

# Foster Care training brochure



North  
Tyneside  
Council



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# Introduction

North Tyneside Council's ambitious Fostering Strategy outlines how we will support our Foster Carers and strengthen our pledge to recruit the right number of Foster Carers with the right skills for the children and young people who need our care.

North Tyneside Fostering Service is passionate about supporting, developing and training our Foster Carers so that they have the right skills for the children and young people who need our care.

We promise to continue to work with our fostering community to develop and shape our training offer to ensure it meets the needs of Foster Carers and the children and young people they care for.

We have a variety of learning and development opportunities both face-to-face and online. We recognise that at times, due to other commitments, some carers cannot get along to all face-to-face learning and so we have ensured that we have other options available where possible.

This brochure outlines the council's core training offer to all Foster Carers including children cared for under a kinship care arrangement. It provides a brief overview of the training we have on offer, alongside the course content, to enable you to discuss your individual learning needs with your Supervising Social Worker (SSW).



# Learning Pool

Your Supervising Social Worker (SSW) will support you to create an account on the Council's Learning Pool. You will be able to book on training and access e-learning where appropriate. The link is provided below. A step-by-step guide can also be provided to you by your SSW upon request.

## **Learning Pool at North Tyneside: Log in to the site**

A flyer with updated information in relation to upcoming training and development will be sent out via e-mail every month. This will remind you of upcoming training and any other important updates.

If you are in a couple and you are both registered as Foster Carers, you both have to complete all preparation training alongside the core training every three years.



# Training pre-approval, course content and outcomes

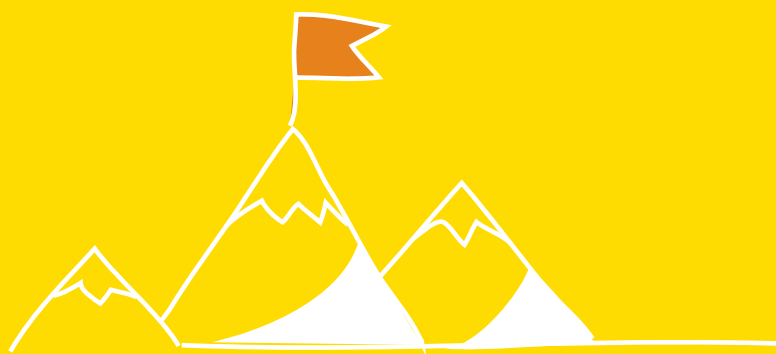
## Skills and preparation training pre-approval – Skills to Foster preparation training for Mainstream Foster Carers.

### 1 Stage 1

This is the start of our Mainstream Fosters Carers learning journey and is usually delivered in full day sessions.

#### This training covers:

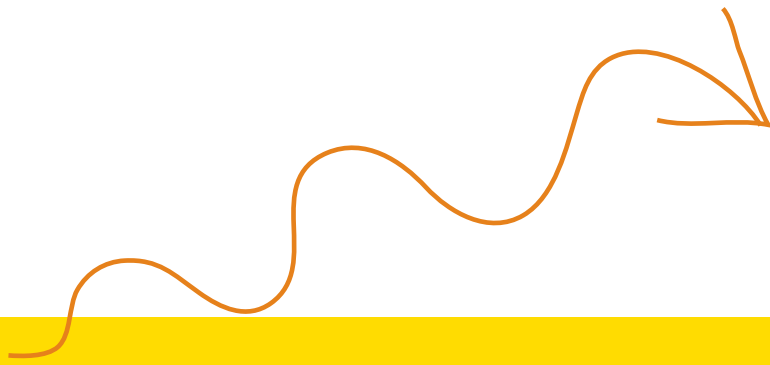
- Processes and journey to approval
- Foster Carer role & responsibilities
- Core themes in fostering
- Opportunity to capture carer views



### 2 Stage 2

This training goes into more detail about attachment and behaviours. These themes are then linked to our safer caring policies and recording.

The Fostering Network's training package looks at fostering with a child focus and the training journey will begin with a trauma lens. The course includes material developed by Anna Freud for the Reflective Fostering Study. You will complete a reflective journal alongside your training journey. The overall skills to foster training is set out in six modules on the next page.



## 1 What children need to thrive

- Overview of the skills to foster
- What children need to thrive
- Being child focussed
- Child development and introduction to attachment
- Why some children need to be looked after
- The different types of 'care'
- What do children need from their carers
- Reflective fostering skills



## 2 How Foster Carers make a difference

- How Foster Carers make a difference
- Key responsibilities of the fostering role
- The TEAM around the child
- Working with practitioners
- Working with the child's family
- The child's care plan
- Reflective fostering skills



## 3 Safeguarding and safer caring

- What do we mean by abuse and neglect
- Childhood trauma and the brain
- Trauma-based behaviours
- Safeguarding role and responsibilities
- Other challenges carers may face: concerns, complaints, allegations
- Safer caring
- Reflective fostering skills

## 4 Therapeutic caregiving

- Building attachment relationships
- Attachment styles and internal working model
- Reparenting and trauma informed care
- The caregiving cycle
- Models of therapeutic caregiving: Secure Base
- Models of therapeutic caregiving: PACE
- Reflective fostering skills

## 5 Supporting the child's journey through care

- Equality diversity and inclusion in foster care
- Meeting the identity needs of children and young people
- The child's story – the value of records and memories
- Life stork work
- Relationships matter: 'Safe homes, built on love'
- Navigating change and supporting good transitions
- Reflective fostering skills

## 6 Supporting you through your fostering journey

- Our fostering community
- Maintaining wellbeing, resilience and effective relationships
- Making the most of supervision and reviews
- Ongoing learning and development
- Review of learning
- Personal development plan
- Reflective fostering skills



# Skills and preparation training pre-approval

## Skills to Foster preparation training for Kinship Foster Carers.

1

### Stage 1

Stage 1 of the skills and preparation training is completed via a workbook provided to you by your assessing Social Worker.

