

Grosvenor  
Hart Homes  
Impact Case Study  
Young person A



GROSVENOR

# Grosvenor Hart Homes Impact Case Study

## Introduction

### Overview of the case study

This document covers a case study of a young person supported by Grosvenor Hart Homes (GHH). Data was gathered using a semi-structured virtual interview, with the young person supported by a family assistant.

See appendix 1 for the methodology Sonnet has used to compile this case study.

See appendix 2 for an overview and usage of the Outcomes Star.

*Note: permission has been obtained from the young person for all the quotes used in this case study.*

### Who is this case study about?

#### **1. Brief overview of their situation before GHH**

The young person experienced significant events and transitions over two years. Initially in a care home, he moved back with his parents but faced conflicts, leading to temporary stays with his sister and then semi-independent accommodation. His Personal Advisor (PA)<sup>1</sup> introduced him to GHH, providing a potential solution to his unstable housing.

<sup>1</sup> A Personal Advisor (PA) is a professional, employed by the Local Authority, who provides guidance, support, and practical assistance to individuals, typically those transitioning from care systems, such as foster care, into independent living.

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### Young person A

## Goals and key metrics

### 2. Baseline goals in 'My Plan':

- Secure a well-paying, enjoyable job.
- Build savings for financial security.
- Achieve good physical and mental health.
- Become self-sufficient and live independently.

### 3. What are the baseline descriptions for this individual on the key metrics:

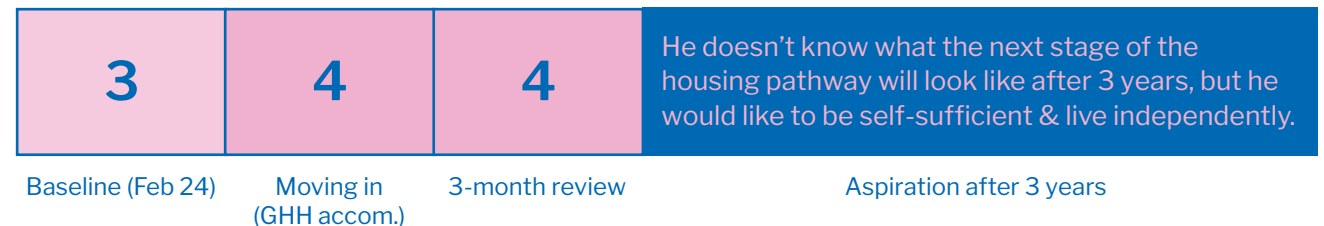
#### 3.1. Housing / Accommodation

This young person's life was marked by instability and frequent moves, leading to a sense of insecurity. These challenges affected his overall well-being.

Moving into a new home through GHH had a profound and positive impact on the young person:

- He felt confident for the first time since he was about nine years old, knowing that he had a stable place to live and did not have to worry about moving frequently.
- This provision of stability and security significantly improved his well-being.
- In addition, the supportive environment created by the team, facilitated his personal growth, strengthened his social connections, alleviated his financial concerns, and made him feel like his autonomy is respected. These changes collectively contributed to a positive improvement in his quality of life.

### Outcome star scores (Accommodation point)



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## Young person A / Goals and key metrics

“  
*I feel like it's a lot better because for the first time since I was about 9, I've got confidence. That's cause I've moved around so much in my life, bouncing between different care homes. I feel like for the first time I've got security 'cause I know that I can stay where I'm at, at the moment. It's improved a lot [referring to his situation].*

”

### 3.2. Mental Health and Wellbeing

The young person had a low baseline rating of 1 which reflects the significant challenges and instability he experienced in his living situation and support network prior to being referred to GHH. His aim when coming to GHH was to see the GP and have a pathway to support his mental health because he wanted to start feeling better.

