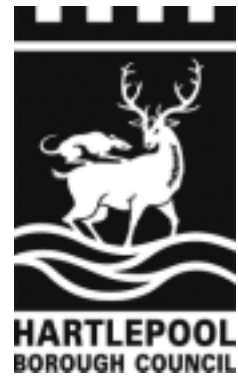


# CHILDREN'S SERVICES PORTFOLIO

## DECISION SCHEDULE



Tuesday, 1 December 2009

at 10.00 am

in Committee Room A, Civic Centre, Hartlepool

Councillor C Hill, Cabinet Member responsible for Children's Services will consider the following items.

1. **KEY DECISIONS**

No items

2. **OTHER ITEMS REQUIRING DECISION**

- 2.1 Aiming High For Disabled Children, – Provision Of A Toy/ Resource Library – *Director of Child and Adult Services*
- 2.2 Strategy And Action Plan For Children And Young People With Learning Difficulties And/Or Disabilities 2009/2012 – *Director of Child and Adult Services*
- 2.3 Family Group Conferences – *Director of Child and Adult Services*
- 2.4 Integrated Transport Joint Tender (Ref 431) – *Assistant Director of Child and Adult Services*
- 2.5 Changes In Pricing Policies – Chatham House Daycare And Bushbabies Daycare And Oscars Out Of School Service – *Director of Child and Adult Services*

3. **ITEMS FOR INFORMATION**

- 3.1 The Implementation and Development of The Common Assessment Framework (CAF) Within Hartlepool – *Director of Child and Adult Services*
- 3.2 Safeguarding Children in Hartlepool – *Director of Child and Adult Services*
- 3.3 Sure Start Children's Centres Progress Report – *Director of Child and Adult Services*
- 3.4 Children's Services Training Framework – *Director of Child and Adult Services*

4. **REPORTS FROM OVERVIEW OF SCRUTINY FORUMS**

No items

5. **LOCAL GOVERNMENT (ACCESS TO INFORMATION) (VARIATION) ORDER 2006**

**EXEMPT ITEMS**

Under Section 100(A)(4) of the Local Government Act 1972, the press and public be excluded from the meeting for the following items of business on the grounds that it involves the likely disclosure of exempt information as defined in the paragraphs referred to below of Part 1 of Schedule 12A of the Local Government Act 1972, as amended by the Local Government (Access to Information) (Variation) Order 2006

6. **KEY DECISION**

No items

7. **OTHER ITEMS REQUIRING DECISION**

No items

8. **ITEMS FOR INFORMATION**

8.1 Children's Homes: Regulation 33/34 Reports – *Director of Child and Adult Services*

## CHILDREN'S SERVICES PORTFOLIO

Report to Portfolio Holder

1 December 2009



**Report of:** Director of Child and Adult Services

**Subject:** AIMING HIGH FOR DISABLED CHILDREN, –  
PROVISION OF A TOY/ RESOURCE LIBRARY

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### SUMMARY

#### PURPOSE OF REPORT

1. For the Portfolio Holder to approve either;
  - A tender process to be implemented for the provision of a toy/resource library using Part B of European Procurement Regulations; OR
  - Grant an exemption from the Council's contract procedure rules as specified in the Constitution to enable the current provider to extend their provision to include specialist toys/equipment.

#### SUMMARY OF CONTENTS

- 2.1 The Government published *Aiming High for Disabled Children* in 2007. It is a transformation programme for disabled children's services in England. The document sets out the vision for the programme and the key improvements that Government wants to see in services and support for disabled children and their families. The programme is led jointly by the Department for Children, Schools and Families and the Department of Health.
- 2.2 The vision behind Aiming High for Disabled Children is for all families with disabled children to have the support they need to live ordinary family lives. As part of this programme funding has been allocated to develop short break respite care. This funding has been allocated via the General Sure Start Grant.

- 2.3 The implementation of Aiming High for Disabled Children short break respite care is being led by parents of children with complex needs. The parents have highlighted gaps in provision with one of them being a toy/resource library. The following report sets out the current provision available and the proposal to extend this provision.

### **RELEVANCE TO PORTFOLIO MEMBER**

3. The Portfolio Holder has responsibility for Children's Services issues.

### **TYPE OF DECISION**

4. Non- key

### **DECISION MAKING ROUTE**

5. Children's Services Portfolio Holder meeting 8<sup>th</sup> December 2009

### **DECISION(S) REQUIRED**

6. For the Portfolio Holder to approve either;
- A tender process to be implemented for the provision of a toy/resource library using Part B of European Procurement Regulations; OR
  - Grant an exemption from the Council's contract procedure rules, as specified in the Constitution, to enable the current provider to extend their provision to include specialist toys/equipment.

**Report of:** Director of Child and Adult Services

**Subject:** AIMING HIGH FOR DISABLED CHILDREN, –  
PROVISION OF A TOY/ RESOURCE LIBRARY

---

## **1. PURPOSE OF REPORT**

1.1 For the Portfolio Holder to approve either;

- A tender process to be implemented for the provision of a toy/resource library using Part B of European Procurement Regulations; OR
- Grant an exemption from the Council's contract procedure rules, as specified in the Constitution to enable the current provider to extend their provision to include specialist toys/equipment.

## **2. BACKGROUND**

2.1 The Government published *Aiming High for Disabled Children* in 2007. It is a transformation programme for disabled children's services in England. The document sets out the vision behind the programme and the key improvements that Government wants to see developing and continuing in services and support for disabled children and their families. The programme is led jointly by the Department for Children, Schools and Families (DCSF) and the Department of Health (DH).

2.2 The vision behind Aiming High for Disabled Children is for all families with disabled children to have the support they need to live ordinary family lives. As part of this programme funding has been allocated to develop services for disabled children. This funding has been allocated to the Council via the General Sure Start Grant.

2.3 The Council is leading on the implementation of Aiming High for Disabled Children short break respite care and is working closely with parents of children with complex needs. Two parent conferences have already taken place, and following these, a number of priorities have been identified by parents. These include communication passports, short break care and equipment. This report focuses on the latter.

### 3. EQUIPMENT

- 3.1 The parents have highlighted gaps in provision in relation to equipment for two main reasons. Firstly, a lack of personalised medical equipment. An equipment group has been set up chaired by the Assistant Director, Children's Commissioning, PCT to look at these concerns. It has become evident that parents are not receiving the service they require. This group is looking at the commissioning of equipment across the Tees Valley.
- 3.2 Secondly, parents think there is a lack of toys and resources for children with disabilities. Although there is a toy library service in Hartlepool this does not extend to more specialist equipment. Parents have requested that this toy library service is extended to include toys and resources that can be used by children with additional and complex needs. The toy/resource library would offer a service direct to parents but also for providers who offer a service to children with additional needs such as childminders, out of school clubs or uniformed organisations.

### 4. PROPOSED SERVICE

- 4.1 Consultation with parents of disabled children has shown that they find it very difficult and costly to find toys and resources appropriate for their child. They have asked as a priority for a toy/resource library to be set up specifically for children with additional needs.
- 4.2 There is a current provider in the town that operates a toy library but this does not cover specialist equipment and toys.
- 4.3 The parents have asked for the service to cover the following:
- Provide high quality resources;
  - Will provide support when choosing toys and resources to ensure they know which toys/resources to choose;
  - Deliver resources to house if needed;
  - Easy to access.
- 4.4 Using all the above the service that needs commissioning is a full toy/library service. It is difficult to estimate the cost of this service as a current provider of a toy library service would be able to use their current infrastructure to offset certain costs whereas a new provider would need start up costs to establish themselves.

## 5. OPTIONS FOR DELIVERY OF SERVICE

- 5.1 The need, as set above, has been identified and following this a toy/library needs to be commissioned.
- 5.2 Initial market testing has shown that there is only one toy library based in Hartlepool. This is funded through external funding and income generated through membership.
- 5.3 Exploratory negotiations with the only existing toy library provider have indicated that they would extend their current scope to include specialist equipment and have indicated that this would cost approximately £44,000. This figure is above the current threshold (£25,000) for putting services out to tender and the Portfolio Holder would need to sanction an exemption to the contract procedure rules to allow this to happen. The Council's constitution permits the Portfolio Holder to grant such an exemption "*where the contract is for the provision of services to children or vulnerable persons*". This would allow the service to be set up whilst avoiding the costs and time lag associated with a tender process.
- 5.4 The other option would mean a tender is undertaken in line with the Public Contract Regulations and the Council's constitution. Given the value and nature of the service a tender could be completed relatively swiftly and would ensure that this service was subject to competitive market testing.

## 6. BUDGET

- 6.1 The Aiming High budget is received by the Council through the General Sure Start Grant. This is a ring-fenced grant which ceases in March 2011.
- 6.2 The sustainability of this project is paramount for parents and any future provider will be asked to show how they envisage this can be sustainable through other funding streams and income following the period of the grant.

## 7. EQUALITY AND DIVERSITY CONSIDERATIONS

- 7.1 This service is focused on the needs of children with additional and complex needs. It will enable disabled children to access the same opportunities as all children.

## **8. RECOMMENDATIONS**

8.1 The Portfolio Holder is recommended to approve either;

- A tender process to be implemented for the provision of a toy/resource library using Part B of European Procurement Regulations; OR
- An exemption from the Council's Contract Procedure rules, as specified in the Constitution to enable the current provider to extend their provision to include specialist toys/equipment.

## **9. REASONS FOR RECOMMENDATIONS**

9.1 To allow disabled children to access the same opportunities that all children can.

9.2 To ensure the future commissioning of this service meets the constitutional requirement of the Council.

## **CONTACT OFFICER**

Danielle Swainston  
Sure Start, Extended Services and Early Years Manager  
01429 523671



## **CHILDREN'S SERVICES PORTFOLIO**

Report to Portfolio Holder

1 December 2009



**Report of:** Director of Child and Adult Services

**Subject:** STRATEGY AND ACTION PLAN FOR  
CHILDREN AND YOUNG PEOPLE WITH  
LEARNING DIFFICULTIES AND/OR  
DISABILITIES 2009/2012

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### SUMMARY

#### **1. PURPOSE OF REPORT**

To seek approval for the final draft of the Strategy and Action Plan for Children and Young People with Learning Difficulties and/or Disabilities (LDD) 2009/2012.

#### **2. SUMMARY OF CONTENTS**

The report provides background information about the development of the plan. It outlines the consultation process, the content, structure and purpose of the plan. It states how the plan will be monitored and identifies risk, finance and equality and diversity issues.

#### **3. RELEVANCE TO PORTFOLIO MEMBER**

The Portfolio Holder has responsibility for Child & Adult Services issues.

#### **4. TYPE OF DECISION**

Non key decision.

#### **5. DECISION MAKING ROUTE**

Children's Services Portfolio Holder meeting on 1 December 2009.

**6. DECISION(S) REQUIRED**

The Portfolio Holder is requested to approve the final draft of the Strategy and Action Plan for Children and Young People with Learning Difficulties and/or Disabilities 2009/12.

**Report of:** Director of Child and Adult Services

**Subject:** STRATEGY AND ACTION PLAN FOR  
CHILDREN AND YOUNG PEOPLE WITH  
LEARNING DIFFICULTIES AND/OR  
DISABILITIES 2009/2012

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## **1. PURPOSE OF REPORT**

To seek approval for the final draft of the Strategy and Action Plan for Children and Young People with Learning Difficulties and/or Disabilities (LDD) 2009/2012.

## **2. BACKGROUND**

The Children with Learning Difficulties and/or Disabilities Steering Group was established in 2006, to ensure co-ordinated planning across agencies for children with LDD and to ensure the delivery of agreed activities in relation to this. An early task for the steering group was the development of a single action plan for children and young people with LDD. The Portfolio Holder approved the Strategy and Action Plan for Children and Young People with LDD 2007/2010 on 18<sup>th</sup> May 2007.