2

### Stage 2

This will be delivered over full days, using The Fostering Network's training package as detailed above.

#### **Training Support and Development Standards (TSDS) Portfolio**

Following approval, a meeting will be held with you, your SSW and one of our trainers to discuss your training needs and how your TSDS portfolio will be completed.

The portfolio is a record of skills, knowledge and competencies completed during the first year of fostering, or 18 months for kinship carers.

The portfolio is a live document that needs to be kept up to date by you with your additional training and learning opportunities that you access.

Foster Carers have a statutory obligation to keep a clear record of the date and completed training.

The portfolio considers the following standards:

#### **Training Support and Development Standards (TSDS)**

- 1. Understand the principles and values essential for foster care**
- 2. Understand your role as a Foster Carer**
- 3. Understand health and safety and healthy care**
- 4. Know how to communicate effectively**
- 5. Understand the development of children and young people**
- 6. Keep children and young people safe from harm**
- 7. Develop yourself**





# Training post approval, course content and outcomes

These core subjects are undertaken every three years. Some of the below subjects are covered in the preparation training and therefore do not need to be undertaken in the first year of approval. For any subjects not covered in the preparation training, they must be completed in the first year and then updated every three years.

Please speak to your SSW for further guidance around what you should be focusing on within your first year of approval.

## Attachment and early development

### Aims

- To develop an understanding of what is meant by 'attachment'
- Explore the impact of early experiences on the developing brain
- Consider this in the context of relationships
- Examine the significance of this for the health and wellbeing of the child and the formation of further relationships
- Understand the adults' role in supporting young people to build positive attachments

### Objectives

For carers to have a shared language and understanding of attachment theory, and its impact on outcomes for children and young people.



## Safer caring

### Aims

- To explore what safety means to us and what it means to the child. Why might children in foster care be more at risk than other children?
- How do we build trust and begin to establish a sense of safety?
- Think about the difference between complaints, concerns about standards of care provided by foster carers and allegations
- The impact of these events on us and our families. What we can do to keep ourselves and the child safe

### Objectives

To understand what we can do to help a child feel safe and to protect ourselves and our family from risks and allegations. To understand what support is available if an allegation should happen.

## First aid

### Aims

This course is intended to ensure that carers are equipped to give appropriate first aid in the event of a child in their care having an accident or become ill.

### Objectives

On completion of this course, you will receive a certificate from the Royal Lifesaving Society UK, valid for 3 years. This course covers paediatric first aid through to adulthood.



## Child protection

### Aims

To provide a guide to the different categories of child abuse and the signs and indicators of abuse. This session follows a case study example which help to demonstrate how the children and families model of early help interacts with the safeguarding process in North Tyneside.

### Objectives

Foster Carer will be clear about what constitutes abuse and have an understanding of the safeguarding and child protection processes in place in North Tyneside.



# Mandatory training and development opportunities

These are courses that must be completed, ideally in the first year of fostering. They do not need to be renewed every three years unless directed by the Fostering Service. Foster Carers can, however, update their skills and knowledge on any of the following subjects as and when they feel necessary.

## Recording

### Aims

- To provide guidance on how to ensure the child's voice and their ways of communicating are captured in the records that carers' keep
- Practice recording from a non-judgemental stance and capturing the child's perspective
- Being aware of diversity and inclusivity in our use of language as it evolves, checking in and keeping pace with appropriate terms
- The importance of holding the child's story, 'bottling up' memories for life story work
- The current range of reports and forms that Foster Carers are required to complete
- Tips for recording information when a child makes an allegation and ensuring we achieve best evidence for court in the written record
- Recording your personal development
- The Training Support and Development Standards as a living document

### Objectives

- To provide an overview of the different aspects of recording which Foster Carers undertake
- To guide carers on what, when and how to maintain good quality records
- To have a clear understanding of the purpose of recording and report writing





## Supervising Family Time

### Aims

- To think about what Family Time may mean for the foster child and family
- Explain the differences between unsupervised, facilitated and supervised Family Time
- Explain who can agree levels of, and changes to Family Time
- Describe an example family time 'case study'
- Share top tips for positive Family Time

### Objectives

- Carer will have a clear understanding of the purpose of Family Time
- They will have insight into the legal aspects of family time and who can agree the type of Family Time and levels of Family Time
- They will have a guide to good Family Time based on empirical research published by the Fostering Network

## Court etiquette

### Aims

To inform carers about the following:

- Your duty to the Court
- The importance of having good record keeping
- Being in Court, the roles of legal representatives and the Children's Guardian
- Giving evidence and cross examination

### Objectives

Carers will know how to prepare, plan, and be aware of what is expected in Court.

## Life story work

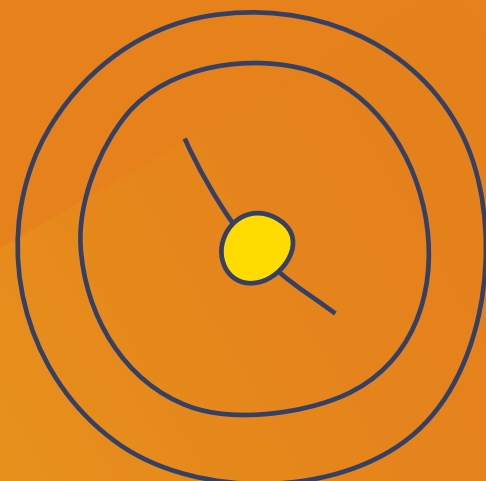
These three-hour training sessions will be run by our Life Story Work Coordinator. These workshops are designed to help you understand more about North Tyneside's approach to Life Story Work and how you, as a Foster Carer, can support and contribute meaningfully.

All children and young people who come into our care at North Tyneside have had profound experiences of loss, separation, abuse and/or neglect. For many, coming into care can be an inherently confusing and stressful experience itself. Ongoing changes in care arrangements, court processes and family time with siblings & parents all further exacerbate these feelings and experiences. Helping children in care to navigate their way through their journey in care and supporting them to make sense of their experiences, both in the present and their past, is valuable and important work.

