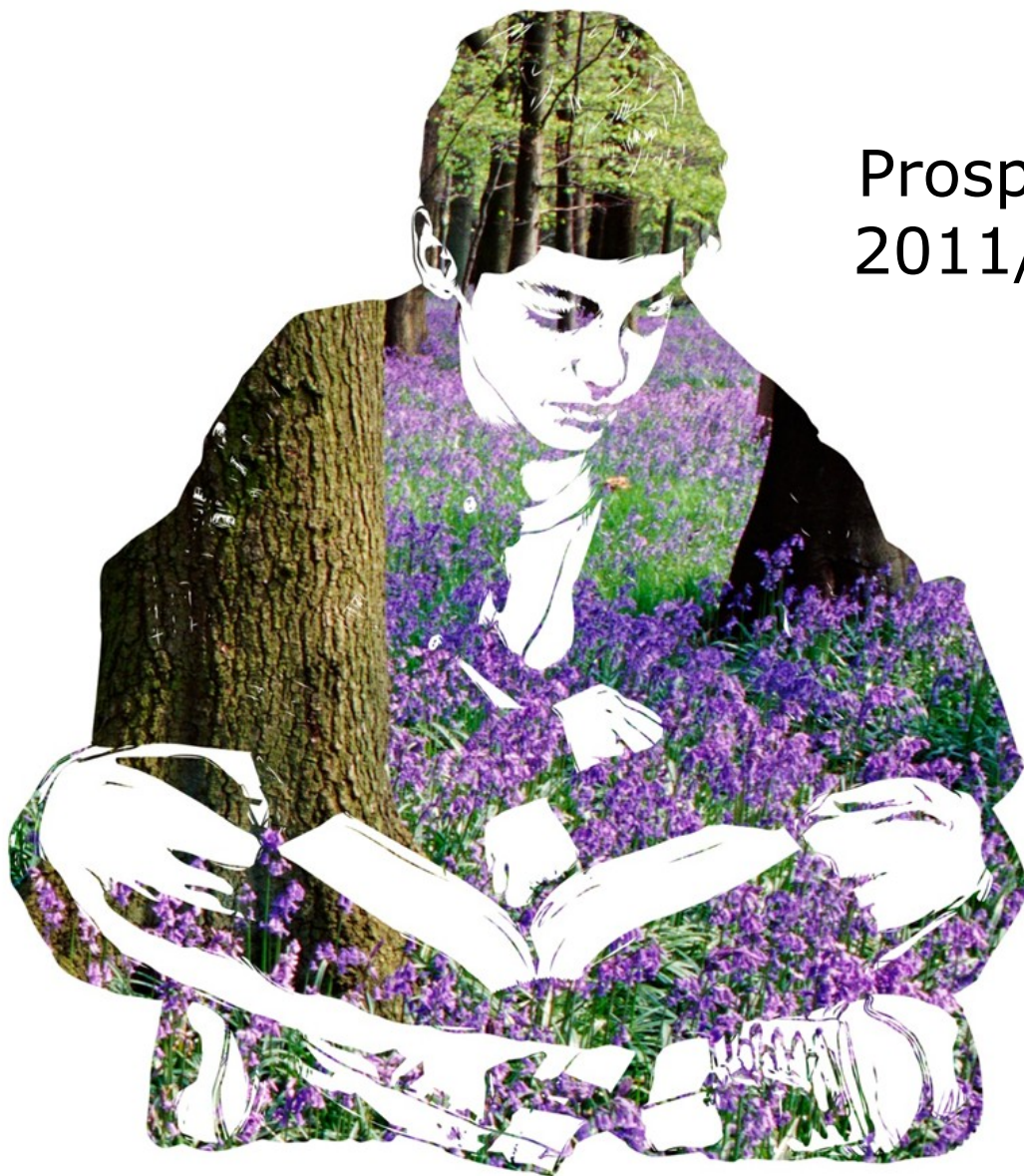


the Trust Centre

at Alderwasley Hall School.
The SENAD Group



Prospectus
2011/2012

Specialist Education and Care for Children and
Young People with an Acquired Brain Injury

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What is Acquired Brain Injury?

Acquired brain injury (ABI) is an injury to the brain after birth and the immediate newborn period. These can be caused by accidents or assaults ('head injuries' incurred through, for example, sporting accidents, road traffic incidents and falls) or by illness (e.g. brain tumours, meningitis, encephalitis and hydrocephalus).

It is the leading cause of death and disability in children in the UK. Approximately 1 in every 500 children under 15 years of age sustains such a brain injury each year and the majority survive, with effects often lasting many years and long into adulthood. The total percentage of the childhood population that is affected is therefore much higher than this. It has often been referred to as a **silent epidemic**.

