



Based In Manchester

We are a home which specializes in
complex needs for adults with learning
disabilities and mental health

Statement of Purpose

Home Address:	Havenwood Residence, Rusholme, Manchester, M14 5HJ
Local Authority:	Manchester Council



Velora care

Velora care is a family-owned, values-led organisation working therapeutically with adult's and young people for over 30 years.

Our work is based on delivering therapeutically informed care. To achieve this, our therapy team train our staff to work within the 'Secure Base' framework. Therapists work alongside us to promote the benefits of therapeutic practice, so our residential teams are confident using these approaches.

The team are also trained to use 'Positive Behaviour Support (PBS). PBS is a person-centred approach to supporting people with a learning disability. The overall aim of PBS is to improve the quality of a person's life and that of the people around them. This includes adult's and young people.

Mission Statement

Our mission is to significantly improve the lives of the adult's and young people we care for.

Business Description

Havenwood Residence residential adult's home is owned by Velora Care Ltd which operates within the Velora care Group's policy framework.

This Statement of Purpose

This document describes the kind of care Havenwood Residence provides. It is made available to young people, their parents, residential staff and professional people who have a legitimate interest in the home and the intention is both to inform and to hold us to account for the service we deliver.



SCHEDULE 1 - Matters to be included in the Statement of Purpose

SCHEDULE 1 - Regulation 16

Quality and purpose of care

1. A statement of the range of needs of the adult's for whom it is intended that the adult's home is to provide care and accommodation.
2. Details of the home's ethos, the outcomes that the home seeks to achieve and its approach to achieving them.
3. A description of the accommodation offered by the home, including:
 - (a) How accommodation has been adapted to the needs of adult's.
 - (b) The age range, number, and sex of adult's for whom it is intended that accommodation is to be provided; and
 - (c) The type of accommodation, including sleeping accommodation.
4. A description of the location of the home.
5. The arrangements for supporting the cultural, linguistic, and religious needs of adult's.
6. Details of who to contact if a person has a complaint about the home and how that person can access the home's complaints policy.
7. Details of how a person, body or organisation involved in the care or protection of an adult can access the home's adult's protection policies or the behaviour management policy.

Views, wishes and feelings

8. A description of the home's policy and approach to consulting adult's about the quality of their care.
9. A description of the home's policy and approach in relation to:
 - (a) Anti-discriminatory practice in respect of adult's and their families. And adult's rights.

Education

10. Details of provision to support adult's with special educational needs.
11. If the home is registered as a school, details of the curriculum provided by the home and the management and structure of the arrangements for education.
12. If the home is not registered as a school, the arrangements for adult's to attend local schools and the provision made by the home to promote adult's educational achievement.

Enjoyment and achievement

13. The arrangements for enabling adult's to take part in and benefit from a variety of



activities that meet their needs and develop and reflect their creative, intellectual, physical and social interests and skills.

Health

14. Details of any healthcare or therapy provided, including:
 - (a) Details of the qualifications and professional supervision of the staff involved in providing any healthcare or therapy; and
 - (b) Information about how the effectiveness of any healthcare or therapy provided is measured, the evidence demonstrating its effectiveness and details of how the information, or the evidence can be accessed.

Positive relationships

15. The arrangements for promoting contact between adult's and their families and friends.

Protection of adult

16. A description of the home's approach to the monitoring and surveillance of adult's.
17. Details of the home's approach to behavioural support, including information about:
 - (a) The home's approach to restraint in relation to adult's; and
 - (b) How persons working in the home are trained in restraint and how their competence is assessed.

Leadership and management

18. The name and work address of:
 - (a) The registered provider.
 - (b) The responsible individual (if one is nominated); and (c) the registered manager (if one is appointed).
19. Details of the experience and qualifications of staff, including any staff commissioned to provide education or health care.
 20. Details of the management and staffing structure of the home, including arrangements for the professional supervision of staff, including staff that provide education or health care.
21. If the staff are all of one sex, or mainly of one sex, a description of how the home promotes appropriate role models of both sexes.



