

## TRAINING AND DEVELOPMENT OPPORTUNITIES 2025

### **INTRODUCTION:**

Nurture Fostering continues to recognise the importance and value of comprehensive training for all of the team. It offers an invaluable opportunity for everyone to reflect on their practice, enhance their current skills, and develop new ones over time.

As we move into 2025, Nurture has curated a diverse range of training sessions. Some are mandatory and must be completed every 12 or 24 months, as outlined and listed below.

In addition, we have organised a variety of supplementary workshops designed to enhance your knowledge, offer vital support, and strengthen your ability to care for children with complex needs. These sessions will underpin your learning and provide practical tools to handle challenges effectively.

We are pleased to announce that our 2025 training will follow a blended approach. Sessions will be held at our Lewisham training room, conducted online, and delivered interactively through virtual platforms to accommodate different learning preferences.

### **Mandatory Training: E Learning**

#### **To be completed following approval**

- Safeguarding - Level 2
- Child Sexual Exploitation - Level 2
- Record Keeping
- Sexual Abuse and Recognising Grooming
- First Aid – on line until the required training is available which will cover you for 3 years

#### **To be completed annually:**

- Safeguarding Level 2

#### **To be completed every 2 years:**

- Child Sexual Exploitation - Level 2

- Record Keeping
- Sexual Abuse and Recognising Grooming

**To be completed every three years:**

Paediatric First Aid in person a refresher course is available on Me Learning

**Full List of E Learning Available:**

**The following list of training is available online in your Me Learning account, your Supervising Social Worker will discuss with you which courses will be particularly useful for yourself.**

**Please however feel free to develop additional learning through this resource.**

- Child Sexual Exploitation Level 2
- Equality & Diversity
- Female Genital Mutilation
- Keeping Good Records
- Safeguarding Level 2
- Sexual Abuse & Recognising Grooming
- Information Sharing and Consent
- Bullying and Cyberbullying
- Effective Communication with children and families
- Honour Based violence and forced marriage.
- Human trafficking and modern-day slavery
- First Aid – This course to be completed as soon as the foster carer has been approved.
- Missing Children
- Criminal Exploitation and County Lines
- LGBTQ+ Children
- Autism Awareness
- Self-Harm
- GDPR

**BACK UP AND SUPPORT FOSTER CARERS**

All back up foster carers and support carers will be required to under-take the following training in order to care for a foster child.

- Safeguarding Level 2
- Child Sexual Exploitation
- Keeping good records
- Sexual abuse and grooming

These courses are available via our Me Learning portal, please discuss this with your supervising social worker so that they may organise access for you.

**MANDATORY TRAINING – INTERACTIVE AND ONLINE FOR NEWLY APPROVED PARENT AND CHILD PARENTS ONLY.**

- Parent & Child Training – 2 days – All approved parent and child foster carers or foster carers who would like to be considered for parent and child placements will be required to attend this course.

**TRAINING CALENDER:**

<b>COURSE</b>	<b>DATE &amp; LOCATION</b>
<b>Skills to Foster</b>  Currently run virtually Both days need to be completed Commencing at 9.30 and concluding around 5.00	February:6 <sup>th</sup> and 7 <sup>th</sup> May: 15 <sup>th</sup> and 16 <sup>th</sup> September:11 <sup>th</sup> and 12 <sup>th</sup> November:20 and 21 <sup>st</sup>
<b>Skills to Foster for Transferring Foster Carers</b>	This course will be run as and when needed and to the convenience of transferring foster carers.
<b>Follow up Induction Training – Mandatory for all newly approved foster carers</b>	10.00-13.00  June; 10 <sup>th</sup> November: 6 <sup>th</sup>
<b>TSD Workshops</b>  Please book on with your SSW, this workshop is to provide you with extra support to complete your TSD's	10.00 - 13.00  February: 18 <sup>th</sup> May: 13 <sup>th</sup> September: 16 <sup>th</sup>