Acquired brain injury often causes interacting and complex difficulties which may affect cognition and behavioural, social, emotional and language skills. Although there can also be physical or sensory disabilities, these are frequently less significant. Young people with ABI often look as they did previously, with no visible sign of injury. ABI is frequently referred to as an **invisible disability**.

It is also an **evolving disability** as the injury has occurred to a developing brain (neurological and cognitive development is particularly significant throughout the first two decades of life), so the extent and nature of the disability may not be apparent until many years after the initial injury. This is termed the **sleeper effect**.

The effects of the injury can often be mistakenly identified by a young person's school as symptoms of disaffection and truculence, leading them to be labelled as underperforming and 'difficult'. This can lead to a sense of failure, lack of achievement and subsequent difficulties in progressing into further or higher education or into employment.

An Overview

“Young people benefit from the holistic approach to care for young people with acquired brain injuries. As a result young people receive care and education to aid their rehabilitation.”

Ofsted Care Inspection 2011

The Trust Centre is a unique education facility that offers bespoke programmes which integrate **rehabilitation** principles into an **education curriculum** for young people with acquired brain injury.

The Trust Centre offers young people a **consistent teaching** approach delivered in a functional, safe environment by an interdisciplinary team. This will enable the identification of the optimum teaching methods and environments to meet their often complex special educational needs, as well as strategies that will work for them and which can be applied in day to day life. **The aim will be to enable them to meet their potential and to prevent the emergence of preventable secondary difficulties.**

The Trust Centre is a specialist centre in its own right. However it also draws on the expertise of the staff team at Alderwasley Hall School, with whom it shares its site and which meets the needs of young people with speech and communication difficulties.

The young people at The Trust Centre could also benefit from **access to the extensive facilities** offered by the main school and its sister site at Callow Park, including the gym, swimming pool, music room and acres of grounds. Additionally, the Centre's location in the heart of the Peak District offers access to some of the country's most beautiful countryside and opportunities for outdoor activities.

The Centre is a joint venture between the **SENAD Group**, a respected provider of specialist education and care, and **Trust-Ed**, a charitable organisation which facilitates educational provision for young people with acquired brain injury. Trust-Ed provides ongoing consultancy and training for staff at the Centre, in addition to being equally represented along with SENAD on the Centre's management board. More information about the SENAD Group and Trust-Ed can be found at the back of this brochure.



Why is there a need for this service?

“The child’s return to school is not the end point of rehabilitation. Rather school is an extension of the rehabilitation process begun in the hospital...” (Larkin, 1992)

“Ultimately, schools end up being the largest provider of services to children with brain injuries.” (Savage, 1988; Ylvisaker, 1991)

It is widely accepted that young people will have changing and developing needs resulting from such an injury for the remainder of their development and, therefore, will require ongoing ‘rehabilitation’. It is also accepted that (apart from their families) the largest proportion of this input for the majority of these young people comes from their schools.

For adults there is an accepted need for vocational rehabilitation (rehabilitation **back** to work), whereas for young people there is a need for both educational rehabilitation (rehabilitation **back** to school) and also, as a result of their ongoing and significantly changing pattern of needs, education as rehabilitation over the longer term.

As school is such a fundamental and central part of their life, being the very hub of their cognitive, social and educational development, it makes sense to make a functional educational setting the context for their rehabilitation.

Parents frequently remain unsupported in their attempts to assist their children and schools also lack information, awareness and resources. Many young people experience **failure, disaffection and underperformance** in school. Many leave school with a significantly compromised ability to obtain or to sustain employment. In future adulthood a disproportionate number present with mental health problems or enter the criminal justice system. Research shows that approximately 64% of the young male adult prison population has suffered a traumatic brain injury. There is an increasing body of research literature to provide further evidence of the long term complex needs of these young people and the poor future outcomes when these needs are not appropriately met.

Despite an increasing awareness of specific types of special educational needs and the existence of specialist schools and units to address a range of learning difficulties, until now there have been **no specialist schools for children and young people with acquired brain injuries in the U.K.** Staff members in existing schools report that they lack expertise regarding the educational needs of these children.

Following specialist placements at The Trust Centre, there is a need for the base schools to receive ongoing support and advice. An important and integral part of the service is transition and **ongoing outreach support** and facilities for school staff, support workers and parents to work with their child in the specialist placement for a short time prior to their transfer back to the local community.

The Trust Centre offers an opportunity unique in the UK for a young person to benefit from being able to access rehabilitation within a full time educational setting, integrating the care and therapeutic aspects of their placement within the functional educational context.

How to Make a Referral

The Trust Centre admits young people from across the UK who:

- **Have sustained an acquired brain injury at any time in the past**
- Are aged between 9 and 19 years of age
- **Are medically stable**

Referrals can be made by parents, local authorities, case managers or solicitors/insurers. On making the referral, confirmation of the funding for the placement will be required, whether via local authority or other private finance.

