



2019/2020

Children at the Heart

Learning and Development  
Programme

EDUCATION DOES NOT  
TRANSFORM THE  
WORLD.

EDUCATION  
TRANSFORMS PEOPLE.  
PEOPLE TRANSFORM  
THE WORLD.

Paulo Freire

Welcome to the Learning and Development Programme 2019-2020. The trainings on offer have been carefully selected to enhance and equip you with skills and knowledge to achieve the best possible outcomes for our Children and Young People.

This year we have also changed the structure of some of our trainings, responding to the changing nature and feedback from our most recent Foster Carers Survey, there are now more evening and weekend learning events on offer.

For the first time we are offering learning events for the first six months of the calendar year to allow for the reviewing, evaluating and quality assurance measures. Whilst we have tried to schedule in as much learning events as possible, there will be some courses that are scheduled at a later date.

As ever, we do value your feedback, so please do let the Fostering Learning & Development Coordinator know if there is anything you would like covered which has not been included in the current programme.

On behalf of the Learning & Development Team I hope that you enjoy the new programme and opportunities on offer and look forward to working with you over the coming year.

**Tanya Williams**

Fostering Learning & Development  
Coordinator

[Carerslearning.development@brent.gov.uk](mailto:Carerslearning.development@brent.gov.uk)

## Learning & Development

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## Introduction

I am delighted to write the introduction to the 2019-20 Learning and Development Programme Paper for Brent Foster Carers, Kinship Carers, Adopters and Special Guardians. Most of you may recognise me from Brent's Fostering Panel in the role of advisor to panel.

The role of fostering and adoption has never been more necessary in providing safe, secure and loving homes for our looked after children and those who have been adopted or made subject of Special Guardianship orders.

You will know from your own experiences that children in our care are increasingly presenting with very complex behaviour as a result of the abuse and neglect to which they have been subject, so we are keen to offer you any additional support we can in the form of learning and development.

The purpose of this development programme is to provide you with the best opportunities to learn new skills alongside other professionals in order to improve outcomes for our children – helping to manage and shape behaviour so that our children are happy, healthy and able to achieve at school and college.

There are a huge range of learning and development opportunities within this programme and I

encourage you, your families and your nominated carers to decide which courses are best for you and to sign up.

We are always keen to hear about the courses that were most useful (and those that weren't!) and welcome your feedback as we seek to continue to improve our offer to you.

With best wishes for another successful year of learning!



**Róisín Hegarty-Tait**

Service Manager  
Looked After Children and Permanency,  
Children & Young People's Services

## Brent Practice Framework

In November 2017 we launched our Brent Practice Framework.

The Brent Practice Framework captures the values, beliefs and principles that shape our work with children, families and each other in Brent.