The Strategy and Action Plan for Children and Young People with LDD sits underneath the overarching Children and Young People's Plan for Hartlepool. It is considered necessary to maintain a specific plan for children with LDD to ensure their particular needs are addressed and to continue to promote inclusion across all aspects of service delivery for children and young people. There is no statutory requirement to have such a plan but carefully co-ordinated planning is considered essential, given the large number of services which may be involved with children with the most complex needs.

Progress against the activities in the 2007/10 plan was monitored by the LDD Steering Group. By early 2009 a significant number of the activities were completed. Two new government initiatives were being rolled out, the Inclusion Development Programme (IDP) and Aiming High for Disabled Children, both of which were launched by the Department for Children, Schools and Families well into the life of the 2007/10 plan. In addition, the Hartlepool Children and Young People's Plan had been fully reviewed and the new Hartlepool Children and Young People's Plan for 2009/20 was published in March 2009. This plan included a number of priorities in relation to children with learning difficulties and/or disabilities. Consequently it was felt that a new LDD Strategy and Action Plan would be needed before the original end date of 2010 of the existing plan.

With the agreement of the Children with Learning Difficulties and/or Disabilities Steering Group, a process was started to develop a new plan to cover the period 2009/12.

### **3. CONSULTATION**

A substantive draft of the Strategy and Action Plan for Children with LDD 2009/12 was used to engage in consultation with a wide range of stakeholders. As well as members of the LDD Steering Group, the draft has been circulated for consultation to the following individuals and groups:

- Aiming High Parent and Carer Group
- Be Healthy Working Group
- Teenage Pregnancy Adviser
- Representative of the Primary Care trust
- Representatives of the Commissioning Trust for CAMHS (Child and Adolescent Mental Services)
- Headteachers and special educational needs co-ordinators from all Hartlepool schools
- Representatives from Adult and Community services
- Representatives of voluntary and community groups.

The officer leading on the development of the plan interviewed parents as part of a review of services from Exmoor Grove. He also attended the Catcote School Council to consult with students on their priorities for the plan.

### **4. CONTENT, STRUCTURE AND PURPOSE OF THE PLAN**

The plan has been structured in the same way as the 2007/10 plan, to reflect the five Every Child Matters outcomes for children and young people (Be Healthy, Stay Safe, Enjoy & Achieve, Make a Positive Contribution and Achieve Economic Well being). It draws from the Children and Young People's Plan for Hartlepool, building on activities within that plan that are specific to children with learning difficulties and/or disabilities.

Initial sections of the plan describe the vision and purpose of the plan and the background to its development. The action plan is divided into five sections, reflecting the Every Child Matters outcomes, with a sixth section relating to funding.

The Strategy and Action Plan for Children and Young People with Learning Difficulties and/or Disabilities 2009/12 has been drawn up to identify activities for change and development to improve services in Hartlepool. It is not intended to cover statutory duties in relation to this group of children or embedded activity. The plan is a working document to assist in the implementation of policy, the purpose of the plan is:

- To ensure that children and young people with learning difficulties and/or disabilities have an equal opportunity to achieve the 5 outcomes for children identified within the Government Strategy 'Every Child Matters';
- To take forward the priorities for children with learning difficulties and/or disabilities and special educational needs identified in the Hartlepool Children & Young People's Plan 2009 – 2020;
- To ensure that children and young people with learning difficulties and/or disabilities have those needs met in an holistic way, in partnership with the young people, their parents/carers and other professionals;
- To support the increase of community capacity to include and support children with disabilities;
- To raise the achievement of pupils with learning difficulties and/or disabilities ensuring that this is dealt with centrally within other education plans;
- To coordinate actions relating to learning difficulties and/or disabilities which have been identified in other national, regional and local plans and policies and set clear targets for progress;
- To promote joint working and the planning of high quality integrated service to meet the needs of children and young people with learning difficulties and/or disabilities and to maintain and develop further systems for reviewing resources and provision;
- To ensure that continuous improvements are made in the way which functions relating to learning difficulties and/or disabilities are exercised;
- To ensure that children and young people with learning difficulties and/or disabilities are empowered to express their views and to have control over their own lives.

## 5. EVALUATION

Evaluation and monitoring of the action plan will be undertaken by the Children with Learning Difficulties and/or Disabilities Steering Group which meets on a quarterly basis and which is chaired by the Child & Adult Services Assistant Director for Planning and Service Integration. The purpose of the evaluation will be to monitor the effectiveness of the plan against its priorities and the goals set out in the success criteria. It is recognised that for some priorities, where it has not been possible to identify measurable data or achievement of specific outcomes, it will be necessary to evaluate effectiveness by consultation with key stakeholders such as parents, children and young people in order to achieve a measure of user satisfaction.

## 6. RISK IMPLICATIONS

The plan has been developed to obviate the risk that the particular needs of this vulnerable group of children and young people might not have sufficient prominence either in the broader overarching planning for children and young

people in the Hartlepool Children and Young People's Plan for 2009/20 or in the various plans of agencies which deliver services to these children.

## **7. FINANCIAL CONSIDERATIONS**

The cost of time required by officers from within the Child & Adult Services Department will come from within the Department's revenue budget. The plan includes a specific objective to secure funding to promote innovation. This has been included to ensure that there is a continued focus on collaborative work to secure additional funding e.g. through bids for external funding.

## **8. EQUALITY & DIVERSITY CONSIDERATIONS**

A diversity impact assessment has been completed on the plan. A key purpose of the plan is to ensure children with LDD have an equal opportunity to achieve the Every Child Matters outcomes.

## **9. RECOMMENDATIONS**

The Portfolio Holder is requested to approve the final draft of the Strategy and Action Plan for Children and Young People with Learning Difficulties and/or Disabilities 2009/12. This will then be taken to the Children and Young People's Trust for endorsement before the final version of the plan is published.

## **10. CONTACT OFFICER**

Sue Johnson, Assistant Director  
Child & Adult Services Department, Planning & Service Integration  
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# Child and Adult Services Department

*Every Child Matters*



22  
APPENDIX 1

## **STRATEGY AND ACTION PLAN FOR CHILDREN AND YOUNG PEOPLE WITH LEARNING DIFFICULTIES AND/OR DISABILITIES (LDD)**

**2009 – 2012**

# CONTENTS

	Page
1. Vision	3
2. Purpose of the Plan	4
3. Background	5
4. Action Plan	6
5. Consultation	22
6. Evaluation	22
7. Financial Planning	23
8. Further Information	23
9. Abbreviations	24



## **1. Vision**

### **Hartlepool's Vision for Children and Young People with Learning Difficulties and/or Disabilities**

Children and Young People with Disabilities in Hartlepool should enjoy a happy and healthy childhood, be socially included and grow up to achieve their full potential.

### **Hartlepool's Mission Statement for Inclusive Education**

Hartlepool Council believes that all children should have an equal opportunity to have access to a broad and balanced curriculum and to be included in all activities at school that are open to pupils of their age group. The Council aims to secure this equal opportunity for every child by promoting and supporting the development of an inclusive education within mainstream schools and by ensuring that ultimately every child is able to access a mainstream school and receive appropriate support in respect of any special educational needs they may have. This is a long term aim which will be worked towards over a number of years. The needs of individual children will remain paramount and Hartlepool special schools will form part of the provision both in relation to individual children and in their supporting role to mainstream schools.

## **2. Purpose of the Plan**

The strategy and action plan for Children and Young People with Learning Difficulties and/or Disabilities (LDD) 2009 – 2012 has been drawn up to identify activities for change and development to improve services in Hartlepool. The plan is a working document to assist in the implementation of policy. The purpose of the plan is:

- To ensure that children and young people with learning difficulties and/or disabilities have an equal opportunity to achieve the 5 outcomes for children identified within the Government Strategy 'Every Child Matters';
- To take forward the priorities for children with learning difficulties and/or disabilities and special educational needs identified in the Hartlepool Children & Young People's Plan 2009 – 2020;
- To ensure that children and young people with learning difficulties and/or disabilities have those needs met in an holistic way, in partnership with the young people, their parents/carers and other professionals;
- To support the increase of community capacity to include and support children with disabilities;
- To raise the achievement of pupils with learning difficulties and/or disabilities ensuring that this is dealt with centrally within other education plans;
- To coordinate actions relating to learning difficulties and/or disabilities which have been identified in other national, regional and local plans and policies and set clear targets for progress;
- To promote joint working and the planning of high quality integrated service to meet the needs of children and young people with learning difficulties and/or disabilities and to maintain and develop further systems for reviewing resources and provision;
- To ensure that continuous improvements are made in the way which functions relating to learning difficulties and/or disabilities are exercised;
- To ensure that children and young people with learning difficulties and/or disabilities are empowered to express their views and to have control over their own lives.

### **3. Background**

In 1998 the Education Committee in Hartlepool adopted a vision and aim for inclusive education. A strategy for achieving this aim was completed and Hartlepool's first Special Educational Needs Action Plan was published in 2000, covering the period 2000-2003. A review of this first Special Educational Needs Action Plan for Hartlepool was undertaken alongside work which was underway to develop a strategy for children with disabilities in the town, co-ordinating issues around social care and health needs. As part of the process of co-ordinating services for children with disabilities and special educational needs, the opportunity was taken for some joint consultation on the draft of the Strategy for Children with Disabilities and the new draft Special Educational Needs Action Plan. The new action plan for SEN covered the period 2003-2007 to align it with the Education Development Plan and the Strategy for Children with Disabilities was prepared to cover the period 2004-2006.

Significant change was underway nationally, with the Children Act 2004, which brought together Education and Social Care services for children. Hartlepool Children's Services Department came into being on 1<sup>st</sup> August 2005. The Children Act 2004 also required that a Children & Young People's Plan should be prepared for Hartlepool and this was in place from April 2006, providing an over-arching strategy for children and young people in Hartlepool.

As part of the closer integration of services within the Children's Services Department and driven by the priorities in the Children & Young People's Plan 2006 – 2009, a joint Strategy and Action Plan for Children and Young People with Learning Difficulties and/or Disabilities 2007 – 2010 was produced, following a review of the separate SEN and Disability Action Plans. This new plan lay beneath the Children & Young People's Plan 2006 – 2009.

Following a comprehensive review of the existing plan and extensive consultation with stakeholders, a new Children & Young People's Plan 2009 – 2020 was produced for Hartlepool. This includes recognition of the additional needs of some young people, including those children and young people with disabilities. This new Children & Young People's Plan reflects the growing importance of the Children's Trust as the over-arching commissioning body for all services for children and young people in Hartlepool.

In order to reflect the priorities in the new Children & Young People's Plan and to address major new national initiatives which have emerged recently such as Aiming High for Disabled Children and the Inclusion Development Plan, an early review of the 2007 – 2010 plan was undertaken to produce a new plan for 2009 – 2012.

## 4. Action Plan for Children & Young People with Learning Difficulties and/or Disabilities

The action plan that follows details objectives which have been identified as the main priorities which will achieve better outcomes for children with learning difficulties and/or disabilities in Hartlepool. These priorities have been identified from a number of sources:

- Activities identified in the Hartlepool Children & Young People's Plan 2009 – 2020;
- Outstanding activities from the 2007 – 2010 LDD Plan;
- Activities identified in the 2008 Joint Strategic Needs Assessment;
- Activities identified from National Strategies and plans –
  - Aiming High for Disabled Children
  - Inclusion Development Programme
  - Healthy Lives, Brighter Futures
- Additional priorities identified following consultation with a wide group of stakeholders, including parents and young people.

The plan is formatted under the five outcomes of Every Child Matters:

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make a Positive Contribution
- Achieve Economic Wellbeing

In addition there is a sixth section relating to funding and innovation.

