less and less. Through assessment of the learner's skills we judge how much assistance is required for a task, so learners can feel reassured that support is on hand if needed while enjoying as much freedom as possible.



Functional to Generalisation - Independence is a sliding scale; just because a student can cook in their own kitchen where they have practised, it does not necessarily mean they are fully independent and can cook that meal in all kitchens everywhere. The Burley Model recognises the difference between functional capability in familiar contexts and the ability to generalise a skill across all contexts, and helps students develop the knowledge or strategies required to use their functional skills in new situations.

Real World Learning – Learners who struggle to generalise abilities between situations can maximise their confidence and independence if taught in an environment that does not require generalisation i.e. taught in the context that a skill is used. This is the reason why Burley Inclusive do not teach in a classroom setting but directly in learners' homes, communities, and work placements. Learning starts the moment staff arrive at your door.

Clear Assessment Documentation – Lots of the paperwork and documentation surrounding a young person's learning and development is inaccessible for learners with learning disabilities. Our assessment tools combine a unique form of task analysis and a traffic light system to help make sure every learner and all working with them can have the best understanding of their abilities and progression.



Independence for All Abilities – Whether it is a learner's aspiration to live independently, to get a paid job or complete a few small tasks independently, we believe the correct level of independence is paramount to everyone's security, confidence, happiness, and wellbeing. Learning programmes are tailored to meet every learner's individual learning outcomes that embed the level of independence required for their desired outcomes across a broad range of ability levels.





Education and Social Care Pathway Comparison

Burley Inclusive provide learning and support packages in Somerset, North Somerset, and Bristol. Packages are commissioned through education, social care or a mixture of both. All services combine our unique approach to learning disability education and support but there are significant differences as shown in the table below.

	Education	Social Care
Full Engaging Timetable of Activities which meet assessed needs	■	■
Real World Learning focusing on all outcome areas	■	■
Highly Trained One to One Support Staff implementing actions within Local Authority assessments	■	■
The Fading Support Model – positively impacting wellbeing by gradually increasing independence	■	■
Activity Assessments to track progress and inform annual reviews	■	■
Highly Effective Partnership working encouraging co-operation across all services	■	■
Person centred practices, tailored to meet preferences of learner and their family	■	■
Learning Structured and Monitored by a Qualified Personal Tutor	■	-
Regular One to One Tutorials	■	-
Formal Functional Skills Tuition with a Qualified Tutor	■	-
Entry into Functional Skills Exams	■	-
Guided Completion of The Core Skill Curriculum	■	-
Formal Assessment by Qualified Teachers and Assessors	■	-
RARPA Portfolio Qualification including Academic Progression Data	■	-
Specialist Learning Support (Communication, Behaviour, Music, Employment)	■	-
Ofsted Inspected Provision (Pending...)	■	-

Our education pathway is available to all learners with an Education, Health and Care Plan (EHCP) who are under the age of 25 and still have unmet learning outcomes in section E. To access our education provision, Burley Inclusive need to be named on the learner's EHCP. For more information, please see the referral form included within this prospectus.





Example Timetable

This is an example timetable which shows some of the activities learners complete. Staff make sure all learners have an appropriate mix of health, housing, community and employment activities and are designed to meet target outcomes. Services are delivered with a one to one support worker and therefore a learner's timetable can be very flexible and truly person centred. What would you like to learn? Where would you like to go?

