



Delivering all your
care training needs

Children & Young Person's Services

Course and Price List 2024

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Welcome to our Children & Young Person's Services Course Brochure

Care Business Associate Training or CBAT as it's known, is a national provider of educational face to face training. As an organisation, CBAT is fast becoming one of the UK's leading providers to the health and social care market.

Established by a group of leading industry experts, CBAT delivers high quality training in the fields of Elderly, Hospitals, L&D, Children and Younger Adults, Mental Health and Justice. From health and safety to mandatory care courses, clinical and management training, CBAT delivers to some of the biggest businesses within the UK.

As a leading provider of training services, CBAT deliver across the UK daily and with a team of over two-hundred established trainers varying from health and safety experts, leading clinicians and

doctorates, our clients are always left feeling valued and extremely pleased with the service we provide.

Please take the time to view our brochures, my team are here to help so should you have any questions please give them a call on **01772 816922** or email admin@cba-training.co.uk

Paul Blane
Managing Director



Key

Throughout the brochure you will see the below set of icons for each course. Here is what they mean.



3 DAYS



2 YRS



12



£1800



Course Duration



Course Validity



Maximum Attendees



Cost Per Course

Price shown excludes VAT

Pricing

DISCOUNTS APPLICABLE: If you book two half day courses to be completed over the course of one day at the same venue, the cost will be **£650 plus VAT.**

VAT: All costs are shown excluding VAT.



CHILD AND YOUNG PERSON'S SERVICES

HEALTH AND SAFETY COURSES

(a) – donates an accredited course

BASIC LIFE SUPPORT AND MANAGEMENT OF ANAPHYLAXIS



1/2 DAY



1 YR



12



£420

AIM

To ensure the learner will be able to respond to a casualty in need of basic life support including common anaphylaxis triggers, the body's reaction and effective treatment.

LEARNING OUTCOMES

- Explain the purpose of Basic Life Support
- Assess an incident
- Demonstrate resuscitation techniques, secondary survey and the recovery position
- Explain the common triggers for anaphylactic reactions
- Explain what the chain of survival is and levels of consciousness
- Understand the body's reaction to anaphylaxis
- Demonstrate the first aid treatment of someone suffering with anaphylaxis
- Explain the medication used for safe treatment of anaphylaxis

BASIC LIFE SUPPORT AND SAFE USE OF AED



1/2 DAY



1 YR



12



£420

AIM

To ensure the learner will be able to respond to the needs of a casualty who requires resuscitating and demonstrate safe, and correct use of, an Automated External Defibrillator (AED)

LEARNING OUTCOMES

- Explain the purpose of Basic Life Support
- Assess an incident
- Demonstrate resuscitation techniques, secondary survey and the recovery position
- Explain what the chain of survival is and levels of consciousness
- Describe how to identify and deal with a choking casualty
- Demonstrate safe use of an AED

EMERGENCY FIRST AID AT WORK (a)



1 DAY	3 YRS	12	£525
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AIM

To provide the learner with skills to deal with an emergency first aid incident in the workplace.

LEARNING OUTCOMES

- Describe the role and responsibilities of a first aider
- Assess an incident
- Explain the purpose of Basic Life Support
- Demonstrate Resuscitation techniques, secondary survey and the recovery position
- Explain what the chain of survival is and levels of consciousness
- Describe how to identify and deal with a choking casualty
- Explain and demonstrate how to deal with bleeds, fractures, sprains, burns, wounds and shock

FIRE MARSHAL

1 DAY	2 YRS	12	£620
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AIM

On completion of this course delegates will understand the basics of fire hazards and the risks in the workplace and also the main measures that should be taken to reduce this.

LEARNING OUTCOMES

- Explain the typical role of a fire warden/marshal in relation to workplace safety.
- Identify a range of portable fire extinguishers
- Recognise the way people behave in a fire situation
- Explain the key fire safety duties under the law
- Be competent in your duties during an evacuation
- Recognise the need for fire evacuation drills
- Describe how to prevent fire & limit its impact
- Understand the principles of a risk assessment

FIRST AID AT WORK (a)



3 DAYS	3 YRS	12	£1620
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AIM

To ensure that learners are competent to act as qualified first aiders within the workplace. The course includes emergency first aid procedures and recognition and management of illnesses in the workplace.

LEARNING OUTCOMES

- Describe the role and responsibilities of a first aider
- Assess an incident
- Explain the purpose of Basic Life Support
- Demonstrate resuscitation techniques, secondary survey and the recovery position
- Explain what the chain of survival and levels of consciousness
- Describe how to identify and deal with a choking casualty and other causes of hypoxia
- Explain and demonstrate how to deal with bleeds, fractures, sprains, wounds and shock
- Describe how to recognise anaphylaxis and other respiratory conditions
- Manage a casualty with chest pain

FIRST AID AT WORK (a) REQUALIFIED



2 DAYS



3 YRS



12



£1060

AIM & LEARNING OUTCOMES

This is for individuals who hold a valid First Aid at Work certificate which is due for renewal. For the aim and learning outcomes, please see the entry for First Aid at Work.

FOOD HYGIENE



1/2 DAY



2 YRS



12



£420

AIM

To ensure that the learner has the knowledge and understanding to be able to prevent food poisoning from occurring.

LEARNING OUTCOMES

- Explain how good food hygiene contributes to food safety
- Demonstrate and understanding of how micro-organisms cause illness through contamination
- Recognise the importance of personal hygiene and good hygiene practices
- Show knowledge of current legal obligations and the consequence of non-compliance
- Explain what hazards are, and how they are controlled and monitored

PAEDIATRIC BASIC LIFE SUPPORT



1/2 DAY



1 YRS



12



£420

AIM

To ensure the Learner will be able to respond to the needs of a child or young person who requires resuscitating and demonstrate safe and correct use of an automated External Defibrillator (AED).

LEARNING OUTCOMES

- Explain the purpose of Basic Life Support
- Assess an incident
- Demonstrate resuscitation techniques, secondary survey and the recovery position for a Child or Young Person
- Explain what the chain of survival is and the levels of consciousness
- Describe how to deal with a Child or Young person choking
- Demonstrate safe use of an AED

RISK ASSESSMENT



1/2 DAY



2 YRS



12



£420

AIM

To ensure the learner has the knowledge and understanding to be able to risk assess more effectively

LEARNING OUTCOMES

- Understand the significance of Risk Assessment
- Terminology
- Involve children and young people in their Risk Assessment
- Understand the 5 steps involved in Risk Assessment
- Impact Risk Assessment
- Reviewing and updating the Risk Assessment
- Apply Risk Assessment to day to day caring



CHILD AND YOUNG PERSON'S SERVICES CLINICAL CARE COURSES

DIABETES



1/2 DAY



3 YRS



12



£420

AIM

To provide safe and effective care.