## Strategy and Action Plan for Children and Young People with Learning Difficulties and/or Disabilities 2007-2010

Children with Learning Difficulties and/or Disabilities are helped to be healthy

**AIM: TO ENSURE THAT IDENTIFICATION, ASSESMENT AND DELIVERY OF SERVICES TO CHILDREN WITH SIGNIFICANT NEEDS ARE WELL CO-ORDINATED AND PROVIDED IN A TIMELY FASHION**

Objective	Action	Responsibility	Timescale	Links to CYPP & other plans	Success Criteria	Progress
Re-commission Speech, Language and Communication services for children with LDD	Develop a commissioning framework for speech, language and communication <ul style="list-style-type: none"> <li>Re-commission existing school buy back for additional services</li> </ul>	Khalid Azam  Ken Dinsdale	March 2011  December 2009	CYPP P.48	New framework in place April 2011  Existing arrangements extended to March 2011	Steering group in place Bercow funds secured
Commission adequate and effective Occupational Therapy services for Children with LDD	<ul style="list-style-type: none"> <li>Ascertain current position statement</li> <li>Re-commission in line with assessed need</li> </ul>	Khalid Azam	March 2012	CYPP P.48	Report to be produced identifying current services	
Commission adequate and effective Physio Therapy services for Children with LDD	<ul style="list-style-type: none"> <li>Ascertain current position statement</li> <li>Re-commission in line with assessed need.</li> </ul>	Khalid Azam	March 2012	CYPP P.48	Report to be produced identifying current services	

## 2.2 APPENDIX 1

Objective	Action	Responsibility	Timescale	Links to CYPP & other plans	Success Criteria	Progress
Ensure appropriate equipment is available for children with LDD to fully participate in all aspects of life	<ul style="list-style-type: none"> <li>Value for money – explore options for renting equipment etc</li> <li>Part of re-commissioning of services for SLT element (Commissioning aids)</li> <li>Develop agreements for funding of community equipment including communication aids</li> </ul>	Ken Dinsdale Khalid Azam SLT providers	December 2010	AHDC	<p>Agreements are in place</p> <p>No child is excluded from activities by lack of equipment</p>	Equipment steering group has been formed and is tasked with developing pathways and protocols for all agencies
Ensure that appropriate health care provision is in place to allow children with the most complex needs to access education, social and leisure services	<ul style="list-style-type: none"> <li>Develop individual care plans for children with complex care needs</li> <li>Identify health care provision required to meet needs</li> <li>Implementation of the Healthy Child specification covering Midwifery, Health Visiting and School Nursing</li> </ul>	Ruth Kimmins, Senior Management Team Catcote School, Joan Stevenson Acute Trust	<p>2010</p> <p>October 2010</p>	Healthy Lives, Brighter Futures Transition Protocol	Implementation of new specification and agreed pathways	
Promote the use of family held records by social care and health professionals, including health visitors, school nursing and paediatric nursing staff.	<ul style="list-style-type: none"> <li>Raise the awareness of family held records with families and all staff working with children with disabilities</li> </ul>	Julie Hutchinson June Fawcett	2009-2012		Evidence provided that use of family held records are promoted at range of events from team meetings to key worker training	

## Children with Learning Difficulties and/or Disabilities are helped to stay safe

**AIM: CHILDREN WITH LEARNING DIFFICULTIES AND/OR DISABILITIES LIVE IN SAFE ENVIRONMENTS AND ARE PROTECTED FROM ABUSE AND EXPLOITATION**

Objective	Action	Responsibility	Timescale	Links to CYPP & other plans	Success Criteria	Progress
The needs of vulnerable children and young people including those with LDD or a disability are identified and met	<ul style="list-style-type: none"> <li>CAF and Key Worker training are cross referenced to show how CAF links with Care Co-ordination</li> </ul>	Paul Kelly and Julie Hutchinson	January 2010	CYPP P.21	Operational links in place	Links formulated
	<ul style="list-style-type: none"> <li>The needs of children with LD and/or LDD are reflected in the policies of the Local Safeguarding Board</li> </ul>	Maureen McEnaney	March 2010	CYPP P.37 LSCB Business Plan	Training provided and evaluated	
	<ul style="list-style-type: none"> <li>Staff receive appropriate training to enable them to recognise risk of harm and how to respond</li> </ul>	Maureen McEnaney	March 2012	CYPP P.37 LSCB (2) Business Plan	Training provided and evaluated	
To provide children and young people with disabilities who cannot live with their families, with safe, stable, secure placements as close as possible to their families and community.	<ul style="list-style-type: none"> <li>Review current funding arrangements of placements.</li> </ul>	Sally Robinson	April 2010		Implementation April 2010	
	<ul style="list-style-type: none"> <li>Establish protocol for acquiring and funding long-term placements for children with disabilities</li> </ul>	Sally Robinson	April 2010		Implementation 2010	

## 2.2 APPENDIX 1

Objective	Action	Responsibility	Timescale	Links to CYPP & other plans	Success Criteria	Progress
Disabled children are provided with the opportunity to make their wishes and feelings known in respect of their care and treatment and are assisted by all practitioners to do so.	<ul style="list-style-type: none"> <li>Training and guidelines are provided to ensure practitioners are skilled in understanding and communicating with children with disabilities and in providing them with opportunities to participate as fully as possible in discussions</li> </ul>	Head Teachers, Linda Watson and Mark Gwilt	March 2010	Bercow	Increased evidence of children with disabilities expressing their wishes and feelings and contributing to decision making pilot at Kingsley school evaluated and rolled out	
	<ul style="list-style-type: none"> <li>Develop use of Communication Passports for children &amp; young people with communication difficulties for those whom wish to participate</li> </ul>	Tracey Liveras	April 2010	AHDC	Positive feedback & received from service users via an evaluation	Communication passport group established to set up pilot through Aiming High
	<ul style="list-style-type: none"> <li>Practitioners should have guidelines and training on good practice in intimate care, working with children of the opposite sex, consent to treatment, anti-bullying strategies, and sexuality and sexual behaviour among young people especially those living away from home.</li> </ul>	Sally Robinson Linda Watson	Annually		Individual agencies train staff and have procedures in place	Linda Watson chairs LSCB sub group



## 2.2 APPENDIX 1

Objective	Action	Responsibility	Timescale	Links to CYPP & other plans	Success Criteria	Progress
Children with disabilities and their families are provided with support that prevents family breakdown.	<ul style="list-style-type: none"> <li>Support is available to prevent the need for children to be looked after including short break care and family support.</li> </ul>	Sheila O'Connor Mark Gwilt	Up to March 2012	CYPP P.37	100% of Initial or Core assessments completed within statutory time frame	
	<ul style="list-style-type: none"> <li>Undertake review of Community Support Services Exmoor Grove</li> </ul>	Sheila O'Connor	April 2010		Review completed and action plan prepared	
	<ul style="list-style-type: none"> <li>Foster care recruitment strategy includes maintaining a number of shared carers approved for children with LDD</li> </ul>	Jacky Yeaman Vass			Foster care register can evidence numbers	

**Children with Learning Difficulties and/or Disabilities are helped to enjoy and achieve**

**AIM: CHILDREN AND YOUNG PEOPLE WHO HAVE LEARNING DIFFICULTIES AND/OR DISABILITIES ARE IDENTIFIED AND A PLAN OF INTERVENTION IS ESTABLISHED TO ASSIST THEM IN ACHIEVING THEIR MAXIMUM POTENTIAL**

Objective	Action	Responsibility	Timescale	Links to CYPP & other plans	Success Criteria	Progress
To narrow the gaps and accelerate the progress between pupils with SEN/LDD and other Hartlepool children and young people	<ul style="list-style-type: none"> <li>Continue to support schools in engaging with the Inclusion Development Programme (IDP) Phase 1 Dyslexia and Speech Language and Communication Needs</li> <li>Roll out phase 2 of the IDP Supporting Pupils on the Autism Spectrum</li> <li>Roll out phase 3 of IDP Behaviour</li> <li>Roll out progression guidance</li> <li>Introduce new SENCO Standards</li> </ul>	Debbie Brown Zoe Westley Jacqui Braithwaite     Zoe Westley/Kay Forgie  Ken Dinsdale	September 2010     Sept 2010   March 2012	CYPP P.32	Improvements as measured by the following indicators NI 92 NI 104 NI 105	
Embed Lamb enquiry outcomes	<ul style="list-style-type: none"> <li>Review the information available to parents about schools SEN provision particularly around times of transition at review meetings and via Council's website</li> <li>Lamb enquiry recommendations incorporated into SEN</li> </ul>	Ken Dinsdale     Ken Dinsdale	Autumn 2009    Autumn Term 2009		Services in place	

## 2.2 APPENDIX 1

Objective	Action	Responsibility	Timescale	Links to CYPP & other plans	Success Criteria	Progress
	statutory Self Evaluation  <ul style="list-style-type: none"> <li>Audits of the quality and clarity of statements conducted by the LA now need to include the involvement of parents prior to the issue of new guidance relating to good practice in drawing up statements</li> </ul>	Ken Dinsdale	July 2010- April 2011  March 2010			
Identify and support individual communication needs of children and young people with LD and/or LDD.	<ul style="list-style-type: none"> <li>Offer enhanced level of buy back</li> </ul>	Nicki Wray & Ken Dinsdale	July 2010- April 2011		New service specification developed and implemented	
Contribute to SEN regional hub work programme	<ul style="list-style-type: none"> <li>Ensure Hartlepool is represented on SEN regional hub working groups</li> </ul>	Sue Johnson	Current to April 2011		Regular attendance at all strands of the hub	Sue Johnson attends steering group Debbie Brown, Jacqui Braithwaite & Ken Dinsdale attends strand meetings
Review provision for children with learning difficulties disabilities to ensure needs are met within the schools transformation programme	<ul style="list-style-type: none"> <li>Mainstream transformation</li> <li>Special school co-location</li> <li>Ensure transport arrangements under school transformation programme address needs of LDD</li> </ul>	Peter McIntosh Ken Dinsdale Paul Robson	March 2012 March 2012 March 2012	CYPP P.47	All new schools & adapted schools take in to account fully pupils with LDD  Future provision enables all children & young people with	

## 2.2 APPENDIX 1

Objective	Action	Responsibility	Timescale	Links to CYPP & other plans	Success Criteria	Progress
					LDD to be educated locally	
Further promote the Hartlepool Inclusion Standard in schools	<ul style="list-style-type: none"> <li>Commission consultancy support to promote the programme for 09/10</li> <li>Increase the number of schools engaging in the programme</li> </ul>	Sue Johnson	March 2012	C.Y.P.P. P.32	Schools achieving accreditation: 5 by Mar 2010 10 by Mar 2011 15 by Mar 2012	Two schools achieved July 2009
Children with LD and/or LDD access and participate in a range of appropriate cultural, leisure and short break care services in line with the aspirations of Aiming High.	<ul style="list-style-type: none"> <li>Consult with children with disabilities, parents and service providers as part of Aiming High programme re gaps services and develop services to meet individual need</li> </ul>	Tracy Liveras	2011	CYPP P.32	Full Aiming High service offer met by 2011	
	<ul style="list-style-type: none"> <li>Promote full accessibility to participate in all Youth Service provision</li> </ul>	Peter Davis	To March 2012	Youth Service Development Plan	Youth Service provision DDA compliant	
	<ul style="list-style-type: none"> <li>Ensure commissioned services from voluntary and third sector and statutory agencies include access &amp; participation of children &amp; young people with LDD</li> </ul>	Terry Maley	Up to March 2012		Evidence in contracts	
	<ul style="list-style-type: none"> <li>Increase participation and</li> </ul>	Tracey Liveras	ongoing	Locality	Recorded evidence	

## 2.2 APPENDIX 1

Objective	Action	Responsibility	Timescale	Links to CYPP & other plans	Success Criteria	Progress
	access for children with disabilities and parents within Children's Centres as part of full core offer	Danielle Swainson Integration Support Managers		development plans	produced of increased access & participation	

