

## *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. 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)

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

|  |  |  |
| --- | --- | --- |
| **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 |
| **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 |
| **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 |
| **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 |
| **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 |
| **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 |
| **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? |
| **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 |
| **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 |
| **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 |
| **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 |
| **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 |
| **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 |
| **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 |
| **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 |
| **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 |
| **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 |

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)