LEARNING OUTCOMES

- Define Diabetes and its complications
- Describe the function of insulin
- Explain basal and bolus insulin
- Demonstrate how to monitor blood glucose levels
- Determine blood glucose levels and HbA1c measurement and targets
- Identify Hyperglycaemia and hypoglycaemia
- Distinguish between Diabetic Ketoacidosis and Hyperglycaemic Hyperosmolar Non-ketotic Syndrome

DIET AND NUTRITION



1/2 DAY



1 YR



12



£420

AIM

To ensure delegates gain an understanding of how nutrition has a direct connection with health and well-being and to enable the learner to recognise signs of malnutrition and understand the principles of nutritional screening.

LEARNING OUTCOMES

- Identify the essential nutrients to sustain a healthy body and the groups that they belong to
- Consider, construct and present nutritional meals for young people
- Select cooking methods and equipment to maximise the nutritional content of foods
- Define malnutrition
- List the 5 key steps in the use of MUST
- Calculate a Waterlow and MUST score
- Describe how to support individuals with dining and maintaining fluid intake

EPILEPSY



1/2 DAY



3 YRS



12



£420

AIM

To ensure the learner has a basic understanding of epilepsy and the management of it.

Epilepsy training can also include the use of either buccal midazolam and/or rectal diazepam depending on the organisation's requirements.

LEARNING OUTCOMES

- Describe what epilepsy is and the different types of seizure
- Describe and demonstrate the first aid given following a seizure
- Explain the importance of an individual care plan

MEDICATION



1/2 DAY



3 YRS



12



£420

AIM

To provide an overview of the process of administering medication safely to clients.

LEARNING OUTCOMES

- State the legislation that underpins medication administration
- The process you go through from ordering through to administration and disposal of medicine
- Identify the different routes for administration of medicines and the possible drugs for each one

MEDICATION MANAGEMENT



1 DAY



3 YRS



12



£925

AIM

To Manage all aspects of Medication Safely.

LEARNING OUTCOMES

- Discuss what a medicine is and medicine management
- Establish the legislation that underpins medication management
- Identify the relevant documentation surrounding medicines
- Recognise the rights, routes, forms and complications of medication
- Explain what therapeutic range means and why it is important
- Distinguish major adverse drug reactions and what actions to take
- Identify risks related to Medication Management
- Evaluate risks, errors and omission of Medication Management
- Determine correct reporting and escalation procedures

CHILD AND YOUNG PERSON'S WORKFORCE DEVELOPMENT & BEST PRACTICE COURSES

ACCIDENTAL LIGATURES CHILDREN WITH DISABILITIES



1/2 DAY



2 YRS



15



£420

AIM

To ensure you have the knowledge and understanding to deal with an accidental ligature incident and the First Aid needed following an incident

LEARNING OUTCOMES

- Explore ligature risk assessments and discuss environmental risk assessments
- Review the organisation's current policy, process and procedures on the use of the cutters
- Identify types of ligatures and ligature points
- Recognise and describe the signs and symptoms of ligature injuries
- Demonstrate the safe removal of ligatures using cutters
- Demonstrate safe removal from suspension and incomplete suspension
- Describe how to safely store, maintain, dispose and replace cutters
- Explore anti ligature devices

ADHD



1/2 DAY



2 YRS



15



£420

AIM

To increase your awareness of the needs of people who have a diagnosis of ADHD to ensure their needs are understood and met

LEARNING OUTCOMES

- Understand what ADHD is
- Have an awareness of other related mental/physical health problems
- Identify symptoms of ADHD
- Examine how ADHD may affect a young person's daily life
- Understand how to support a young person with ADHD

ANXIETY & AUTISM



1 DAY



2 YRS



15



£620

AIM

This course is to raise your awareness of Anxiety and Autism and how to support young people within your setting

LEARNING OUTCOMES

- Explain what Anxiety & Autism is
- Demonstrate an awareness of the Dyad of Impairment

- Demonstrate an awareness of the areas of difficulty in interaction and communication
- Understand the anxiety which a diagnosis may cause and how adverse childhood experiences and trauma may contribute to a young person's anxieties
- Be able to explain a range of support strategies to assist you to support young people with Autism and how to involve children & young people in helping work through what is making them anxious

ANXIETY IN YOUNG PEOPLE



1/2 DAY



2 YRS



15



£420

AIM

To ensure staff have the knowledge and understanding to be able to support a young person with anxiety

LEARNING OUTCOMES

- Understand what anxiety is
- Understand how adverse childhood experiences and trauma may contribute to a young person's anxieties

- Explain how anxiety may present in different young people
- Involve children & young people in helping work through what is making them anxious
- Devise different strategies to help the young person cope with their anxieties
- Know when to involve specialist professionals

ASPERGERS



1/2 DAY



2 YRS



15



£420

AIM

By the end of the session you will have a better understanding of Aspergers/High Functioning Autism. You will have a range of support strategies to assist you to work with clients with this condition

LEARNING OUTCOMES

- To have a greater understanding of Aspergers Syndrome

- To look at the difficulties some with Aspergers Syndrome may have
- To understand the differences and similarities between Aspergers and Autism
- To explore the Dyad of impairments
- To look at ways to support someone with Aspergers

AUTISM AWARENESS



1/2 DAY



2 YRS



15



£420

AIM

For workers to understand what autism is and how this can impact on a child and young person and their families and how you can help a child or young person with autism to reach their potential and ensure there are no barriers to inclusion.