Care planning

22. Any criteria used for the admission of adult's to the home, including any policies and procedures for emergency admission.

1. A statement of the range of needs of the adult's for whom it is intended that the adult's home is to provide care and accommodation.

The home will look after a variety of adult's who have a mild to severe learning disability between the ages of 16+ years. The mix of adult's will depend on factors identified during the initial impact assessment and the current residents that are placed (these will look at risks, age, gender and needs).

Below is a list of young people that the home can take, this is not an exhaustive list and any other placements that would be considered would have to be carefully matched as stated in (section 22).

- Adult's who require medium/long term placements
- In need of respite care, subject to availability Of any gender
- Between the ages of 16+ years
- Have a mild to moderate-severe learning disability
- Young people who have a global development delay
- Young people with Profound and Multiple Learning Difficulties (this would depend on the level of need and the staff completing satisfactory training prior to placement if not already completed also whether the home feel they can meet the young person's needs).
- Adult's who have Autism
- Adult's with minor hearing or visual impairment that will not be impacted by their living environment. (This would depend on the level of need and the staff completing satisfactory training prior to placement if not already completed also whether the home feel they can meet the young person's needs).
- Are experiencing some sort of crisis in their lives, including those with turbulent and traumatic pasts
- Adult's who have difficulties maintaining placements
- Adult's who need to be cared for under a DoLS (Deprivation of Liberty and Safeguards) Mental Capacity Act 2005



The home can take adult's who have additional health needs (this would depend on the level of need and the staff completing satisfactory training prior to placement if not already completed and whether the home feel they can meet the young person's needs).

- Adult's who require personal care.
- Have been victims of physical, emotional, and sexual abuse and neglect
- Have difficulties conforming to boundaries and expectations, which places them at risk of social exclusion
- Need to be placed together as part of a sibling group
- Have difficulty engaging in structured education adult's who have a history of failed placements

2. Details of the home's ethos, the outcomes that the home seeks to achieve.

Havenwood Residence believes that all adult's have the right to a safe, secure, and loving environment where they have the opportunities to explore themselves, their abilities, areas for development and potential in the world around them. We believe these are essential for future progress and integration.

All adult's are entitled to physical and emotional care of excellent quality. The staff team at Havenwood Residence ensures that warmth, stability, consistency, structure, and boundaries are constant active features of their work with the young people in their care. Genuine, caring relationships based on awareness for the dignity of the young person, combined with mutual respect allows effective relationships to develop and secure nurturing attachments to be formed.

Staff will spend quality time with the young people encouraging and developing interests and using local groups such as:

There are lots of Manchester and Manchester Council services Havenwood Residence can access to support young people to become active members within the community, increase their social skills, meet new friends, and stay physically fit.

Regular and frequent supervision of the residential team along with the monthly team meetings and supervision support from our company therapy team ensures that issues relating to young people's behaviour are discussed with consistency in problem solving in line with the young person's relevant plans and ensures that the home is therapeutically informed when creating plans.



Havenwood Residence believes that by offering the young person therapeutic support within a therapeutic environment, where the young person's physical needs are being met with the highest levels of care, this will allow the grounding for young people to develop and thrive with safe secure attachments. Our staff team are also trained in a variety of courses that will support the young people within placement. The home will source any additional training to meet the current young people who are placed needs.

We believe that offering a structured daily routine (that is formatted and delivered to young people using programmes such as Makaton, PECS and other forms of pictorial resources pending on the young person's level of understanding). Is the key to engaging young people and developing secure attachments, this in turn enables young people to settle into the routines of the home.

All young people will have identified positive outcomes in their individual relevant plan and the flexibility to access and work with other professionals, each young person will have a greater chance to move forward, be resilient and make a positive contribution to society and help and support them with transitions to adulthood.

Havenwood Residence identifies the potential issues that young adult's have faced prior to their stay at the home and are mindful not to replicate these by having robust impact assessment, care plans and risk plans and utilising working with families/carers to ensure that we have a true understanding of the adult and how we will meet their needs.