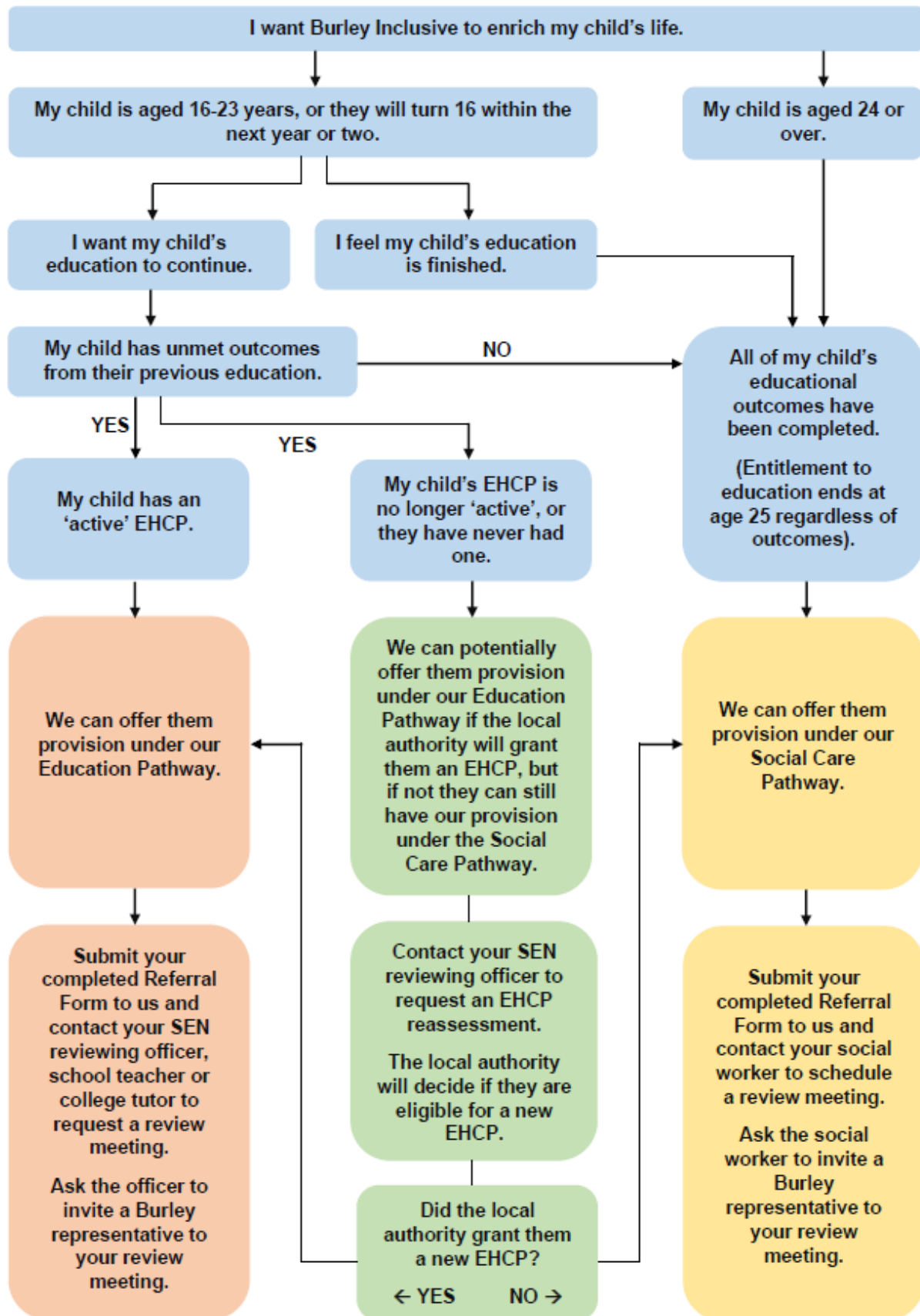
<i>Monday</i>	Music Tuition	Core Skill Curriculum	
<i>Tuesday</i>	Daily Living Skills at Home	RARPA Portfolio Building Travel Training in Local Community	
<i>Wednesday</i>	Swimming	Purple Social Group	Personal Tutorial
<i>Thursday</i>	Work Experience	The Gym	
<i>Friday</i>	English and Maths	Practising Money and Communication	

Blue Activities are only available through the education pathway.