**Children with Learning Difficulties and/or Disabilities are helped to make a positive contribution**

**AIM: CHILDREN AND YOUNG PEOPLE WITH LEARNING DIFFICULTIES AND/OR DISABILITIES ARE PROVIDED WITH OPPORTUNITIES TO DEVELOP CONFIDENCE AND TO PARTICIPATE IN DECISION MAKING ABOUT THEIR LIVES AND THEIR COMMUNITIES**

Objective	Action	Responsibility	Timescale	Links to CYPP & other plans	Success Criteria	Progress
To further develop processes that facilitate the meaningful participation of children and young people with LD and/or LDD in making decisions	<ul style="list-style-type: none"> <li>Provide communication training to enable all staff involved to provide children with opportunities to participate as fully as possible in discussions and decision making.</li> </ul>	John Leach	Up to March 2012	CYPP P.43 Workforce development plan	Training provision and staff attending	
	<ul style="list-style-type: none"> <li>As part of Aiming High programme further consult with children with disabilities re service developments and their role in decision making</li> </ul>	Tracey Liveras	2011	CYPP P.32	Children with disabilities participate in focus groups. Evidence of attendance at events and forums used by children with disabilities e.g. school councils	
	<ul style="list-style-type: none"> <li>Learn &amp; share positive &amp; negative experiences via case studies of children with LLD within main stream settings</li> </ul>	Keith Munro	March 2012		Case identified & learning shared	

## 2.2 APPENDIX 1

Objective	Action	Responsibility	Timescale	Links to CYPP & other plans	Success Criteria	Progress
To further develop processes that facilitate the meaningful participation of parents and carers of children and young people with LD and/or LDD in decision making and the development of service strategies	<ul style="list-style-type: none"> <li>Develop parent groups as part of overall parent participation strategy</li> <li>Identify key groups across services</li> </ul>	John Robinson and Liz Hipwell	March 2010	C.Y.P.P. & Parenting strategy	Representation across all services agreed	<p>Parenting strategy group have taken responsibility for this</p> <p>System of stakeholder groups agreed by Children's Trust</p>
Engage and communicate with parent(s) and carers about the plan and progress on actions	<ul style="list-style-type: none"> <li>Copy of draft plan to be returned to Aiming High Parent/carers for consultation</li> <li>Copies of plan and information on updated progress to be sent to schools, children's centres, Hartlepool special needs club and put on council website</li> </ul>	<p>Tracey Liveras</p> <p>Keith Munro</p>	January 2010 then annually		Evidence of sharing	Completed

**Children with Learning Difficulties and/or Disabilities are helped to achieve economic well being**

**AIM: YOUNG PEOPLE WITH LEARNING DIFFICULTIES AND/OR DISABILITIES RECEIVE SUPPORT AND THE SERVICES THEY REQUIRE TO ENABLE THEM TO ACCESS TRAINING, EDUCATION EMPLOYMENT AND ACCESS APPROPRIATE FINANCIAL BENEFITS AND ACCOMMODATION**

Objective	Action	Responsibility	Timescale	Links to CYPP & other plans	Success Criteria	Progress
Strengthen multi agency working through the revision and publication of the local Transition Protocol and Transition Pathway to ensure social and health needs of young people are met	<ul style="list-style-type: none"> <li>Support consultant to finalise development of Protocol and Pathway</li> <li>Secure the inclusion of Person Centred Planning within the Children's Workforce Development Plan and Aiming High Plan</li> </ul>	<p>Sheila O' Connor</p> <p>John Leach</p>	<p>2010</p> <p>2010</p>	<p>CYPP P.26</p> <p>Hartlepool Children's Work force Development Plan</p>		
Develop opportunities in Hartlepool to enable young people with LD or LDD to access further education, employment and training	<ul style="list-style-type: none"> <li>Connexions staff ensure all young people are involved in their Section 139a assessment</li> <li>Reduce the numbers of young people (16-24) with LDD who are Not in Education, Employment or Training from a baseline in 2008 of 7.0%</li> <li>Reduce the numbers of young people (16-24) with LDD whose activity is 'Not Known' from a baseline in 2008 of 20.0%</li> </ul>	<p>Mark Smith</p> <p>Mark Smith</p> <p>Mark Smith</p>	<p>January 2010</p> <p>January 2010</p> <p>January 2010</p>	<p>CYPP P.22</p> <p>CYPP P.26</p>	<p>100% of eligible young people involved in Section 139a assessments</p> <p>Reduction in numbers from a baseline of 7.0%</p> <p>Reduction in numbers from a baseline of 20.0%</p>	



## 2.2 APPENDIX 1

Objective	Action	Responsibility	Timescale	Links to CYPP & other plans	Success Criteria	Progress
	<ul style="list-style-type: none"> <li>Review post 16 provision in line with transfer of post 16 funding to the local authority</li> <li>Establish panel to consider independent specialist provider applications in line with transfer of post 16 funding</li> <li>Plan provision as part of the transfer of responsibility from LSC to LA (Machinery of Government) for young people aged 19-25</li> <li>Ensure all young people have access to appropriate work experience and enterprise education</li> </ul>	<p>Tom Argument</p> <p>Tom Argument</p> <p>Ken Dinsdale Tom Argument</p> <p>Schools/College Tees Valley EBP Tom Argument</p>	<p>2010</p> <p>2010</p> <p>2010</p> <p>2010</p>		<p>All young people have place for education and training suitable to their needs</p> <p>All young people have a work experience place suitable to their needs</p>	
Disabled children and young people are able to access appropriate adapted housing to enable them to remain in their local community	<ul style="list-style-type: none"> <li>Ensure that all relevant staff within Adult and Community and Children's Services departments are aware of the policy and procedures in relation to housing –both in terms of the need for re housing or suitability for adapting current accommodation. The Special</li> </ul>	Lynda Igoe John Whitfield	Training pack to be developed and in place by March 2010		Evaluation of training from those attending	.

## 2.2 APPENDIX 1

Objective	Action	Responsibility	Timescale	Links to CYPP & other plans	Success Criteria	Progress
	Needs Housing Manager (John Whitfield) will provide training which can be incorporated into the annual programme.					
Minimise financial stress on families of children and young people with LD and/or LDD.	<ul style="list-style-type: none"> <li>Families are provided with advice and support to enable children and young people to access mainstream activities</li> <li>Information and support is provided on benefit entitlement</li> <li>Promote individualised budgets to families</li> </ul>	<p>Penny Thompson</p> <p>Penny Thompson</p> <p>Mark Gwilt</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Draft Anti Poverty Strategy</p> <p>CYPP P.26</p> <p>CYPP P.22</p>	Number of children in poverty in Hartlepool is reduced	.

## Secure sources of funding to promote innovation

Objective	Action	Responsibility	Timescale	Links to ECM, other plans and Pls	Success Criteria	Progress
Maximise access to existing funding opportunities	<ul style="list-style-type: none"> <li>Comply with monitoring requirements to draw down funding for Aiming High</li> <li>Continue to bid for additional funding whenever the opportunity arises</li> </ul>	Danielle Swainston	April 2010  Ongoing			Funding secured for year 1.
Co-location of Catcote and Springwell schools is achieved within existing timeframes	<ul style="list-style-type: none"> <li>Meet with Partnership for Schools (P.F.S.)</li> <li>Seek to secure funding for post 19 students on same campus</li> </ul>	Peter McIntosh Sue Johnson  Alan Chapman	Autumn term 2009  March 2010	BSF strategy for change	Funding secured  Funding secured	Economic downturn has increased risk to this

## **5. Consultation**

A substantive draft of the plan was used to engage in consultation with a wide range of stakeholders. As well as members of the Steering Group for children with learning difficulties and/or disabilities, the draft was circulated for consultation to the Aiming High Parent and Carer Group, Be Healthy working group, the Teenage Pregnancy Adviser, representatives of the Primary Care Trust, the Commissioning Trust for CAMHS, all schools (headteachers and special educational needs co-ordinators), Adult & Community Services, voluntary and community groups. The officer leading on the development the plan interviewed 10 Parents as part of the review of services from Exmoor Grove. The Officer also attended the Catcote School Council to consult with students on their priorities for the plan. The three priorities identified by students at Catcote School are incorporated in activities within the plan either directly or indirectly as follows:

- Access to Youth Services page 14 (promote full accessibility to participate in all Youth Service Provision)
- Reduce the time spend on transport to school page 13 (ensure transport arrangements under school transformation address the needs of LDD)
- Improve disabled facilities at Mill House Swimming Pool page 14 (ensure commissioned services... include access and participation)

## **6. Evaluation**

Evaluation and monitoring of the overall action plan will be undertaken by the Children with Learning Difficulties and/or Disabilities Steering Group which meets on a quarterly basis and which is chaired by Children's Services Assistant Director for Planning & Service Integration. The purpose of this will be to monitor the effectiveness of the plan against its priorities and the goals set out in the success criteria and to evaluate its impact.

It is recognised that for some priorities, where it is has not been possible to identify success criteria that are measurable by collection of data or achievement of specific outcomes, it will be necessary to evaluate effectiveness by consultation with key stakeholders such as parents, children and young people to achieve a measure of user satisfaction.

The evaluation process will itself be used to inform the annual reviews of Hartlepool Children and Young People's Plan and the activities of all of the agencies involved in the delivery of services to children and young people with learning difficulties and/or disabilities (LDD).

## **7. Financial Planning / Costings**

The plan co-ordinates and refines activities contained in the existing strategies and plans of a number of services and, as such, the cost of delivery will be contained within the relevant service revenue budgets. The promotion of more integrated services for children with LDD should result in more efficient use of the resources available.

A specific objective is included in the plan to encourage relevant agencies to seek to secure funding, eg through bidding for grants, to promote innovative working.

The Children's Trust will has developed a joint commissioning framework which will assist in the development of services and provision for children with LDD.

## **8. Further Information**

For further information please contact:

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## **11. Abbreviations**

BME	Black and Minority Ethnic
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
CYPP	Children & Young Person's Plan
DDA	Disability Discrimination Act
ECM	Every Child Matters – Children's Act 2004
EMC Outcomes	BH = Be Healthy                      E & A = Enjoy and Achieve SS = Stay Safe                      PC = Make a Positive Contribution AEW = Achieve Economic Wellbeing
Hartlepool Network	Group of voluntary and statutory service providers for children with LDD
IWISP	Integrated Working and Information Sharing Programme
LA	Local Authority
LDD	Learning Difficulties and/or Disabilities
LSCB	Local Safeguarding Children's Board
NT&H NHS Trust	North Tees & Hartlepool National Health Service Trust
NSF	National Service Framework for Children & Maternity Services
OTs	Occupational Therapists
P&A	Performance & Achievement
PAs	Personal Advisers
(H)PCT	Primary Care Trust (Hartlepool)
PEP	Principal Educational Psychologist
P Levels	Small steps below National Curriculum levels
PIVATs	System of small targets set for children with significant learning difficulties
PSHE	Personal Social Health Education
PSI	Performance & Service Integration
S&SS	Specialist & Safeguarding Services (Social Care/Social Work Services)
SEBD	Social, Emotional & Behavioural Difficulties
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
SLT	Speech and Language Therapy Team
TEWV	Tees, Esk & Wear Valley National Health Service Trust

## **CHILDREN'S SERVICES PORTFOLIO**

Report to Portfolio Holder

1 December 2009



**Report of: Director of Child and Adult Services**

**Subject: FAMILY GROUP CONFERENCES**

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### **SUMMARY**

#### **1. PURPOSE OF REPORT**

The purpose of this report is to inform the Portfolio Holder of a recent commissioning exercise that gathered formal quotations on the future use of Family Group Conferences.