Havenwood Residence aims to address the needs of the adult's in a sensitive, structured, and consistent way. We will work with individuals depending on their needs this could be group or 1-1 encouraging growth, responsibility in addition to empowering adult to achieve a healthy lifestyle, staying safe whilst enjoying life and having fun.

A key aspect in the day-to-day life at Havenwood Residence will be adult's maintaining education whilst they stay with us. The staff will continue to support and develop young people outside of education via physical and educational activities, building young people's confidence via visiting new places supporting any homework and out of school activities.

Havenwood Residence believes that the young people have the right to be actively involved with their plans this is done and measured to their level of understanding and individually tailored to each young person.

This will be completed via young people's meetings, 1-1 sessions using additional resources and utilizing where possible young people's families. Each young person will receive a memory file to track their time at the home. The home will ensure that all reviews meetings and health checks take place and ensure that the relevant professionals and family attend. The home will also ensure that all relevant documentation is on file around care planning risks etc. To ensure that local authorities support the home in supplying these within a timely manner. Adult's will have memory books and pictures on file to celebrate their time at the home.



The key aims for Havenwood Residence young people are;

- To know and feel they are safe
- To be able to access a full and meaningful education through a curriculum that is adapted to individual learning profiles.
- To be able to achieve to their full potential and expand life experiences
- To have access to excellent health, therapy and care which enables them to enjoy varied life experiences and retain a good level of general well being.



- To reduce barriers to living ordinary lives as much as possible.
 - To live and learn in an emotionally supportive environment which promotes their development as a young person.
 - To live or stay in a lively fun house which young people genuinely feel is a home from homewhere they have choice in menus and activities.
 - To be empowered and facilitated to make informed choices about their own lives.
 - To become as independent as possible.
 - To be able to learn from experience in environment that they feel safe and secure to do so
 - To provide care to young people that meets and exceeds regulatory benchmarks.
 - To be included in their own and local community as much as they are able
 - To prepare adult for transition including returning home or to adulthood and potential placement moves at the appropriate time.
- 3.** A description of the accommodation offered by the home, including:
- (a) How accommodation has been adapted to the needs of adult.
 - (b) The age range, number, and sex of adult for whom it is intended that accommodation is to be provided
 - (c) The type of accommodation, including sleeping accommodation.

Havenwood Residence is situated in a well established area in Rusholme, Manchester. Which is part of Greater Manchester.

The home has 1 large living room, one office, kitchen, toilet downstairs. Upstairs there are 3 bedrooms, and 1 bathroom.

The home will offer care to adults from 16 years and above from adults of either sex. The home can have up to 3 residents.

4. The arrangements for supporting the cultural, linguistic and religious needs of adult.

The work done in advance of a adult beginning to stay at Havenwood Residence is designed to ensure that everyone working with the adult has the necessary information about an adult's communication, cultural and religious needs and how those will be met.

Havenwood Residence is inclusive and responsive to the individual needs and aspirations of adult, young people, and their families. We also aim to be family orientated, and culturally competent, respectful of adult and young people who have a diverse range of needs and backgrounds. All the adult/young people who receive a service from Havenwood Residence are valued as individuals, with different needs and individual rights.



Havenwood Residence is committed to the principles of equality and valuing religious tolerance.

The home has sensitive regard for the religious beliefs and practices of our young people. A consideration of religious and cultural needs is an integral part of pre-admission assessment and will transfer into the Placement Plan. These needs may extend, for example, to attending a place of worship, dress, daily observance, and diet. If a young person has linguistic needs, then appropriate support would be requested.

Information on different religions and cultures is made available to young people as appropriate in a format that they will understand.

- Staff will provide transport to places of worship and meeting places
- Staff will ensure that aspects of culture and religious heritage are not lost
- Staff will facilitate the adult/young persons' cultural/religious needs and help to make appropriate links to support these.
- Staff will assist the adult/young person to obtain language support where and when required.