<b>IT Support</b>	Adam is available to support with any IT issues every Thursday from 10-12, you can telephone, facetime, email, organise a Teams meeting or make an appointment to drop in for support.
<b>Workshops:</b>	
<b>Parental Controls and Guidance in the home Adam</b>	<b>14<sup>th</sup> October 10.00-12.00 - Virtual</b>
<b>Missing Children Protocol – A police officer prospective Ashleigh</b>	<b>16<sup>th</sup> July 2025 10.00-1.00 – Virtual</b>
<b>Recording for foster carers: Health appointments, school attendance day logs Adam</b>	<b>8<sup>th</sup> May 2025 10.13.00 - Virtual</b>
<b>Training</b>	
<b>What Makes a good foster carer? A care leavers perspective</b>	<b>Delivered by Nick Barwick – Interactively online: 28<sup>th</sup> January 2025 10.00-12.30</b>
<b>Caring for children &amp; young people that have been sexually abused/sexualised behaviour</b>	<b>Delivered by Social Care Training Solutions – Trainer Andy Limbert  Interactively online via zoom 13<sup>th</sup> February 2025 10.00 – 1.00</b>
<b>PACE – (Playfulness, Acceptance, Curiosity, Empathy) Training</b>	<b>Delivered by Social Care Training Solutions – Trainer Andy Limbert Interactively online via zoom 4<sup>th</sup> March 2025 10.00-1.00</b>
<b>Medication – Recording and consent</b>	<b>Delivered via Teams 10.00-1.00</b>

<b>Delivered by Annick</b>	<b>27.03.2024</b>
<b>De-Escalation and positive reinforcement - Virtual</b>	<b>1<sup>st</sup> April 2024 10-12.00 Virtual</b>
<b>Promoting Education for children in care</b>	<b>Delivered by Nick Barwick – Interactively online: 24<sup>th</sup> April 2025</b>
<b>Safer Caring for Adult Birth Children Elleisha Riley</b>	<b>Saturday May 10<sup>th</sup> 10.00-1.00</b>
<b>Parent and child Advanced Training</b>	<b>Bimpe Beykiou Virtual and Interactive Saturday 17<sup>th</sup> May 10.00 – 15.00</b>
<b>Complex developmental Trauma &amp; Complex PTSD</b>  <b>Delivered By: Social Care Training Solutions</b>	<b>Virtual Thursday 28<sup>th</sup> May 2025 9.30-12.30</b>
<b>FASD – Foetal Alcohol Spectrum Disorder</b>	<b>5<sup>th</sup> June 2024 9.30 – 12.30 Virtual</b>
<b>Social Graces –</b>	<b>Elleisha Riley &amp; Ashleigh Hopkins</b>  <b>Thursday 19<sup>th</sup> June 10.00-13.00 Interactively and virtual</b>
<b>Care Proceedings from a child’s perspective</b>	<b>26<sup>th</sup> June 10.00-1.00</b>  <b>Delivered by Selina Memon – Registered Manager Jessica Patel - SSW</b>
<b>Understanding Depression and Anxiety Disorder</b>	<b>2<sup>nd</sup> September 2024 9.30-12.30</b>
<b>Safer Relationship with teenagers including safer sex and LGBTQ+</b>	<b>Elleisha Riley 16<sup>th</sup> October 2025 10.00-1.00</b>
<b>Safer Care &amp; allegations – Foster Carers</b>	<b>Elleisha Riley – SSW 7<sup>th</sup> October 2024 10.00-1.00</b>

<b>Overcoming Abuse</b>	<b>Delivered by Nick Barwick – Interactively online: 6<sup>th</sup> November 2025</b>
<b>De-Escalation and positive reinforcement - Virtual</b>	<b>3<sup>rd</sup> November 10-12.00 Virtual</b>
<b>Trauma Informed Practice</b>	<b>10<sup>th</sup> July 10.00-1.00 Virtual Delivered by Flourish</b>
<b>Parent &amp; Child – 2-day training – Only for Parent &amp; child approved foster carers.</b>	<b>This will be organised to support the parent and child foster carers and will be by invitation only</b>
<b>SIDS &amp; Baby Safe Sleeping To be attended by all foster carers caring for children aged 0-3</b>	<b>To be organised upon approval and attended by all foster carers working with 0-3. Please discuss with your SSW who will book you onto the training direct with the Lullaby Trust</b>