At North Tyneside Council, our newly developed life story work programme is designed to support and promote the emotional wellbeing of a child from the day they come into our care. We also believe that everybody in the child's network has important and valuable contributions to make in sharing their understanding and

knowledge of the child's daily lived experience, recording significant events and celebrating the child's journey whilst in our care. Our new approach to life story work looks to harness the strength and power of the collaborative network to support effective, timely progression of life story work in a coordinated, cohesive approach.

**Join us for these sessions to find out more about our newly developed life story work model 'Nurture Works' and explore the resources and structure of our programme in a fun, accessible and friendly session.**



## Signs of Safety (e-learning)

Signs of Safety is a solution-focused approach to working with children and families where there are concerns about their safety and wellbeing. The approach has been embedded across all children's services in North Tyneside.

### Aims

To provide an introduction to this model for carers.

### Objectives

To enable carers to better understand the tools and processes that may be used as part of this model of practice.

## Introduction to Signs of Safety

Signs of Safety is a solution-focused approach to working with children and families where there are concerns about their safety and wellbeing. The approach has been embedded across all children's services in North Tyneside.

This two-day course is for practitioners, supervisors and managers working with children, young people and families. It is run by North Tyneside Council's practice model and development team. It is your introduction to Signs of Safety and other concepts that underpin the model. Both days must be attended.

## Health and safety

### Aims

To provide information about the following:

- The legal framework
- Explore health and safety areas
- Explore accident prevention
- The role of risk assessment
- The health and safety expectations for foster carers with regard to fire, manual handling, bullying, equipment, housekeeping

### Objectives

Accidental injuries are one of the most common causes of death in children over one year of age, and every year they leave many thousands disabled or disfigured (RoSPA 2016). This session is to assist Foster Carers, to understand that "accidents are predictable and frequently preventable" (Hayes et al, 2014).

## Health and wellbeing

### Aims

- Identify the dimensions of health and wellbeing
- To consider differing and personal perspectives of health and wellbeing
- How to navigate this with the children and young people that you care for
- A look at the neurosequential model of recovery from trauma and recovery
- To look at the HIVE model of support and recovery

### Objectives

- Carer will be aware of the different aspects of health and wellbeing
- They will have some understanding of the different responses and support services children will need, depending upon their recovery journey

## Equality, diversity and inclusion

### Aims

To explain the main provisions of the Equality Act 2010, Public Sector Equality Duty, how the Act applies to organisations and ways to challenge discrimination.

### Objectives

This course aims to provide everyone delivering services for the council with an increased awareness of equality and diversity within the council's overall strategy and framework. Carers will be able to understand their role in supporting the Council in the delivery of an equitable quality of service to its team members and the community.





## Care4me

Care4me is a training package designed and delivered by children and young people who have been in the care system. It is aimed at anyone who may come into contact with children in care or care leavers.

### Aims

The Care4me training highlights issues for children in our care and care leavers. The training is activity based and allows discussion between delegates and young people. It is delivered by children in care and care-experienced young people.

### Objectives

Carers will be able to think how best to offer support children in foster care, whilst treating them the same as other young people.

## Trans awareness conversations

### Aims

This session will raise awareness of:

- the different types of trans definitions (non-binary, gender fluid)
- trans people, the law, Equality Act and reform of the Gender Recognition Act
- myth busting about trans people's rights, cis-gender privilege and how to be a good trans ally

### Objectives

To provide an understanding of the pressures and prejudices trans people may face in life and develop your thinking on how you can be a good ally to the trans people you may know, work with or support (now or in the future).

## Basic drug awareness and intervention

### Aims

This training will explore drugs and alcohol, what they are, their risks and the impact they have on young people we work with. The course explains how young people can get support with drug use. It provides support for carers, to enable them to deliver timely and impactful interventions with young people who use substances.

### Objectives

To offer support to carers, to develop the confidence to intervene with young people who use substances, building on their existing skills. To provide carers with a knowledge of the services available to young people.

## Child sexual exploitation

### Aims

To provide the following:

- A definition of child sexual exploitation
- Recognise signs of sexual exploitation
- Understand what grooming is

### Objectives

This module will help you understand the nature of sexual exploitation, be aware of signs to look out for, identify what makes individuals more vulnerable to exploitation, understand the grooming process and know what to do if you have a concern about sexual exploitation.

## County lines awareness

This session is for anyone working with children, young people, families or adults in North Tyneside.

### Aims

To raise awareness of 'county lines'. This is where illegal drugs are transported from one area to another, often across police and local authority boundaries (although not exclusively), usually by children or vulnerable people who are coerced into it by gangs. The 'county line' is the mobile phone line used to take the orders of drugs.

### Objectives

- Describe what is meant by the term 'county lines' and other associated terminology
- Have a good understanding of what county lines is
- Have a good understanding of the signs and indicators



## Child to parent violence and abuse (CPVA)

This is a three-hour live session delivered by North Tyneside Council's workforce development team. This session is for anyone working with children, young people, families or adults in North Tyneside.

### Objectives

- Define child to parent violence and abuse
- Outline the background and context to this issue
- Recognise prevalence and causal factors of CPVA
- Identify behaviours which may form part of CPVA
- Consider what a helpful response may be
- Recognise referral routes and pathways for families
- Identify tools and resources for working with families

## Parental conflict and its impact on children, module 1

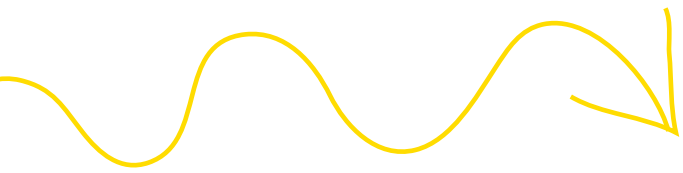
### Aims

This e-learning will introduce you to parental conflict and outline the impact it has on children. It includes recognising parental conflict and the impact on children as well as early involvement, and supporting parents where conflict is an issue.