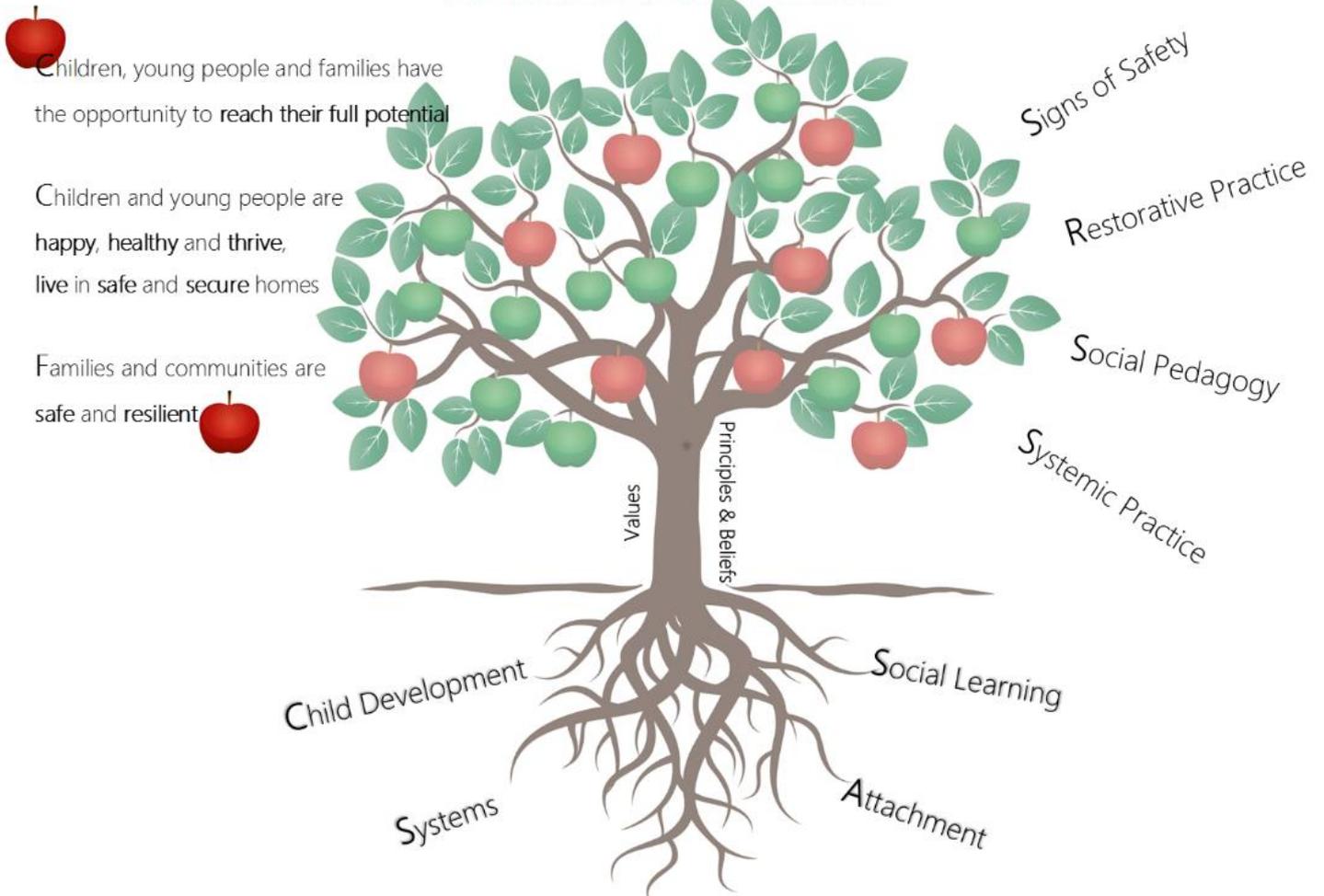
It combines these with the evidence-base for the way we work (the theories underpinning how we understand the needs of children and families), and

describes the systemic approaches we will use to create change with children and families.

The Brent Practice Framework is a reminder of our collective responsibility to ensure that we are doing the right things in the right way for the right reasons.

Please contact us for more detailed information on the Brent Practice Framework.

### BRENT PRACTICE FRAMEWORK



## Learning & Development

This year's programme incorporates the various ways in which you can meet your learning and development needs. Learning takes place through:

### Carer-based Learning

This is reflecting on experiences, considering feedback from other professional and listening and responding to the child's voice.

### Professional Activity

Being involved in support groups, networking, and mentoring other foster carers, forming a part in workshop & training delivery.

### Formal Education

Undergoing training, long term courses and workshops.

### Self-Directed Learning

Reading articles, books or watching documentaries.

## Personal Development Plan

Your personal development plan will include all aspects of learning and development (see page 4) to enhance and strengthen your knowledge and skills in order to support your children's development.

Everyone who is a part of the fostering household should have a personal development plan.

One to One Support

Networking & Support Groups

Your Personal Development Plan will set out everything from mandatory learning, refreshers and other learning as well as development sessions which aim to enhance your skills and knowledge.

Books

Documentary Film

Together with your Supervising Social Worker you will create a personal development plan.

Practice

You will also regularly update the plan, to keep it up to date and reflect your ongoing learning and development.

Online Learning

Reflective Diary /Journal

Journals

Face to Face Sessions

## Mandatory Courses

***These are the minimum required courses for your first 2 years of being a foster parent.***

### **Important!**

If you have not yet completed your Training, Support & Development Standards portfolio, you should prioritise attendance to the trainings which meet the required standards.

Information on the Training Support and Development Standards (TSDS) can be accessed here. <https://www.gov.uk/government/publications/setting-the-standards-using-the-training-support-and-development-standards-with-support-carers>

## Advanced Safeguarding & Safer Caring

This session shall assist you to think about some of the possible safeguarding issues that may arise when caring for looked after children. The session is divided into two parts; the morning looks at the current themes and practices in safeguarding young people, the afternoon will explore appropriate ways to respond well to concerns and will consider safer care principles.