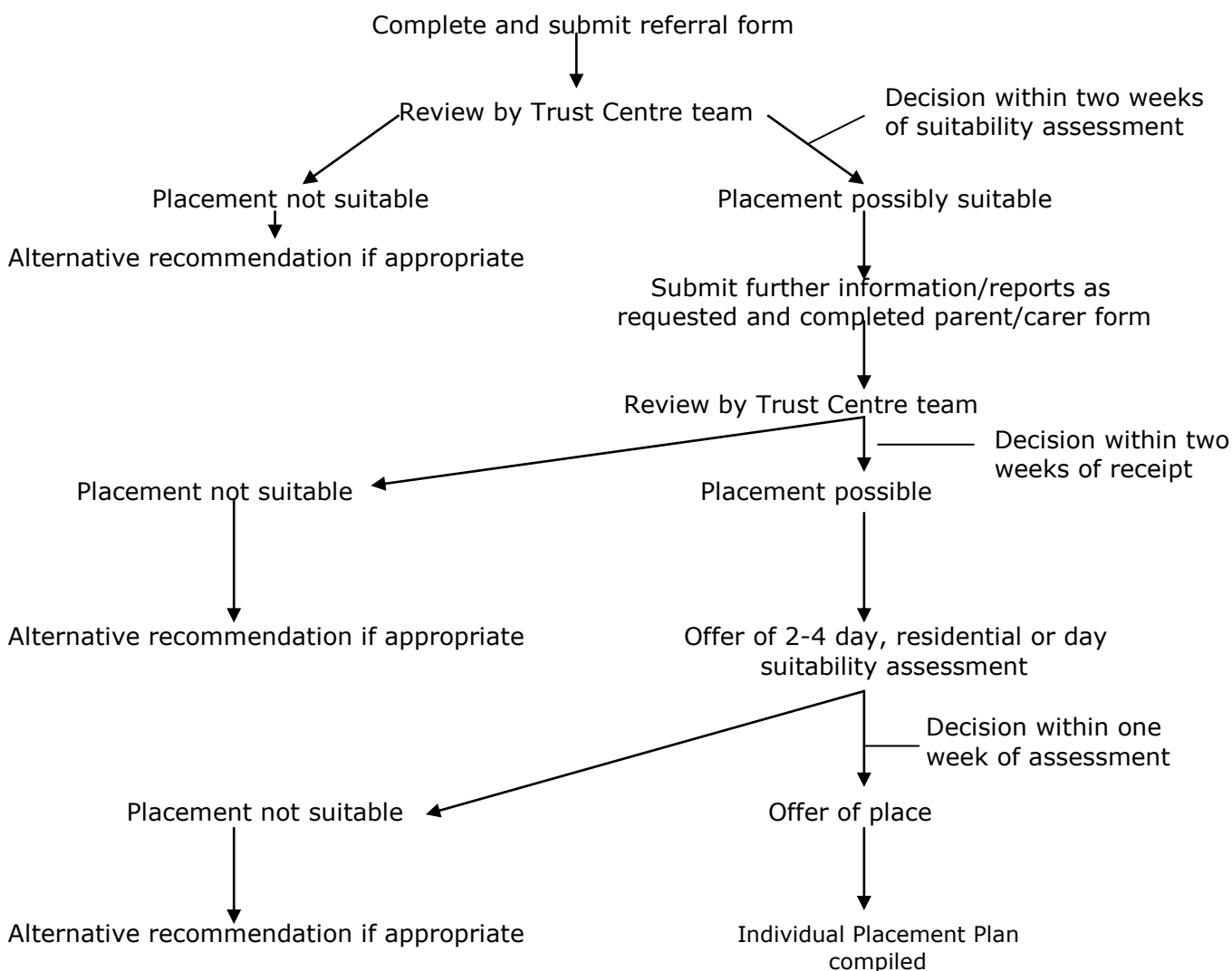
To make a referral please contact Janette Ashworth, Head of The Trust Centre:

Tel: 01629 821480

Mobile: 07870 901156

Email: janetteashworth@thetrustcentre.com

The Referral Process



Decisions at all stages of the referral and assessment process are subject to the availability of placements at The Centre, its suitability to meet the individual needs of the young person and the mix and age range of students already placed at The Centre.

The Assessment Process

Following a referral and prior to any offer of a placement, each young person will be assessed to determine their potential to benefit from the programme and their compatibility with the existing group of students.

This assessment process will be tailored to suit each individual but will always include both formal and functional assessment at The Centre by the specialist team.