### Objectives

It will help carers to think about how to support children and their families when this is a known issue.





## **Domestic abuse awareness level 1**

This half-day session is delivered by North Tyneside Council's workforce development team. The aim of this course is to raise participants' knowledge and understanding of the nature and impact of domestic abuse.

## **Domestic abuse: ask and action level 2**

This full day session is delivered by North Tyneside Council's workforce development team. The aim of the course is to enable participants to 'ask' individuals if they are experiencing domestic violence and abuse and take 'action' so the harms caused by domestic violence and abuse are reduced.

## **'Introduction to trauma informed practice'**

This is a three-hour live session delivered by North Tyneside Council's workforce development team. This session is for anyone working with children, young people, families or adults in North Tyneside.

### **Objectives:**

- provide an introduction to trauma informed practice
- Consider how professionals can support those who have experienced adversity. What is adversity and how does it impact on children and adults?
- What does adversity look like for practitioners?
- Tools to promote resilience and empower those we support

## Self-harm in children and adults

### Aims

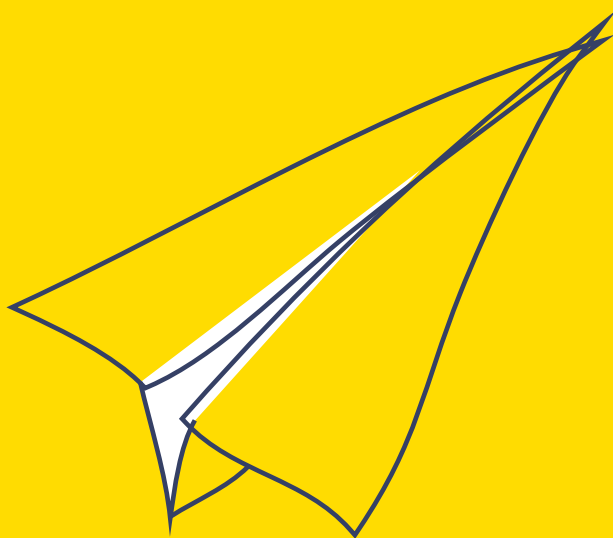
To help develop an understanding of the issues faced by those who self-harm, and what you can do to help them. What is self-harm? Who self-harms? Why do they do it?

### Objectives

To help carers have an understanding of self-harm and to enable them to provide support from an informed position.

## Preparing for Special Guardianship

This session is for Foster Carers who are planning to gain a Special Guardianship Order (SGO) for a family child or connected child. We will look at the Special Guardianship Allowance and your obligations, the Post Adoption Support Fund, Pupil Premium plus, managing contact and family time (in a way that benefits the child) and ongoing sources of support.



# Other mandatory specialist training

## The Solihull programme

The Solihull approach is our starting point and is mandatory for all carers. The Solihull course is based on an approach developed by psychologists and other

health and social care professionals in Solihull. It has been of great use to carers and has shown improvements in children's behaviour.

We will explore issues such as communication, parenting styles, regulation of emotion, developmental needs, having fun together and sleep.

Following completion of the Solihull programme, we would encourage carers to have time and space for themes, learning and approaches from this course to embed and become part of their day-to-day practice as well as revisited and reflected on in supervisions and reviews.

We suggest that carers then undertake the therapeutic parenting course. Carers must have completed Solihull and be able to demonstrate their understanding of the key themes and learning before starting the therapeutic parenting course.

Again, after completion we encourage continued reflection and revisits to the themes and approaches, allowing time, space and repeated experiences for learning to embed.

Finally, we suggest carers undertake the building safety, navigating trauma course as this covers all themes from Solihull and therapeutic parenting as well as practice using a range of lenses. This is an experiential course tailored to small groups to ensure safety, stability, relationship and connection are core to each session.

## Therapeutic parenting

Foundations for attachment is a six-session programme to help foster carers to nurture attachments with their child. It was written by Kim Golding, Clinical Psychologist. It is designed specifically for those caring for children whose capacity to emotionally connect has been compromised as a result of attachment problems, trauma, and loss or separation. This programme is informed by attachment theory and Dyadic Developmental Psychotherapy (DDP).

### The programme consists of three core modules with 2 sessions in each module:

#### Module 1: Understanding challenges of parenting

Session 1 - Blocked relationships  
Session 2 - Hiding and miscuing

#### Module 2: Therapeutic parenting

Session 1 - Building connections  
Session 2 - Supporting behaviour

#### Module 3: Looking after self

Session 1 - Understanding attachment history  
Session 2 - Self care and blocked care





## Providing safety and navigating trauma

### 10 week course

#### Aims

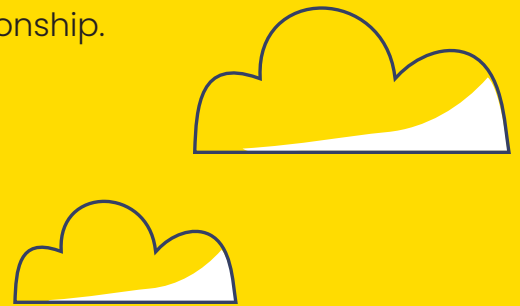
To develop understanding of trauma, what it is, the impact.

#### Objectives

How to navigate trauma and build safety within relationship.

#### Course content

- Why think about trauma?
- Introduction to trauma- definitions
- Going through traumatic experiences
- Trauma & the brain (neurology)
- Recognising trauma
- Trauma, attachment & epigenetics
- Trauma recovery
- Systems and trauma
- Trauma aware, protective factors and looking after yourself





## Online Solihull approach to understanding your child

The courses listed below are available free of charge to all foster carers in North Tyneside and are available at this link:

**Online Learning (heiapply.com)**. Register for a course using the passcode: QUADRANT. These courses are not to be completed instead of the Solihull training listed above, but to complement learning from the full course.