5. Details of who to contact if a person has a complaint about the home and how that person can access the home's complaints policy.

Given the home's ethos, it is hoped young people will feel able to raise any matter of concern with any staff member. Young people are encouraged to voice concerns and are supported to follow a formal complaint process, adhering to relevant legislation.

Upon admission, each young person receives a welcome pack with a leaflet detailing the complaint process, contacts, and information on accessing independent advocacy, presented in a clear, youth-friendly format. and who they should go to depending on who the complaint is about and how they may get an independent advocate; this is presented in a style that young people can understand

Writer (if another version is required this will be completed before admission). The young people will have a monthly opportunity to speak to the regulation 44 visitor, they will also quality assure any complaints the home has received. Complaints leaflets are available in a communal space including information on how to complain externally.

Parents and guardians will be encouraged to raise any concerns they have directly with the Havenwood team, they will also be given information on how to formally complain.

As part of their induction, staff are advised how the complaints policy should be implemented with particular emphasis on how they should support young people making a complaint. If a complaint warrants formal investigation, every effort is made to ensure this is overseen by a relatively independent person and if necessary, by someone from Velora care's Head Office. Home Authorities are informed of any complaints when they arise, of the progress of investigations and their outcomes.

Adults are asked to familiarise themselves with the complaints policies, including the one on 'Whistle blowing'.

There is a copy of the homes complaints policy held on the homes recording and reporting system Clear Care. A hard copy of any policy can be made available upon request.

6. Details of how a person, body or organisation involved in the care or protection of an adult can access the home's adult protection policies or the behaviour management policy.

Velora Care upholds comprehensive safeguarding policies, fully aligned with national standards and local guidelines, such as those of the Manchester Council Safeguarding.



The PBS model focuses on problem solving behaviour difficulties using the principles of Applied Behaviour Analysis (ABA). The goal is that any behavioural changes will be acceptable and sustainable across settings. Based on the understanding of why, when, and how behaviours happen and what purpose they serve.

The model then focuses on altering triggers for behaviour/s. The plan needs to be socially valid. It needs to 'address socially significant problems, be undertaken in a manner which is acceptable to the main constituencies involved and result in socially important outcomes or effects' (Emerson, 2005, p14). The model uses a multi -element plan that has both proactive and reactive strategies included.

Active Support and Positive Behaviour Support

Although not an intervention for challenging behaviour, Active Support can work as a proactive strategy and help to reduce behaviours that people may have that concern us or impact on the quality of people lives (McGill & Toogood, 1994; Jones et al. 2013). If people are engaged in meaningful things, have interesting lives, good social relationships and develop the skills to help them get what they need, they are less likely to need behaviours that make life difficult for them and others (Bild, accessed 2019).

NICE Guidance

1.9.2 'Ensure that staff providing direct support to adult, young people and adults with a learning disability and behaviour that challenges have the 'direct contact' level competencies of the Positive Behavioural Support Academy's Positive behaviour support competence framework.'

1.9.3 'Give staff providing direct support access to advice from behaviour support specialists with 'consultant' level competencies of the Positive Behavioural Support Academy's Positive behaviour support competence framework.'

Positive Behaviour Support (PBS) and Active Support at Velora Care

Although not a direct intervention for challenging behaviour, Active Support can serve as a proactive strategy to reduce behaviours that may concern us or impact the quality of people's lives (McGill & Toogood, 1994; Jones et al., 2013). Engaging people in meaningful activities, supporting them to lead interesting lives, develop positive social relationships, and build essential skills can reduce the need for behaviours that complicate life for them and those around them (Bild, accessed 2019).

NICE Guidance on PBS Competencies

1.9.2 : Ensure staff providing direct support to adults, young people, and those with learning disabilities and challenging behaviour have the 'direct contact' level competencies from the Positive Behavioural Support Academy's Positive Behaviour Support Competence Framework.



1.9.3: Provide staff with access to consultation from behaviour support specialists with 'consultant' level competencies in the Positive Behaviour Support Academy's framework.

