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**Supporting Children, Young People and Adults at Home, in Education and in the Community.**

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Call us on 01332 200300 or email [community.derby@senadgroup.com](mailto:community.derby@senadgroup.com)



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### **What our customers say...**

*"My Support Worker gives me the confidence to take more control of my life."*

*"I have discovered new skills I didn't realise I had and have now got a part time job."*

*"I always know there is back up and help available when I need it."*

# Contents

	Page
Supporting Children and Young People	3
Supporting Adults	6
Transition Support	9
Supporting Children and Young People in Educational Settings	11

# Supporting Children and Young People

SENAD Community can provide parents/ carers who receive a Direct Payment, Individual Budget or Short break funding for childcare with Support Workers to meet their child's needs.

We work with families to make sure that children with complex needs receive tailored support, enabling them to develop new skills and experience new opportunities. Whatever your child's age or the complexity of their needs, we can develop a package of support that meets their daily routine, access to school and the local community.

Support can include skill development at an age appropriate level and enablement in everyday living areas such as exercise, hygiene and cooking. The emphasis is on fun and activities that your child enjoys. We have a positive approach to risk management to enable new experiences rather than to exclude, particularly if their friends and peers are involved.

Whether you need a regular two hours a week or full-time support (including 3:1) the SENAD Community can create a team of trained Support Workers to meet your child's individual needs. Support can be delivered in your home, day or night or to help your child to safely take part in activities in the local community.

## Who can we help?

Each family we work with has unique requirements and our staff are dedicated to meeting your needs and making a positive difference.

As a parent or carer of a child with additional needs, you might think that your choices are limited but our team of trained Support Workers can meet a broad range of needs including:

- Autistic Spectrum conditions
- Learning difficulties
- Behaviours that challenge
- Communication difficulties
- Lack of social understanding
- Physical disabilities and/or sensory impairments
- Specialist health needs
- Rehabilitation needs (post- operative or Acquired Brain Injury)

## How we help:

We know from our work that the key to success is to build a good relationship with you as a family. This relationship is based on good communication, respect, trust, understanding and providing a quality professional service. We also understand that the support we provide benefits the whole family.

As a family you will be fully involved in developing and shaping your child's Support Plan. We make sure that our Support Plans are flexible and easy to understand. Any outcomes or goals are broken down into easily achievable segments to encourage success and increase confidence and self-esteem.

## Features of our service include:

- A team of regular support workers to help with different activities – from three hours a week to two people 24/7
- Ethnic and culturally appropriate staff as required
- Staff are personality matched to share your child's interests so the person who takes your child to a football match might be different to the person who takes them to Scouts or swimming.
- Development of independent living skills to maximise your child's abilities
- If someone is ill or on holiday there is someone else you know to cover
- Transition support as your child leaves education and moves into adult services

## What support could look like:

We provide support in the following areas:

*Companionship and Social Life*  
*Recreational Activities*  
*Exercise and mobility*  
*Holidays and short breaks*  
*During times of transition*

- To employ someone to support the family at busy times of the day such as getting ready for school, cooking the evening meal or after school care while you are at work.
- To support a child to access community leisure activities such as going swimming or to the cinema.

- To enable the whole family to go out for the day together.
- Where payments are given for respite these can be saved to enable the family to go on a holiday and take a carer.
- An additional trained member of staff to support your child at an after school club or summer holiday play scheme.

### Our Staff

Our staff are chosen for their caring natures and receive comprehensive training. By recruiting the right people and supporting their training and development we believe we can deliver an excellent quality service. All our staff undergo an enhanced Disclosure Barring Service check (DBS) formerly known as a CRB.

We recognise the importance of cultural diversity and our Support Workers come from a variety of different ethnic and faith groups.

All staff undergo a mandatory induction training programme that will include safeguarding, general health and safety, fire safety, positive behaviour management etc. If your child has a specific need that requires training then this can be arranged. Training is regularly updated and staff will typically gain experience working with a broad range of young people and adults with complex needs within our specialist schools, children's homes, transition services and adult residential homes.