***\*Renewal every 2 years***

## Brent's Local Authority Designated Officer (LADO)

The vast majority of adults who work with children (paid or unpaid) act professionally and aim to provide a safe and supportive environment which secures the wellbeing of children and young people in their care.

However, it is recognised that adults can abuse their position of trust and harm children but also that misunderstandings can occur. It is therefore essential that all possible steps are taken to ensure that any adult working with children have clear and safe boundaries and that processes are in place to safeguard children and young people. When an allegation is raised it is the duty of the Local Authority Designated Officer (LADO) to chair the investigation.

- What is a LADO and the role of the LADO
- The difference between an allegation, professional conduct and complaint
- Support offered to the person that the allegation is made against
- Outcomes

***\*Renewal every 3 years***

## Child Sexual Exploitation

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In this session you will develop a greater awareness of Child Sexual Exploitation (CSE) and will be equipped with tools to develop effective responses. You will:

- Reflect on different values and attitudes and the impact they have when working with young people affected by child sexual exploitation.
- Identify vulnerabilities, behaviours and risk indicators for CSE
- Develop an improved understanding of the additional vulnerabilities and risks for young women affected by gangs
- Develop confident and robust responses to CSE disclosures and more.

***\*Renewal every 3 years***

## First Aid

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In this course you will learn important basics in order to administer first aid to children in an emergency. The course aim of the course is to give you increased confidence in emergency situations.

The sessions includes:

- How to treat emergency dressings.
- What emergency actions are needed in cases of poisoning, after falls, tummy aches or difficulties with breathing for example.

***\*Renewal every 3 years***

## Key Legislation & Delegated Authority

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This session will cover all the key legislation relevant for your role as foster parent.

It will further explore the term delegated authority and how this is applied through holders of parental authority. Delegated authority is the process that enables you as foster parent to make everyday decisions about the children and young people you care for.

***\*Renewal every 3 years***

## Missing Children

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Running away can be symptomatic of wider problems in a child or young person's life; children who decide to run away can be unhappy, vulnerable and in danger.

This training will explore the push and pull factors that lead to children running away from care, assess the risks to them whilst missing and look at the appropriate action to locate and affect their return.

The training will explore ways on how you can support children and young people who go missing and take

actions to contribute to locating a missing child. It will use case studies to aid learning.

## PREVENT

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PREVENT is one element of the Government's counter terrorism-strategy.

In this session you will learn about PREVENT and its aims. You will think about who may be vulnerable to radicalization and extremism and see why some people are able to influence and manipulate others to commit crimes.

You will learn how to recognise when a potentially vulnerable individual may be in need of your help, and in addition learn where to obtain the help and support available.

***\*Renewal every 3 years***

## Preventing Placements Breakdowns

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In this session you will gain an understanding of why placements breakdown.

The session will also look at how you can identify, understand and support children and young people with complex emotional needs and behavioural problems in order to prevent breakdowns.

You will consider methods and strategies to resolve difficulties and secure placements for the long term benefit of the young person, foster family and the organisation.

## Responding to Difficult Behaviours

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Often the move from home to a fostering household can be a traumatic event. Difficult behaviour can be the consequence of former life experiences, but could also stem from a special educational needs or disability a child may have.

It is essential that foster parents understand that often difficult behaviour is a form of communicating, distress, trauma, hurt, anger and confusion. Therefore, the expectation of this course is to learn positive ways to manage behaviour and ways of communicating through a positive approach.

## Training, Support and Development Standards for Foster Care (TSDS)

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These sessions will provide you with an opportunity to understand the TSDS, what to document, and have lively discussions with other foster parents.

You will be able to ask questions and get them answered as well as help each other in completing your TSDS workbooks.

## When things come to an end.

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For most children the experience of being placed with foster carers involves a number of transitions, hopefully planned and prepared for, resulting in a permanent living arrangement with loving and caring adults.

But, this process does not always work smoothly and some children and young people will experience what is known as 'placement breakdown', where the transition is unplanned and sudden.

This session will give you an understanding about planned and unplanned endings and what support strategies there are in the latter case.

## Working with Birth Parents

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Policy and practice encourages contact between parents and children who are fostered.

In this session you will learn about the arrangement surrounding contacts including the legal framework and how you will work with birth parents.

You will consider the impact on the children, the parents and you as the foster parent.

In addition, you will consider the professional's standards and expectations of effective monitoring, observation, recording, and documentation of supervised contacts.