Following the suitability assessment the interdisciplinary team will compile an **Individual Placement Plan (IPP)** which will contain **academic and social objectives** for the young person, as well as detailing longer term aims and objectives, including those concerning potential for progression into further and higher education and/or into sustainable employment. This plan will be reviewed and agreed by the young person, their parents/carers and all professionals associated with them, prior to the commencement of their placement.

The first eight weeks of a placement are considered to be an opportunity for further and more detailed assessment and the **IPP** will be subject to review and amendment during this period.



The Goals and Outcomes of the Centre

Following assessment and admission, an **integrated individualised programme** will be developed for each student, which is discussed with parents and with any other professionals involved with the young person, by agreement with the parents.

Assessment will be ongoing with detailed short and long term goals established and regularly reviewed, with parental involvement. These will be documented, with outcomes and achievements also measured and also documented.

The '**waking hours curriculum**' model adopted by The Centre means that the interdisciplinary team working with the young people will ensure that learning and development don't stop at the end of the school day. The team will work closely together and with the young person to make sure that skills acquired or developed during the education day or the therapeutic objectives identified are monitored and extended during social and leisure time.

Parents, carers and other family members of the young person will also be involved in the delivery of the waking hours curriculum. The team will liaise with them to ensure that time outside of school is used as an **opportunity to reinforce and develop skills** and to enhance self esteem, confidence and the ability to build positive relationships through consistent approaches.

Parents, carers and other professionals working with the young person are welcome to attend reviews and to visit the Centre. Appropriate times for these visits can be pre-arranged with the Head of the Centre.

Following the commencement of the students' placement, an interim review will be held approximately four to six weeks of teaching, at which parents, carers and other professionals will have the opportunity to meet formally with representatives of the Trust Centre team. This review will focus on evaluating the goals and objectives identified in the IPP and will be used to amend and develop the details of the placement as necessary.



For placements lasting at least one academic year, two further formal reviews will be held. One will take place halfway through the year with a further review taking place towards the end of the year.

To summarise, The Trust Centre aims to:

Assess each young person's strengths and weaknesses on an ongoing basis.

Provide individualised interdisciplinary programmes embedded within the framework of the National Curriculum, delivered by specialist teachers, therapists, care professionals and teaching assistants.

Base all of the work within an educational context, with professionals working together with the young person towards practical, functional strategies which can be demonstrated to families and home school staff.

Maximise each young person's potential, through the 'waking hours curriculum', to ensure that their educational and therapeutic objectives are fully understood, monitored and developed throughout the interdisciplinary team, incorporating input from educational, care and therapy staff.

Where possible to enable young people to return to a mainstream school environment as soon as possible.

To ensure well planned and effective transition, with ongoing support.

Assist young people towards a full and rewarding adult life.

To support and provide clear information for the other family members of young people with acquired brain injury.

To assist a wider group of education professionals to support the needs of these young people.

What Are the Long Term Benefits for Young People and the Wider Community?

The benefits of the service provided by The Centre are:

Accurate assessment of strengths and weaknesses in a functional situation (as well as by the use of psychometric testing) and on an interdisciplinary and an ongoing basis.

The development and promotion of cognitive, communication, social and emotional skills which are essential for an independent adult life and the development of compensatory strategies to assist with permanent deficits.

A consistent, optimal approach by specialist education, therapy and care staff throughout the day and during social or leisure time for residential students.

Initial and ongoing support for the families of these young people and those responsible for their education provision in order to ensure that their needs are met over the long term at their potential maximised.

Improved educational achievement, progression opportunities and employment potential.

Greater independence and less need for additional financial resources in the long term.

The opportunity for the young people to gain the full benefit of a curriculum and support that will allow them to participate fully in wider society.

Participation in the local community/economy.

Provision of training to raise awareness of the issues and to empower educational professionals to meet the needs of these young people more appropriately on a nationwide basis.

The Team

Angela Findlay **Head Teacher**

- **NPQH**
- **MEd**
- **Cert Ed**

Angela joined Alderwasley Hall School on 1st September 2009. Prior to this she spent 10 years as Head Teacher of a SEN school in Warrington and previous to that spent 4 years as Head of a SEN school in Flintshire.



With over 30 years in SEN education and residential, Angela has experience in a broad spectrum of SEN needs with an emphasis on pupil attainment, progression and inclusion. In the last year Angela has worked as a registered School Improvement Partner (SIP) and as a trainer for Teachers and Teaching Assistants.

Janette Ashworth **Head of the Trust Centre**

- **BA Honours English Literature**
- **Post Graduate Certificate in Education**
Post Graduate Diploma in Education Management

Janette joined SENAD in August of 2010, to develop and manage The Trust Centre.

A qualified teacher, she has over twenty years of experience in childcare and education, having taught in and managed a wide variety of departments within further and higher education, as well as experience of working in a nursery setting and as a nanny. Prior to making the move into education, Janette had many years' experience in industry, working for a major international airline and several business travel agencies, before setting up a new retail travel agency in Buxton.