### Examples of support packages.

Millie loved being a Rainbow but when it was time to move up to Brownies and go away for weekend camp activities, Brown Owl was uncomfortable that they did not have the specialist trained staff that were dedicated to meeting Millie's complex needs. Once the family was able to offer a Support Worker, they were delighted to welcome Millie on all their activities and her friends see her as just one of the troop.

Danny could not attend the local Scouts group safely – they were happy for him to join once we arranged for a Support Worker to look out for his safety and ensure he could participate with all the other lads.

He has been away on camping weekends and Jamborees and had a fantastic experience which just could not have happened safely without additional support. Danny has not missed out on any of the Scout Group activities his friends have been able to take for granted.

Robert likes a very regular routine and becomes anxious when this changes. His parents needed a break but were worried about letting someone else come into their home to care for Robert. By building up trust and confidence with Support Workers who got to know Robert and helped him to access community activities, his parents then felt confident in going away. They knew Robert had the stability and continuity of staying in his own home surroundings without any disruption to his routine while they enjoyed a much needed break.

Megan has complex health needs and requires attention regularly through the night, most nights. This was exhausting for her parents and had an impact on the whole family. Her parents now benefit from waking night support. This is usually at home but occasionally in hospital also, to ensure she had the constant company and support of someone she trusted.



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### Transition Support

Planning for adulthood can be an exciting and also potentially worrying time.

Whether you are moving from school to supported living, back home to family with support, or sharing with others, we can help.

Our team can develop an individualised programme to help young people increase their independence and develop their life skills. These skills will equip them to lead a more fulfilled life, enable them to have choices and to maximise their independence. Please look at the Transition Support section of the brochure for further information.



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## Supporting Adults

SENAD Community deliver individualised care, support and rehabilitation to adults. We provide a trained Support Worker or a team of Support Workers, to enable clients to maximise their independence. Our service aims to enable choice, empower decision making and enhance quality of life.

Our fully-flexible approach means that whether you need care for three hours a week or you need a high level full-time support package (including 2:1 staff) we can provide a team that are specially equipped to meet your needs.

Support Workers are also personality matched for different activities so that the person who might accompany you to a sporting activity, such as a football match, might be different to the person who goes grocery shopping or who helps you with volunteering activities.

### Who we can help:

Our team of trained Support Workers can meet a broad range of needs including:

- Autistic Spectrum conditions
- Learning Disabilities
- Behaviours that challenge
- Communication difficulties
- Lack of social understanding
- Physical disabilities and/or sensory impairments
- Specialist health needs
- Rehabilitation needs (post-operative or Acquired Brain Injury)

### How we help: Person Centred Approach

Once your Support Plan is agreed with the Social Worker and a budget allocated to meet the identified outcomes, our team will work with you to develop a delivery plan that is tailor-made for your lifestyle and supports your personal choices.

We use a range of person-centred thinking tools to put this into practice. We will ask you questions such as what you like and don't like, what works and what doesn't, to describe the different challenges you face, how you communicate and how you like to be supported. Your needs are carefully assessed and a

support package is put together to meet these needs and wishes. We apply a person centred approach to all that we do and form a circle of support around you.

We will work with you to develop a programme of activities. This includes skill development and enablement in everyday living skills such as exercise, hygiene, meal planning and nutrition, shopping, cooking, tenancy agreements, bill paying, accessing benefits, using the washing machine, cleaning and maintenance, as well as identifying and enabling access to education and voluntary/paid work.

Your Support Worker will help to set short, medium and long term targets that maximise your choice and independence. Outcomes and goals are broken down into segments to make them achievable. We can also help you to develop communication cards and passports, or support you to learn to use specialist smart phone apps.