- |           |  |
|-----------|--|
| <b>1</b>  | Understanding pregnancy, labour, birth and your baby   |
| <b>2</b>  | Understanding your baby  |
| <b>3a</b> | Understanding your child   |
| <b>3b</b> | Understanding your child with additional needs   |
| <b>4</b>  | Understanding your teenager's brain  |
| <b>5</b>  | Understanding your brain (for teenagers only!)   |
| <b>6</b>  | Understanding your feelings for teenagers  |
| <b>7</b>  | Understanding your child's feelings (a taster course)  |
| <b>8</b>  | Understanding your child's mental health and wellbeing (this accompanies 3a/or 3b - begin with whichever 3/3b course applies and this course - 8. It is a sandwich course to complete in the middle, then you finish with 3a/3b) |
| <b>9</b>  | Understanding your relationships   |

# HIVE Training Offer and Support for Foster Carers

When you foster for North Tyneside Council, you won't be doing it alone. As well as an incredibly supportive fostering team, there is also The HIVE Team. The Hive Team is made up of over 25 professionals from different backgrounds that are all here to help you in your caring role.

**H** is for **Health** where we have a team of nurses that complete regular health assessments to ensure your child is fit and healthy, this includes support accessing other services, including dentists if needed, providing advice if you need it and making sure all immunisations are up to date.

**I** The **I** is our lovely admin team who provide **Information and advice** when you need it, there is always someone there to take your call and they help with requests for extra Pupil Premium (yes, we fund all sorts of activities, help with IT equipment and educational visits) and support with the Personal Education Plans.

**V** **V** is for the **Virtual School**, which all school-aged children and young people are supported by. It's like an extra school (we have specialist teachers and educational psychologists) that oversees all the other schools the children and young people attend, providing direct educational support, monitoring attendance and making sure schools understand the needs of pupils through our training.

**E** The **E** is for our **Emotional Wellbeing** Team that has recently expanded. We provide support around complex trauma and attachment to help our children and young people manage some of the difficult life experiences they've had. We have a team of counsellors, occupational therapists, a clinical psychologist and CBT practitioners who work together to provide the best support for you and the children in your care. We provide direct support, consultations, safe spaces for you to speak to one of our therapists if you need it and a comprehensive training package.

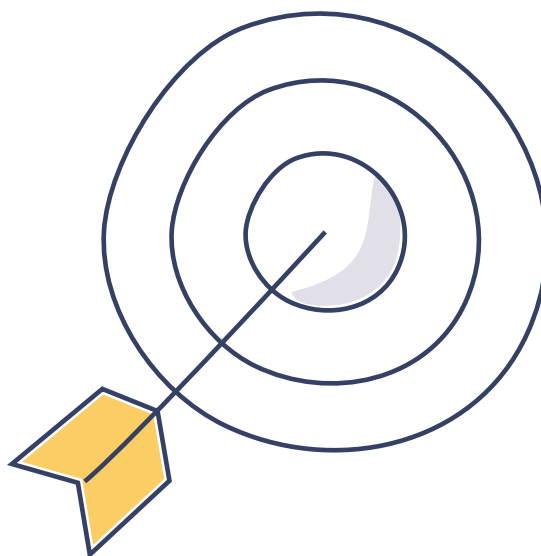
More information can be found on the website: [www.nthive.org.uk](http://www.nthive.org.uk)

## The just-right state programme

The just-right state programme looks at the use of sensory activities to help children learn how to regulate their emotional states and behaviour.

- It uses cartoon characters called 'the scared gang' to help children understand how they react to situations and what their 'just-right state' looks like. The characters represent the different survival patterns of behaviour (e.g. fight, flight, freeze)
- The goal of the programme is to enable children to become more emotionally aware of themselves and others, to give them simple tools to enable them to regulate. They set their own goals, whether it is to engage in academic learning, interacting with their peers, or to be able to get a good night's sleep

The parent/carer programme is about helping parents, carers and prospective parents to understand the process of self-regulation. It helps carers to learn about the environment that supports regulation and to help their child to access this and engage in activities that are important to them.





## Sensory and emotional regulation

An introduction for carers of **primary** aged children.

This training is provided by the HIVE occupational therapy team who have advanced, post-graduate training in sensory integration and sensory attachment intervention.

### The course will cover:

- Fundamental principles of brain development and neuroplasticity
- The neurosequential model, sensory processing and regulation
- The sensory systems, including the vestibular, proprioceptive and interoception systems
- The impact of attachment and developmental trauma on the integration of the sensory systems, postural control and praxis
- How the development of integrated sensory systems affect cognition, learning, behaviour and daily living skills
- Arousal, emotional regulation, and sensory reactivity (modulation)
- Sensory Attachment Intervention
- Polyvagal theory, sensory processing and emotional regulation
- Developing a sensory toolbox—strategies to try for you and your child or young person

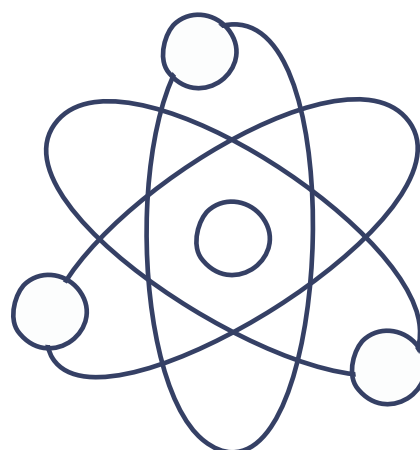
## Sensory and emotional regulation

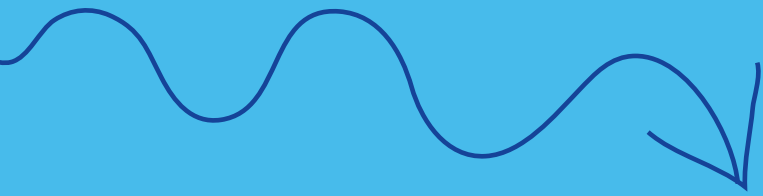
An introduction for carers of **secondary** aged children.