The young person's overall well-being improved significantly after moving into his new home. He felt healthier, happier, and more stable. In addition, he mentioned:

- **Provision of support for medical appointments:** GHH staff accompanied the young person to medical appointments, which helped him manage his health more effectively.
- **Crisis Café:** The young person was signposted to the Crisis Cafe, providing him with a resource for managing his mental health. Knowing that he had a place to go when feeling down or having dangerous thoughts contributed to his emotional self-sufficiency.
- **Received support from a Mental health practitioner** which included a mental health assessment related to experiences of depression and anxiety.

### Outcome star scores (How you feel point)



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## Young person A / Goals and key metrics

### 3.3. Physical Health

The young person did not feel physically healthy before arriving at GHH and was fainting a lot because of not eating.

The young person's aspiration was to start to look after himself better – his main goal was to stop fainting. He saw a GP, who didn't come to any conclusion – but merely advised that he eat and drink better. The young person confirmed that he is taking one step at a time.

#### Outcome star scores (Health point)

Baseline (Feb 24)	Moving in (GHH accom.)	3-month review
1	2	2
Being able to look after his physical health better (no score provided)		

Aspiration after 3 years

### 3.4. People and Support

Before moving to GHH, the young person's social connections were fragmented, with limited support from family and temporary connections in semi-independent living.

After moving into the accommodation provided by GHH, the young person's relationships, social connections, and support network improved over a short period of time.

#### Outcome star scores (People & support point)

Baseline (Feb 24)	Moving in (GHH accom.)	3-month review
2	2	4
Not known at this stage		

Aspiration after 3 years

The stable housing environment, supportive community, attentive staff, and opportunities for community engagement all contributed to these positive changes. These factors helped the young person reconnect with old friends, form new connections, and feel more supported and integrated into his community, leading to an overall enhancement in his social well-being and support network.

“  
*What makes the difference is who's doing it. I never had a social worker who would do that job to put it bluntly. Most of them wouldn't even do the notes. And if I ask them to do something, they would just keep putting it off. That's the difference with Grosvenor. They care, if that's the best way to put it. It's a lot of little things put together.*”

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## Young person A / Goals and key metrics

### 3.5. Practical life skills and independence

The young person conveyed that he was in need of support but was not open to accepting it from anyone. This indicates that he was struggling with confidence and self-sufficiency but was also reluctant to rely on others.

After moving into GHH accommodation, the young person experienced significant improvements in his independence, self-sufficiency, and life skills. The stable housing environment, personalised support, financial management assistance, and opportunities for personal and community involvement all contributed to these positive changes.

The young person engages in activities like baking, which he finds therapeutic and enjoyable. GHH staff supported this interest by providing necessary equipment and encouraging him to pursue it, which helped him develop new skills and hobbies. The young person felt more in control of his life and engaged in meaningful activities that developed his skills and independence.

“  
*I've been doing a lot of baking recently... It just gives me something to do and it's fun. I've mentioned I didn't have a mixing bowl. And one of the staff actually bought me one and without me asking or anything. It's happened a few times where the same member of staff has gotten me a whisk. And one time actually got me something to bake [ingredients]. That's what I mean by the little things.*  
 ”

### Outcome star scores (Practical life skills point)

Baseline (Feb 24)	Moving in (GHH accom.)	3-month review
3	3	4
Not known at this stage		

Aspiration after 3 years

### 3.6. Education and Training and preparedness for employment and employability

Given the setbacks in his education, the young person likely felt unprepared for future opportunities, including employment or further training. When he arrived at GHH, he was able to say that he was not ready for employment.

After a time at GHH, and with the various supports and opportunities provided by GHH, the young person's feeling of how well prepared he is for work has improved.

### Outcome star scores (Work and learning)

Baseline (Feb 24)	Moving in (GHH accom.)	3-month review
2	2	3
Not known at this stage		

Aspiration after 3 years

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## Young person A / Goals and key metrics

### 3.7. Finances

The young person faced significant financial difficulties, which were a major source of stress.