LEARNING OUTCOMES

- Explain what autism is
- Explain what may cause autism

- Understand common behaviours children and young people may display
- Understand the importance of working in a person-centred way to ensure there are no barriers to inclusion
- Understand how autism is diagnosed
- Understand how to manage children and young people with autism

AUTISM & SENSORY PERCEPTION



1 DAY



2 YRS



15



£620

AIM

To gain an insight into Autism Spectrum Disorder - symptoms, diagnosis and potential interventions to assist the individual with Autism and to look at areas of Sensory perception

LEARNING OUTCOMES

- Explain what autism is

- Demonstrate an awareness of the Dyad of Impairment
- Demonstrate an awareness of the areas of difficulty with interaction
- Explain the sensory perception within autism
- Demonstrate some possible interventions in assisting an individual to cope with autism

BRICK THERAPY



2 DAY



2 YRS



3



£1060

AIM

To know what Brick therapy is and who Brick therapy is designed for

LEARNING OUTCOMES

- Be able to run a brick club
- To know when to step in to assist
- To match individuals to the group dynamics

BEHAVIOURS THAT CHALLENGE, BREAKAWAY & DISENGAGEMENT, PHYSICAL INTERVENTION & RESTRAINT

RRN 2-DAY TRAINING

**CERTIFIED
TRAINING SERVICE**



2 DAY



3 YRS



12



£2,700

AIM

This session will look at recognition, prevention and de-escalation of aggression. Learners will develop their knowledge and skills to assist with a conflict situation including Breakaway, Disengagement, Physical Intervention & Restraint Techniques.

LEARNING OUTCOMES

- Recognise behaviours they find challenging and how it makes them feel
- Develop understanding of how one's own behaviour can affect others
- Have an understanding of a person's human rights
- Explain the hierarchy of response and the reasons for working within it
- Utilise the tools available to them that can assist in the resolution of conflict and understand the differences between Primary, Secondary & Tertiary interventions
- Acknowledge Primary and Secondary interventions are to be utilised first.
- Understand Tertiary interventions are always a last resort
- Understand human factors Fight, flight, freeze Explore physical intervention – what is it?
- Demonstrate the impact of physical stance and positioning on their personal safety during an incident.
- Have an awareness of Breakaway, Disengagement, Physical Intervention & Restraint Techniques Consider the importance of debriefing and self-care following incidents involving behaviours that challenge.

BEHAVIOURS THAT CHALLENGE, BREAKAWAY & DISENGAGEMENT, PHYSICAL INTERVENTION & RESTRAINT

RRN 3-DAY TRAINING

**CERTIFIED
TRAINING SERVICE**



3 DAY



3 YRS



12



£3595

AIM

This session will look at recognition, prevention and de-escalation of aggression. Learners will develop their knowledge and skills to assist with a conflict situation including Breakaway, Disengagement, Physical Intervention & Restraint Techniques.

LEARNING OUTCOMES

- Recognise behaviours they find challenging and how it makes them feel
- Develop understanding of how one's own behaviour can affect others
- Have an understanding of a person's human rights
- Explain the hierarchy of response and the reasons for working within it
- Utilise the tools available to them that can assist in the resolution of conflict and understand the differences between Primary, Secondary & Tertiary interventions
- Acknowledge Primary and Secondary interventions are to be utilised first.
- Understand Tertiary interventions are always a last resort
- Understand human factors Fight, flight, freeze
- Explore physical intervention – what is it?
- Demonstrate the impact of physical stance and positioning on their personal safety during an incident.
- Have an awareness of Breakaway, Disengagement, Physical Intervention & Restraint Techniques
- Consider the importance of debriefing and self-care following incidents involving behaviours that challenge.
- Describe the risks in the use of restraint Recognise the importance of De-escalation and the DOH: Positive and Proactive Strategy
- Re-look at the use of Behaviour Support Plans including Primary, Secondary and Tertiary preventative strategies.
- Describe and identify person centred and rights based approach and role within physical interventions
- Develop physical skills to minimise the risk to the person requiring physical intervention and the supporting staff team.
- Identify the factors that contribute to risk and elevated levels of risk in the application of restrictive interventions and practices

BULLYING



1/2 DAY



2 YRS



15



£420

AIM

For colleagues to understand what bullying and harassment is and how they can support young people who are victims of this

LEARNING OUTCOMES

- Describe what bullying and harassment is
- Explore the different types of bullying
- Look at coping strategies and ways to help young people who are being bullied
- Have an understanding of Policies & Procedures
- Be aware of other forms of support, such as outside organisations

CEREBRAL PALSY



1/2 DAY



2 YRS



15



£420

AIM

To provide safe and effective care for individuals with Cerebral Palsy

LEARNING OUTCOMES

- Explain what cerebral palsy is
- Identify the different types of cerebral palsy
- Make sense of spastic, dyskinetic/athetoid, ataxic and mixed cerebral palsy
- Outline the therapies available to help individuals with cerebral palsy
- Review treatments for cerebral palsy
- Discuss the support available
- Describe the effect of living with cerebral palsy

CHILD DEVELOPMENT, PACE ATTACHMENT AND RESILIENCE



1 DAY



2 YRS



15



£620

AIM

To provide staff with an insight into how children develop and form attachments and how these attachments can impact on them and how staff can help children and young people build up their resilience to cope.

LEARNING OUTCOMES

- Discuss attachment and stages of development
- List the basic principles of how children and young people of all ages form attachments, how these attachments affect their development, and the impact of interrupted development, trauma, transition, separation and loss
- Outline child development and the developmental needs of children and young people
- Describe the difference between chronological age and stages of development and how this may affect a child or young person
- Discuss how staff can help children and young people develop resilience and self esteem

CHILD SEXUAL & CRIMINAL EXPLOITATION

 1 DAY

 2 YRS

 15

 £620

AIM

To raise awareness of the complex issues surrounding children and young people who are victimised through Sexual (CSE) and criminal exploitation (CCE).

LEARNING OUTCOMES

- Raise awareness of Child Exploitation
- Understand Child Trafficking & modern slavery within this remit
- Recognise signs & symptoms of CSE & CCE
- Appreciate the impact on victims of CSE & CCE
- Discuss strategies to support young people who are being sexually exploited including the Home Office exploitation disruption toolkit & the NRM (National Referral Mechanism)

COMPASSION FATIGUE FOSTER CARERS

 1 DAY

 2 YRS

 15

 £620

AIM

To give Foster Carers more understanding as to what compassion fatigue is and how to ensure they look after their own needs

LEARNING OUTCOMES

- To discuss how 24 hour care can become all-consuming and how Foster Carers can avoid compassion fatigue
- To have an understanding of what is meant by "compassion fatigue"
- To understand the impact of the peri-menopause, menopause and the andropause on Foster Carers
- To look at different ways to relieve compassion fatigue
- To signpost Foster Carers to ensure they feel supported both within their organisation and within the local community

COMPLAINTS HANDLING

 1 DAY

 2 YRS

 15

 £620

AIM

The aim of today's session is to provide a good understanding about the importance of customer service, complaints handling and communication so that your customers are happy with the service that you provide.