Her focus is on working with key expert professionals to establish what is the very best for the young people for whom The Centre has been created and then working with the SENAD team to make sure that it is provided to the best standard possible.

Claire Robinson
Registered Manager

- **NVQ 4 Registered Managers Award**
- **NVQ 4 Care**
- **Diploma in Childcare and Education**
- **NVQ Assessors Award (A1)**



Claire is a Registered Care Manager with extensive experience of working with young people and adults with severe learning difficulties, challenging behaviour and autism. Prior to working within residential care she also worked within mainstream and special education.

Working with the education team Claire's focus will be on the development of leisure activities that meet the needs of each student's personalised 'waking hours curriculum'. Her role also supports and develops the Centre's care team. Claire is also a qualified NVQ assessor.

Jade McGee
Teacher

- **Masters in Teaching and Learning - ongoing**
- **MA Media Arts**
- **PGCE Secondary Education**
- **BA Hons. Theatre & Professional Practice**



Jade is a qualified teacher, with a specialist background in the Performing Arts. She began her career working within mainstream education in inner city Birmingham. She has also worked with young people with severe behavioural problems in a pupil referral unit, giving her experience in working with students with Special Education Needs.

Whilst studying for her Master's degree, Jade collaborated on various community arts projects working specifically with young people with special education needs which fuelled her passion for promoting the arts within education. Whilst studying for her teaching degree Jade was employed in the care sector, working with the elderly and mentally infirm. She did this until she began her teacher training, specialising in secondary education.

Her focus is to work with other members of the specialist staff team to develop a waking hours curriculum which provides a personalised education, centred on rehabilitation for all students.

Frequently Asked Questions

Parents

- **How can I keep in touch with my child?**

There are many ways in which it's possible to keep in touch with your child and his/her progress and the little details of day to day life. The Trust Centre provides a dedicated, free and private phone line that parents and their children are welcome to use outside of school hours. Skype is available through certain of the Centre's computers and the students are welcome to use their mobile phones and ipads also outside of school hours.

- **Can I visit and if so, when?**

Parents are encouraged to visit at any time. It will however, need to be by prior arrangement with the Head of the Centre, in order to make sure that the visit doesn't clash with any activities that your child might be planning or participating in.

- **Can I come to the initial assessment?**

As the parent of the young person, you are a fundamental part of the team working towards their progress and are welcome to attend any reviews and assessments that your child is involved in.

- **When can my child visit home? Can I take him/her out for visits and day trips?**

It's important that the young person maintains as much contact as possible with their family and friends at home so this is also encouraged, again by prior arrangement with the Head of the Centre.

- **What's the student /staff ratio?**

During the school day, depending on the number of students on placement with us at any one time, the ratio will vary between 1:4 and 1:2, while in the evenings, owing to the smaller number of resident students, the ratio will never be greater than 1:2.

- **Can my son/daughter bring their computer or games console or even bed linen to the Centre?**

We want your child to feel as at home as possible during their stay with us so they are welcome to bring almost any personal items from home that will help them feel comfortable. However, depending on the individual student and the needs of the others, bringing certain items might require the agreement of the Head of the Centre.

- **Can I visit the Centre, prior to my child's assessment?**

Of course. All you need to do is to contact the Head of Centre to agree a mutually convenient date and time.

- **Will my son/daughter be allowed to have their own television in their room?**

Developing and improving their social skills is an important part of every young person's progress so we would prefer if television viewing were restricted to the lounge, alongside other residents and staff. However, as mentioned previously, we want your child to feel as at home as possible so this is negotiable.

- **Are there any additional costs?**

The fee covers all of your child's educational, care, speech and language and occupational therapy, living and social expenses, such as visits out and entry fees. Physiotherapy input can be arranged to take place at the Trust Centre and the additional cost for this would be negotiated depending on the students' needs. You might want to make a small allowance (which can be administered by the staff) so that they can become used to budgeting and planning and so that they have the opportunity for small items of expenditure such as postcards, small treats and magazines etc.

- **Will my son/daughter be allowed out unsupervised?**

The social activities of every young person will be agreed on an individual basis and comprehensively risk assessed before any such activity would take place. As well as involving the relevant staff, as the person who knows your child the best, your opinion and advice would be sought before any such decision was taken.

