HIGHGREAVE
SHEFFIELD
dimensions

INTRODUCTION

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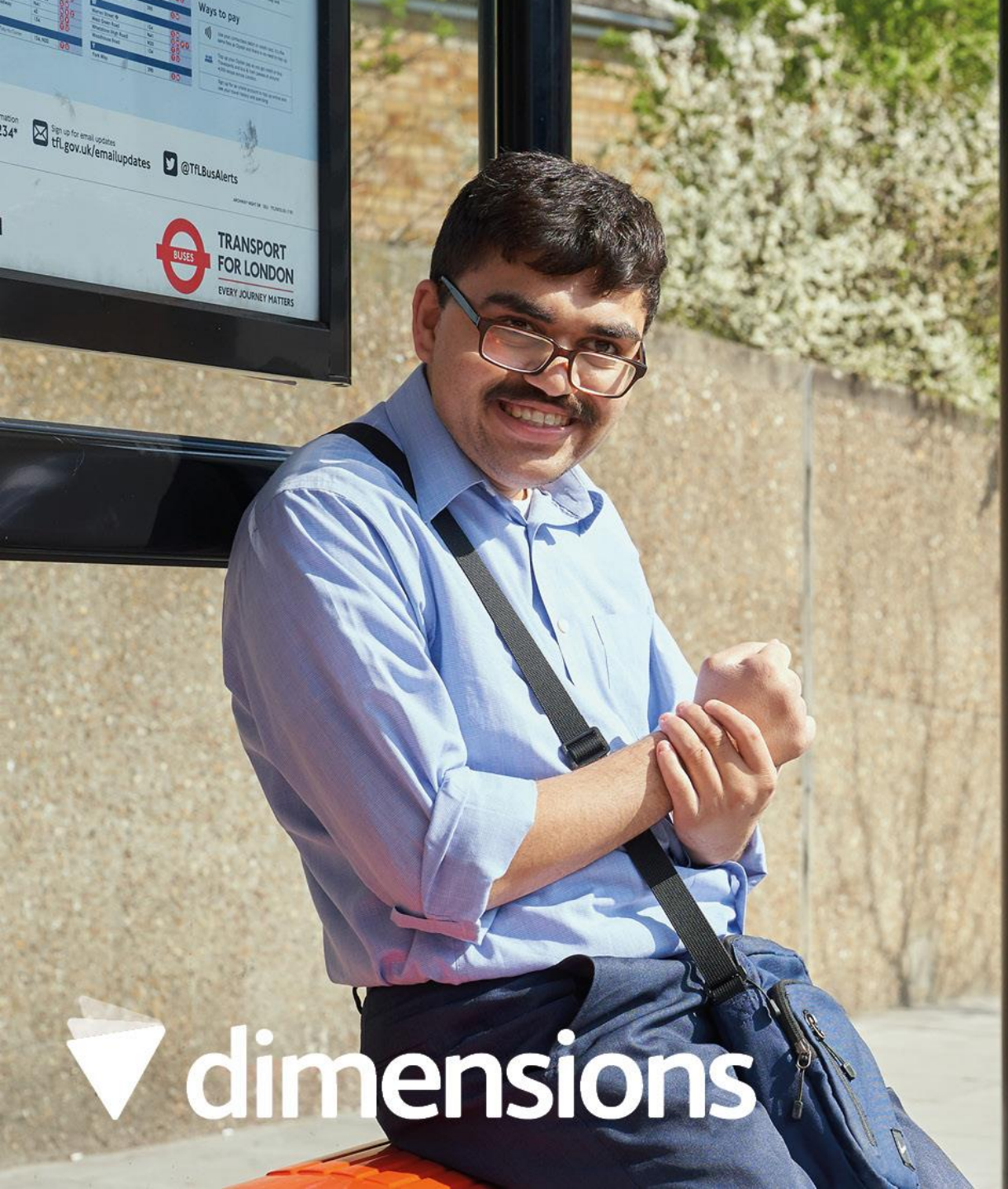
THE HISTORY