Velora Care's Approach to PBS Plans

At Velora Care, we collaborate closely with everyone involved in the care of young people to create a tailored PBS plan. Our approach is based on the LaVigna & Willis (1995) multi-element model, which includes proactive and reactive strategies. Proactive strategies address environmental changes, skill-building, reinforcement schedules, and desensitization programs. Reactive strategies focus on situational management.

Active Support Model

We incorporate the Active Support Model in our care plans, documenting levels of engagement and skill development, and we update plans as needed.

Communication Passports

Velora Care develops personalized communication passports, compiling vital information to support each young person. These passports are accessible, easy to understand, and engaging, covering emergency information, communication style, behavioural support needs (if applicable), dietary preferences, safety measures, family and sensory information, and personal likes and dislikes.

Skill Development

Each care plan includes a new independence skill to be taught using the "backwards chaining" method. This approach helps the young person achieve a sense of accomplishment with each step. Physical and verbal prompts are provided as needed and gradually faded as the skill is mastered.

Outcome Assessment

To evaluate the success of our PBS plans, we use the following tools:

- **The Guernsey Community Participation and Leisure Assessment:** This assessment measures the young person's engagement in their community, with a focus on increasing community presence.
- **Nisonger Adult Behaviour Rating Form:** This questionnaire assesses positive and problematic behaviours. We use it to establish a baseline and track progress in reducing challenging behaviours and increasing positive behaviours.

We regularly conduct both direct and indirect observations after implementing a PBS plan to evaluate its impact on challenging behaviours.

Competency and Supervision in PBS

Velora Care strives to align with the PBS Academy's Positive Behaviour Support Competence Framework. We employ a behavioural support specialist who provides ongoing supervision and guidance to all team members.



Promoting Contact with Families and Friends

Velora Care facilitates contact between young people and those important to them, including supervised contact if advised. We respect the young person's Care Plan in contact arrangements, offering private spaces for meetings if desired. With minimal restrictions, young people are encouraged to form friendships and maintain family relationships in ways that align with their educational and risk management plans.

Young people have access to telephones and ICT equipment, which can be supervised if needed. They may also invite friends to the home or attend community groups, fostering new relationships.

Monitoring and Surveillance

If specialized devices, such as cameras for epilepsy management, are required, Velora Care will inform and seek agreement from families, young people, and placing authorities.

The level of supervision provided to each young person is based on individual risk assessments and understanding.

Behavioural Support and Approach to restraint

Velora Care emphasizes Positive Behaviour Management (PBM), supporting each individual with fair and consistent boundaries. Behaviour Management Programs are personalized through the Care Planning process and regularly reviewed.

**Approach to restraint**

Velora Care recognizes that some individuals may struggle with emotional regulation. Staff respond to these behaviours with support and constructive guidance. On rare occasions, it may be necessary to hold a young person to prevent harm to themselves or others. In these cases, restraint is kept minimal and aligned with the young person's Education, Health, and Care (EHC) plan.

Training in Behavioural Support

Staff are trained in the Team Teach method, focusing on de-escalation and constructive responses to anger. Velora Care uses PBS principles to guide behaviour management, avoiding punitive measures and focusing on teaching alternative, positive behaviours.

Most core staff have completed extensive PBS training, including a two-day course, online sessions, and additional training in team meetings. A certified PBS trainer provides regular supervision to reinforce understanding and support new team members in implementing PBS principles.

Monitoring and Oversight

The Registered Manager at Velora Care monitors all behavioural interventions to ensure consistency, appropriateness, and effectiveness. Consequences are rarely used, as they do not align with the PBS framework.



Basic Drug

Awareness First

Aid

Preventing Bullying Behaviour

adult Development and Attachment

Introduction to Communicating with adult And Young

People Key working

Life Story Work

Preparation for Leaving

Care Managing

Challenging Behaviour

Self-Harm

Disability Awareness

Managing

Supervision

Recruitment and Selection

Process Recording Skills

Managing

Complaints

Medication

Training Valuing

Diversity