### Features of our service include:

- A team of regular Support Workers to help with different activities – from three hours a week to two people 24/7
- Ethnic and culturally appropriate staff as required
- Staff are personality matched to share your interests
- Development of your independent living skills
- If someone is ill or on holiday there is someone else you know to cover
- Transition support as you leave education and move into adult services

### Why use SENAD Community?

- You may be struggling to find enough support or to find well-trained support workers to meet your needs. An agency solution can resolve those issues.
- You won't have to worry about employment issues such as Tax, NI and holiday pay that you would if you employed your own support.
- You will be fully engaged in selecting your Support Workers and may select people who share similar interests for different activities.
- Your Support worker will receive on-going training and development relating to safeguarding, health and safety etc.

## What support could look like:

We provide support in the following areas:

*Companionship and Social Life*  
*Special diet and meal preparation*  
*Exercise and mobility*  
*Day to day support and Errands*  
*Grocery and Clothes Shopping*  
*Recreational Activities*  
*Working and Volunteering*  
*Attending College*

- Billy is very sensitive to noise and crowds and finds visits to the supermarket to be very difficult. He occasionally goes with his carer late at night to a 24-hr shop when it is very quiet and chooses the food he likes. The carer has helped him to set up an on-line shopping list with the items that Billy likes and they only rarely need to go shopping.
- Sally loves to dance, she is very sociable but also very vulnerable. She goes to local bars and clubs with her carer who helps to ensure Sally enjoys an active social life and is safe.
- Emma has a budget that includes short breaks and she chose to go to Ibiza on an all-inclusive holiday for a week. Emma's carer was happy to go on the holiday with her if Emma paid the costs rather than charge an hourly rate which proved considerably more cost-effective. They both had a fantastic time!
- John wanted to go to university. With the help of a support worker he is able to attend lectures, spend time with friends, go sightseeing and explore a new city and fully enjoy student life.
- Lizzie can become very upset when something unexpected happens and this can cause her to become very aggressive as she tries to respond to an unexpected situation. With support, Lizzie can enjoy a full life and many community activities in a way that is safe for her and others.

## Our Staff

Our Support Workers are chosen for their empathy, understanding and interest in supporting people with complex needs to maximise their potential. By recruiting the right people and investing in their training and development, we can deliver an excellent quality service.

We recognise the importance of cultural diversity and our Support Workers will have a variety of different ethnic and faith groups so we can offer a support team that will understand your needs.

All staff are trained to a high standard commencing with a mandatory induction training programme that will include safeguarding, general health and safety, positive behaviour management etc. Training is regularly updated.

Staff teams will typically gain experience working with a broad range of young people and adults with very complex needs within our residential services. Individualised training to meet specific client needs may also be arranged.



All our staff undergo an enhanced Disclosure Barring Service check (DBS) formerly known as a CRB. Community Support Services are registered and inspected by the Care Quality Commission who publish our inspection results ([www.cqc.org.uk](http://www.cqc.org.uk))

All our customers are fully engaged in shaping their own services and choice of staff.

# Transition Support

Planning for adulthood can be an exciting and also potentially worrying time. Whether you are moving from school to supported living, back home to family with support, or sharing with others, we can help you.

Our team can develop an individualised programme to help you increase your independence and develop your life skills. These skills will equip you to lead a more fulfilled life, enable you to have choices and to maximise your independence.

You will be fully involved in developing and shaping your own services. Support plans are flexible and easy to understand. We can also help you to develop communication cards and passports, or support you to learn to use specialist smart phone apps.

Our fully-flexible approach means that whether you need care for two hours a week or a high level package of full time support, we can provide a team of carers that are specially equipped to meet your needs. During times of transition, support is often required for short periods of time to meet identified outcomes.