The young person's financial situation improved significantly after coming to GHH due to comprehensive and structured support. This included budgeting assistance, help with accessing benefits, and practical support to reduce expenses. GHH staff helped him and empowered him to manage his finances effectively, reducing his financial stress and contributing to his overall stability and well-being. He feels more secure and less worried about his finances due to the practical support and guidance he has received.

### Outcome star scores (Money and rent)



“  
*I get a Gusto box with food in it every week which helps me eat healthy. And it lets me save some money 'cause I don't have a lot at the moment.*  
 ”

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## Young person A / Goals and key metrics

### 3.8. Choices and Behaviours

Before the young person moved into GHH accommodation, he acknowledged needing support but said he was resistant to accepting help. This suggests a combination of low confidence and a degree of independence stemming from reluctance rather than actual capability. At that stage, he couldn't think about what life or independence would look like because he had no hope.

GHH respected the young person's autonomy and allowed him to make decisions at his own pace. This helped him feel more in control of his life, fostering a sense of independence.

### Outcome star scores (Money and rent)



“  
*They [GHH] are very respectful with letting me choose. And if I wanted to do something, they would always let me do it in my own time, and not force me or try and prod me into doing anything which I didn't want to, which I'm really thankful of. It Gives me a chance to think about it. It gives me just a chance to ask myself if it's what I want to do. Which helps me a lot.*  
 ”



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### Activities & approaches

#### 4. What happened straight after the young person was referred to GHH:

After The young person had been referred to GHH by his PA he agreed to learn more about the organisation. Here are the key steps that followed:

- **Visit to Grosvenor offices:** The young person visited Grosvenor offices to meet the GHH team in person. This visit helped him understand who he would be dealing with and provided an opportunity to see the environment and meet the people involved.
- **Set-up a personalised support plan:** The young person did not specifically list his initial goals in his plan, but he implied that it provided him with a personalised, comprehensive, and supportive framework to help him achieve stability, improve his wellbeing, and develop his skills and

independence. The most important goals for the young person were having a place to stay and being financially stable.

- **Decision-Making:** The young person was given time to settle in and make decisions at his own pace. The GHH staff were respectful of his choices and did not force him into anything, allowing him to gradually adjust to the new environment.
- **Initial Support:** GHH provided the young person with the opportunity to engage in activities and offered support tailored to his needs and preferences. This approach helped him feel more comfortable and secure as he transitioned into his new living situation.

These steps indicate a careful and supportive process aimed at ensuring the young person felt comfortable and informed about his new environment at GHH.

#### 5. How GHH has helped, and is helping them to work towards these:

GHH supports the young person in working towards his goals. By providing him with accommodation, respecting his autonomy, updating his support plan accordingly according to his feedback and evolving needs, encouraging his personal interests, fostering community involvement, providing health and well-being support, assisting with financial management, and offering vocational training opportunities, he feels he has the support to make meaningful progress towards achieving his goals and improving his overall quality of life.

#### 6. Which of GHH support services have been accessed and when (if at all)

- Accommodation
- Family Assistant

While he said he had been told about the job brokerage service, he said he had not used it (as the job brokerage would typically help in finding and securing employment opportunities).

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### 7. Other support (either signposted, referred, or external to GHH)

The young person said that GHH have referred him to 'quite a lot'. He specifically mentioned:

- **The bicycle repair programme:** The young person was referred to a program where he could learn how to fix bicycles. This program offered weekly sessions for a few weeks and provided potential vocational opportunities afterward, but he wasn't sure what these would be or what they would look like for him.
- **Crisis Cafe signposting:** As outlined in section 3.2.
- **A change of GP:** The young person was referred to a new GP closer to where he is now living, after expressing dissatisfaction with his previous GP. This referral aimed to improve his access to more satisfactory healthcare services.
- **Social Care:** He mentioned his continued interaction with his PA. The PA played a significant role in referring the young person to GHH and provided ongoing support, including discussions about future plans and temporary housing arrangements before moving into GHH.