**First Aid – Mandatory for all new foster carers and to be repeated every three years**

### **SUPPORT GROUPS**

**Nurture would like to see as many of you as possible at our support groups, we find that many of our foster carers find strength and support from one another.**

**Some of these sessions will also be run virtually to allow everyone to participate.**

<b>Month</b>	<b>Location and Venue</b>
<b>January</b>	<b>Virtual Support Group</b>
<b>Annick &amp; Ashleigh</b>	<b>Monday 20<sup>th</sup> 10.00-1.00</b>
<b>February</b>	<b>Croydon Costa Coffee at the Colonnades On Purley Way 10.00 – 1.00 Thursday 27<sup>th</sup></b>

<b>March</b>	<b>Costa Coffee – Catford High Street 10.00-1.00  Wednesday 12th</b>
<b>April</b>  <b>Elleisha &amp; Michelle</b>	<b>East London – Saw Mill Cafe  Thursday 3rd</b>
<b>June</b>	<b>Virtual Evening Session 19.00-21.00 Tuesday 10th</b>
<b>July</b>	<b>Costa Coffee – Catford High Street  10.00 – 1.00 Tuesday 8<sup>th</sup></b>
<b>August</b>	<b>Picnic in the park, for foster carers, children and birth children to attend Date to be confirmed</b>
<b>September</b>	<b>Virtual Session  10.00-1.00  Thursday 18<sup>th</sup></b>
<b>November</b>	<b>Croydon Costa Coffee at the Colonnades On Purley Way 10.00-1.00 Tuesday 11th</b>
<b>December</b>	<b>End of year celebration</b>

**MALE CARE GIVER SUPPORT GROUPS – organised and supported by  
Adam Mead and Christian Rainbow-Laird**

<b>Month</b>	<b>Date</b>	<b>Time</b>
<b>January – Virtual group</b>	23rd	<b>19.00</b>
<b>February</b>	25th	<b>19.00</b>
<b>April</b>	29th	<b>19.00</b>

<b>June – Virtual group</b>	24th	<b>19.00</b>
<b>September</b>	23rd	<b>19.00</b>
<b>November</b>	25th	<b>19.00</b>

**Parent and Child Support Groups: - These will be run by Kim & Jess**

<b>MONTH</b>	<b>DATE</b>	<b>TIME</b>
<b>March</b>	<b>25</b>	<b>10.00-1.00</b>
<b>July</b>	<b>17</b>	<b>10.00-1.00</b>
<b>October</b>	<b>23</b>	<b>10.00-1.00</b>

**ADDITIONAL TRAINING AVAILABLE:**

The safeguarding board of every local authority provides training free of charge to its residents. In Lewisham for example the following training can be accessed by its residents and anyone caring for a Lewisham child.

We encourage all of our foster carers to access their local safeguarding board training hub to enable them to have greater access to additional training.

Examples of training available currently through the Lewisham Safeguarding Board.

- Complex Neglect of Children and Young People
- Controlling & Coercive Behaviour
- Criminal Exploitation & Modern Slavery of Children & Vulnerable Adults
- CSE Through the Lens of Contextual Safeguarding
- Effects of Domestic Abuse on Children
- Domestic Violence & Abuse Awareness
- Fabricated & Induced Illness Awareness
- Gaming & Gambling Harm Prevention Programme for children and young people
- Gangs, Exploitation & Effective Practice
- Health Improvement Programme
- Intra-familial Child Sexual Abuse
- Safeguarding Children Level 1
- Safeguarding Sexually Active Young People
- Safeguarding Vulnerable Children & Young People from Extremism
- Self-Harm & Suicide Ideations in Young People Awareness
- Sexual Violence and Exploitation Amongst Young People
- Tech Abuse of Children & Young People check.



## **Individual Training Available**

### **Individualised Child led training:**

Please discuss with your Supervising Social Worker if you feel you need additional training to meet the needs of the child you have in placement and Nurture can source suitable training to support you.