#### **2.0 SUMMARY OF CONTENTS**

- 2.1 Family Group Conferences are being developed, delivered and evaluated in Hartlepool as a response to several policy, guidance and legislative initiatives. For example the Public Law Outline.
- 2.2 Family Group Conferences are a managed process by which families (including wider family and social networks of families) are supported to find solutions where there are concerns about the wellbeing or welfare of children and young people in a range of circumstances.
- 2.3 Following requests for formal quotations, in compliance with the Council's Constitution, a unit cost for providing Family Group Conferences has been established. It is proposed that the use of Family Group Conferences is monitored and if annual expenditure on this area is likely to exceed the Contract Procedure thresholds a future tender may be undertaken.

#### **3.0 RELEVANCE TO PORTFOLIO MEMBER**

This report refers to the introduction of Family Group Conferences that seek to improve outcomes for some of Hartlepool's most vulnerable families. The implementation of this project, and the commissioning and cost implications requires the consideration of the Portfolio Holder.

**4.0 TYPE OF DECISION**

Non key

**5.0 DECISION MAKING ROUTE**

Children's Services Portfolio meeting on 10<sup>th</sup> November 2009

**6.0 DECISION(S) REQUIRED**

The Portfolio Holder is asked to note the future use of Family Group Conferences and the unit cost established following the submission of formal quotations. The Portfolio Holder is also asked to authorise any future tendering process should monitoring indicate that the level of business would warrant this.



**Report of: Director of Child and Adult Services**

**Subject: FAMILY GROUP CONFERENCES**

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## **1. PURPOSE OF REPORT**

- 1.1 The purpose of this report is to inform the Portfolio Holder of a recent commissioning exercise that gathered formal quotations for the future use of Family Group Conferences.

## **2. BACKGROUND**

- 2.1 Family Group Conferences have been identified as contributing to a number of developing policy, guidance and legislative initiatives. These include, but may not be limited to:

Improving Public Law Outline: in circumstances where Safeguarding & Specialist Services are considering, or putting families on notice that statutory intervention is planned in respect of their children

Care Matters: supporting and empowering young people and their parents to improve communications, change behaviours and resolve difficulties in relationships to support young people remain at home safely

Think Family: improving the integrated assessment and delivery of services for children and adults whom live in the same family

- 2.2 The development of Family Group Conferences is also identified as a priority within Hartlepool's Children & Young Peoples Plan 2009-20 (p.48)
- 2.3 Family Group Conferences are a process through which families (including wider family and social networks of families) are supported in finding solutions when there are wellbeing or welfare concerns about children and young people. Family Group Conferences are an empowering approach to planning and decision-making that draws upon the knowledge, experience and skills of families, as well as professionals.

### **3. MARKET ANALYSIS**

- 3.1 Family Group Conferences will introduce a new concept and process for children, young people, parents, carers and staff in Hartlepool.
- 3.2 The Children's Trust and Commissioning Team have analysed the market for the provision of this service as costs were hitherto unscoped. Benchmarking with other authorities was attempted but "like for like" comparisons could not be drawn as practice across neighbouring authorities varies.
- 3.3 Requests for formal quotations resulted in a strong response from potential contractors locally, regionally and nationally. The unit cost of providing a Family Group Conference is approximately £1,244. This is a very competitive rate that represents value for money whilst providing a high quality service.
- 3.4 Future demand for Family Group Conferences will be scoped internally but remains uncertain. The Children's Trust and Commissioning Team will monitor the use of Family Group Conferences and may conduct a tendering exercise in the future if the level of business is deemed to warrant this.

### **4. FINANCIAL IMPLICATIONS**

- 4.1 The cost implications of providing Family Group Conferences will be met by existing budgets within the Safeguarding and Specialist Services division of the Department.
- 4.2 No new money is being requested for the purposes of this project.

### **5. RECOMMENDATIONS**

- 5.1 The Portfolio Holder is asked to note the future use of Family Group Conferences and the unit cost established following the submission of formal quotations. The Portfolio Holder is also asked to authorise any future tendering process should monitoring indicate that the level of business would warrant this.

### **6. CONTACT OFFICER**

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## **CHILDREN'S SERVICES PORTFOLIO**

Report to Portfolio Holder

1 December 2009



**Report of:** Assistant Director of Child & Adult Services

**Subject:** INTEGRATED TRANSPORT UNIT JOINT TENDER  
(REF 431)

---

### **SUMMARY**

#### **1. PURPOSE OF REPORT**

To seek Portfolio Holder approval for the procurement of transport provision for the Dyke House Sports and Technology College decant to the former Brierton School site during 2010 – 2012.

#### **2. SUMMARY OF CONTENTS**

This report provides detail of the business case for the provision of transport for the Dyke House Sports and Technology College decant to the former Brierton School site during 2010 – 2012.

The report also confirms that this tender will form part of a joint tender arrangement in relation to additional transport provision located within the Regeneration and Neighbourhoods Division.

#### **3. RELEVANCE TO PORTFOLIO MEMBER**

The Portfolio Holder has responsibility for Home to School Transport issues.

#### **4. TYPE OF DECISION**

Non Key

#### **5. DECISION MAKING ROUTE**

This is an executive decision by the Portfolio Holder.

#### **6. DECISION(S) REQUIRED**

That the Portfolio Holder approval be given to this procurement process.

**Report of:** Assistant Director Child & Adult Services

**Subject:** INTEGRATED TRANSPORT UNIT JOINT TENDER  
(REF: 431)

---

## **1. PURPOSE OF REPORT**

To seek Portfolio Holder approval for the procurement of transport provision for the Dyke House Sports and Technology College decant to the former Brierton School site during 2010 – 2012.

## **2. BACKGROUND**

This report builds on a report presented to Cabinet on 19<sup>th</sup> October 2009, recommending a temporary and exceptional amendment to the Council's Home to School Transport Policy. This amendment will enable transport to be provided free of charge to Dyke House Sports and Technology College pupils whose home address is more than two miles from the Brierton School site when measured by safe walking route.

The amendment will be temporary and will relate only to those Dyke House pupils attending the former Brierton School site between autumn 2010 and summer 2012. It is anticipated that transport arrangements will be required for 800 additional scholars over a two year period starting September 2010.

The development of the Integrated Transport Service has allowed the opportunity to co-ordinate tender applications in order to ensure maximum benefits are achieved. The Integrated Transport Service has adopted a harmonised procurement arrangement in order to consider all groups of patronage. As part of this process the Service will progress a full review of current provision in order to achieve the best possible outcome for the Council and Community.

Following a review of current Passenger Transport, the ITU has also identified a number of contracts that are required in order to progress initiatives relating to the development of the Dial a Ride Service, the provision of transport for Officers, and the Park and Ride Tall Ships Event. The responsibility for such provision is located within the Directorate of Regeneration and Neighborhood Services.

It is therefore necessary to undergo a joint tender process in order to secure new contracts. Unless otherwise disclosed, tenders are invited for a 2 Year Period and all new contracts will be awarded no later than April 2010.

**Note:** The tender process will also take into consideration other initiatives such as Extended Services and the alteration to the use of Day Centre provision. Contracts will be awarded for a limited period to allow flexibility and to accommodate further change.

**3. PROPOSAL**

The opportunity to administer a joint tender arrangement will allow the Integrated Transport Unit to ensure the most efficient use of funding and maximise the greater utilisation of vehicles.

**4. RISK IMPLICATIONS**

The authority would be open to challenge for failing to meet the duty summarised in the exceptional conditions outlined within the Home to School Transport Policy.

**5. FINANCIAL CONSIDERATIONS**

A robust tender programme will support the Councils opportunity in achieving efficiencies.

In addition a joint tender will secure the transport requirements of two major departments, maximising the opportunities within the current market and encourage broader competition in relation to contract cost.

**6. LEGAL CONSIDERATIONS**

The tendering exercise will be carried out in accordance with the Harmonised Corporate Procurement Framework

**7. RECOMMENDATIONS**

That the Portfolio Holder approval be given to this joint procurement process.

**8. CONTACT OFFICER**

**Paul Robson:**

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## **CHILDREN'S SERVICES PORTFOLIO**

Report to Portfolio Holder

1 December 2009



**Report of:** Director of Child and Adult Services

**Subject:** CHANGES IN PRICING POLICIES –  
CHATHAM HOUSE DAYCARE AND  
BUSHBABIES DAYCARE AND OSCARS OUT  
OF SCHOOL SERVICE

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### **SUMMARY**

#### **1. PURPOSE OF REPORT**

To seek approval for a change in charges for OSCARS out of school service, Chatham House Daycare and Bushbabies Daycare.

#### **2. SUMMARY OF CONTENTS**

OSCARS is an all year round childcare service operated by Hartlepool Borough Council. It offers both after school club provision and holiday club provision. The service is townwide and open to children from 4 – 16 years of age. It operates from 2 locations within the town.

Chatham House day care and Bushbabies daycare are based at Chatham House Children's Centre and Rossmere Children's Centre respectively. They both offer daycare for children aged 0 – 5 years old.

Unfortunately these services are not sustainable with their current fee structures. The following report sets out proposals to changes in pricing policy in order to increase income and support the future viability of the services.

#### **3. RELEVANCE TO PORTFOLIO MEMBER**

The Portfolio Holder has responsibility for Children's Services issues.

**4. TYPE OF DECISION**

Non- key.

**5. DECISION MAKING ROUTE**

Children's Services Portfolio Holder meeting 8<sup>th</sup> December 2009.

**6. DECISION(S) REQUIRED**

The Portfolio Holder is asked to approve

- Change in fee structure for Bushbabies daycare and Chatham House daycare;
- The introduction of a full charge for non notification and a late collection payment for OSCARS out of school service.

**Report of:** Director of Child and Adult Services

**Subject:** CHANGES IN PRICING POLICIES – OSCARS  
OUT OF SCHOOL SERVICE, CHATHAM  
HOUSE DAYCARE AND BUSHBABIES  
DAYCARE

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**1. PURPOSE OF REPORT**

- 1.1 To seek approval for a change in charges for Chatham House Daycare and Bushbabies Daycare and OSCARS out of school service.

**2. BUSHBABIES AND CHATHAM HOUSE DAYCARE**

- 2.1 Bushbabies is an all year round 0 – 5 daycare facility operating from the Rossmere SureStart Children's Centre. The nursery has been operating for approximately five years and serves parents from across the town. It operates from 8am – 6pm for 51 weeks a year and is closed bank holidays and for 2 days for staff training each year.
- 2.2 Chatham House is an all year round 0 – 5 daycare facility based within Chatham House SureStart Children's Centre. The nursery has been operating for approximately five years and serves parents from across the town. It operates from 7.45am – 5.45 pm for 51 weeks a year and is closed bank holidays and for 2 days for staff training each year.
- 2.3 The current fee structure for Bushbabies and Chatham House is currently lower than other daycare providers in the town and the income generated through fees is not covering the costs of the service.
- 2.4 In order to improve the long term viability of the two daycare settings a financial review has been carried out and recommendations from this review include increasing fees in line with competition.



- 2.5 The following table indicates the current rates and the proposed rates for Bushbabies and Chatham House:

	Old Rate	Proposed rate
<b>Morning session</b>	£13.00	£14.50
<b>Afternoon session</b>	£12.00	£13.50
<b>Daily rate</b>	£25	£28.00
<b>Free Nursery entitlement wrap around</b>		£6
<b>Flexi hour</b>		£5
<b>Pre start retainer</b>		Half fees
<b>Term time retainer</b>		Half fees
<b>Late payment fee</b>		10% of amount owed
<b>Late collection fee</b>		£10 for first 30mins then £1 per minute

### 3. OSCARS

- 3.1 OSCARS is an all year round childcare service. It offers both after school club provision and holiday club provision. The service is townwide and open to children from 4 – 16 years of age. It operates from 2 locations within the town.