Education or Social Care Pathway





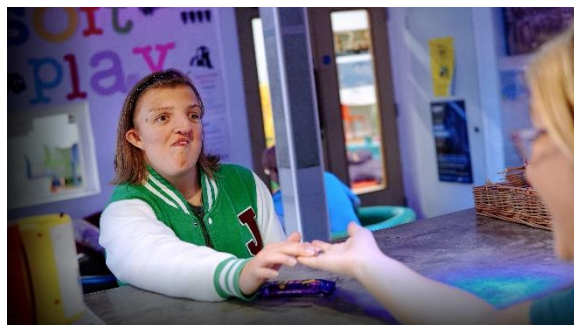
Educational Pathway

Burley Inclusive are an alternative post-16 educational setting for young people with learning disabilities and Autism in Somerset, North Somerset and Bristol.

Education, Health and Care Plans – Our educational pathway is available to all learners with and EHCP who are under the age of 25 and still have unmet learning outcomes in section E. The innovative real-world delivery methods enable us to meet many learning outcomes far more effectively than group classroom-based teaching.

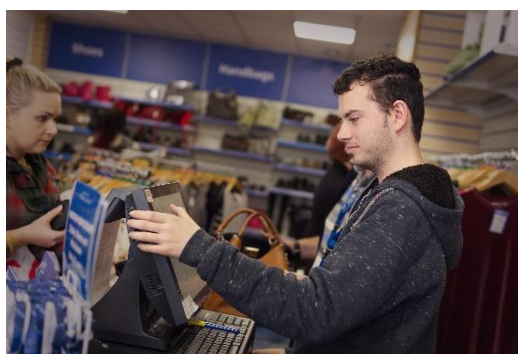


One to One Tuition - All learning is delivered with a staff and learner ratio of one to one. There is no compulsory class or group environment. Learning starts the moment a learning support assistant arriving at your house or a chosen location. There is no need to travel to and from our setting.



A Person-Centred Curriculum - Each learner completes a full timetable of their chosen activities and the Core Skill Curriculum (CSC). The CSC is a portfolio-based qualification that meets all the criteria for RARPA (Recognising and Recording Personal Achievement) qualifications framework. The Core Skill Curriculum has modules that cover all aspects of independent living. Including independent travel, timekeeping, food and nutrition, home maintenance and employability.

50 Week Curriculum – Our model allows for fifty weeks continual service without breaks. Consistency is vital to help learners maintain their knowledge and skills. During half terms and holidays learners do not have any formal tuition, functional skills or tutorials but can continue to maintain their skills with trained Learning Support Assistants.



A Personal Tutor - Each learner has a qualified and experienced teacher assigned as their personal tutor. They meet regularly for tutorials and guide the learner and their support staff through the Core Skill Curriculum.

Functional Skills Tutoring - Learners have access to formal English, Maths and ICT tuition, from pre-entry to level 1. Completing qualifications alongside real world activities to embed the knowledge and skills is hugely beneficial to learners' knowledge retention.

To access Burley Inclusive through the educational pathway, please submit the referral form included within this pack. A representative from Burley Inclusive will need to be invited to the learner's next Annual Review taking place at School or College.



Social Care Pathway

Burley Inclusive's unique social care provision is designed for learners who are over the age of 25 and/or have no outstanding educational outcomes on their Education, Health and Care Plan. Learners must be entitled to support services from social care.

A Personalised Timetable – Every learner completes a full and engaging programme of chosen activities that support progression towards health, housing, employment, and community outcomes.



Activity Assessments – Every activity a learner attends has its own activity assessment which combines a unique form of task analysis and a traffic light system to help make sure every learner and all working with them can have the best understanding of their abilities and progression with every activity they attend.



Learning Support Assistants – All staff working with learners are specially trained learning support assistants. Their training combines best practice from education and social care to provide stimulating and effective support.