Please can you do this during supervision so that we are aware of your needs and can endeavour to meet them in a timely manner.

**Detailed below are some examples of other training available, should you wish to attend please discuss this during supervision with your Supervising Social Worker**

### **Child Mental Health Training: - 2-3 hours:**

This course provides you with a detailed understanding of child mental health. It explains some of the common emotional, behavioural and hyperkinesis disorders, how you can identify and support a child who may be struggling, and how to promote positive mental health and wellbeing. By the end of this training, you will be confident in your ability to support any child who may need it. – Please discuss this with your Supervising Social Worker

### **Adverse Childhood Experiences:**

There is a growing evidence base showing that the experiences we received during childhood can significantly affect us through the course of our lives. This Adverse Childhood Experiences online training explores the evidence, including a groundbreaking study carried out in California in the mid-90s identified that children who experience a stressful and miserable quality childhood are more likely to develop self-defeating behaviours in adulthood. Their follow-up study identified that Adverse Childhood Experiences are not just a health concern, but that children who are currently experiencing ACE are more likely to perform poorly in education, become involved in antisocial behaviour and even substance use. In this lesson we support paradigms shift from "What is wrong with them?" to "What have they lived through, and how has this shaped their development?"

### **Child Grooming:**

Child Grooming is complex. Generally, Grooming can be defined as the process an abuser uses to desensitise someone – to make them less likely to reject or report abusive or exploitative behaviour. We will assess how grooming usually happens when there is a power differential within a relationship, which the abuser exploits for their own gratification. The age difference is often a common example of a power differential. In our

society children are taught to respect older children and adults, and this is fully taken advantage of through the process of child grooming. Someone who was groomed as a child might find it hard to accept that what happened to them was a form of 'abuse'. The abuser may have taken an interest in them in a way that other adults did not or allowed them to do things other adults did not allow.

### **Assessing your strengths, interests and values:**

How do you create a successful, fun, and personally meaningful career? The answer depends on your unique strengths, interests, and values.

This course will help you identify your professional strengths, interests, and values. What are you good at? Leveraging your strengths boosts self-confidence and performance.

What tasks do you enjoy? Following your interests makes work feel **fun and engaging.** Finally, what's important to you? Practicing your core values infuses work with a greater sense of purpose.

Knowing your strengths, interests, and values empowers you to make career choices that align with your authentic self. And showing up as your authentic self is key to feeling more confident, passionate, and invested at work.

### **Attachment Disorder Training:**

The parent-child relationship serves as a prototype for the child's future relationships. This Attachment disorder training explores Attachment theory as a necessary development framework for making sense of the behaviour of children who have experienced adverse childhood experiences. Complex trauma means that very often they have developed an attachment disorder and a range of maladaptive coping strategies that need to be undone so that they can relearn appropriate skills for social integration.

Attachment is the essential foundation of the therapeutic alliance that a carer needs to build with the child or young person. This relationship is crucial, as it is used by the child as a template to apply to future relationship experiences. Lack of attachment disorder training can disempower the carer and block this healing process.

This Attachment Disorder training will help you to understand attachment theory and the different attachment styles. It will help you understand some of the behaviours you see in your children. It will give you some strategies that will enable you to support children and young people to resolve their attachment disorder and develop successful relationships.

### **9 Simple Stress Busters You can Do right now to stay grounded**

Professional stress busting, or taking steps to manage stress in the workplace, is crucial for both employees and employers.

Some benefits for employees are:

- Improved Health: Chronic stress can lead to a weakened immune system, headaches, and even heart problems. By managing stress, employees can enjoy better overall health and well-being.
- Increased Productivity and Focus: When stressed, it's harder to concentrate and be productive. Effective stress management techniques can help employees stay focused and get more done.

- Greater Happiness and Job Satisfaction: Feeling constantly stressed can make you dislike your job. By reducing stress, employees can find more enjoyment in their work and feel more satisfied with their careers.
- Reduced Absenteeism: Stress is a leading cause of employee absenteeism. When employees are less stressed, they're more likely to come to work and be productive.