- **How and when will it be decided that my child can come home and start school again?**

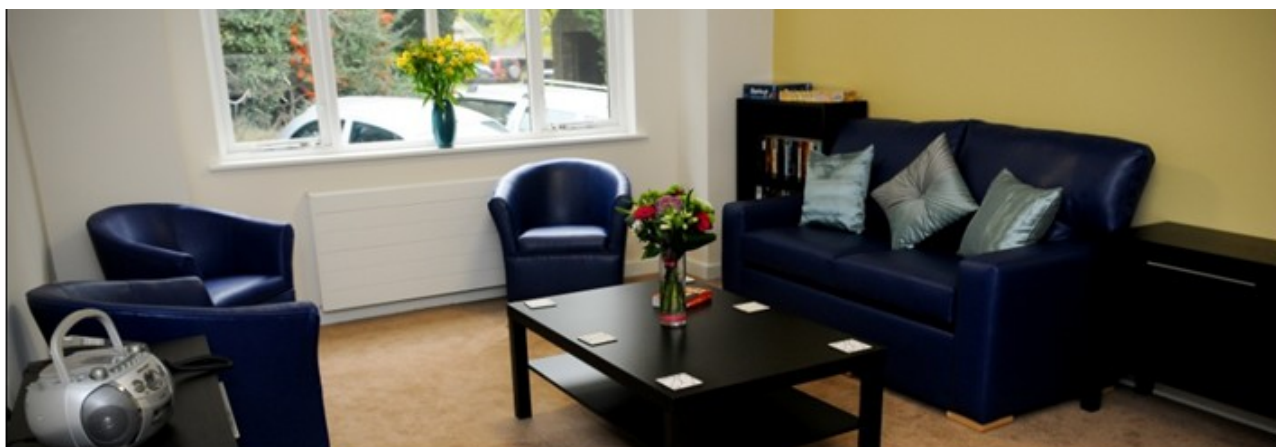
The initial assessment will have resulted in an **Individual Placement Plan** for your son/daughter, which will indicate the likely length of the placement. As your child progresses, regular reviews will take place and the plan will be amended as necessary. You are welcome to attend these reviews and your opinions and advice will be sought and taken fully into account.

- **How will my child's medicines be administered?**

There is always a qualified and designated medication officer on site in The Centre to take on this responsibility.

- **Is there someone for my child to go to if they are upset or worried?**

Yes, every young person will be allocated a Key Worker, whose responsibility it is to be the one named person with particular responsibility for being aware of their circumstances, personality, likes and dislikes and general well being.



Students

- **Can I wear my own clothes or is there a uniform?**

Although we don't have a uniform, we do have a dress code. You will be expected to wear a white top, such as a polo shirt, black trousers or skirt and, if it's needed, a black or navy jumper or sweatshirt plus black shoes or trainers.

- **Can I meet up with my friends and go out shopping or for an evening out?**

All students are different, with different needs and abilities so each activity would be considered on an individual basis. However, it is important that you keep in contact with your friends and family so we'll do our best to accommodate any reasonable request.

- **Can I bring my pet to live with me at the Centre?**

That would depend on the kind of pet and the needs of the other residents in The Centre with regard to hygiene and safety but we would be happy to consider each individual request.

- **Can I listen to my own music in my room?**

Provided that it isn't loud enough to disturb other residents you're welcome to bring along a CD or MP3 player for your room, although the lounge does have its own.

- **Can I bring my own books and my own DVDs and games to watch in the lounge?**

It's important that we make sure that none of the residents has access to anything that isn't suitable for their age so, although you're welcome to bring your own DVDs, books etc., we'd have to make sure that they were kept to people old enough to appreciate them.

- **Can I put pictures and posters up?**

We want your room to be as homely as possible so you are welcome to bring along anything you want from home to make it feel that way.

- **How will I know that my laundry is mine?**

When you arrive at The Centre you'll be given a wide range of bed linen and towels to choose from, which will be yours for the duration of your stay. If you prefer to bring your own we're happy for you to do that.

- **Are there set bed times?**

Just like at home, you'll be expected to go to bed at a reasonable time, suitable to your age and whether it's a weekday or a weekend.

- **What are the dining arrangements?**

If you're a residential student your breakfast will be taken in your home kitchen, from a range of options that you will have chosen. Your weekday lunch will be taken in The Centre's dining room, where there's a range of dishes to choose from and your evening meal and weekend meals will be prepared by the staff, the other residents and you in the home kitchen. We feel that the practical and social aspects of preparing, cooking and eating together are very important and we strongly encourage students to get involved.



Who are we?

The SENAD Group was formed in 2003 and has a portfolio of **specialist schools and colleges throughout England and Wales**. These offer academic and vocational programmes and expert care for young people between the ages of 5 and 19 years, with a range of special educational and care needs. We also have **adult residential homes** to support young people as they move into adulthood.

In 2012 we will be opening **two new adult homes, Ecclesbourne Lodge** in Duffield, Derbyshire, which sits on the site of Ecclesbourne Plant Centre and Tearoom and **Meadows Reach** in Burton on Trent, Staffordshire. Both homes are being developed to ensure they meet the support needs of residents, whilst promoting their independence and respecting their lifestyle choices.