## Who we can help:

Our team of trained Support Workers can meet a broad range of complex needs including:

- Autistic Spectrum conditions
- Learning Difficulties
- Behaviours that challenge
- Communication difficulties
- Lack of social understanding
- Physical disabilities and/or sensory impairments
- Specialist health needs
- Rehabilitation needs (post- operative or Acquired Brain Injury)

## How we can help:

Our team can provide support in situations such as:

- Preparing for adulthood
- Help to settle into a new school
- Support to find your own tenancy, supported living or shared accommodation
- Moving home to live with your family with additional support
- Managing change e.g. a death in the family
- To develop independent living skills

- Support to attend further education, taking and writing up notes and safely take part in student life activities

## Person Centred Approach

We use a range of person-centred thinking tools to put plans into practice. We will ask you questions such as what you like and don't like, what works and what doesn't, to describe the different challenges you face, how you communicate and how you like to be supported.

Your needs are carefully assessed and a support package is put together to meet these needs and wishes. We apply a person centred approach to all that we do and form a circle of support around you.

## Features of our service include:

- A team of regular Support Workers to help with different activities, from two hours a week to two full time Support Workers
- Ethnic and culturally appropriate staff as required
- Staff are personality matched to share your interests
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## Our Staff

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All staff undergo a mandatory induction training programme that will include safeguarding, general health and safety, fire safety, positive behaviour management etc. If your child has a specific need that requires training then this can be arranged. Training is regularly updated and staff will typically gain experience working with a broad range of young people and adults with complex needs within our specialist schools, children's Homes, transition services and adult residential homes.

## Examples of support packages What our customers say...

Jack completed his full time education in a residential special school. His family were not able to meet his needs living at home but with support workers and a team to meet his assessed needs, Jack was able to move into shared accommodation nearby. Jack felt he would be lonely living on his own and now he shares a house with three other young adults. They are supported to enjoy an active social life together and also undertake activities of their own personal interest. Jack can see his family many times each week but is not dependent on them.

Maria found change very difficult to cope with. Moving from primary to secondary school made her feel very anxious. She had visited several times before the summer holidays but her family realised that she was finding the transition to be very difficult. They arranged with CSS for a Support Worker to attend school with Maria for the first half term and this helped her to adjust and settle in, develop a new routine and make new friends. The Support Worker only attended once a week after half term and Maria now manages well on her own.

Max felt completely bereft when his wife died. He had always suffered from Agoraphobia but had learnt to control and manage this for many years. The death of his wife triggered the old feelings of panic. With the help of a live-in Support Worker for a few months, Max adjusted to his new situation and learned to cope.

Jane attended a residential special school and spent her holidays with her family. Both of Jane's parents work full time and were unable to offer the daytime support that Jane needed to live at home safely once she had completed her education. With the assistance of a Support Worker, Jane was able to return home and live a full life, continuing her favourite hobbies of swimming and horse-riding and was supported to volunteer in a local charity shop.

*"The SENAD Community care team have made our Daughter's transition to a new school much easier. They have helped to reduce her anxiety providing a familiar face and helping her to establish a new routine. She only needed assistance for the first half term and from then on was able to adjust to the new setting".*

### Why use SENAD Community?

- You may be struggling to find enough support or to find well-trained Support Workers to meet your needs. An agency solution can resolve those issues.
- You won't have to worry about employment issues such as Tax, NI and holiday pay that you would if you employed your own support.
- You will be fully engaged in selecting your Support Workers and may select people who share similar interests for different activities.
- Your Support Worker will receive on-going training and development relating to safeguarding, health and safety etc.



# Supporting Children and Young People in Educational Settings

SENAD Community work across a range of education settings (maintained, voluntary sector and independent) to support young people with complex needs.

We work with PRU's, mainstream and special schools, nurseries and playgroups to provide trained staff to act as Classroom Support Workers on either a long term, temporary or short term basis.

Staff will work with an individual young person, receiving any specialist and adapted training required to ensure that individual child's needs are met.

## Staff Training and Experience

Support Workers are chosen for their empathy, understanding and interest in supporting young people with complex needs to maximise their potential. By recruiting the right people and investing in their training and development, we can deliver an excellent quality service. We recognise the importance of cultural diversity and our Support Workers come from a variety of different ethnic and faith groups so we can offer a support team that will understand our clients' needs.