Overall, professional stressbusting is a win-win situation. It helps employees stay healthy and happy, whilst also benefitting the organisation by boosting productivity, morale, and customer satisfaction.

### **Combating Stigma and Misconceptions about mental health**

Through this course, we will explore why combating stigma and misconceptions about mental health is crucial.

Here are several reasons to consider:

- Better Client Care: Many social care clients experience mental health issues. Stigma and misconceptions can prevent them from seeking help or adhering to treatment plans. By understanding and challenging these negative attitudes, social care workers can create a more supportive environment where clients feel comfortable talking about their mental health and engaging in necessary care.
- Effective Communication: Accurate information about mental health is essential for effective communication with clients. Social care workers who understand and dispel myths can better explain diagnoses, treatment options, and the overall recovery process. This fosters trust and empowers clients to make informed decisions about their well-being.
- Reduced Social Isolation: Stigma surrounding mental health can lead to social isolation, worsening mental health outcomes for clients. Social care workers who actively challenge these negative perceptions can help clients feel less alone and encourage them to build positive social connections, which are vital for recovery and overall well-being.
- Advocacy and Support: Social care workers can play a vital role in advocating for better mental health services and support systems within their communities. By raising awareness and combating stigma, they can help create a more inclusive environment where mental health is viewed as equally important as physical health.
- Promoting Empathy and Understanding: Understanding and challenging stigma allows social care workers to approach their work with greater empathy and compassion. They can recognise the challenges faced by clients with mental health issues and provide more sensitive and effective support.

In conclusion, combating stigma and misconceptions about mental health is not just about raising awareness; it's about creating a more supportive environment where social care clients feel empowered to seek help, manage their mental health effectively, and live fulfilling lives.

**Additional Training offered:**

**These can be delivered virtually via Able Training:**

- ADHD in Teens and adults
- ADHD in children
- Neurodiversity
- Eating Disorders
- Sensory Processing Disorder
- Substance Misuse

**Please can you confirm your attendance to [info@nurturefostering.co.uk](mailto:info@nurturefostering.co.uk) or confirm it with your supervising social worker in supervision.  
We look forward to hearing from you.**

**Course Contents:**

**Complex Developmental Trauma & Complex PTSD**

"Trauma" refers to an event that causes intense and prolonged stress beyond what is considered normal and is exceptionally distressing. Unfortunately, children in foster care often experiences such events. This module provides a comprehensive understanding of the signs and symptoms of PTSD, which distinguish it from other trauma-related injuries. We will also explore the reasons why PTSD is frequently undiagnosed and the estimated percentages for children in care.

This training draws inspiration from the latest trauma research to reframe the behaviour of troubled children. By viewing their needs through the Developmental Trauma lens, we can identify complex difficulties that impact their sensory systems, attachment, dissociative responses, cognitive abilities, regulation, and identity.

Participants will learn to recognise Developmental Trauma, engage with dysregulated children and develop a trauma-informed support plan. Consequently, they will feel hopeful and empowered to create positive change for traumatised children.

**Learning Aims:**

1. Common Responses to Trauma
2. Brief focus on the neurobiology of Trauma in children
3. What is Trauma, and how does developmental Trauma present itself?
4. Recognising complex PTSD
5. How does it differ from generalised PTSD and how common is it?
6. Who is most at risk?
7. What treatments are effective?
8. Practice considerations: How we can help (across systems)
9. Rethinking behaviour and zero tolerance Relationship
10. Assisting the child in calming the body/brain & supporting emotional regulation
11. Implications for trauma-informed practice and healing trauma

## **Caring for Children & Young People that have been Sexually**

### **Abused/Sexualised Behaviours- Advanced (Zoom)**

A child is sexually abused when they are forced or persuaded to take part in sexual activities.

This is not necessarily physical contact, and sexual abuse can happen online. Sometimes the

child will not understand that what's happening to them is abuse. They may not even understand that it's wrong. This course also covers sexualised behaviours.