LEARNING OUTCOMES

- Understand the basic principles of customer service
- Recognise the factors leading to complaints
- Describe different types of complainants
- Demonstrate the ways to resolve complaints using LAST sequence
- Understand how to deal with complaints
- Understand the importance of communication in improving overall quality
- Identify distressed customers and support them effectively.

DESIGNATED SAFEGUARDING LEAD/OFFICER ADVANCED COMBINED SAFEGUARDING



2 DAYS



2 YRS



15



£1860

LEARNING OUTCOMES

- Describe the role of the designated safeguarding children / adult officer including responsibilities.
- State their own values regarding child / adult abuse and the impact of these on professional practice.
- Describe key legislation and guidance underpinning the organisations policy for responding to concerns.
- Decide what steps the organisation needs to take to ensure the safety and welfare of children and young people with whom it has contact.
- State the blocks inhibiting children / adults at risk for disclosing abuse and respond effectively to a child who does disclose.
- State blocks to staff reporting concerns and how to overcome these.
- Make appropriate decisions about action to take if staff are involved in an incident.
- State what is likely to happen following a referral to children's social care and what further role Named Professional/DSCO's may have.
- Explain the issues in connection with recording and sharing of information, including that of confidentiality.
- Demonstrate an awareness of emotional dimension of safeguarding work and identify a network for professional support.
- State the main areas of their organisations policy and procedure.

DOMESTIC ABUSE AND ITS IMPACT ON CHILDREN & YOUNG PEOPLE



1 DAY



2 YRS



15



£620

AIM

To give colleagues more of an insight into the effect of Domestic Abuse on children & young people

LEARNING OUTCOMES

- To know more about the different types of Domestic Abuse and how these may present
- To understand the impact that Adverse Childhood Experiences (ACE's) have on children and young people
- To explore the 'toxic trio' and the impact this may have on children & young people
- To understand the impact witnessing/hearing Domestic Abuse has on children & young people, both short term and long term
- To look at strategies to help support children & young people who have been affected by Domestic Abuse

DOWN SYNDROME



1/2 DAY



2 YRS



15



£420

AIM

For staff to have a better understanding of Down Syndrome and how they can support a person who has Down Syndrome

LEARNING OUTCOMES

- Understand what Down Syndrome is
- Have an awareness of the difficulties someone with Down Syndrome may experience
- Have an awareness of the Social Model of Disability
- Explain how a person with Down Syndrome can be supported with their independence

EATING DISORDERS

 1 DAY

 N/A

 15

 £620

AIM

For staff to be able to understand the complexities of eating disorders and how to support young people in a range of settings

LEARNING OUTCOMES

- Understand the different types of eating disorders
- Be able to identify young people who are particularly vulnerable
- Learn how to respond to and support young people with eating disorders
- Know the risk and causal factors
- Develop the role of cooking, nutrition and portions Develop ideas around Body image and self esteem Look at ways of supporting well being on line, times of the year, etc.
- Learn strategies to increase resilience
- Examine what professional support may exist outside of the setting for YP with ED, e.g talking

EFFECTIVE COMMUNICATION & KEEPING WRITTEN RECORDS

 1 DAY

 3 YRS

 15

 £620

AIM

To ensure the learner can communicate effectively and complete all required documentation within care so that it complies with both legal and organisational requirements.

LEARNING OUTCOMES

- Demonstrate how you listen to and understand the wishes and feelings of children and young people.
- Describe the need to use appropriate means of communication with children and young people including non-verbal and other means and give examples from your practice.
- Demonstrate that you respond appropriately to children and young people in clear, jargon-free language, without being patronising.
- Outline how you help children and young people to make their own decisions.
- Describe effective ways of communicating with children and young people.
- Give examples how to enable children and young people to participate in record keeping and keep their own records and memorabilia.

EFFECTIVE EDUCATION HEALTH AND CARE PLANNING

 1 DAY

 2 YRS

 15

 £620

AIM

For workers to have a better understanding about EHC plans that are effective and help meet the needs of the child or young person.

LEARNING OUTCOMES

- Understand the requirements and what is involved in relation to the new SEN code and regulations
- Understand about setting good, relevant outcomes for children and young people
- Explain why it is important to describe in a positive way what children and young people can do
- Explain available provision and support
- Explain the importance of collaborative working and involving care givers and the child or young person
- Understand why the outcome needs to have a clear relationship to Needs and to Provision

EQUALITY AND DIVERSITY

 1 DAY

 2 YRS

 15

 £620

AIM

To ensure the learner gains an awareness of equality, diversity and care values, and how anti-discriminatory practice underpins individual care.

LEARNING OUTCOMES

- Describe the legislation relating to “Equality & Diversity” and how these relate to their care setting
- Explain how “Equality & Diversity” are integral to individualised care
- Recognise prejudices which may affect individualised care
- Know what steps can be taken to reduce discriminatory practice
- Show and demonstrate your awareness of the principles and values essential for children looked after
- Understand the different types of prejudice and discrimination which can affect children and young people and how you can support and encourage cared for children to develop skills to deal with discrimination, enhance self worth and make a positive contribution
- Be able to explain how your care relates to the Every child Matters 5 outcomes and how you can take the children and young people’s wishes and feelings into account.
- Understand the Social Model of Disability and how it relates to your work and the needs of the children and young people you may look after

ENURESIS

 1/2 DAY

 2 YRS

 15

 £420

AIM

To have more of an understanding of Enuresis and how to support young people more effectively.

LEARNING OUTCOMES

- Awareness of Enuresis and possible causes
- How to respond in a therapeutic “no shame” approach
- How to support the young person
- Strategies and whether incentives are appropriate.

FEMALE GENITAL MUTILATION/ CUTTING (FGM/C)

 1 DAY

 N/A

 12

 £620

AIM

To understand FGM/C as a form of child abuse and to be better able to identify and respond to it.