## Social Pedagogy

### What is Social Pedagogy?

Social Pedagogy is an academic discipline which is emerging in the UK due to its positive outcomes on looked after children. It is an approach and relates to education in its broadest sense.

Social Pedagogy uses a more holistic approach to understanding each individual child's needs and finding a bespoke way of working with children.

Learning basics of Social Pedagogic practice will help you

- in building and strengthening relationships with your child (-ren)
- understanding yourself and your child (-ren),
- learning strategies on how to successfully aid children's development
- and much more.

Which in turn will lead to stability, better outcomes and long-term wellbeing.



### Social Pedagogic Learning

Social Pedagogy is in essence concerned with well-being, learning and growth. It attends to the various intelligences a person possesses. In turn social pedagogic learning centres on the many ways and situations each

and every one of us is able to learn and develop.

That is why social pedagogic learning and development opportunities will likely to be **experiential, active, hands on and lots of fun**

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## Social Pedagogy Learning & Development Offer

### Social Pedagogy Learning Space

The Social Pedagogy learning space sessions provide you with a joined learning and reflection opportunity. The sessions will promote curiosity, inquiry and self-determination.

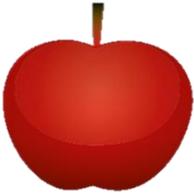
You are encouraged to bring examples from your day to day as a foster parent. We will look at these through the "Social Pedagogic Lens" and together find solutions and best practice.

Each session has an overarching theme that will guide discussions and inform which social pedagogic models and principles you will experience and try out.

The often you come the more you will learn and develop.

The Social Pedagogy Learning Space will take place **every month**.

#### Training, Support and Development Standards



1.1, 1.2, 1.3b, 3.4b, 3.4c, 4.1a, 4.1b, 4.2, 4.5d, 5.2, 5.3b, 5.3c, 5.4, 5.6, 5.8d, 7.3d, 7.3e, 7.4a, 7.4b, 7.4d

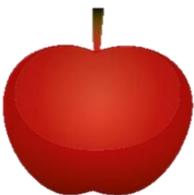


### 'Common Third' Workshops

The Common Third workshops are made up of activities which provide you with fun activities and experiences for both you and your foster child. Through spending time and space together you will learn about each other and deepen your relationship.

These activities will take place during half terms.

#### Training, Support and Development Standards



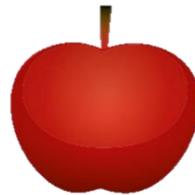
1.1, 1.2, 1.3b, 2.5, 3.4b, 4.1, 4.2, 5.1, 5.2, 5.3b, 5.3c, 5.4, 5.6a, 5.8d, 7.3d, 7.3e, 7.4a, 7.4b, 7.4d

### Foster Family Social

Foster Family Social's are social activities with the foster parents, foster child and birth child, bringing everyone of a foster family together.

The Foster Family Social will provide opportunities to socialise and converse within a foster family as well as with other families. Such activities will increase everyone's confidence and enjoyment of being together.

#### Training, Support and Development Standards



1.1, 1.3, 2.3a, 4.1, 4.2, 5.1, 5.2, 5.6, 7.2, 7.3d, 7.3e

### Learning & Development Passport

Social Pedagogy will have a learning and development passport. This means that every single social pedagogy session counts. The more you attend the more your practice enhances. At the end of the Learning and Development year those who participated and engaged the most in social pedagogic practice will be rewarded.

## Core Courses

***These are required courses for your continuous development and approval of being a foster parent.***

### Attachment

In this session, you will explore the meaning of attachment.

How different attachment styles have an impact on behaviour and how knowledge about the styles can help you in understanding and responding.

### Childhood Trauma and Attachment

This session will provide an understanding of the main theories behind childhood trauma and attachment. The session will include:

- What is Trauma
- The Brain and Trauma
- Understanding Attachment
- Behaviours and Thinking Behind Trauma
- Therapies for Trauma and Attachment

This short introduction will provide an increased understanding of trauma and attachment and will help build a foundation for further study.

### Connected Persons Development Day- Kinship Induction

This day has specifically been developed to meet the needs of Connected Persons and Special Guardianship Carers taking into account the complexities of caring for children who are related to you. The development day considers the issues relating to contact with family members, the roles and responsibilities of Connected Persons Carers and Special Guardianship Carers in relation to assessing risk, what children need to feel safe and to support the development of 'safer carer guidelines' for your household.