One in 20 children has experienced sexual abuse (NSPCC). Sexual abuse is underreported and

all foster carers need to develop an understanding of the needs of children and young people

who have been sexually abused and how to deal with sexual abuse disclosures.

### **Learning Objectives:**

1. Know the signs and symptoms that a child or young person may have been sexually abused and how sexual abuse impacts on their development
2. Understand usual sexual development for children and young people
3. Respond to children and young people who tell or talk about sexual abuse

4. Identify some strategies for caring for a child or young person who has, or may have been, sexually abused
5. Understand why some children display harmful sexual behaviour and how to deal with this
6. Know how to respond to children who make a disclosure of sexual abuse
7. Understanding of potential warning signs of child sexual abuse
8. Grooming cycle
9. Perpetrators and how they operate
10. Links with exploitation

### **PACE) (Zoom)**

This training is your key to unlocking the power of trauma-informed care. It will help you

understand trauma's impact on children and adolescents and equip you with the essential

practices to make a difference. It is imperative to embrace trauma-informed care when

supporting children and young people who have faced neglect, rejection, or abuse.

Delve into psychological theories and research to deepen your understanding of this crucial

issue. Without proper support, these individuals may experience neurological, developmental,

and psychological challenges, even in a secure, nurturing environment.

Throughout this course, you will gain practical resources and strategies to enhance your

therapeutic engagement using the covered techniques. Additionally, we provide recording

methods that can help you effectively demonstrate your work to Ofsted and other partner

agencies. Don't miss this opportunity to make a lasting impact!

Why is Acceptance important?

Improved understanding of trauma: Learning about the different types of trauma and their impact on children and adolescents.

Development of trauma-informed care practices: Implementing strategies to promote

safety, trust, and healing for children who have experienced trauma.

Enhanced ability to manage difficult emotions: Learning to use ACT techniques to accept and manage challenging thoughts and feelings

Improved relationships with children and adolescents: Building strong, supportive relationships based on Empathy and understanding.

#### Key components of the training:

##### **1. Understanding Trauma:**

Types of trauma: Learning about the different types of trauma, including physical, emotional, sexual, and neglect.

Impact of trauma: Understanding the long-term effects of trauma on children and adolescents, such as anxiety, depression, PTSD, and substance abuse.

##### **2. Trauma-informed care principles:**

Safety: Creating a safe and supportive environment for children and adolescents who have experienced trauma.

Trust: Building trust with children and adolescents through open communication and respect.

Healing: Helping children and adolescents

#### **Safer Relationship with teenagers including safer sex and LGBTQ+ - Virtual**

Sexual development is an expected and natural part of the development of a child through adolescence

##### **Learning objectives:**

1. To enable foster carers to understand the law around sex and relationships.
2. To increase knowledge about areas related to sexual development in teenagers, including potential areas of risk.
3. To signpost caregivers to where teenagers can access sexual health services, including STI and contraceptive advice and also pregnancy support, meaning that they are equipped to advise their teenagers.
4. To think about how we promote positive and healthy relationships for our teenagers.

5. To increase foster carers confidence in talking about sex and relationships with their teens and overcome any barriers that may be encountered.
6. To understand how gender identity and sexual orientation may play a role in sexual development.

### **Social Graces: Virtual**

Social Graces training is a valuable tool ( developed by John Burnham and Alison Roper-Hall:1993, 1998) that helps caregivers deepen their understanding of the various elements that shape our identities and those of the individuals we care for. This training serves as a foundation for exploring the complexities of identities and how they can influence thoughts, actions, and experiences.

By fostering curiosity about how these identity elements interact, caregivers can better understand and support young people and their parents or babies. Awareness of others' identities creates space for meaningful questions and encourages examination of how these elements affect an individual's daily life and overall functioning. Our aim is that separating behaviours from those who demonstrate them will enhance relationships between you and the children you care for.

This is a very individual experience for carers, as different Social Graces will apply to you and therefore this training celebrates the difference amongst us and those we care for.