This training is provided by the HIVE occupational therapy team who have advanced, post-graduate training in sensory integration and sensory attachment intervention.

### The course will cover:

- Fundamental principles of brain development and neuroplasticity
- The neurosequential model, sensory processing and regulation
- The sensory systems, including the vestibular, proprioceptive and interoception systems
- The impact of attachment and developmental trauma on the integration of the sensory systems, postural control and praxis
- How the development of integrated sensory systems affect cognition, learning, behaviour and daily living skills
- Arousal, emotional regulation, and sensory reactivity (modulation).
- Sensory Attachment Intervention
- Polyvagal theory, sensory processing and emotional regulation
- Developing a sensory toolbox—strategies to try for you and your child or young person





## In balance together

In this online course you can learn why some children and young people that have experienced trauma have additional sensory needs and what we can do to support them.

In this training you will be given lots of practical examples of games and activities you can use with the children and young people you care for. Some of the examples included are based on Theraplay principles and support bonding and relationship building. There is an accompanying booklet on the website that can be printed out. The resources needed should all be items found in most households. These activities are about promoting playfulness and supporting development at the same time. In balance together – HIVE ([nthive.org.uk](http://nthive.org.uk))

## Family thrive

The THRIVE approach is an attachment-based intervention that supports children around the developmental gaps they might have due to their early life experiences. Many schools use Thrive as an intervention. This is an adapted course for parents or carers of children aged 5-11 years. It is especially suited to Connected Carers.

**This course comprises six weekly sessions of two hours.**

**It aims to introduce carers to:**

- The fundamentals of the thrive approach
- How a child's brain develops in the first years of life
- How to support a child's emotional development
- Why play and creativity are so important for carers and children to engage in together
- How to be a 'behaviour detective'
- Everyday triggers
- How to keep calm and co-regulate children
- How to support children at times of change and difficulty

## Education, education, education!

Promoting and supporting the education of the children and young people you care for is a key role for a carer. We want the children and young people in our care to succeed at school and achieve their dreams.

This series of short courses will introduce you to different members of The Virtual School Team from HIVE (the V!). The team are here to help you support education and can provide individual support, offer advice and guidance and provide training for school staff.

1

### Session 1:

#### Getting the basics right:

- Top tips for supporting education
- Personal Education Plans
- The Pupil Premium Plus
- Useful resources, including the Letterbox Club, websites, books
- Attendance and suspensions (hopefully no exclusions)

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### Session 2:

#### Special educational needs:

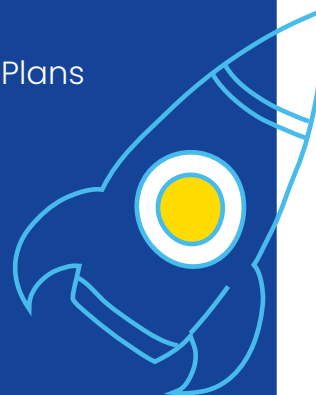
- Making sure needs are identified early
- The SEN process
- SEN Support Plans and Education, Health and Care Plans
- SMART Targets
- Reasonable adjustments

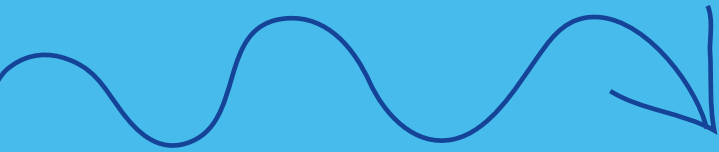
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### Session 3:

#### Preparing for key dates:

- Starting a new school
- Transitions
- Supporting with exams – Phonics, SATs, GCSEs and A Levels
- Post 16 options





## The teenage brain

This short course is designed to refresh carers knowledge of brain development in the early years and then learn about the ongoing and different development of the brain which occurs during the teenage years.

This will be considered alongside the impact of trauma experiences and carers will be given the opportunity to reflect on how this can be seen in the young people they care for.

### **Over a half-day session this programme will provide the following**

- Quick recap on brain development
- Learning about what is different for young people in the teenage years and how this is seen in brain development
- Consideration of how does this presents in all young people – reflecting on the pros and cons of this
- Learning about how can we support healthy brain development



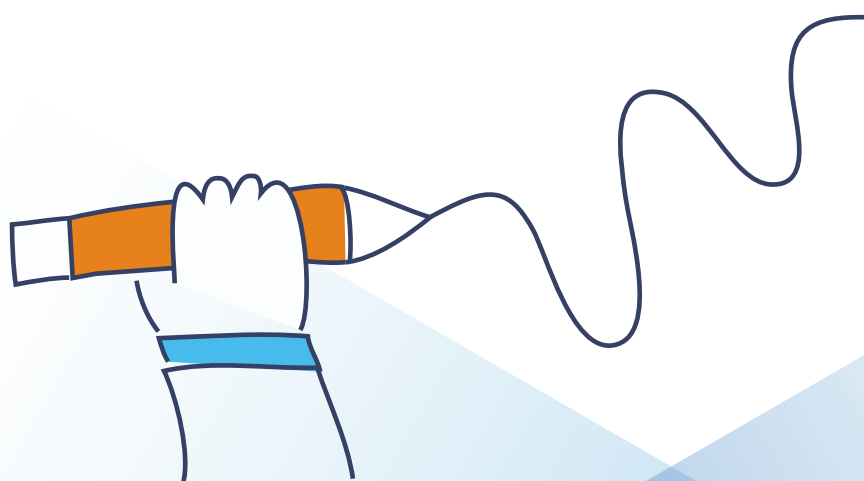


## Sleepwell North Tyneside

Many children develop sleep difficulties so North Tyneside Council has developed the sleepwell programme for parents and carers of children aged 5 – 12. This workshop has been developed especially with foster carers in mind, taking into account the early life experiences children may have had.