LEARNING OUTCOMES

- To understand the practice and context of FGM/C and the consequences of it for victims/survivors.
- To become aware of the risk factors.
- To be able to explain the law in relation to FGM/C. To consider the practice and cultural issues of FGM/C.
- To be able to help support a victim/survivor
- To know where to go to for more advice and information

FOETAL ALCOHOL SPECTRUM DISORDERS

 1 DAY

 2 YRS

 15

 £620

AIM

To have more awareness on Foetal Alcohol Spectrum Disorder and how this can affect a child or young person

LEARNING OUTCOMES

- To understand the different conditions/disorders on the Spectrum.
- To understand more about how this can affect a child or young person's behaviour, cognitive ability, mental health issues
- To be able to consider the impact that Foetal Alcohol Spectrum Disorders can have on the onset of ADHD and the development of attachment difficulties
- To be able to support a child or young person with Foetal alcohol Spectrum Disorder more effectively

FRAGILE X SYNDROME

 1/2 DAY

 2 YRS

 15

 £420

AIM

To have an understanding of Fragile X Syndrome

LEARNING OUTCOMES

- The characteristics of Fragile X Syndrome
- Associated behaviours and positive support practices
- Associated receptive, expressive and pragmatic language difficulties
- Communication support strategies
- Key points for adolescent and adult independence Treatment and support

GANG CULTURE & RESTORATIVE JUSTICE

 1 DAY

 2 YRS

 15

 £620

AIM

To give staff more knowledge about gang culture and restorative justice in relation to the wider context of safeguarding

LEARNING OUTCOMES

- To give staff an overview of gangs and their complexities which may incorporate the following: Drug and alcohol misuse; Peer pressure; Impact of social media;
- Sexual exploitation; Criminal exploitation; County lines
- To help staff understand how the young people they support may be at risk
- To give staff strategies on how to help support young people
- To give staff an insight into restorative justice

GLOBAL DEVELOPMENT AT DELAY



1 DAY



2 YRS



15



£620

AIM

To provide staff with an insight into Global Developmental Delay and how this may impact on how children develop and form attachments.

LEARNING OUTCOMES

- Outline Global Developmental Delay and understand how this may impact on a child's development
- Outline child development and the developmental needs of children and young people

- Describe the difference between chronological age and stages of development and how this may affect a child or young person
- Discuss attachment and stages of development
- List the basic principles of how children and young people of all ages form attachments, how these attachments affect their development and the impact of interrupted development, trauma, transition, separation and loss
- Understand the model of PACE/PLACE Discuss how staff can help children and young people develop resilience and self esteem

HARMFUL SEXUAL BEHAVIOUR



1 DAY



2 YRS



15



£620

AIM

To be able to have a better understanding of Harmful Sexual Behaviours and know how to manage any incidents or any risks more effectively

LEARNING OUTCOMES

- To understand typical sexual development for children and young people
- To know the signs and symptoms that a child or young person may have been sexually abused and how sexual abuse impacts on their development
- To know how to respond to children and young people who disclose or talk about sexual abuse

- To be aware of the impact/influence of social media, the internet, technology and peer pressure on sexualised behaviour
- To understand why some children display harmful sexual behaviour and how to deal with this
- To be aware of legislation regarding sexual offences
- To be able to risk assess sexual harmful behaviours in a way that does not stigmatise the child or young person To know what support and help is available

INCIDENT REPORTING



1 DAY



2 YRS



15



£620

LEARNING OUTCOMES

- What is an incident - how does it affect an organisation?
- How is an incident escalated and by what structures?
- Who makes up the Incident Management team?

- What resources do the team require?
- What does an incident management plan contain?
- How are crisis communications managed?
- How do you train and exercise the team?

KEYWORKER TRAINING

 1 DAY

 2 YRS

 15

 £620

AIM

To provide information about the role of the keyworker and the keyworker's responsibilities.

LEARNING OUTCOMES

- Understand Keyworker role and responsibilities
- Describe how to plan to meet the needs of the young person, involving the young person
- Describe how to carry out Keyworker sessions
- Explain the importance of evidencing outcomes and how to do this

LEARNING DISABILITY

 1/2 DAY

 2 YRS

 15

 £420

AIM

For workers to understand different types of learning disabilities and how to empower children and young people.

LEARNING OUTCOMES

- Explain the difference between learning disability and learning difficulty
- Explain what effect a learning disability has on a child or young person and their families
- Explain how to support children and young people with learning disabilities
- Explain why clear communication is important and understand about different communication aids
- Understand the Social Model of disability and its impact
- Understand positive risk taking and how to empower children and young people with learning disabilities to take risks and make decisions
- Explain how to work in an inclusive way

LGBTQIA+

 1/2 DAY

 3 YRS

 15

 £620

AIM

To raise awareness of working with children and young people under the LGBTQIA+ and how this is relevant to your work setting

LEARNING OUTCOMES

- Explain what LGBTQIA+ is
- How many different terminologies there are to describe individuals
- Know why having an awareness of LGBTQIA+ is relevant in your work setting
- Be more aware of the challenges that children and young people face when identifying with any area of LGBTQIA+
- How to support children and young people under LGBTQIA+

LGBTQIA+ & TRANSITIONING



1 DAY



2 YRS



15



£620

AIM

To ensure people have the knowledge and understanding about people who identify as LGBTQIA+. To also have an awareness of people who may want to transition in order to help support people more effectively.

LEARNING OUTCOMES

- To have an awareness of gender, sexual identity, sexual orientation, and different terminologies
- To understand the societal norms and the pressure this puts on people who identify as LGBTQIA+
- To have an increased understanding around trans identities and how to establish a safe environment for people in your care
- To have an awareness of the challenges around access to physical environments such as: schools/colleges, recreational facilities, health services etc.

LIFE STORY WORK



1 DAY



2 YRS



15



£620

AIM

To ensure the learner understands the importance of life story work with children and young people and how this can help them understand and make sense of their past, cope with uncertainties, develop identity and contribute to plans about their future.

LEARNING OUTCOMES

- Describe and use a range of life story tools and the different styles of memory books and what may suit different ages
- Understand the importance of life story work for children looked after, and its emotional impact on children and those supporting them
- Apply a holistic approach to life story work being done with the child/young person rather than for or to the child or young person.