### **Learning objectives:**

1. Familiarising participants what social graces are and some of the concepts they link to (secure base, trauma, reflection, reflexivity)
2. To be able to identify how social graces impact day to day fostering.
3. To understand how social graces are relevant to legislation and statutory *guidance*.
4. *To understand the heard and unheard stories which impact behaviours.*
5. *To develop reflective practice through case studies and group discussions.*

### **Understanding Depression and Anxiety Disorders in Children - Virtual**

**What does this course cover?**

**Learn how to recognise signs and symptoms of different emotional disorders and to list various treatment strategies within the biopsychosocial framework.**



What are negative emotions? What is fear and anxiety? What is anxiety? What is depression? What are some of the risks of disorders? What is a major depressive episode? What is the difference between anxiety and depression? What is comorbidity? What types of anxiety disorders are there? What is a panic disorder? What is a phobia? What is PTSD? What can cause a depression and/ or anxiety disorder? What types of treatment is available? What types of medication is available? How to promote positive thoughts?

Our Understanding Anxiety and Depression Disorders in Children course will help you to answer the questions above and more.

0.2% or about 8,700 aged 5–10-year-olds have depression and 2.2% or about 96,000 aged 5-10year-olds have anxiety.

Through our Depression and Anxiety Disorders in Children course, you will gain an understanding of the basic steps which can support and improve a child's mental wellbeing. You will learn the different strategies that can improve mood and boost self-esteem. You will learn various treatment strategies within the biopsychosocial framework. You will learn the different signs and symptoms of different emotional disorders and how they affect children's mental development. You will learn how they can impact a child and those around them. You will also learn the nature of anxiety and depression.

### **About Foetal Alcohol Spectrum Disorder (FASD) Training.**

What is FASD? What is Prenatal alcohol exposure? What are the different categories of FASD? How is FASD diagnosed? What is a FASD assessment? What diagnostic criteria is needed for FASD? What discriminating features and associated features are there in the physical development of a young child? How is the central nervous system involved within FASD? What is atypical brain development? How does FASD affect the brains development? What are some neurodevelopmental areas of assessment? How are cognitive functions be affected? What is the difference between being hyper-sensitive and hypo-sensitive? What behavioural dysfunctions can be involved with FASD? What is the difference between normal functioning and FASD functioning?

Our Understanding Foetal Alcohol Spectrum Disorder course will help you to answer the questions above and more.

In the UK, as many as 1 in 13 babies born to mothers who drink during their pregnancy are affected by FASD

Through our FASD course, you will gain an understanding of what FASD is. You will learn how to recognise the signs and symptoms of the disorder. You will learn and understand the screening and diagnosis. You will learn to identify how FASD affects across the lifespan of an individual. You will learn how to outline the tools and strategies for the support, care and education of an individual affected with FASD.

You will also learn the different categories of FASD and how each affect the lifespan of an individual.

What are the learning outcomes?

**By the end of the course, you will be able to...**

- Discuss the differential diagnosis of FASD in children.
- Discuss the difference between normal functioning and FASD functioning.
- Recognise the different ways cognitive functions can affect an individual's development.
- Be able to understand the neurodevelopmental areas of assessment.
- Develop knowledge, skills, and strategies that will help improve knowledge about FASD.

**Parent and Child Advanced Training:**

Caring for a Parent and Child - a risky business

Exploring the Framework for assessment of parenting capacity – The foster carer as an 'assessor'

I need help discussion – parenting skills and gap exploration

Planning and planners – addressing skill and knowledge base

Routine planning (visual printed or electronic) – feeding, changing, appointments etc

Child development

Identifying and working with conflicts in Parent and Child foster placement

Attachment and Detachment in Parent and Child Fostering

Safer Caring

Safeguarding

Observations and expectations of recordings

Checking in and feedback – share placement logs, discuss this week's strengths and areas of development

Foster carer as expert witness in court

Serious case reviews and YOU.

## ***Learning Outcomes***

- Identify and explore risk in a parent & child placement
- Learn about the Framework for assessment of parenting capacity
- Support organic or undiagnosed need and knowledge development
- Working with conflicts
- Practice safeguarding in your home confidently
- Learn about the expectations with regards to observation and recordings
- Expert witness overview