### In this workshop you will learn:

- Why sleep is important and how it helps our bodies repair and grow
- The sleep cycle and how much sleep is needed (and why it is normal to wake in the night)
- What a good sleep environment looks and feels like (and what else we may need to consider for children that may have experienced abuse and neglect)
- How to develop a good sleep routine
- What further support is available





## Safe spaces

If you would like a safe space with one of the HIVE counsellors to discuss anything related to your fostering role that is having an impact on your emotional wellbeing then please ask your supervising social worker or email [hiveteamadmin@northtyneside.gov.uk](mailto:hiveteamadmin@northtyneside.gov.uk) directly and a member of the therapeutic team will get in touch to organise a one to one session for you.

The session will provide you with an opportunity to have a confidential conversation to help you manage the situation and how you are feeling. If it is felt that you would benefit from further support then we will help you to access this as the safe spaces are not designed to offer long term support.

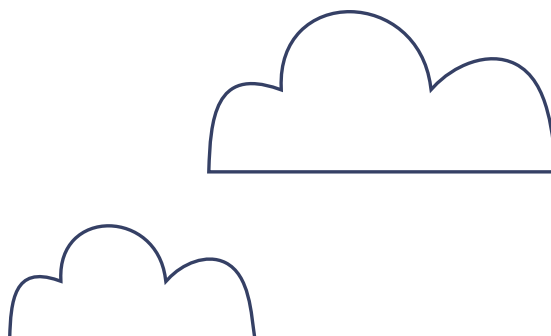
## Consultations

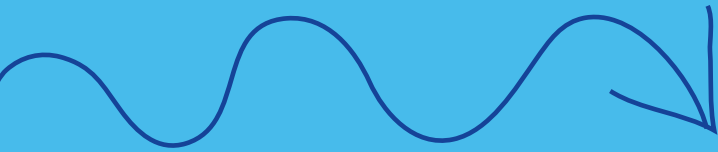
If you would like some bespoke advice, guidance or support around a child or young person in your care, in relation to education or mental health and emotional wellbeing, then your supervising social worker can book a HIVE consultation that you are welcome to attend too. If we feel that some individual

support is required then your social worker can put in a referral to HIVE and we'll take it from there. Depending on the needs of the child or young person then we may need to undertake a further assessment or we will take it to our HIVE meeting to discuss who will take the lead. You can find out more about what HIVE have to offer on our website: [www.nthive.org.uk](http://www.nthive.org.uk)

## What can be accessed through the HIVE Team based on legal status

Legal Status	Child in our care	Child in need (including child protection)	Special guardianship order	Adopted	No legal status	Previously had a social worker (last 6 years)
Direct education Support (following consultation and through PEPs)	✓	✗	✗	✗	✗	✗
Education advice and guidance	✓	✓	✓	✓	✓	✓
Direct therapeutic support (following consultation)	✓	✓	✓	✓	✓	✓
Therapeutic advice and guidance	✓	✓	✓	✓	✓	✓
Training for professionals	✓	✓	✓	✓	✓	✓
Health assessment	✓	✗	✗	✗	✗	✗
Health advice and guidance	✓	✗	✗	✗	✗	✗





## Direct Education Offer (N-18)

- Academic support
- Exam preparation
- Advice around strategies to improve access to learning
  - trauma and attachment-based behaviours, sensory / emotional regulation, relationships, specific learning needs, creating safety
- Assessment (non-statutory)
- EHCP advice, support with reviews, SEN Support Plans
- Attendance support - improving attendance and reducing suspensions
- Personal Education Plan support
- School Placements - admissions, specialist provision, moves (last resort)
- Pupil Premium Plus - allocation, requests, best use

## Direct Therapeutic Offer (0-25)

- Assessment
- Clinical Psychology - advice, formulation and direct work, including EMDR
- Counselling
- Dyadic Developmental Psychotherapy
- Cognitive Behavioural Therapy (CBT)
- Occupational Therapy - Sensory Attachment, Sensory Integration
- Thrive Approach - Individual and Family Theraplay - Individual and Group
- Drawing and Talking
- Video Interaction Guidance

## Direct Health Support (0-18)

- Health Assessments - Initial and Review (statutory)
- Advice and guidance
- Immunisations
- Access to dental support

## Training Offer

- VR Headsets - introduction to understanding trauma
- Therapeutic Education - more in-depth trauma training
- Trauma specific sessions - PACE Approach, Shame, Reframing Language, States Continuum,
- Sensory and emotional regulation
- Bespoke packages - individual child focus, Team Pupil



# School

**The Neuro Sequential Model of Therapy** Building from the bottom up

## Integration



### Third Foundation

#### Working with the cortical brain to:

- Develop the child's sense of identity
- Make sense of the child's life story
- Strengthen reciprocal relationships

#### Interventions:

- Family therapy
- Therapeutic Life Story Work
- Creative Arts Therapy
- Psychotherapy - EMDR, MBT
- DDP
- Drama therapy



### Second Foundation

#### Working with the limbic brain to:

- Build the bonds of attachment
- Support parents to co-regulate and mentalize
- Process traumatic memories
- Enable the parent/carer

Child's Development

#### Interventions:

- DDP
- Theraplay
- Therapeutic parenting
- Parent-child Psychotherapy
- Video Interaction Guidance
- EMDR, drama & movement therapy

### First Foundation

#### Working with the primitive brain to:

- Regulate the child's fight/flight freeze/submit survival systems
- Develop co-regulation between the child & adult
- Disarm child's survival response in school
- Enable the parent/carer to regulate their own emotions

#### Interventions:

- Sensor Attachment Intervention
- Stabilise the school environment
- Systemic intervention with school and home
- Therapeutic parenting
- EMDR, drama & movement therapy

Therapy

Wider Network

Parents/Carers

# Your Foster Carer review

Every approved fostering household is required to have an annual review which is chaired by an independent person.