MAKATON



3 DAYS



2 YRS



12



£2250

The three day course explores all the stages of Makaton and is perfect for beginners. If you are looking to refresh your knowledge within the subject, we are able to offer a one-day course also. For further details, please contact our support team.

AIM

For learner's to understand the 8 stages of Makaton and why it differs to British sign language (BSL)

LEARNING OUTCOMES

DAY 1

- To understand the difference between BSL and Makaton

- To understand the need for clear and accurate communication
- To have a good understanding of signs from stages 1-4

DAY 2

- Same as above but in more detail
- To have a good understanding of signs from stages 5-8

DAY 3

- Consolidate Learning

MENTAL CAPACITY ACT AND DEPRIVATION OF LIBERTY



1/2 DAY



3 YRS



15



£420

AIM

To provide learners with the knowledge required to understand the MCA & the principles of Deprivation of Liberty and the implications they have for the children and young people.

LEARNING OUTCOMES

- Explain the relevance of the Mental Capacity Act in relation to the Young People you care for

- Explain the relevance of the Mental Capacity Act in relation to the Young People you care for
- Understand deprivation of liberty
- Describe how these may be relevant to the Young People in your care and how they may impact on your practice
- Describe the supporting framework and roles of others specific to these

MENTAL HEALTH



1 DAY



2 YRS



15



£620

AIM

For workers to gain a better understanding of mental health in children and young people and the effect this can have on their wellbeing as well as ways to support them.

LEARNING OUTCOMES

- Understand what mental health is
- Describe different types of mental health problems

- Understand the stigma that mental health problems have on children and young people
- Understand the impact having a mental health problem can have on the child, young person, family, friends, education
- Understand how to support a child or young person with a mental health problem including coping strategies
- Understand what further support is available

MOVING AND HANDLING PEOPLE AND INANIMATE LOADS



1/2 DAY



1 YR



15



£420

AIM

To ensure the learner is working to current moving & handling guidelines, alleviate any poor techniques that they may have adopted & minimise the risk of injury to themselves & the client.

LEARNING OUTCOMES

- Explain the theory behind moving and handling
- Demonstrate safe practice using a range of techniques when moving a variety of inanimate loads as well as when moving clients and using a variety of equipment

OBSESSIVE COMPULSIVE DISORDER (OCD)

 1 DAY

 N/A

 12

 £620

AIM

To give staff an awareness of the complexities of Obsessive- Compulsive Disorder, and how they can help support the young people they look after

LEARNING OUTCOMES

- Understand what OCD is
- Understand the difference between having typical worries & behaviours & having OCD
- Signs & symptoms
- Risk factors
- Referral process
- Treatment of OCD
- How to support someone with OCD

PECS

 1 DAY

 2 YRS

 15

 £620

AIM

To be able to understand PECS to aid communication with the children/young people you support

LEARNING OUTCOMES

- To understand what communication is
- To understand what PECS is
- To have an awareness of the 6 phases of PECS
- to be able to feel more confident using PECS
- To have an appreciation as to how a child/young child/young person may get frustrated if they are either unable to communicate their needs, or no one is able to understand their needs and how PECS an assist with this frustration.
- To understand other forms of communication such as social stories
- To be aware of resources which can be accessed to keep the PECS up to date and allow for changes in choice/activities/development of child/young child/young person you support.
- To ensure you work in an inclusive way with the child/young child/young person you support, for example involving them in their care plans, behaviour support plans and ensuring this information is accessible and relatable to the child/young child/young person you support

PERSON-CENTRED PLANNING

 1/2 DAY

 2 YRS

 15

 £420

AIM

For colleagues to understand the importance of a Care Plan and the crucial element of ensuring it is person-centred and involves the young person throughout the process where possible

LEARNING OUTCOMES

- Describe what a Care Plan is, the purpose and requirements of having Care Plans in place
- Define the Care Planning Cycle and how to implement the four stages
- Demonstrate what Person Centred Care is and how we deliver a PCP approach in Care Planning
- Describe the importance of Care Plan reviews, the purpose of reviews and who is involved
- Demonstrate competent levels of communication, use of documentation and record keeping
- Know how to produce a Care Plan using known theories of Care Planning and Assessment processes

PERVASIVE DEMAND AVOIDANCE



1/2 DAY



2 YRS



15



£420

AIM

To have the knowledge and confidence to support young people with Pervasive Demand Avoidance

LEARNING OUTCOMES

- Understand what PDA is
- Examine how it is identified and diagnosed
- Examine ways of communicating to improve outcomes
- Question whether reasonable adjustments have been made
- Support young people with PDA where behaviours may challenge
- Encourage a positive culture, shared vision and build resilience

PICA



1/2 DAY



2 YRS



15



£420

AIM

To have a greater understanding of PICA

LEARNING OUTCOMES

- The signs and symptoms of Pica
- What causes Pica?
- Associated risks Required supervision levels
- What can be done to manage Pica in different settings
- Structured activities to promote engagement and preventative measures
- Emergency plan
- Record keeping and documentation

POST TRAUMATIC STRESS DISORDER (PTSD) CHILDREN & YOUNG PEOPLE



1 DAY



2 YRS



15



£620

AIM

To increase the knowledge of those providing care and support to children & young people with PTSD so that they can understand the care needs of the child/young person and gain a better understanding of how the condition influences their behaviours.

LEARNING OUTCOMES

- Define Post Traumatic Stress Disorder (PTSD)
- Identify PTSD symptoms
- Recognise PTSD in the children/young people
- Respond appropriately and support children & young people experiencing symptoms of PTSD

PREPARATION FOR INDEPENDENCE



1 DAY



2 YRS



15



£620

AIM

To provide staff with the knowledge and skills to help young people move towards independence and how to access support and advice about adulthood, citizenship and preparing a young person to move on to independence.

LEARNING OUTCOMES

- Describe the challenges young people face when moving on to independence
- Describe the skills young people need to have to live independently
- Describe how to motivate young people
- Explain other sources of support from external agencies

PROFESSIONAL BOUNDARIES



1/2 DAY



2 YRS



15



£420

AIM

For staff to understand the importance of professional boundaries in order to keep themselves and the people they support safe.