- 3.2 The current fee structure is set out below:

	Daily Fee	50%retainer
<b><u>AFTER SCHOOL</u></b>		
Waged	£6.00	£3.00
Additional Sibling	£5.00	£2.50
Unwaged	£4.00	£2.00
Additional Sibling	£4.00	£2.00
<b><u>HOLIDAY CARE</u></b>		
Waged	£11.00	£5.50
Additional Sibling	£7.50	£3.75
Unwaged	£7.00	£3.50
Additional Sibling	£5.00	£2.50

The 50% retainer is charged when OSCARS are notified of non – attendance.

### 3.3 Proposed changes

There are two issues that have recently caused the service problems:

- Parents currently pay a 50% retainer if they do not let the service know their child will not be present. This does not cover the service costs as staff are fully paid for this time. Therefore the proposal is to charge parents the full rate if they do not notify the service of non attendance.
- There are a number of parents picking their children up late at the end of the session which can be up to half an hour. They are not currently charged a late payment but this incurs additional staff costs. The cost to the service is the hourly rate of two members of staff. The proposal is to introduce a late payment to cover staff costs.

The proposed charges are set out below

	Daily Fee	50% retainer	Non notification	Late collection (cost of 2 staff members)
<b>AFTER SCHOOL</b>				
Waged	£6.00	£3.00	£6.00	£10 for first half hour then £1 per minute
Additional Sibling	£5.00	£2.50	£5.00	£10 for first half hour then £1 per minute
Unwaged	£4.00	£2.00	£4.00	£10 for first half hour then £1 per minute
Additional Sibling	£4.00	£2.00	£4.00	£10 for first half hour then £1 per minute
<b>HOLIDAY CARE</b>				
Waged	£11.00	£5.50	£11.00	£10 for first half hour then £1 per minute
Additional Sibling	£7.50	£3.75	£7.50	£10 for first half hour then £1 per minute
Unwaged	£7.00	£3.50	£7.00	£10 for first half hour then £1 per minute
Additional Sibling	£5.00	£2.50	£5.00	£10 for first half hour then £1 per minute

## 4. BUDGETS

- 4.1 Bushbabies daycare and Chatham House daycare are funded through the General Sure Start Grant which is a ringfenced grant provided directly by government. Both daycare settings are being subsidised by the grant which is not sustainable. Financial reviews are currently being finalised to highlight recommendations for future viability. These financial reviews will form part of the Service Delivery Review for this area to take place in the next financial year 2010/11.

- 4.2 OSCARS is reliant on income to support the service as the amount of council funding available to subsidise this service is minimal and needs to be reduced to nil. The Service Delivery Review for this area of work which will take place in the financial year 20010/11 will address these issues.

## **5. RISK IMPLICATIONS**

- 5.1 There is a risk that if more income cannot be generated that Bushbabies and Chatham House daycare will not be viable in the medium and long term. These increased fees will support the long term sustainability of the settings.
- 5.2 There is a risk of an overspend on the OSCARS budget if more income is not generated. This can come from an increase in fees as set out above.

## **6. EQUALITY AND DIVERSITY CONSIDERATIONS**

- 6.1 Children's Centres must be accessible to all children and families. Locality staff ensure that all vulnerable groups are included in the planning and delivery of service. The Children's Centres are represented on the Children's Services diversity steering group.
- 6.2 OSCARS offers childcare to all children and also offers a number of dedicated places to disabled children. OSCARS also employs skilled playworkers to specifically work with these children.

## **7. SECTION 17**

- 7.1 The development of children's centres supports early intervention to those families who are disadvantaged and in need in order to support them in parenting and supporting successful outcomes for their children.
- 7.2 OSCARS out of school service offers children a space and time to play with their peers. This provides a play opportunity which could contribute to prevention of anti social behaviour.

## **8. RECOMMENDATIONS**

- 8.1 The Portfolio Holder is asked to approve
- Change in fee structure for Bushbabies daycare and Chatham House daycare;
  - The introduction of a full charge for non notification and a late collection payment for OSCARS out of school service.

**9. REASONS FOR RECOMMENDATIONS**

- 9.1 To support the future viability of Bushbabies and Chatham House day care and OSCARs out of school service.

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## **CHILDREN'S SERVICES PORTFOLIO**

Report to Portfolio Holder

**1 December 2009**



**Report of:** Director of Child and Adult Services

**Subject:** THE IMPLEMENTATION AND DEVELOPMENT  
OF THE COMMON ASSESSMENT  
FRAMEWORK (CAF) WITHIN HARTLEPOOL

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### **SUMMARY**

#### **1. PURPOSE OF REPORT**

The purpose of this report is to notify the Portfolio Holder of the development and integration of the Common Assessment Framework (CAF) within Hartlepool.

#### **2. SUMMARY OF CONTENTS**

The Common Assessment Framework was fully implemented in August 2007. This report examines the progress from the start to current times, the current level of take up of CAF and the services involved. This report explores key areas of development and the training on offer to support the further integration of CAF within.

#### **3. RELEVANCE TO PORTFOLIO MEMBER**

The Portfolio Holder has responsibility for Child & Adult Services issues.

#### **4. TYPE OF DECISION**

Non Key.

#### **5. DECISION MAKING ROUTE**

Children's Services Portfolio Holder meeting on 1 December 2009.

**6. DECISION(S) REQUIRED**

The Portfolio Holder is asked to note the progress made by CAF in relation to its support to children, young people and families.

The Portfolio Holder is asked to note the progress made in relation to supporting organisations understand integrated working and their responsibilities for providing targeted, co-ordinated services.

**Report of:** Director of Child and Adult Services

**Subject:** THE IMPLEMENTATION AND DEVELOPMENT  
OF THE COMMON ASSESSMENT  
FRAMEWORK (CAF) WITHIN HARTLEPOOL

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## **1. PURPOSE OF REPORT**

The purpose of this report is to notify the Portfolio Holder of the development of the Common Assessment Framework (CAF) within Hartlepool.

## **2. BACKGROUND**

- 2.1 The CAF for children and young people is one of the contributory elements to the delivery of integrated frontline services. This is outlined in the statutory guidance supporting Section 10 (Interagency Co-operation) and Section 11 (Safeguarding and Promoting the Welfare of Children) of the Children Act 2004. All authorities and relevant partners have to take account of this guidance (Common Assessment Framework for children and young people – A Guide for Managers).
- 2.2 The aim of CAF is to help early identification of need and co-ordinate service provision. In terms of targeted support, the CAF process can contribute to preventing the needs of vulnerable children and young people becoming complex or acute. Therefore, CAF can be seen as part of preventative/targeted service that identifies needs early, assesses those needs and co-ordinates the delivery of integrated services and reviews progress.
- 2.3 The CAF is a shared assessment tool for use across all child and family orientated services, and all local authority areas in England. The key aspects of CAF are outlined below:
  - A pre-assessment checklist to help decide if a child or young person would benefit from a common assessment.
  - A standard form to record the assessment.
  - A common process to enable practitioners to undertake a common assessment and act on the results. This can include the role of the “Lead Practitioner” and the use of “Team Around the Child” meetings where more than one service is or may need to become involved with a child, young person or family.

- 2.4 The process that practitioners should use when they consider that a child, young person or family would benefit from a CAF is to check with the CAF Co-ordinator, to see if a CAF has been initiated and report that a CAF is being completed.

### 3. CURRENT PRACTICE

- 3.1 CAF was initially piloted mid 2006 in Hartlepool before its full implementation in October 2007. Since this date the number of CAF's undertaken has increased on a year-on-year basis. Alongside a consistent increase in CAF's there has been an increase in the range of organisation and services undertaking this model of support.

- 3.2 A CAF Co-ordinator came into post at the end of August 2009. The aim of the post is to develop and support the implementation of CAF by:

- Modelling good practice.
- Supporting the development of the role of Lead Practitioner and Team Around the Child.
- Providing advice and guidance to practitioners in the children's workforce.
- Evaluate good practice and monitor outcomes.

- 3.3 A key element of the support available to the children's workforce will come through a formal rolling programme of training available to staff. The previous round of CAF training was commissioned externally and concluded at the end of 2008. Following feed back from participants and partner agencies it was decided to revamp the subsequent training programme. The training will be delivered internally through HBC. The aim is to provide workers with a local practical understanding of:

- Integrated working.
- Information Sharing.
- CAF.
- Lead Practitioner.
- Team Around the Child meetings.

The outcome will be that individuals and organisations feel confident in understanding and undertaking this process.

- 3.4 The training sessions have been streamlined to incorporate a full day of training that covers all of the above topics. Below is a list of confirmed dates which can be accessed via the Child and Adult Workforce Development Team.



<b>CAF Training Plan</b>	
<b>2010</b>	<b>2011</b>
20 <sup>th</sup> January	19 <sup>th</sup> January
16 <sup>th</sup> March	16 <sup>th</sup> March
16 <sup>th</sup> June	15 <sup>th</sup> June
15 <sup>th</sup> September	14 <sup>th</sup> September
8 <sup>th</sup> December	7 <sup>th</sup> December

- 3.5 Alongside the new rollout of formal training the CAF Co-ordinator has delivered short, tailored presentations to individual teams, agencies and organisation. Since August 2009, 10 individual services / organisations, totalling 83 workers from third and statutory sectors have received this support. The tailored arrangements for presentations will continue to be on offer for as long as there is a demand. The presentations have also proven invaluable in gathering informed views on areas of CAF that work well, and what could be done to make things even better, from an organisational and an individual's perspective.
- 3.6 The DCSF guidance supporting CAF / Lead Practitioner / Team Around the Child was refreshed and updated (July 2009), this also coincided with the latest version of the CAF proforma being released by the DCSF. The new version of CAF brings the document in line with developments within eCAF and is gradually being introduced within Hartlepool.
- 3.7 eCAF is the electronic, web based system for the recording and warehousing of CAF. A system has been approved and purchased through LiquidLogic. A test group has been selected and the system is expected to be piloted in the next couple of months.
- 3.8 The number of CAFs undertaken and completed within Hartlepool has continued to grow year-on-year. The range of agencies involved in this continues to cover a broad spectrum of services. Since the implementation of CAF, health organisations have been the single biggest driver. More recently this trend has started to shift, with education / school's now consistently increasing their uptake of CAF. This change may be related to a raised awareness from development of the Team Around the Primary and Secondary Schools, and the strong links CAF has with this process.

<b>Agency</b>	<b>Number of CAFs to date (Oct 09)</b>
Health	146
Education / Schools	146
Child Services	36
Voluntary Sector	29
HIP / FIP / TAPS	28
Anti Social Behaviour Unit	21
Youth Service / Connexions	13

Probation	11
Youth Offending	10
Housing Hartlepool	6
Adult Community Drug Team	5
Cleveland Fire Brigade	1
Hyped	1
CAFCASS	1

	2006/07	2008	Jan 09 – to Oct 09	Totals
CAF's completed	25	170	254	449

3.9 Future developments for CAF will include a revamp of both the HBC intranet and internet pages; this will include revised information and documentation for both practitioners and the public. An audit of current CAF's in existence is being undertaken, the focus of which will be to look at the quality of recordings and the subsequent outcomes from this.

3.10 Integrated working and CAF are increasingly coming under the spotlight in relation to external survey's and inspection processes. A recent OfSTED survey inspection that focused on the impact of integrated youth support highlighted an inconsistent approach to the use of CAF by practitioners. This prompted a new approach to training 'hard to reach' staff. Previously, Youth Service staff struggled to attend training during core hours, due to the mixed economy of staff within the service (full, part time and volunteers). After discussion with the Youth Service management, a CAF training plan has been developed whereby staff will receive 4x2 hour training blocks, delivered during evening sessions (7pm and 9pm), one day a week over a four week period. The training will cover all of the core areas of CAF and its associated topics. It will mirror the training delivered within the rolling programme (see 3.4). This is one example how CAF training can be moulded to meet the ever changing needs of a modern, professional, children's workforce.