Staff are trained to a high standard commencing with a mandatory induction training programme that will include safeguarding, general health and safety, positive behaviour management etc, which is regularly updated. Staff will typically gain experience working with a broad range of young people and adults with complex needs within our specialist schools, children's homes, transition services and adult residential homes.

Recruitment is operated to Ofsted standards and we hold all staff details on a central register. We also ensure that our interviewing staff are trained in 'Safer Recruitment for Education'.

Staff undergo an enhanced Disclosure Barring Service check (DBS) formerly known as a CRB. SENAD Community are registered and inspected by the Care Quality Commission ([www.cqc.org.uk](http://www.cqc.org.uk))

We have experience of working with young people with the following needs:

- Autistic Spectrum conditions
- Learning Difficulties
- Behaviours that challenge
- Communication difficulties
- Lack of social understanding
- Physical disabilities and/or sensory impairments
- Specialist health needs
- Rehabilitation needs (post-operative or Acquired Brain Injury)

## How we help:

We will work with the Teacher to:

- Improve the quality of pupils' learning by promoting an environment that is conducive to learning.
- Support the Teacher to engage and motivate students
- Encourage pupils to interact and work co-operatively in learning activities
- Understand and apply a range of appropriate support strategies
- Enable pupils to participate fully in opportunities and experiences both in school and the wider community.
- Respond quickly and appropriately to meet pupils' general care, mobility and personal hygiene needs
- Assist in the identification of achievable goals and targets
- Promote positive values and attitudes as well as encouraging pupils to take responsibility for their own behaviour
- Promote independence, confidence and self-esteem and employ strategies to recognise and reward its achievement

## Transition and working with Colleges

Community Support Services can work with schools and colleges to ensure the best possible support for young people when they change to the next educational provision. This can include support to achieve a programme of visits and learning about the new provision to reduce anxiety and prepare for a successful new start. We can also help young people stay motivated and continue to learn relevant skills after leaving school or college by continuing to offer ongoing support as required. Please request our Transition Support brochure for further information.

### Why use SENAD Community?

- No responsibility for employment issues such as Tax, NI, holiday pay etc.
- Trained and experienced Classroom Assistants and Support Workers
- All staff details held on a central register
- Recruitment is operated to Ofsted standards and our interviewing staff are trained in 'Safer Recruitment for Education'
- Our clients often struggle to find suitable staff at short notice to meet the specific needs of individual students and an agency solution can resolve these issues
- Clients are supported to make reasonable adjustments to meet the requirements of the Equality Act 2010.
- Short term or project specific staff can be provided as required for instances such as behavioural or post exclusion support.



### What support could look like:

A local school struggled to supply specific support to a pupil with mobility and learning issues from within their current staffing structure. By purchasing from the Community Support Service, they were able to provide support staff on a 1:1 basis. The pupil is now engaged as part of an active learning environment and more importantly is enjoying AND contributing to the class. The school has not formally increased the staff numbers and the longer term implications of a new full time member of staff while still meeting their student's needs.

Following an exclusion from a Specialist Residential School, Shakil had a significant and indeterminate break ahead of him whilst the authorities tried to identify a new placement that better suited his needs.

SENAD Community were engaged by the Youth Offending Service and quickly implemented a 1:1 mentoring system that built his confidence and self-esteem, enabled him to carry on with numeracy & literacy and explored life/social skill development opportunities. Shakil was supported and encouraged to develop a more approachable and open-minded disposition. After just a few months, he obtained a place at a new school where he is thriving and has genuine prospects.

Luke had a history of misdiagnosis and eventually secured a place at a specialist school that primarily supported young people with behavioural problems. Through staff sickness, the school was unable to offer the 1:1 they had promised and so approached Community Support Services to supply a mentor and Support Worker who collected Luke in the morning and took him to school, supported him throughout the day and then returned him home.

