

## *Staffordshire, Shropshire, Stoke and Telford & Wrekin Virtual Schools are delighted to be able to offer this bespoke training to our parents and carers of a previously looked after child who reside and or attend a school in the above areas. There is no cost to attend. All sessions are virtual and delivered via TEAMs. We hope we will see you soon.*

**Education Training for Parents and Carers – Spring Term 2024**

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| **Date and Time** | **Course Title** | **Outcomes** |
| **08/01/2024**  **10am – 12pm** | **An Introduction to Attachment / Trauma and the impact on Education** | **At the end of the course you will be able to:**   * Describe attachment theory and the development of attachment * Explore trauma and the impact of trauma on the brain * Explore how experiences in earlier relationships create attachment strategies that systematically affect future relationships and impact upon memory systems and learning * Describe the four types of attachment applying attachment theory to how a young person presents in an educational setting * Think about how a young person who has experienced significant trauma can be supported in an educational setting |
| **12/01/2024**  **12:30pm – 2:30pm** | **Understanding Post 16 Education Options** | **At the end of the course you will be able to:**   * To understand the statutory guidance for post 16 education * Describe the current laws regarding employment for post 16 young people * To explore post 16 education options for mainstream young people and young people with an EHC Plan * To understand the range of qualifications available for post 16 * To explore funding support for post 16 education |
| **19/01/2024**  **12:30pm – 2:30pm** | **An Introduction to Emotion Coaching** | **At the end of the course you will be able to:**   * Explain the principals behind Emotion Coaching * Explain how the brain manages emotions, exploring the Hand Model of the Brain and the Fight, Flight, freeze response * Define different styles of managing emotions * Explain the steps involved in an Emotion Coaching response * Use some of the techniques and skills needed to Emotion Coach |
| **Date and Time** | **Course Title** | **Outcomes** |
| **24/01/2024**  **5pm – 7pm** | **Supporting Maths in Key Stage 3** | **At the end of this course you will have an understanding of:**   * The maths curriculum in Key Stage 3 * The transition from year 6 to year 7 * The importance of ‘Declarative knowledge’ at Key Stage 3 * Mathematical language (reasoning & problem solving) * Homework * Resources and activities which can support maths in the home setting * Helpful tips for parents/carers |
| **29/01/2024**  **10am – 12pm** | **Supporting Study Skills in Key Stage 4** | **At the end of the course you will be able to:**   * Identify different ways young people learn * Explore different revision techniques for different types of learners * Support your young person with creating a revision timetable * Explore ways parents/carers can support with revision |
| **05/02/2024**  **5pm – 7pm** | **Transitioning to Secondary or Middle School** | **At the end of the course you will be able to:**   * Understand the secondary school application process for mainstream and the process if your young person has an EHC Plan * Consider what a secondary/middle school can offer your young person * Explore the challenges of transition and what good transition support look like * Identify how parents/carers can support with transition * Explore what you can do to support if your young person is struggling |
| **07/02/2024**  **12:30pm – 2:30pm** | **Transitioning to Reception Class** | **At the end of the course you will be able to:**   * Explore the challenges of transition to reception class * Identify key questions / discussion points you can have with your young person’s nursery or pre-school provision and your young person’s reception class teacher to prepare for transition to school * Describe how you can support with the transition of your young person into reception class * Consider a range of resources/activities you can do with your young person at home in preparation for starting school |
| **19/02/2024**  **12:30pm – 2:30pm** | **Promoting Emotional Self-Regulation** | **At the end of the course you will be able to:**   * Define the values of self-regulation * Support your young people to increase their emotional vocabulary to explain how they are feeling * Support your young people to develop a range of problem-solving skills, develop their resilience and use self-regulation to manage their emotions * Identify a range of calming and alerting strategies to manage emotions * Explore ‘Zones of Regulation’ and how they are used in schools to support self-regulation |
| **Date and Time** | **Course Title** | **Outcomes** |
| **21/02/2024**  **10am – 12pm** | **Supporting Phonics Development** | **At the end of this course you will be able to:**   * Explain phonics; using letters to produce sounds * Appreciate how phonics is taught in schools and how phonic skills and knowledge can be applied as the first approach in reading and writing * Apply strategies to improve outcomes for children's learning * Develop activities which can support phonics in a home setting |
| **28/02/2024**  **5pm – 7pm** | **Supporting Reading in Key Stage 3** | **At the end of this course you will:**   * Explore reading within the Key Stage 3 English Curriculum * Explore Interventions to support reading in Key Stage 3 * Understand the importance of preparing for GCSE English * Explore what parents/carers can do to support reading at home |
| **04/03/2024**  **12:30pm – 2:30pm** | **Understanding the Special Educational Needs (SEN) Process** | **This course is intended to help parents and carers answer the following questions:**   * What does it mean if my young person is on the SEN register recorded as ‘K’? * What is an IEP, pupil passport, my support plan? * Does my young person require an EHC Plan? * How can I progress an EHC Plan referral with a school? * Can I submit a request for an EHC Plan as a parent? * What is the EHC Plan process? What evidence is required? What does it entail? * How long does it take for an EHC Plan to be accepted and in place? * Does my young person need to attend a special school provision? * What is the process? |
| **08/03/2024**  **12:30pm – 2:30pm** | **Supporting Reading in the Primary Years** | **At the end of this course you will be able to:**   * Explain the importance of reading * Identify school reading schemes * Explore a range of resources parents/carers can use to support children’s progress in reading |
| **11/03/2024**  **12:30pm – 2:30pm** | **Supporting Sensory Needs in an Education Environment** | **At the end of the course you will be able to:**   * Describe the 8 senses * Explore the challenges of hyper and hypo sensitivities within the 8 senses * Understand the challenges young people can have with sensory processing * Explore strategies to support sensory processing difficulties * Explore manageable strategies to support sensory needs that can be incorporated into the school or home day |
| **Date and Time** | **Course Title** | **Outcomes** |
| **20/03/2024**  **12:30pm – 2:30pm** | **Supporting Vocabulary Development in the Primary Years** | **At the end of the course you will be able to:**   * Describe the typical stages of speech and language development in babies, children and young people * Explore the increased risk of difficulties with language and communication for young people who have experienced trauma and the important role of parents/carers in promoting language and communication in early years * Develop practical ideas for promoting communication and language development in everyday life * Reduce the risk of misunderstandings * Find sources of additional support |

To book your place please email your name, course title and date, email address and local authority area to:

[children.families.training@staffordshire.gov.uk](mailto:children.families.training@staffordshire.gov.uk)