***\*For Connected Persons and Special Guardianship Carers***

### Creating a Safe Environment

In this course you will learn everything about creating a safe home for the children in your care. You will learn how to dynamically assess your home environment and apply effective controls to eliminate or minimise hazards.

You will learn about health and safety practices and fire safety regulations.

***\*Renewal every 3 years***

## Education - Aim Higher

In this session you will gain an awareness and understanding of how you can support your child(-ren) in order to promote their educational achievement post 16+.

This will involve:

- Information on transition and progression pathways for Post 16
- The schools, colleges and apprenticeships, enrolments process
- Financial support
- Attendance and time keeping case studies of good practice.

## Education - Transitions

In this session, you will learn how to support your child(-ren) with the transition from one school to another school.

- Learn how transitions can be especially difficult for looked after children
- Learn how to establish good relationships with schools and ways on how you can work with the school to help your child (-ren)

## Equality and Diversity

In this session you will learn what equality and diversity means and the essentials in caring and educating

children. From creating an inclusive home to what children experience. It also covers how you as foster parent are required to challenge stereotypes, attitudes, behaviour and language that are non-inclusive and discriminatory.

## Finance for Foster Carers

This session will focus on tax and fostering. This will include:

- How to register as self-employed
- Special tax scheme for foster carers
- What is your tax threshold?
- Calculate any taxable income
- National insurance

## How to Deal with Disclosures

In this session you will learn

- What you should do if a child comes to you and tells you that they are being abused or about historical abuse.
- The importance of talking about it
- How to support through the disclosure phase.
- Guidelines to help lessen the risk of causing more trauma to the child
- Guidelines on the criminal investigation during the disclosure phase.
- Use of legislation

Brent Practice Framework

## Managing the challenges of conflict and application of de-escalation techniques-

**Recommended after attendance of 'Responding to Difficult Behaviours'**

In this session you will learn how to deal with anger and conflict.

Exploring children's development, you gain an understanding about emotions such as anger, to then explore tools and skills which will help you and your child in such situations.

**\*Renewal every 3 years**

## Men in Fostering

This course explores the roles men play in foster care as main carers, single carers or supporting their partner. It explores the idea of the 'positive male role model' as well as expectations and stereotypes in foster care.

## Professional Boundaries

What are professional boundaries? Why are they important? What does this mean for me as a foster parent and for my foster children?

This session will aim to explore these and more questions with you.

## Professional Record Keeping

This session focuses on the importance of developing and keeping records as a carer. You will learn:

- Why you need to keep records.
- What records shall be kept.
- What and how to accurately record
- How to ensure confidentiality.

## 'Tell me my story'.

### Introduction to Life Story Work

In this session you will get an overview and learn the importance of life story work for children separated from their birth family.

You will actively try out tools used in life story work and learn how it can help in making sense of the past in order live in the present.

**Please bring a memorable childhood photo and/or object to the session.**

## Specialist Courses & Workshops

### Caring for a child who has been sexually abused

This course is designed to help foster-carers, caring for a child that's displaying any sexualised behaviour. You will learn:

- to spot indicators that a child may have suffered sexual abuse
- how to support children with disclosures.
- what the potential social and psychological effects of sexual abuse for a child are.
- how to respond to related behaviours, such as sexualised behaviour.
- how to promote a safe and nurturing home environment for a child who has been sexually abused.

### Developing Good Bedtime Routines

This session explores different problems parents commonly face at bedtime and some of the reasons why they happen. You will learn the skills children need to get into a good bedtime routine.

You are introduced to positive parenting strategies to help prevent problems.

The approaches to encouraging children to stay in their own bed throughout the night (the gentle, the gradual and the direct approach).

All approaches are evidence-based and parents choose which approach suits them best.

***\*This session is for 'parents' with children aged 1 – 9 years.***

### Female Genital Mutilation (FGM)

This session will give participants a basic knowledge of Female Genital Mutilation, an understanding of the context in which FGM is practiced, clarity about their professional responsibilities and information regarding the various support services that are available.

Participants will also explore what is understood by the words Culture, Custom and Tradition.

***\*Like all safeguarding training, this course helps participants understand a difficult (and for many a very personal) topic. Please be re-assured that we do NOT use video or photographs in our FGM training.***

### Hassle Free Shopping

Shopping trips can be stressful for both you and the children. In this session positive parenting strategies are discussed through

- step-by-step suggestions for preventing problems
- teaching children how to behave on shopping trips
- you are encouraged to transfer new parenting strategies to other potentially difficult community situations.