The review considers the work of the Foster Carer over the previous year and is evidenced by reports from the Supervising Social Worker, the children's Social Worker, the children in their care and any other relevant professionals such as the child's Independent Reviewing Officer (IRO). The Foster Carer is also asked to contribute a written report to their review.

An early review can be requested by panel, the Fostering IRO or the Fostering Service whenever they consider it necessary. An allegation or complaint could trigger a review of approval, as could any major change of the fostering household such as a separation or divorce or significant event or health issue. Changes in approval category of Foster Carers will also require a foster carer review, unless this change is for a very short period and the carer then reverts to their original approval category.

## **The role of the Fostering Reviewing Officer**

The role of the fostering IRO is to be an independent professional who gathers and considers all of the information presented at the foster carer review and then makes a recommendation to the agency decision maker regarding continued approval of the Foster Carer(s).

The Fostering IRO is independent from the Fostering Service and reviews both mainstream and kinship fostering households.

The Fostering IRO can recommend continued approval if they are satisfied that the Foster Carers continue to meet the NMS for fostering and that all statutory safeguarding checks are in place. They can also recommend an early review or recommend that a Foster Carer is not reapproved if there are concerns about the carers suitability to foster children.

## What happens at a Foster Carer Review

Any changes since the last review or approval at panel are discussed and considered.

The Foster Carer's learning and development over the past year is discussed and considered.

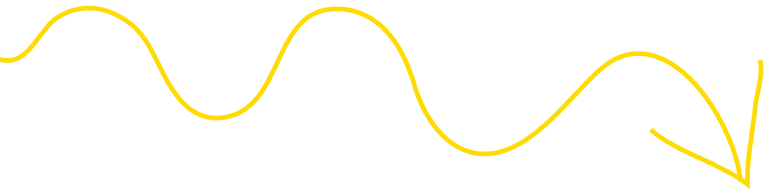
Changes of approval are discussed and considered.

Long term fostering/long term matches are discussed and considered.

The support the Foster Carer has received from the Fostering Service and the child/ren's Social Worker is discussed and considered.

A recommendation is made by the Fostering IRO regarding continued suitability to foster. The IRO can also make the recommendation of termination of approval or may also recommend an early review to take place within a certain time frame.





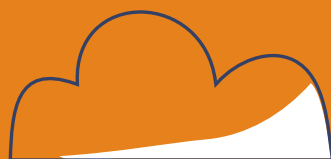
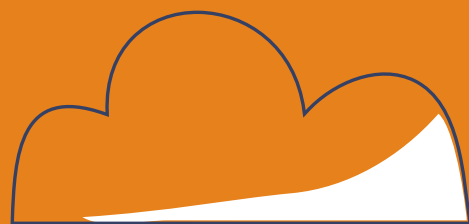
## Reviews and fostering panel

The fostering panel sees every Foster Carer's first review and every subsequent third annual review after this.

Fostering panel then makes a recommendation regarding approval or termination of approval based on the evidence and reports gathered within the Foster Carer review.

The agency decision maker, also known as the ADM, then makes the final decision on the Foster Carer's approval after carefully considering all of the evidence and panel minutes.

If a Foster Carer is not happy with the decision, they can make representations and can be present and/or provide their own reports for the panel. If the Foster Carer is still not happy with the decision, then they can take the case to the independent review mechanism (IRM) to seek a recommendation.





# Useful links

There are also free courses nationally that do not require a passcode.

## Please click on the links below:

- Understanding the impact of the pandemic on your child  
<https://inourplace.heiapply.com/online-learning/course/122>
- Understanding the impact of the pandemic on your teenager  
<https://inourplace.heiapply.com/online-learning/course/119>
- Understanding your pre-term or sick baby in hospital  
<https://inourplace.heiapply.com/online-learning/course/98>
- Understanding your pre-term or sick baby now you're home  
Save Me film and handbook | Safeguarding Enfield
- Exploring county lines drug trafficking in the UK through three young Londoners' experiences ([youtube.com](https://www.youtube.com))
- Save Me film and handbook | Safeguarding Enfield
- North Tyneside Safeguarding Children Partnership website.  
This website brings together information for Children, young people and their families as well as the practitioners who work with them.  
<https://www.northtynesidescp.org.uk/>
- Child exploitation and online protection centre  
<https://www.ceop.police.uk/safety-centre/>
- NSPCC <https://www.nspcc.org.uk/>
- Beacon House <https://beaconhouse.org.uk/>

# Useful contacts

## Fostering service

Telephone: (0191) 643 2540  
Email: [fostering@northtyneside.gov.uk](mailto:fostering@northtyneside.gov.uk)  
[fosteringtraining@northtyneside.gov.uk](mailto:fosteringtraining@northtyneside.gov.uk)  
[SGOsupport@northtyneside.gov.uk](mailto:SGOsupport@northtyneside.gov.uk)  
Website: [www.northtyneside.gov.uk](http://www.northtyneside.gov.uk)

## Out of hours

Telephone: 0330 333 7475

## IRO service

Email: [iroadmin@northtyneside.gov.uk](mailto:iroadmin@northtyneside.gov.uk)

## Hive Team

Telephone: (0191) 643 8365  
Admin: [HIVETeamAdmin@northtyneside.gov.uk](mailto:HIVETeamAdmin@northtyneside.gov.uk)  
Website: <https://www.nthive.org.uk>







**North  
Tyneside  
Council**

**North Tyneside Council Fostering Service**

Quadrant  
The Silverlink North  
Cobalt Business Park  
North Tyneside  
NE27 0BY

Telephone: **(0191) 643 2540**

**[fostering@northtyneside.gov.uk](mailto:fostering@northtyneside.gov.uk)**  
**[www.northtyneside.gov.uk/fostering](http://www.northtyneside.gov.uk/fostering)**

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