Aerial view of existing site

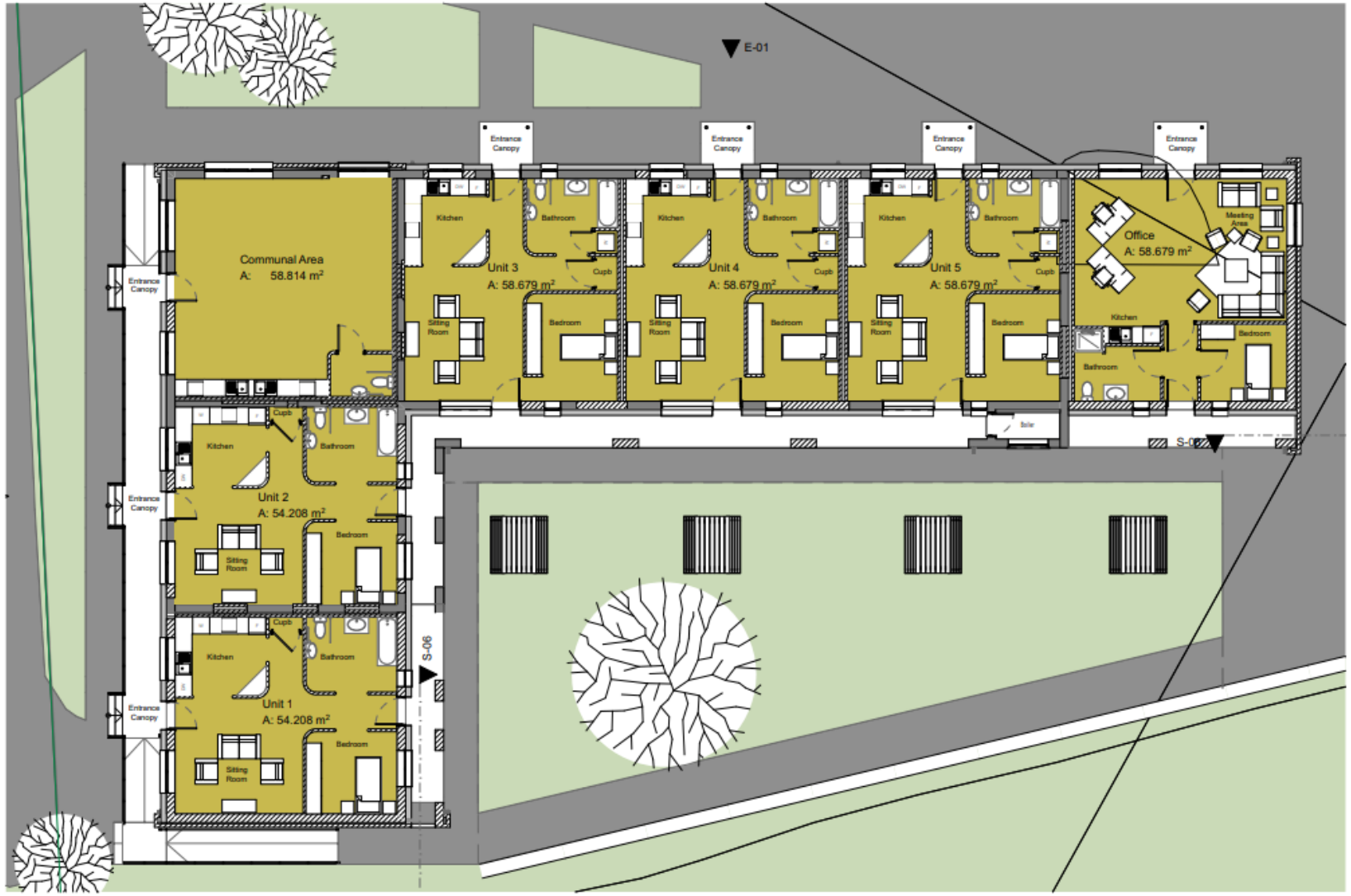


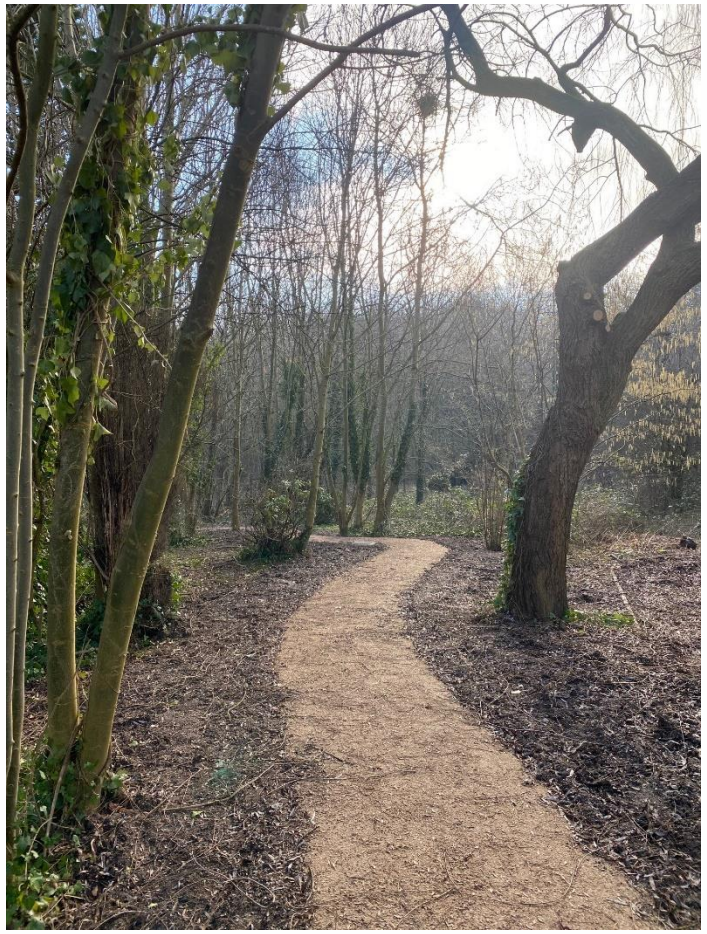
THE VISION

- Develop 5 x 1 bedroom flats for young people in transition including those currently in out-of-city residential colleges
- A preventative solution to avoid people leaving Sheffield or entering hospital settings
- A design that is sympathetic to the needs of young people with complex autism
- A development that includes flexible communal internal and external space
- Jointly funded by Dimensions and NHS England