## Key findings and insights

**8. The key themes, findings, and insights from the interview** about the support the person has received at the start, throughout their support and when they moved on (where appropriate)

### 8.1. What has been the most helpful and least helpful to you on this journey and why?

The most helpful aspects of the approach and provision of GHH, according to the young person, were:

- the respectful and non-intrusive support,
- personalised and responsive care,
- practical assistance,
- encouragement of community engagement,
- consistent and reliable support, and
- a focus on health and well-being.

“

*I like it when it's just talking casually; they listen and respond to what I'm saying, which makes it really easy to talk freely and have a conversation about different stuff.*

”

These elements collectively contributed to the young person's improved stability, well-being, and personal development. He said the team listened to him, respected, and valued in and offered practical assistance, all of which significantly contributed to his improved well-being and sense of control over his life. Here are some examples he listed to exemplify this:

- The team enabled the young person to make his own decisions at his own pace and did not force him into any activities or choices. This approach helped him feel in control and respected.

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## Young person A / Key findings and insights

- They tailored their support to the young person's specific needs and preferences. The purchase of a mixing bowl, a whisk and baking ingredients made him feel listened to and cared for, as this showed that the staff paid attention to his interests and needs. This support allowed him to pursue his hobby of baking, which he enjoys and find therapeutic.
- The team also regularly update his support plan based on his feedback and ensured that his personal goals and aspirations were central to the care provided. This personalised approach made him feel valued and understood.
- The staff offered practical help, such as assisting with budgeting, applying for benefits, and providing necessary items for his hobbies. This practical support alleviated the young person's financial stress and enabled him to pursue his interests and goals more effectively.
- Unlike his previous experiences, the support from GHH staff was consistent and reliable. They followed through on their commitments, which helped build the young person's trust and confidence in the support system.

The young person did not mention any specific aspects that he found least helpful during his journey to GHH and throughout his stay. He expressed satisfaction with the support and services he received.

### ***8.2. What they would you say to anyone thinking about moving into the GHH community? (in their own words)***

The young person did not provide a specific response or advice for anyone thinking about moving into the GHH community. When asked what he would say to someone in a similar position, he expressed uncertainty and said that he didn't have specific tips or additional advice or guidance to offer.

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## General findings and insights

This young person's case study at GHH highlights several key themes, patterns, and insights that provide a high-level overview of the effectiveness of GHH's approach.

These findings suggest that GHH's comprehensive and personalised approach which highlights the value, care, and dignity of their residents, is highly effective in promoting their overall well-being and helping them achieve their personal and professional goals.

### 1 Stability and Security

Stable housing significantly improves well-being.

### 2 Respect for Autonomy

Empowering residents by respecting their autonomy fosters confidence.

### 3 Personalised Support

Tailored and adaptive support plans are effective in achieving goals.

### 4 Practical Assistance

Practical support reduces stress and aids personal development.

### 5 Community Involvement

Active community participation enhances social integration.

### 6 Health and Wellbeing

Holistic support for health is essential for overall well-being.

### 7 Vocational Support

Opportunities for skill development improve employability.

### 8 Consistent Support

Reliable support builds trust and security.

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### Appendix

## Appendix 1: Methodology

This data in the case study has been gathered by use a semi-structured virtual interview with the young person, who was supported by the family assistant (in the same room, although not visible) during the interview.

The methodology for conducting this case study interviews is as follows:

### **Preparation**

Defined our research objectives, identified participants (which will continue as the programme develops) and develop the interview guide, information sheet for participants and consent form.

### **Consent**

Ensure the family assistant has provided the participant with all of the information they require for the interview and sign and return the consent form.

### **Interview Process**

The interview starts with an explanation of the purpose of the interview and ensuring the participant understands this, the scope, and their rights e.g. confidentiality, data management etc. We use the interview guide and easy-to-understand language throughout to explore the journey, the topics and impact in depth, maintaining flexibility throughout to pursue interesting topics that arise during the conversation.