Over the past 8 years we have been successful in responding to the changing needs of our service users, their families and people who commission work from us. After identifying that we can extend our service to offer alternatives to the traditional style of school/residential placement, we have recently designed a stand-alone service, **SENAD Community Support Services** which offers a wide range of support options to service users of all ages in the community. For full details of services please see page 24.

In April 2011 we opened **Ecclesbourne Plant Centre and Tea Room** in Duffield, Derbyshire. This enables us to offer **'real' work opportunities and leisure activities** to the young people and adults within our schools and homes. We plan to open these opportunities up to the wider special needs community and are currently working with local authorities and other partners to develop further learning and leisure facilities on the site.

Our Vision Statement

To create a group of schools for young people with a range of special educational needs and to develop care homes to support them into adulthood. To be recognised as having centres of expertise, designed to enable the young people and staff to reach their full potential.

Our Values

The SENAD Group will aim to be driven by the following values in order that the VISION will be achieved:

- Working in PARTNERSHIP with young people, parents and the placing authorities
- Providing SAFE and NURTURING environments
- HIGH EXPECTATIONS of ourselves, colleagues and young people
- Creating a TRANSPARENT organisation
- COMMITTED and FOCUSED in all activities
- PRO-ACTIVE and RESPONSIVE to problem solving
- PROGRESSIVE and INNOVATIVE



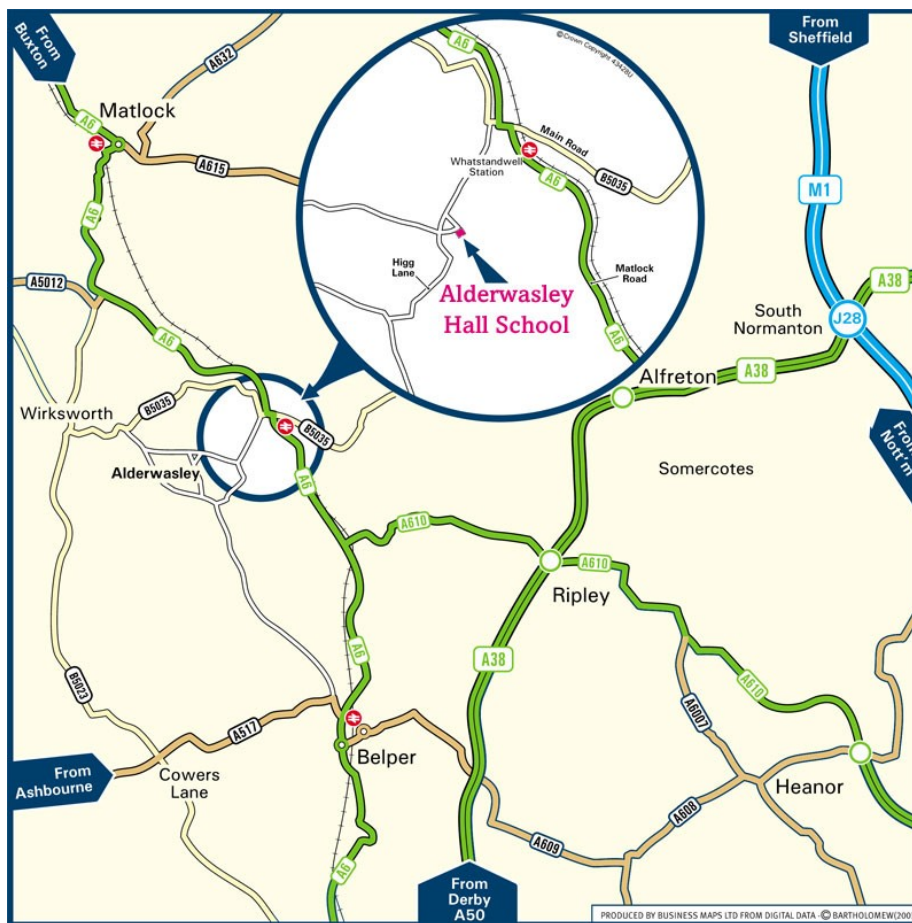
Reg. Charity 1119827

Who are we?

Trust-Ed is a registered charity set up by a group of professionals and parents with many years' experience of working or living with young people with acquired brain injuries. The aims of the charity are to:

- Promote understanding and awareness of the long-term educational needs of children with ABI throughout the developmental continuum.
- Offer educational, assessment and residential facilities, ensuring that such facilities offer opportunities for all children whatever their race, culture, religion, means or ability, together with the right of parents to take responsibility for and to become involved in the provision.
- Provide training courses for professionals and parents to disseminate information and to promote expertise in addressing the needs of children with ABI.
- Encourage the study of the needs of such children and their families and promote public interest in and recognition of such needs.

