

## *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
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| **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
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| **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
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| **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
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| **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
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| **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
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| **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
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| **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
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| **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
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| **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
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| **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?
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| **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
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| **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
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| **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
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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