### **Recording and Transcription**

With the participant's consent, we record the interview to ensure accurate data collection. We also transcribe the interview verbatim, noting key points, non-verbal cues, and context.

### **Data Analysis**

With the information from the interview, we will identify and categorise themes, patterns, and significant insights, grouping these into broader themes that address the impact research questions for the case study. We also review the outcomes star scores from baseline through the review periods.

### **Ongoing Analysis**

As we move through the project, we will analyse the themes across case studies to draw meaningful conclusions and relate findings and insights to the impact objectives of GHH.

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## Appendix

### Appendix 2: Young person's outcomes star overview and usage

The Outcomes Star is a tool used to measure progress in various aspects of a person's life. It is often used in social care, health, and community services to help individuals set goals and track their development over time. The Outcomes Star typically includes multiple points or stages that represent different levels of achievement or stability in specific areas. The areas which are covered by the Young Person's Outcomes Star that GHH is using are:

- Accommodation
- Work and learning
- People and support
- Health
- How you feel
- Choices and behaviour
- Money and rent
- Practical life skills

#### Five scores on the Outcomes Star

1

**Stuck (1 out of 5)**

**Description:** At this point, the individual feels completely overwhelmed or unable to make progress in the specific area being measured. They may lack the resources, skills, or motivation to improve their situation.

**Example:** In the context of housing, a person might feel they have no stable place to live and no means of securing one.

2

**Accepting Help (2 out of 5)**

**Description:** The individual begins to recognize the need for support and is willing to accept help from others. They are starting to engage with services or support networks but have not yet achieved significant progress.

**Example:** In terms of mental health, the person might start attending therapy or seeking help from support groups.

3

**Believing (3 out of 5)**

**Description:** At this stage, the individual has gained some confidence and believes in the possibility of change. They are actively working towards their

goals with the help of support services and are starting to see some initial improvements.

**Example:** For financial stability, the person might begin budgeting effectively and managing their expenses with assistance.

4

**Learning (4 out of 5)**

**Description:** The individual is making significant progress and learning new skills to maintain their improvements. They are becoming more independent and require less frequent support as they develop their abilities and confidence.

**Example:** In terms of employment, the person might be gaining job skills, attending training programmes, or starting a new job with some support from advisors.

5

**Self-Reliance (5 out of 5)**

**Description:** The individual has achieved a high level of stability and independence in the specific area being measured. They are able to maintain their progress on their own, with minimal or no external support.

**Example:** Regarding social connections, the person might have a strong, supportive network of friends and family and engage actively in community activities.

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## Appendix

### *How the Outcomes Star is used*

#### **1. Initial Assessment**

An initial assessment is conducted on the individual's current situation across various areas (e.g., housing, mental health, employment). The practitioner will use the Outcomes Star to rate the individual's initial position on a scale of 1 to 5 for each area. This is the baseline.

#### **2. Goal Setting and Action Planning**

The practitioner will collaborate with the individual to set realistic and achievable goals. Identify specific steps they need to take. Together the practitioner and the individuals will co-create a detailed plan that outlines the actions required to achieve the set goals including how they plan to move from their current position to a higher point on the star. This plan should include timelines, resources needed, and any support services involved. This will be reflected in the GHH 'My Plan' document.

#### **3. Regular Monitoring**

- **Monitor Progress:** The practitioner will formerly review the individual's progress towards their goals every quarter. They will use the Outcomes Star to reassess their position and adjust the action plan, as necessary.
- **Provide Support:** Offer continuous support and encouragement, helping the individual overcome any obstacles they encounter.

#### **4. Review and Reflect**

- **Review Achievements:** The practitioner will review the individual's achievements and reflect on their journey. They will celebrate successes and identify areas that may need further attention.
- **Update Goals:** As the individual progresses, their goals and action plans will be updated reflecting their evolving needs and aspirations.