## Health Information

This session focuses on the importance of keeping good records of health appointments and health needs for looked after children.

It will also include information on immunization, dental and optician appointments as well as long term health conditions like asthma.

It will further iterate the importance of up to date and complete health information and the importance of the child health record following the child after endings.

## Help with Homework

In this session you will explore ways on how you can support children and young people with homework and revision. By the end of the session you will be able to:

- List things they can do to support children/young people with homework
- Identify when they may need to contact school
- Understand why homework can be a particular stress for LAC students,
- develop a number of strategies to help with revision and exam preparation.

## Keep Breathing! Emotional Resilience for Carers.

This half-day session will provide an understanding of the main causes of psychological distress today with an outline of the tools one needs to improve their own emotional resilience.

The session will include:

- How The Mind Works
- The 4 Secrets to a Great Day
- Control and Letting Go
- Getting and Staying Motivated
- Banishing Worry
- Goal Setting – Determining Your Own Future

Emotional resilience comes from within. Effective techniques will be learned and practised on the course making participants more resilient Leaving them with the necessary tools to continue the work afterwards.

The techniques taught will be CBT based, evidence based, tried and

trusted methods for boosting resilience.

## Learning Difficulties – Dyslexia & Dyscalculia

In this sessions you will learn about dyslexia and dyscalculia and what this means for your child's (-rens) learning:

- What is dyslexia and what dyscalculia?
- How are they assessed?
- What approaches help the child?

## Managing Fighting and Aggression

In this session, you are encouraged to share your experiences of aggressive and destructive behaviour presented by your children, and to discuss some of the reasons children fight.

It covers the skills that children need to be able to cooperate and to get along with others. You will also learn how to teach skills such as sharing, communicating and being gentle, as well as preparing plans to manage times when fighting and aggression do occur.

***\*This session is for 'parents' with children aged 2 – 10 years.***

## Oral Health Information

You will learn about the importance of oral health and to ensure your foster child learns and has good oral health.

This session will include top tips on maintaining good oral health and the importance of healthy eating.

## Sexuality & Gender

In this session you will:

- Discuss attitudes to lesbian, gay, bisexual and transgendered (LGBT) young people.
- Discuss stereotypes, judgments and assumptions around sexuality
- Describe LGBT issues affecting young people and identify ways of supporting the young people you work with around these issues.
- Define and understand terminology
- Demonstrate practical skills to support a young person with a disclosure
- Identify practical ways to challenge homophobia
- Identify where to signpost young people for support

## Sexual Health Information, Empowerment, Learning and Development (Shields)

In this session you will gain:

- an understanding of the basic needs and barriers young people may face in their sexual health.
- Discover ways to support young people in making positive and informed choices in their relationships and sexual health.

You will learn to:

- Identify common barriers to accessing sexual health services
- Examine our own attitudes and understanding of sexual health
- Explore consent to sexual activity focussing on the Sexual Offences Act 2003
- Consider ways to support young people to negotiate safe and positive sexual relationships
- Identify different methods of contraception and how they can prevent a pregnancy

## Sexual Pressures & Online Safety

What are the influences and pressures young people face as they develop and explore their emerging sexuality? This session will:

- explain the messages young people receive that influence their

sexual life, relationships and self-esteem

- identify the potential impact of modern media (including social networks, pornography and celebrity culture) and key messages to support young people to negotiate it safely
- Describe how to support young people to make informed choices about their sexual life
- describe how to encourage young people to think about the importance of positive friendships to build self esteem
- Describe how to equip young people with the skills to say no to sex they don't want and to explore intimacy and sensuality in non-sexual ways.

## Staying Put, Independence & Transition

This session will explore how you can promote independence and support for young people in preparation for adulthood. You will learn about

- the role of the personal advisor in its work with young people
- how you can contribute to the Pathway Plan
- the transition and experiences of young people, such as leaving school, preparing for the world of work and/or further education, supporting young people to develop practical skills such as

cooking, personal self-care, health care and financial capability, knowledge and skills.

***\*This session is most suitable for carers with young people aged 14 years and upwards.***

## 'Tell me my story'. Life Story Work. Advanced.

Once you have explored life story work in your practice after attending the introduction, this session explores further the importance of life story work for children. You will work through scenarios and questions children may ask and more.