LEARNING OUTCOMES

- Understand what professional boundaries are
- Understand the importance of professional boundaries whilst maintaining positive relationships
- Describe the power/vulnerability relationship
Improved understanding of the potential effects of unclear boundaries
- Understand your duty to report colleagues if you have concerns and confidentiality
- Have an awareness of your organisation's policies and procedures

PUBERTY



1/2 DAY



2 YRS



15



£420

AIM

To ensure colleagues have the knowledge and understanding about puberty and how this can impact on behaviour, as well as gender identity and sexuality, so they can help support young people more effectively.

LEARNING OUTCOMES

- To outline child development and the developmental needs of children and young people
- To describe the difference between chronological age and stages of development and how this may affect a child or young person
- To have an awareness of puberty, gender, sexual identity and sexual orientation and how being looked after may have an impact on this
- To appreciate the impact puberty has on behaviour, emotions, decision making
- To have an understanding of societal norms and the pressure this puts on young people

REFLECTIVE SUPERVISIONS



1/2 DAY



2 YRS



15



£420

AIM

To enable Managers, and Line Supervisors to conduct a Staff Supervision which is reflective and benefits all parties, with positive short and long-term outcomes

LEARNING OUTCOMES

- To understand the purpose of Staff Supervision and where reflection fits into this
- To be aware of their own unconscious bias when conducting Supervisions
- To conduct a fair, non critical, non judgemental and objective Staff Supervision that is agreeable to both parties in line with policies and procedures of the Organisation
- To ensure that Supervisions are followed up in a timely manner and any points actioned

RISK ASSESSMENT



1/2 DAY



2 YRS



15



£420

AIM

To ensure staff have the knowledge and understanding to be able to risk assess more effectively

LEARNING OUTCOMES

- Understand the significance of Risk Assessment
- Terminology
- Involve children & young people in their Risk Assessment
- Understand the 5 steps involved in risk assessment
- Impact risk assessment Reviewing & updating the risk assessment
- Apply risk assessment to day to day caring

SAFER RECRUITMENT



1 DAY



2 YRS



15



£620

AIM

To give staff the tools and the confidence to safely recruit staff into their Organisation complying with their Organisations' Policies and procedures and professional/legislative guidelines

LEARNING OUTCOMES

- To understand the purpose and context of DBS – Bichard Enquiry
- To be familiar with what steps need to be taken when preparing to recruit
- To be able to shortlist candidates ensuring they are carrying out recruitment checks
- To know how to conduct interviews fairly
- To be familiar with what checks are carried out when recruitment has been successful prior to employment ensuring compliance with Schedule 2 checks and following Working Together
- To Safeguard Children guidance
- To understand the importance of robust inductions following successful recruitment To be familiar with the Harms Test and referral to DBS

ADVANCED SAFEGUARDING

LEVEL 5



2 DAY



2 YRS



15



£2250

AIM

For Leaders to understand their role in regards to safeguarding

LEARNING OUTCOMES

- Overview of Safeguarding Lead Training containing: What safeguarding is
- Describe the differences between adult abuse, child abuse and referrals with reports of abuse and the process to follow
- State the legislation you may need to be aware of
- Describe how to deal with reports of abuse and the process to follow
- Describe the referral process and partnership working

- Look at how your role fits in with the safeguarding process
- Reflection utilising job description, position within the company, organisational structure, and local policy
- 360 Accountability
- Dislocation and Contagion
- Consent
- Restrictive Practice
- Shared Decision Making
- Participation
- Outcome measures
- Supervision Roles within families and groups
- Use of language

SAFEGUARDING CHILDREN

LEVEL 3 ACCREDITED



1 DAY



2 YRS



15



£620

AIM

To give all participants a wide-view insight into the often complex and emotive issues of safeguarding and ways in which workers/carers can support children and young people in partnership with other professionals. To ensure you have the knowledge and understanding of how to recognise and report abuse within the workplace/setting, ensuring that you are working to your local children and young people safeguarding Policy and Procedures.

LEARNING OUTCOMES

- Define what safeguarding is
- Define the different types of abuse and the signs of each one
- State the legislation you need to be aware of
- Describe how to deal with reports of abuse and the process to follow

SAFEGUARDING CHILDREN ADVANCED

LEVEL 4



1 DAY



3 YRS



15



£620

AIM

This course provides an understanding of safeguarding, enabling workers and carers to collaboratively support children and young people. Learn to identify and report abuse, align with local policies, and grasp current legislation. Gain confidence in making informed decisions about potential harm and emergency actions.

LEARNING OUTCOMES

- Define what safeguarding is

- Define the different types of abuse and the signs of each one
- State the legislation you need to be aware of
- Describe how to deal with reports of abuse and the process to follow
- Describe the referral process and partnership working

SAFEGUARDING LEAD REFRESHER

LEVEL 4



1 DAY



3 YRS



15



£870

AIM

For Safeguarding Lead's to revisit and refresh knowledge which will further enhance their ability and confidence to do their role.

LEARNING OUTCOMES

- Review key areas of responsibility for Safeguarding Leads
- Review how we can support staff and improving the culture at site – challenges and opportunities

- Consider “contextual safeguarding” “extra-familial safeguarding”
- Consider “Transitional safeguarding”
- Revisit/refresh on legislation, guidance and Policy changes
- Revisit how to deal with reports of abuse and the process to follow

SENSORY INTEGRATION



1/2 DAY



2 YRS



15



£420

AIM

For workers to understand what sensory integration is and how to help children and young people manage sensory integration problems.

LEARNING OUTCOMES

- Understand what sensory integration is

- Explain the 8 senses
- Understand the issues children and young people face who have sensory integration problems
- Understand how to help children and young people with sensory integration issues in an inclusive way

SELF HARM, SUICIDE & LIGATURE



1 DAY



2 YRS



12



£620

AIM

For workers to gain a better understanding into self-harm, suicide & ligature and how they can support a young person.

LEARNING OUTCOMES

- Explain what self-harming is and how this differs to self-injury
- Understand current trends in self-harming

- Understand the forms of self-harming including the use of ligatures
- Outline the warning signs of self-harm and ligature injuries
- Outline the emotional and physical management of self-harming
- Explain how to support the young person
- Demonstrate the use of ligature cutters and how to deal with an injured person

SEPARATION, LOSS AND BEREAVEMENT

 1 DAY

 N/A

 12

 £620

AIM

For staff to be able to understand the impact of separation, loss & bereavement on young people in their care

LEARNING OUTCOMES

- Factors affecting reactions to separation, loss and bereavement
- Responses/stages to grief
- Children's understanding of death
- How different religious customs deal with bereavement
- What is abnormal grief
- What you can do to support the young people

SEXUAL HEALTH

 1 DAY

 2 YRS

 15

 £620

AIM

For workers to have a better understanding regarding sexual health, contraception, sexually transmitted infections, HIV and teenage pregnancies.

