

## *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 – Summer Term 2024**

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| **Date and Time** | **Course Title** | **Outcomes** |
| **08/04/2024****5pm – 7pm** | **Supporting Play and Development in the Early Years at Home** | **At the end of the course you will be able to:*** Describe the importance and benefits of play
* Understand the developmental stages of play and name the different types of play
* Explore a range of Therapeutic Approaches that that focus on play
* The PACE Approach - focus on P – using a Playful Approach
* Play Therapy - a brief overview of Play Therapy
* Theraplay - a brief overview and introduction to explore Therapeutic Play activities
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| **12/04/2024****12:30pm – 2:30pm** | **Supporting Writing in the Primary Years** | **At the end of this course you will be able to:*** Explore how writing is taught across the primary years
* Identify the different stages of writing
* Explore a range of methods to support children’s writing at home
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| **17/04/2024****12:30pm – 2:30pm** | **Supporting Maths in the Primary Years** | **At the end of the course you will have an understanding of:*** The maths curriculum across the primary years
* The importance of mathematical language
* Key mathematical skills you can support with
* The four calculations and the methods taught across the primary years
* Resources and activities which can support maths in the home setting
* Helpful tips for parents/carers
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| **Date and Time** | **Course Title** | **Outcomes** |
| **24/04/2024****5pm – 7pm** | **An introduction to Therapeutic Play** | **At the end of the course you will be able to*** Describe attachment theory and begin to understand how experiences in earlier relationships create attachment strategies that affect future relationships, impact upon memory systems and learning
* Understand the impact of trauma on the brain
* Define and be able to apply the principles of Therapeutic Play
* Specify and explain the four components used in Therapeutic Play

 Structure Engagement  Nurture Challenge* Apply Therapeutic Play Activities and approaches – relational ways of interacting with children
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| **29/04/2024****12:30pm – 2:30pm** | **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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| **10/05/2024****12:30pm – 2:30pm** | **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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| **13/05/2024****5pm – 7pm** | **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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| **Date and Time** | **Course Title** | **Outcomes** |
| **22/05/2024****10am – 12pm** | **An Introduction to PACE** | **At the end of the course you will be able to:** * Explain trauma and its impact on the brain
* Explain and use therapeutic parenting
* Explain DDP (Dyadic Developmental Psychotherapy, Parenting and Practice)
* Implement the principles of PACE in your relationship with young people
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| **05/06/2024****5pm – 7pm** | **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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| **07/06/2024****10am – 12pm** | **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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| **10/06/2024****12:30pm – 2:30pm** | **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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| **17/06/2024****10am – 12pm**  | **Supporting Maths in the Primary Years** | **At the end of the course you will have an understanding of:*** The maths curriculum across the primary years
* The importance of mathematical language
* Key mathematical skills you can support with
* The four calculations and the methods taught across the primary years
* Resources and activities which can support maths in the home setting
* Helpful tips for parents/carers
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| **Date and Time** | **Course Title** | **Outcomes** |
| **26/06/2024****5pm – 7pm** | **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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| **05/07/2024****10am – 12pm** | **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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| **08/07/2024****5pm – 7pm** | **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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| **12/07/2024****10am – 12pm** | **Supporting Writing in the Primary Years** | **At the end of this course you will be able to:*** Explore how writing is taught across the primary years
* Identify the different stages of writing
* Explore a range of methods to support children’s writing at home
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| **17/07/2024****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