Effective Transition – When learners transition between education and adult support services it can be a challenging time for them and their families. Our support services are built on the foundation of post-16 special education. Continuing the use and development of person-centred strategies, routines or practices that have been established in other settings is second nature so these can be continued confidently and effectively.

Music Provision – Music can have a profound effect on our mental health and wellbeing. We have developed specialist techniques to help learners of all abilities access an enriching and motivating musical provision. We offer one to one music lessons, a choir and the opportunities to perform as a band. Burley Inclusive are extremely proud of our award-winning musical provision. The performance group The Steel Squid Collective won a 2019 Dimensions Leader Award.



Find out more about the Steel Squid Collective and watch their music videos by visiting: www.burleyinclusive.co.uk/the-steel-squid/

To access Burley Inclusive through the social pathway, please submit the referral form included within this pack. A representative from Burley Inclusive will need to get in contact with the learner's allocated social worker or reviewing officer.



Testimonial

“Our seventeen year-old lad has special needs and suffers with behaviour problems. Up until January he attended a special school but was unable to continue due to his behaviour. Burley Inclusive was recommended to us as they teach outside the classroom and have a different approach to learning compared to a school.

Since starting, our lad has fitted in really well and we have seen a big improvement in his behaviour and outlook. He engages well with all staff and other colleagues. Due to the Coronavirus lockdown, Burley have continued with their support by Skype twice everyday with fun and learning activities.

We are so pleased that we found out about Burley Inclusive and could not speak more highly of them. They are a dedicated team of staff who are completely committed to their students. We would highly recommend them to any parent whose child is struggling within a school environment. Thank you Burley Inclusive for supporting us as well.”

Alan and Christine – Carers



Burley Inclusive
The College without the Classroom





Contact Us



www.burleyinclusive.co.uk



01934 808613



enquiries@burleyinclusive.co.uk



Burley Inclusive Ltd
36 Pure Offices, Pastures Ave, St Georges,
Weston-s-Mare, North Somerset, BS22 7SB





Burley Inclusive Referral Form

Before completing this form please make sure you have read our prospectus.
Our prospectus is available in **audio** and **video** at www.burleyinclusive.co.uk

Learner Details

Potential learners name:	
Potential student's date of birth:	
Potential student's home address:	

Education or Social Care Pathway

Please mark below if you are making a referral for the Education and Social Care Pathway.

Education Pathway	Social Care Pathway	Unsure

Education Details

Current education provision: (Please include the date on which this provision will end)	
Does the student have an active Education, Health and Care Plan (EHCP) in place?	
Are any existing outcomes still ongoing? (Please refer to outcomes listed on the student's EHCP or care plan that have not been met at this time)	
Name of North Somerset SEN officer	
Next Annual Review Date	

Social Worker Details

Name of the student's social worker:	
Social worker's email:	
Social worker's telephone:	





Parent / Carer Details

Primary parent / carers name:	
Email:	
Telephone:	
Address: (Just put 'same as student' if the potential student lives at the same address)	

Referrer Details

Name of person making the referral:	
Your organisation and job role: (If not covered above)	
Your email: (If not covered above)	
Your telephone: (If not covered above)	

Terms of Service

Burley Inclusive help every learner to achieve greater levels of independence and reduce their reliance on their support staff over time. All learners progress toward longer term outcomes, including crossing roads, using public transport, timekeeping and employment skills. Learners are expected to work toward these outcomes according to the direction of staff and with a level of independence demonstrated by their assessed ability, as stipulated in the Service Agreement.

Burley Inclusive are not registered with the Care Quality Commission and does not provide personal care, and its teaching takes place at instructional ranges determined by its staff, including distances where the learner may be out of sight of staff.

Please email this completed form to:

transitions@burleyinclusive.co.uk

If you have any questions about this form, our transitions process, or our unique approach please call: **01934 808613**

Alternatively post the form to:

Burley Inclusive Ltd
36 Pure Offices, Pastures Ave, St Georges,
Weston-s-Mare, North Somerset, BS22 7SB