THE VISION

A6135
HIGH GREAVE
A6135


E-01
Entrance Canopy
Communal Area
A: 58.814 m²
Unit 1
A: 54.208 m²
Unit 2
A: 54.208 m²
Unit 3
A: 58.679 m²
Unit 4
A: 58.679 m²
Unit 5
A: 58.679 m²
Office
A: 58.679 m²
Kitchen
Bathroom
Bedroom
Sitting Room
Cupb
Meeting Area
Isle
S-06



BUILDING THE RIGHT SUPPORT

- Developing a 2-5 year pathway to greater independence
- Outcomes focussed support
- Collaboration
- Building the right team

BUILDING THE RIGHT SUPPORT

- Referral and assessment
- Transition planning and shadowing
- Getting the timing right

BUILDING CAPABLE ENVIRONMENTS

- Positive Social Interactions
- Support for Communication
- Support for participation in meaningful activity
- Consistent and predictable personalised routines and activities
- Support to establish and maintain relationships with family and friends
- Opportunities for choice
- Encouragement of more independent functioning
- Personal care and health support
- A good physical environment
- Mindful and skilled carers
- Effective management and support
- An effective organisational context

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BUILDING CAPABLE ENVIRONMENTS

People at risk of displaying behaviours of concern should be:

- Liked and frequently interacted with in meaningful ways
- Supported to participate in meaningful activity, using skilled support, which provides enough support to ensure success
- Supported consistently and be given support to understand and predict events
- Supported to maintain relationships with family and friends
- Offered experiences which lead to meaningful choices which are clearly communicated
- Supported to try new experiences, develop skills and increase independence

BUILDING CAPABLE ENVIRONMENTS

Individual Activity Script: Getting dressed

Service Name:	
Person We Support: Joe Bloggs	**Date of Birth:**
Created By:	**Date Created:**
Aim: Joe is registered blind and is non verbal, he communicates by signing and responds well to touch and basic verbal instructions. Aim is for Joe to be actively involved in getting dressed and to be supported consistently by his support team.	
Current Level of support required (please tick all appropriate)	
Ask ( ) A verbal reminder which lets the individual know that its time to do something or that something needs to be done.	**Instruct (X)** A series of simple verbal instructions which tell the person what to do one step at a time. It helps to guide a person through the activity.
Prompt (X) A clear physical gesture or sign to tell the person what to do next. It's like an instruction but works better when the person does not easily understand words.	**Show ( )** Demonstrating what needs to be done; more definite and provides more information than a prompt so to provide a higher level of support.
Guide (X) Giving the person direct physical assistance to do something.	

How often this activity should take place: At least twice a day (morning and night) and as and when required if Joe has been incontinent.

When and where should this activity take place: Each time Joe has a bath or removes his clothes. This should take place in Joe's bedroom.

Staff preparation:

- Make sure that verbal communication is short and clear.
- Staff must have Joe's clothes prepared before the activity takes place.
- Staff must make sure that they stand at the side of Joe and at least arms length to maintain personal safety at all times.
- Staff to be mindful of the behaviors of concern that Joe can present.
- Ensure that Joe is sitting on his bed during the task and that clothes are in reach for staff to use in the order detailed below.

Staff members step by step script (staff to follow the below script when supporting Joe).

- "Here are you boxer shorts" (hand JB his boxer shorts)
- "Can you put your socks on?" (hand JB one sock at a time)
- "Next is your trousers" (hand JB his trousers using the waist band)
- Instruct JB to place one leg at a time in to his trousers by tapping his knee to let him know when to raise his leg.
- "Next is your t shirt" (hand JB his t shirt, guiding him to hold on to the bottom of the shirt so that he can place it over his head)
- Hand JB his right shoe and instruct him to "put your right shoe on" (whilst instructing this tap on right foot)
- Repeat the above step for JB left shoe.
- Staff to fasten shoes laces if wearing lace up shoes.
- Praise JB with "well done Joe, that was great".
- Staff to straighten JB clothes to ensure that he is well presented.

BUILDING CAPABLE ENVIRONMENTS

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' I find these sessions most beneficial in terms of us analysing and reviewing the progress the people we support have made since moving into their new home. It has been great to look back and see the progress they have made and the small part we have all played in helping them achieve many new skills. Further to that, it is always good to make plans for the future and to think about how we can support the person to develop their skills further. The facilitators were very knowledgeable and spent time getting to know the people we support and ourselves as well. It felt like decisions were mutually agreed and we were all consulted on the best way to move forward, which is good as we are the people who spend the most time with the people we support and it is good our experience and knowledge is utilised in such a way'.

MORE TO COME