3.11 56 Children, aged 13 / 14yrs from Dyke House Secondary School took part in 11 million day. This is an annual event organised by the children's commissioner for England. The purpose of the day is to include children within the decision making, and day-to-day business of councils and local authorities. Two groups of young people gave their expert views on CAF documentation, the process, and how young people could be encouraged to take a more active role, and how adults could facilitate their engagement. The topic, although a difficult one for this age group, was expertly dissected, digested and then reformed. The information and evidence gathered will start to feed into several key areas, the focus of which looks at how to maximise young people's participation within the CAF process.

- 3.12 The session with young people from Dyke House was the first time young people had been asked to consult on CAF in Hartlepool, and will prove to be the first of many. A programme will be put in place in order to solicit young peoples feed back. The group at Dyke House had no first hand experience of CAF and as such were asked to give their views on how their peers would feel /understand. The next step is to engage with young people who have received a support through CAF. This is a specific development target for 2010.
- 3.13 Two areas of development for CAF within service delivery are, children with Special Educational Needs (SEN) and Care Co-ordination (Children with disabilities and complex needs).
- 3.14 CAF and SEN will look at encouraging the use of CAF in relation to early identification of need and then the use of Lead Practitioner and Team around the Child processes for young people who may eventually require input from the Educational Psychology Team. This will allow schools to demonstrate when issues were first highlighted and what plans they put in place in order to mange this. It will also ensure the Educational Psychology Team have a broader understanding of a child and their family at a much earlier stage and can offer guidance and support to the school.
- 3.15 CAF and Care Co-ordination will look to develop ways in which CAF can assist children and their families whose complex needs have been met but still require a lower level of co-ordinated support as part of a planned and gradual reduction in services. The focus of this work is to highlight which services within Hartlepool are best equipped to provide the follow on support and ensure that the pathway between Care Co-ordination, CAF and follow on support is clear and agreed by all.

#### **4. CASE EXAMPLES**

##### **4.1 Case Example 1**

One example where CAF proved to be successful is in relation to a primary school aged child. The young girl was presenting as challenging at school, her behaviour, although manageable, was giving teaching staff cause for concern. A newly employed Parent Support Advisor (PSA), who had recently undertaken extensive training as part of the induction to this post (which included CAF) decided to undertake a CAF as a way of understanding what the issues were and if any other factors may be aggravating circumstances. Due to the comprehensive nature of CAF, the PSA was able to ask the child's mother direct questions in relation to income and finances. It transpired that the family were struggling financially, due to a loss of income. This in turn was placing additional pressure on the mother, who was unable to cope effectively

and was starting to display depressive behaviours. The child was sensing this at home and had begun to 'act out' whilst at school.

- 4.1.1 The CAF proved useful on several fronts, once the assessment was undertaken and mum had given consent for it to be shared, the information contained within it was used by the Educational Psychology Team to advise the school on the best strategies to cope with the presenting behavioural difficulties. The team was able to do this without the need to look upon this as a formal referral, the issues at that time did not warrant a specialist service input. The behaviour at school was driven by dynamics within the home, mum, initially was unaware that this was impacting on her child. Through the help of some low level parenting support, the family were able to put things back on track. In this instance the family got the help they needed, early, quickly without the situation progressing or deteriorating. This demonstrates the CAF's strength as a facilitator in prevention led, support.

#### 4.2 **Case Example 2**

A School Nurse undertook a CAF on a young person with special educational needs. The CAF in this instance was used as a way of accessing direct payments on behalf of the young person for his parents. The family struggled to introduce their child to social experiences outside of school or the family home. The direct payments offered additional financial support in order to promote a greater level of socialisation and new experiences for a family who genuinely struggled to provide this for their child.

- 4.2.1 The CAF provided a structure for evidencing factors that impacted on this child's development and how areas interlinked – education / home / social / emotional / financial. This ensured the right resources were delivered at the right time, again alleviating the risk of waiting until the situation required a statutory level involvement.
- 4.3 These are two examples of how CAF and its ethos of early intervention and integrated working can make an impact at key points. Other developments that CAF will look to, and can incorporate are 'Think Family': Improving the Life Chances of Families at Risk (2008), which sets out a vision for local systems that improve the life chances of families at risk and helps to break the cycle of disadvantage. 15 local areas, of which Hartlepool is one, will test out innovative ways of supporting vulnerable families. The national roll-out of 'Think Family' also promotes the use of CAF with a strong emphasis on the assessment of family and environment so as to bring out the needs of the wider family more thoroughly.

## **5. RECOMMENDATIONS**

- 5.1 The Portfolio Holder is asked to note the progress made by CAF in relation to its support to children, young people and families.
- 5.2 The Portfolio Holder is asked to note the progress made in relation to supporting organisation understand integrated working and their responsibilities for providing targeted, co-ordinated services.

## **6. REASONS FOR RECOMMENDATIONS**

- 6.1 The further development of the CAF is vital if services are to be targeted appropriately. This report identifies key elements of the strategy to continue putting children and families at the centre of services in Hartlepool.

## **7. BACKGROUND PAPERS**

Common Assessment Framework Guidance - Practitioners/ Managers  
<http://www.dcsf.gov.uk/everychildmatters/resources-and-practice/IG00063/>

The Team Around The Child (TAC) and Lead Practitioner Guidance - Practitioners' / Managers'

<http://www.dcsf.gov.uk/everychildmatters/resources-and-practice/IG00064/>

Information Sharing: Guidance for practitioners and managers

<http://www.dcsf.gov.uk/everychildmatters/strategy/deliveringservices1/informationsharing/informationsharing/?cidm=booklet>

Integrated working

<http://www.dcsf.gov.uk/everychildmatters/resources-and-practice/IG00018/>

## **8. CONTACT OFFICER**

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## **CHILDREN'S SERVICES PORTFOLIO**

Report to Portfolio Holder

1 December 2009



**Report of:** Director of Child and Adult Services

**Subject:** **SAFEGUARDING CHILDREN IN  
HARTLEPOOL**

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### **SUMMARY**

#### **1. PURPOSE OF REPORT**

- 1.1 To update the Portfolio Holder in relation to the arrangements for safeguarding children in Hartlepool.
- 1.2 To provide an analysis of statistical information in relation to safeguarding activity between July and September 2009.

#### **2. SUMMARY OF CONTENTS**

- 2.1 The report provides the Portfolio Holder with information on the arrangements for safeguarding children in Hartlepool. The report provides statistics of children receiving services from Safeguarding and Specialist Services including children in need (577 as at 30/09/09), children subject to protection plans (110) and children looked after (160).
- 2.2 The report details the current staffing structure of the service and information in relation to staff vacancies, cover arrangements and staff absence.
- 2.3 Team managers and Heads of Business Units closely monitor social work caseloads to ensure these are maintained at manageable levels and that only children receiving a service are active on social work caseloads. The report also includes details of complaints and compliments received about the service during the period under review.

- 2.4 Hartlepool LSCB is the co-ordinating body that manages safeguarding arrangements in the town. The work of the LSCB is monitored through and annual work plan. The draft priorities and work plan of the Board have been developed and an Annual Report prepared.

**3. RELEVANCE TO PORTFOLIO MEMBER**

- 3.1 The Portfolio Holder has responsibility for Children's Services issues.

**4. TYPE OF DECISION**

Non key.

**5. DECISION MAKING ROUTE**

- 5.1 Children's Services Portfolio Meeting on 1 December 2009.

**6. DECISION(S) REQUIRED**

- 6.1 That the Portfolio Holder notes the contents of this report;

**Report of: Director of Children's Services**

**Subject: SAFEGUARDING CHILDREN IN  
HARTLEPOOL**

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**1. PURPOSE OF REPORT**

- 1.1 To update the Portfolio Holder in relation to the arrangements for safeguarding children in Hartlepool.
- 1.2 To provide an analysis of statistical information in relation to safeguarding activity from 1 July to 30 September 2009.

**2. BACKGROUND**

- 2.1 This report is being produced to provide the Lead Member for Children's Services with details regarding activity in relation to safeguarding children. In 2008, the Department for Children, Schools and Families published updated 'Statutory Guidance: The Roles and Responsibilities of the Lead Member for Children's Services and the Director of Children's Services.' This document highlights the key roles for the Lead Member (LM) which includes, amongst other things, *'ensuring a clear focus on safeguarding and promoting the safety and welfare of children across all agencies, especially children looked after.'* The statutory guidance details that *'In order to ensure that co-ordinated action is in place to safeguard vulnerable children, the LM should receive regular reports from the DCS about how services are being delivered.'*
- 2.2 This report provides the portfolio holder with information regarding safeguarding activity in Child and Adult Services covering the second quarter of the 2009/10 year from 1 July to 30 September 2009.

**Activity in Safeguarding and Specialist Services**

- 2.3 As at 30 September 2009, 847 children in the town were receiving a service from children's social care. Of these, 110 children were subject to protection plans, 160 children were looked after and the remaining 577 children were children in need who have complex or acute needs. The number of children receiving a service increased slightly during the quarter under review, but this is in line with normal fluctuations in activity.
- 2.4 In the last quarter, a total of 273 referrals were received by Safeguarding and Specialist Services. Since January 2009, the



average number of referrals per month has been 80 to 81 referrals compared with an average of 78 referrals per month in the previous year. In the last quarter, the average number of referrals per month increased to 91, a trend that needs monitoring over the current quarter to see if this is an emerging change in demand. If this pattern does continue, there will be a need to review the service response to referrals and consider staffing implications.

2.5 During the last quarter, a significant change was noted in the numbers of referrals by category. Each referral is given coded to a set of categories required by the DCSF, these are:

- N1 – Abuse or neglect
- N2 – Child's disability
- N3 – Parental illness or disability
- N4 – Family in acute stress
- N5 – Family dysfunction
- N6 – Socially unacceptable behaviour
- N7 – Low income
- N8 – Absent parenting

2.6 Categories N1, N4 and N5, make up the vast majority of reasons for referrals to children's social care. In the quarter April to June 2009, there was a dramatic rise in the number of referrals under the category N1 Abuse and neglect from 28% to 55% and a corresponding reduction in the number of referrals regarding N5 Family dysfunction from 37% to 27% of all referrals. In the most recent quarter, the numbers of referrals under the N1 category has continued to fluctuate but has not exceeded 44%.

2.7 The numbers of children subject to child protection plans continues to rise. During the period under review, there was an increase from 101 children at the end June 2009 to 110 children at the end of this quarter. This trend has been apparent now since December 2008, although the percentage increase is lower in the last quarter at 8% than in the previous two quarters, 20% between April and June 2009 and 23% January to March 2009. This increasing trend in local authority numbers of children subject to protection plans is reflected across the Children's Services in the north east region. As a member of the Vulnerable Children Safeguarding Network, I meet on a two monthly basis with my equivalent colleagues across the region. At the last meeting in October 2009, data was shared between authorities and this indicated that the trends in Hartlepool are replicated in other authorities with increasing numbers of children subject to protection plans across the region. At this time, the high level of safeguarding activity is expected to continue and the numbers of children subject to protection plans are likely to remain high.

- 2.8 The table below details the breakdown of categories of concerns for children subject to protection plans as at 30 September 2009:

CATEGORY	NUMBER
Neglect	78
Physical Abuse	17
Emotional Abuse	5
Sexual Abuse	10

The category of neglect continues to be the main reason children become subject to protection plans (71%). National trends continue to reflect the local picture where neglect is the largest category leading to a child becoming subject to a protection plan. As a result of this, the Vulnerable Children's Safeguarding Network is looking to commission research and the development of a toolkit to support practitioners in their work with families where neglect is a significant concern. In addition, Hartlepool LSCB is planning a local conference for multi agency safeguarding practitioners with a focus on neglect.