***\*Please bring ideas and scenarios/pieces of life story work undertaken.***

## The Power of Positive Parenting

An overview of all the key information about positive parenting, including the benefits of using positive parenting, the main strategies and the five key principles behind this approach:

- Creating a safe, interesting environment
- Having a positive learning environment
- Using assertive discipline
- Having realistic expectations
- Taking care of yourself as a parent

***\*This session is for 'parents' with children aged 1 to 11 years.***

## Young People & Sexual Health

Talking to young people about their sexual health can be a daunting experience.

In this session, we draw on our expertise of talking to young people about their sexual health, and provide a comprehensive overview of the information that you need to know to support young people effectively in this area. You will:

- develop skills to support young people to achieve safe, healthy, happy relationships and enjoy their sexuality
- list the different methods of contraception and discuss them meaningfully with young people
- identify sexually transmitted infections (STIs) and know how to prevent them
- explain confidentiality and the law
- identify local sexual health and wellbeing services to signpost young people to

## Colour Codes for learning events

All learning events as well as half term and bank holidays are easy identifiable in this programme through the following colour coding:



Mandatory Courses



Core Courses



Specialist Courses & Workshops



Half –Term Check



Bank Holiday Check

## Parenting Programmes

Not included in the calendar is the extensive range of exciting parenting programmes offered.

These programmes take place over several weeks, once a week with sessions lasting 2 to 3 hours.

Please find below themes of each programme. The programmes run every term and are led by professionals in children's centres and schools across the borough.

If you are interested and would like more information, please contact us.

## Parenting Programmes

**\*each programme runs for a number of weeks. Please contact L&D for further details \***

- Solihull Understanding your child's behaviour (0 to 5yrs)
- Strengthening Families & Strengthening Communities (3 to 18yrs)
- Mellow Parenting. (Under 5's)
- Triple P Group (2 to 12yrs)
- Incredible Years (0 to 16yrs)
- Triple P Teen (13yrs+)
- Within My Reach
- Cygnet programme (5 to 18 yrs)
- Made of Money

## Booking Info

Once you have identified your learning event and you would like to reserve a place please book via:

[Carerslearning.development@brent.gov.uk](https://www.carerslearning.development@brent.gov.uk)

Or Call / Text/ Whatsapp:

**07776 665707**

or

Talk to your Supervising Social Worker

**IMPORTANT** - always provide:

**Your Full Name**

**Course Name and Date**

**Contact Details**

Once booked you will receive a confirmation sent via email from us.

This will include all information such as,

- location
- times
- requirements
- contacts etc

In the event a session is full, you will be placed on the waiting list and will

receive information about alternative dates from us.

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**IMPORTANT** - Let us know if you cannot attend so we can give your space to another practitioner.

The expectations for cancellation of any training is a 48hrs notice period. Failure to comply, can result in further action being taken against any individual.

## Frequently Ask Questions (FAQ)

### **Is there any pre – approval training I should consider?**

Yes, 'Advanced Safeguarding and Safer Caring' and First Aid for prospective Foster Carers and Adopters.

### **Do I have to attend all mandatory courses?**

Yes, it is expected that you attend all of the mandatory courses. Within your first 2 years. And whenever the renewal is due.

### **I am a new carer what courses shall I attend?**

Please try to attend as many courses within your capacity. This will help with your own development and learning.

### **Do some of the courses need to be renewed?**

Yes, some courses need to be renewed every so often. These are highlighted in at the bottom of each course description in this brochure.

### **Is there a minimum requirement of courses outside the mandatory ones I should attend?**

Yes, for your own learning and development, to keep up to date and to ensure best outcomes for your child (-ren), **4 courses per year minimum** are expected; made up of core and specialist courses.

### **Can my birth children attend Learning and Development too?**

Yes, if over 16, such as First Aid and Safeguarding and particularly specialist courses.

### **Will Lunch be provided?**

Unfortunately, we are unable to cater for refreshments and lunch.

### **Will I be automatically booked onto mandatory training when my renewal is due?**

No, you should check your personal development plan and book your course with us. Your Supervising Social Worker should also keep you updated.

### **Will I receive a certificate?**

Yes, after successful completion of a learning & development event and completion of the evaluation form.

### **Will trainings be attended by a variety of professionals?**

Yes, there are learning and development sessions which are not only for carers. You will have the opportunity to mix with various professionals.

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If you have any further specific questions, please ask the learning and development team for clarification.