How to Find The Trust Centre



From the M1

Leave the M1 at Junction 28 (signed Mansfield, Matlock & A38). Join the A38 following signs for Derby and Matlock. Continue on the A38 for 6.1 miles until the junction with the A610. Join the A610 following signs for Matlock & A6. Remain on A610 for 3.2 miles until the junction with the A6. Turn right onto the A6 and head north towards Matlock. Continue for 2.1 miles and then turn left onto the B5035. Turn immediately left and continue to Alderwasley Hall School.

From Matlock

Leave Matlock via the A6, following signs for Belper and Derby. Remain on the A6 for 5.4 miles until the junction with the B5035. Turn right onto the B5035. Turn immediately left and continue to Alderwasley Hall School.

By Train

The nearest station is Whatstandwell station and is served by trains from Derby, Matlock, Belper and Duffield.

Travelling time from London St Pancras to Whatstandwell is three hours with a change at Derby.

Policies

The following information/documents are available on request from The Centre office:

Complaints procedure and information regarding complaints received for the preceding school year.

Particulars of staffing numbers and summary of staff qualifications.

Pupil performance and leaver destinations for the preceding school year.

Admission, Discipline and Exclusion

Education and Welfare Provision for pupils for whom English is an additional language

Curriculum

Prevention of Bullying

Behaviour Management

Health and Safety Policy

Health and Safety on Educational Visits

Policy to Safeguard and Promote the Welfare of Pupils at the School

Head of Centre: Janette Ashworth

Head Teacher: Angela Findlay

Address: The Trust Centre C/O Alderwasley Hall School
Alderwasley
Belper
Derbyshire
DE56 2SR

Telephone: 01629 821480

Registered Manager: Claire Robinson

A full outline of staff and line management is available from the school.

Provider: Mr Brian Jones
Chief Executive Officer
SENAD Group
1 St George's House
Vernon Gate
Derby
DE1 1UQ

Telephone: 01332 378 840

SENAD Group Schools, Colleges and Adult Homes

Children & Young People

Alderwasley Hall School and Callow Park College, Derbyshire

Mixed, age 8-20, day and 38 to 52 wk residential.
Asperger's Syndrome, HFA and communication difficulties.
Head Teacher: [Angela Findlay](#)
Tel: (01629) 822586
Email: info@alderwasleyhall.com

The Trust Centre at Alderwasley Hall School

Mixed, age 9-19, day and 38 to 52 wk residential.
Specialist Education centre for young people with acquired brain injury.
Head of Trust Centre: [Janette Ashworth](#)
Tel: (01629) 821480
Email: janetteashworth@thetrustcentre.com

Pegasus School, Derbyshire

Mixed, 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: info@pegasusschooluk.com

Bladon House School, Derbyshire/Staffs border

Mixed, 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: info@bladonhouse.com

Rowden House School, Herefordshire

Mixed, age 11-19, day and 38 to 52 wk residential.
Severe learning difficulties and challenging behaviour.
Head Teacher: [Ian Gateley](#)
Tel: (01885) 488096
Email: info@rowdenhouse.com

Aran Hall School, Gwynedd

Mixed, 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: info@aranhall.com

Adult Provision

Winslow Court, Herefordshire

Mixed, age 18+, 52 wk residential.

Park House, Herefordshire

Mixed, age 18+, 52 wk residential including two semi-supported settings.

Fairfield House, Herefordshire/Shropshire border

Mixed, age 18+, 52 wk residential.

Orchard End, Herefordshire

Mixed, age 18+, 52 wk residential.

Sheldon House, Leicestershire

Mixed, age 18+, 52 wk residential.

New Service

Ecclesbourne Lodge Duffield, Derbyshire

A community based transitional home for up to 10 people across two houses, each with their own staff teams. Set in thirteen acres of land, in a semi rural location close to the village of Duffield, Ecclesbourne Lodge is ideal for people with complex difficulties and challenges requiring high quality residential care and support in a peaceful yet productive space where they can develop new skills at their own pace in a caring and supportive environment.

Personal Development Initiatives... Within the site we have opened a small commercial garden centre. This will offer real work opportunities and leisure activities to the residents of Ecclesbourne Lodge and the young people and adults within our other schools and homes. We also plan to open these up to the wider local special needs community and are currently working with local partners to develop further learning and leisure facilities on the site.

For more information about our adult provision call:
[Don Ellsmore, Head of Adult Provision](#)

Tel: (01885) 488096

Email: info@winslowcourt.com

SENAD Community Support Services

Our Community Support Service 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 work 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 persons' home environment
- In the persons' school/college environment
- To access community based services and activities
- During a period of transition

For more information about SENAD
Community Support Services call:
Tel: (01332) 200300
Email: cssinfo@senadgroup.com