LEARNING OUTCOMES

- Understand about sexual health
- Understand different forms of contraception available to young people and how these can be accessed
- Understand the legal age for intimacy and reasons why young people want intimacy and relationships
- Understand sexually transmitted infections and HIV
- Understand what support is available for teenage pregnancies
- Understand confidentiality in relation to the law

SEXUAL HEALTH AWARENESS

 1/2 DAY

 2 YRS

 15

 £420

AIM

For learners to gain a fuller understanding of sexual health and how to support people sensitively & appropriately

LEARNING OUTCOMES

- To gain an awareness into the anatomy and physiology of male and female reproductive system
- To learn about different sexually transmitted infections
- To have more awareness regarding contraception and birth control
- To understand the diverse nature of sexual health, identity and rights of individuals including confidentiality and safeguarding
- To be able to signpost the people you support to specialist services where their needs can be assessed and met

SMOKING AND YOUNG PEOPLE

 1 DAY

 2 YRS

 15

 £620

AIM

For workers to gain knowledge and skills in discouraging young people from starting smoking, by dispelling myths and promoting good health and how to support a young person to stop smoking.

LEARNING OUTCOMES

- Understand why young people start and continue to smoke, why they may wish to quit, and identify potential relapse triggers
- Understand nicotine addiction
- Recognise the possible short- and long-term health consequences of smoking
- Recognise the benefits of quitting smoking
Challenge smoking-related myths
- Recognise the impact of Tobacco Industry advertising on the recruitment of young people as replacement smokers
- Understand the process of stopping smoking and discover how to appropriately support a young person to quit
- Understand e-cigs and their impact
- Know where to signpost young people for further information and support

SOCIAL MEDIA AWARENESS

 1/2 DAY

 2 YRS

 15

 £420

AIM

For Trustees to have more of an insight into social media, the benefits and risks to the people they support.

LEARNING OUTCOMES

- Explore the scale of social media
- Examine benefits and drawbacks of social media
- Discuss the impact of social media
- Ways to support people who are affected by social media

SUBSTANCE MISUSE

 1/2 DAY

 2 YRS

 15

 £420

AIM

For workers to be able to recognise the signs and symptoms of substance and alcohol abuse and know where to go for further help.

LEARNING OUTCOMES

- Understand the different types of drugs and their effects
- Outline the classification of drugs and the Misuse of Drugs act 1971
- Understand alcohol abuse and its effect
- Understand reasons why children and young people may engage with drug or alcohol
- Understand additional risk factors linked to children and young people who may be more vulnerable
- Explain the role of confidentiality
- Explain legal implications
- Outline how to support children and young people with drug or alcohol issues
- Outline where to go for further support

SUPERVISED CONTACT/FAMILY TIME

 1 DAY

 2 YRS

 15

 £620

AIM

To provide staff with the knowledge and skills to supervise Contact/Family time between children and their families in a way that is sensitive to the family's needs, as well as understanding the legal context.

LEARNING OUTCOMES

- Describe why Contact/Family time is essential
- Describe different types of Contact/Family time
- Describe the impact that Contact/Family time may have on children and young people and their parents/carers.
- Explain the importance of accurate record keeping and what to include
- Outline working with adults and children with special needs and disability as well as mental health issues
- Describe how to deal with conflict and how to manage difficult situations
- Outline cultural awareness and sensitivity
- Recognise the importance of confidentiality
- Describe relevant legal and welfare processes
- Understand the necessity of health and safety and risk assessments.
- Explain parenting skills

POST TRAUMATIC STRESS DISORDER (PTSD) CHILDREN & YOUNG PEOPLE

 1 DAY

 2 YRS

 15

 £620

AIM

To increase the knowledge of those providing care and support to children & young people with PTSD so that they can understand the care needs of the child/young person and gain a better understanding of how the condition influences their behaviours.

LEARNING OUTCOMES

- Define Post Traumatic Stress Disorder (PTSD)
- Identify PTSD symptoms
- Recognise PTSD in the children/young people
- Respond appropriately and support children & young people experiencing symptoms of PTSD

TOURETTE'S SYNDROME

 1/2 DAY

 2 YRS

 15

 £420

AIM

By the end of the course you will understand more about Tourette's Syndrome and how to support young people with Tourette's Syndrome.

LEARNING OUTCOMES

- To debunk myths surrounding TS
- To understand tics and other tic disorders To have awareness of the link between TS and Mental Health
- To take away some strategies to support young people with TS

UNDERSTANDING THE NEEDS OF CHILDREN LOOKED AFTER

 1 DAY	 2 YRS	 15	 £620
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AIM

To give the learners a fundamental insight into what needs children and young people who are looked after have.

LEARNING OUTCOMES

- Recognise the needs of children looked after taking into account their emotional, educational and physical needs
- Recognise why children looked after may have different needs to children who are not, and recognise some needs are the same
- Provide staff with relevant information in order for them to look after the children and young people in the effective manner
- Provide staff with tools to help children and young people to develop appropriately

WRAP (WORKSHOP TO RAISE AWARENESS OF PREVENT)

 1/2 DAY	 N/A	 15	 £420
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AIM

This is an awareness raising session to understand the aims of Prevent.

LEARNING OUTCOMES

- Understand the aims of Prevent
- Consider who might be vulnerable
- See why some people are able to manipulate others into committing crimes
- Recognise when an individual may be in need of help
- To be clear about what support is available

WRAP (WORKSHOP TO RAISE AWARENESS OF PREVENT)

 1/2 DAY	 N/A	 15	 £420
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EARLY YEARS SPECIFIC

AIM

This is an awareness raising session to understand the aims of Prevent and fundamental British Values.

LEARNING OUTCOMES

- Understand the aims of Prevent
- Consider who might be vulnerable and how this relates to early years
- Understand how easily influenced children can be
- See why some people are able to manipulate others into committing crimes
- Recognise when an individual may be in need of help
- To be clear about what support is available
- Understand about Fundamental British Values and how they are already integral to the EYFS

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eLEARNING
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Representing independent care providers



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