After building up a fantastic rapport with his mentor, Luke's attendance improved and he also secured a further vocational learning opportunity to run beyond his leaving date.





# Schools & Post 16 Provision

## **Alderwasley Hall School and Alderwasley Hall Sixth Form Centre, Derbyshire**

Age 5-20, day and 38 to 52 wk residential.

Asperger's Syndrome, HFA and communication difficulties.

Head Teacher: Angela Findlay

Tel: (01629) 822586

Email: [alderwasley.info@senadgroup.com](mailto:alderwasley.info@senadgroup.com)

## **Pegasus School, Derbyshire**

Age 8-19, day and 38 to 52 wk residential.

Challenging behaviour, severe/complex communication and learning difficulties.

Head Teacher: Suzanne Pennington

Tel: (01283) 761352

Email: [pegasus.info@senadgroup.com](mailto:pegasus.info@senadgroup.com)

## **Bladon House School, Derbyshire/Staffs border**

Age 5-19, day and 38 to 52 wk residential.

Autism, communication difficulties and moderate to severe learning difficulties.

Head Teacher: Kate Britt

Tel: (01283) 563787

Email: [bladon.info@senadgroup.com](mailto:bladon.info@senadgroup.com)

## **Aran Hall School, Gwynedd**

Age 11-19, day and 38 to 52 wk residential.

Learning difficulties, autistic spectrum disorders with severe challenging behaviour including sexually harmful behaviour.

Principal: Duncan Pritchard

Tel: (01341) 450641

Email: [aran.info@senadgroup.com](mailto:aran.info@senadgroup.com)

## **Rowden House School, Herefordshire**

(part of the West Midlands Learning Campus)

Age 11-19, day and 38 to 52 wk residential.

Severe learning difficulties and challenging behaviour.

Campus Principal Martin Carter

Tel: (01885) 488096

Email: [rowden.info@senadgroup.com](mailto:rowden.info@senadgroup.com)

# Transition Services

## **Cedar Lodge, Herefordshire**

(part of the West Midlands Learning Campus)

A transition service for young adults with severe learning Disabilities.

Campus Principal: Martin Carter

Tel: (01885) 488096

Email: [rowden.info@senadgroup.com](mailto:rowden.info@senadgroup.com)

## **Ecclesbourne Lodge, Derbyshire**

A transitional home for young adults requiring specialised care and support.

## **OneNineFive, Staffordshire**

A transitional home for young adults requiring specialised care and support.

To make a referral at either of the homes above please contact:

Caroline Eaton

Group Referrals Officer

Tel: 01332 378840

## **SENAD Community**

See below for more details

# Adult Provision

## **Winslow Court, Herefordshire**

## **Park House, Herefordshire**

## **Fairfield House, Herefordshire/Shropshire border**

## **Orchard End, Herefordshire**

Campus Principal Martin Carter

Tel: (01885) 488096

Email: [rowden.info@senadgroup.com](mailto:rowden.info@senadgroup.com)

## **SENAD Community**

**Our community support team** is experienced in providing high quality support and personal care to people of all ages. With a person centred approach, they create a team that works with the individual to formulate a plan to enable them to achieve their goals and maximise their potential. This includes (but is not limited to) one to one support and direct care for young people and adults who have:

- Learning disabilities
- Physical disability and/or sensory impairment
- Complex health needs
- Rehabilitation needs (post-operative or acquired brain injury)

Support can be provided:

- In the person's home environment
- In the person's school/college environment
- To access community based services and activities
- During a period of transition

For more information call:

Tel: (01332) 200300

Email: [css.info@senadgroup.com](mailto:css.info@senadgroup.com)

Our Community Support Service (SENAD CSS) can offer support to people moving into OneNineFive and when they are moving on. Please ask for more information about the service CSS can provide.



[senadgroup.com](http://senadgroup.com)



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