- 2.9 There are currently 160 children looked after by Hartlepool Council. Of these 86 children are subject to legal orders under the Children Act 1989, 12 children are subject to Placement Orders under the Adoption Act 2002 and 62 children are accommodated under Section 20 of the Children Act 1989. In addition, 24 children are receiving short break care on a regular basis as part of a family support package. The vast majority of these children are children with disabilities who access short break care services from Exmoor Grove.

- 2.10 Of the children looked after by Hartlepool Council, the vast majority live either inside the council boundary or within the Tees Valley region. Some children are placed in long term foster placements in the north east region and a minority of children reside in specialist residential homes or schools in other parts of the country and these placements reflect the child's needs for specialist services. The following table shows a breakdown of the placement type of children looked after by the Council.

PLACEMENT TYPE	NUMBER OF CHILDREN	%
Foster care	143	89%
Residential home/school	7	4.5%
Placed for adoption	2	1%
Placed with Parents	7	4.5%
Independent Living	1	1%
<b>Total</b>	<b>160</b>	<b>100%</b>

## Staffing

- 2.11 The service employs a total of 122.5 staff to work with children and their families. In September, the service implemented its planned restructure with a reshaping of the fieldwork teams to create an initial response team that will undertake all initial assessments and child protection enquiries and three medium to long term teams to deliver services to children in need including those in need of protection. The medium to long term teams consist of two under 11's teams and one over 11's team that ensures the safeguarding needs of adolescents receive a priority service and these are now all in the same Business Unit managed by Sheila O'Connor. The transition to these arrangements is complete although there are still some cases awaiting transfer from the social workers in the initial response team. In order for the new structure to succeed, it is essential that the workers in the initial response team have the space and capacity to respond to referrals undertaking assessments and child protection enquiries in a timely way. Therefore to provide additional capacity to the team and support the transition period, an additional agency worker has been employed for a three month period to work in the initial response team.
- 2.12 The service is currently supported by three family resource teams plus resource workers based within the specialist teams. Each of the family resource teams has a qualified manager and there are 38 family resource workers in total. Under the restructure arrangements, the resource teams have moved to the Resources and Specialist Services Business Unit managed by Jim Murdoch. The newly appointed team manager will take up post in the next two weeks and commence the work of scoping service delivery options and models.
- 2.14 The service has one residential unit, Exmoor Grove which provides short break care for children with disabilities. This unit employs one manager, two deputy managers and 11 residential child care officers. Work is underway to review how short break services are delivered to children and their families who use the services of Exmoor Grove, a number of options are being considered and scoped and consultation has taken place with children, parents and carers.
- 2.15 In the last report, it was noted that the service was recruiting to vacant social work posts. An external advert was posted and two staff were appointed. Across the region and nationally there is a recognised shortage of qualified social work staff and filling vacant posts in children and families fieldwork services is presenting a challenge. Added to this, the staff who are being appointed are inexperienced and there is a mismatch between the skills of the workers and the demands and complexity of the work.
- 2.16 There are currently six vacant posts, five in the safeguarding, assessment and support services and one in the adoption service. In

order to ensure the safety of practice through this transitional time and whilst all posts are filled, the service is currently commissioning seven social workers provided by an agency.

### **Caseloads**

- 2.17 The Safeguarding and Targeted Services Divisional Management Meeting reviews information in relation to social workers' caseloads on a monthly basis and this information is shared with the Director of Children's Services and Chief Executive. As noted earlier, the complexity of work social workers are managing at present needs careful consideration in terms of the maximum capacity of caseloads. In conjunction with the Head of Business Unit, Safeguarding, Assessment and Support, the caseload levels are under review with further consideration being given to the service capacity.

### **Comments, Complaints and Compliments**

- 2.19 The service has in place a Complaints and Representation Procedure. In the last quarter eight complaints have been investigated. All complaints were responded to within timescales and six complaints were partly upheld and resolved. During the same period, two compliments have been received about social care services.

## **3. RISK IMPLICATIONS**

- 3.1 There are no risks associated with this report as it is providing information for the Portfolio Holder.

## **4. LEGAL AND FINANCIAL CONSIDERATIONS**

- 4.1 There are no legal or financial matters for consideration in this report.

## **5. RECOMMENDATIONS**

- 5.1 That the Portfolio Holder notes the contents of this report;

## **6. REASONS FOR RECOMMENDATIONS**

- 6.1 It is part of the Lead Member's leadership role to ensure the effective discharge of the authority's statutory children's services functions. As the Lead Member for Children's Services, the Portfolio Holder has a responsibility to ensure there is a clear focus on safeguarding and that co-ordinated action is in place to safeguard vulnerable children.

## **7. BACKGROUND PAPERS**

The following papers were used in the preparation of this report:

- DCSF (2008) 'Statutory Guidance: The Roles and Responsibilities of the Lead Member for Children's Services and the Director of Children's Services.' HMSO

## **8. CONTACT OFFICER**

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## **CHILDREN'S SERVICES PORTFOLIO**

Report to Portfolio Holder

1 December 2009



**Report of:** Director of Child and Adult Services

**Subject:** SURE START CHILDREN'S CENTRES  
PROGRESS REPORT

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### **SUMMARY**

#### **PURPOSE OF REPORT**

1. For the Portfolio Holder to note the progress in relation to Sure Start Children's Centres.

#### **SUMMARY OF CONTENTS**

2. The following report provides an update of progress in relation to government targets for the development of Sure Start Children's Centres. It also sets out a parenting programme pathway under development for families with children aged 0- 5years old.

#### **RELEVANCE TO PORTFOLIO MEMBER**

3. The Portfolio Holder has responsibility for Children's Services issues.

#### **TYPE OF DECISION**

4. Non- key

#### **DECISION MAKING ROUTE**

5. Children's Services Portfolio Holder meeting 8<sup>th</sup> December 2009

#### **DECISION(S) REQUIRED**

6. For the Portfolio Holder to note the progress in relation to Sure Start Children's Centres.

**Report of:** Director of Child and Adult Services

**Subject:** SURE START CHILDREN'S CENTRES  
PROGRESS REPORT

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**1. PURPOSE OF REPORT**

- 1.1 For the Portfolio Holder to note the progress in relation to Sure Start Children's Centres.

**2. BACKGROUND**

- 2.1 The Childcare Act 2006 places a duty on Local Authorities to improve the outcomes of children aged 0-5 years old through the development of Sure Start Children's Centres. Sure Start Children's Centres need to offer early education integrated with childcare, family support, outreach to parents and child and family health services.
- 2.2 Hartlepool is required to develop eight Sure Start Children's Centres by March 2011. Seven of these need to be in the 30% most deprived areas of the town with one in a less deprived area.
- 2.3 Sure Start Children's Centre main sites have been developed as follows:

Phase 1

Rossmere Children's Centre  
Lynnfield/Playmates Children's Centre  
Chatham House Children's Centre  
St John Vianney Children's Centre  
Hindpool Close Children's Centre

Phase 2

Rift House/Kingsley Children's Centre  
Stranton Children's Centre

Phase 3

Throston Children's Centre

### 3. DESIGNATION

- 3.1 Throston Children's Centre based at Throston Primary School was designated at the end of October 2009. Hartlepool has therefore met its Children's Centre designation targets ahead of schedule.
- 3.2 The DCSF require Phase 1 and 2 centres to be offering the full core offer within 2 years of designation. All Phase 1 and 2 centres in Hartlepool are now offering the full core offer and the LA is one of the first 25 LAs in the country to achieve this target.

### 4. SERVICE DEVELOPMENT – PARENTING PROGRAMMES

- 4.1 Services continue to be developed across the core offer. One particular focus over the last few months has been parenting. Parenting support is a key priority for Children's Centres and work is ongoing to ensure a package of support is available for parents. A pathway of parenting programmes is being developed to ensure that parents can access group training alongside individual packages of care.
- 4.2 The following pathway shows the proposed programmes:

#### **Parents to be (antenatal stage)**

Bump 2 Baby	universal 6 week programme for all parents to be
Ready 4 Baby	targeted 12 week programme for all vulnerable mums to be
(not yet named)	targeted 6 week programme for all vulnerable dads to be
Mams 2 Be	targeted 12 week programme for under 19 mums to be
Young Dads 2 B	targeted 10 week programme for under 25 dads to be

#### **Parents with babies 6 months old**

(not yet named)	8 week programme to support all new parents with all aspects of parenting
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**Parents of children aged 18 months**

(not yet named)	6/8 week programme to support new parents with a particular focus on parenting and early learning
123 Magic	3 week programme focusing on behaviour and communication

**Parents of children aged 2 ½ years**

Nearly at Nursery	6 week programme with a focus on preparation for nursery and implications for parents.
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**Parents of children over 3 years**

Nurturing Programme	10 week programme covering self awareness and self-esteem, expectations, empathy and positive discipline
Speakeasy	12 week programme helping parents talk to their children about development, peer pressure and relationships.

- 4.3 All antenatal programmes are delivered in partnership with the Midwifery Service and co-ordinated by various agencies; Children's Centres, PATCH, the Teenage Pregnancy Support Service and Headland Future. All these programmes are involved in a 12 month pilot to assess if the needs of all parents to be are addressed during pregnancy.
- 4.4 The Integration Support Manager with a lead for parenting has worked with a host of agencies to complete a consultation with new parents. This has identified the issues most new parents face during the first 12 months. The design and training of a new programme delivered by children's centre staff is being commissioned. The Integration Support Manager is working with the commissioning team to find a provider. The expected cost of the development of this programme is between £10,000 and £15,000.
- 4.5 The two further stages in the pathway will be developed once the new programme is implemented. Further consultation with families and practitioners will take place before these programmes are finalised. All processes and developments are closely supported by the Parenting Co-ordinator (Bamardos).
- 4.6 The above pathway is included in the Parenting Strategy and further work will be agreed by the Strategy group before implementation. Links have been established with the Parent Support Advisers (PSAs) in

schools and consultation with PSAs will take place in relation to the development of nearly at nursery groups and the transition to parenting support for families with children over 5.

## **5. BUDGET**

- 5.1 The General Sure Start Grant is a ringfenced grant received direct from government. This grant has been allocated up until 31<sup>st</sup> March 2011. Future allocations are unknown. The Service Delivery Review for this area will begin in the new year and funding implications post 2011 will be addressed through this process.

## **6. EQUALITY AND DIVERSITY CONSIDERATIONS**

- 6.1 Children's Centres must be accessible to all children and families. Locality staff ensure that all vulnerable groups are included in the planning and delivery of service. The Children's Centres are represented on the Children's Services diversity steering group.

## **7. SECTION 17**

- 7.1 The development of children's centres supports early intervention to those families who are disadvantaged and in need in order to support them in parenting and supporting successful outcomes for their children.

## **8. RECOMMENDATIONS**

- 8.1 For the Portfolio Holder to note the progress in relation to Sure Start Children's Centres.

## **CONTACT OFFICER**

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## **CHILDREN'S SERVICES PORTFOLIO**

Report to Portfolio Holder  
1 December 2009.



**Report of:** Director of Child and Adult Services

**Subject:** CHILDREN'S SERVICES TRAINING  
FRAMEWORK

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### **SUMMARY**

#### **1. PURPOSE OF REPORT**

The purpose of the report is to inform the Children's Services Portfolio Holder of the main training activities which staff will be required to undertake in order to promote and further develop integrated working across children's services.

#### **2. SUMMARY OF CONTENTS**

The training framework contains those areas of work that are current priorities. The framework will be regularly updated to reflect changing needs and policies and will be further developed to include town-wide training and development on a multi agency basis across the Children's Trust in Hartlepool.

#### **3. RELEVANCE TO PORTFOLIO MEMBER**

The Portfolio Holder has responsibility for children's services issues.

#### **4. TYPE OF DECISION**

Non-key.

#### **5. DECISION MAKING ROUTE**

Via the Children's Services Portfolio Holder

#### **6. DECISION(S) REQUIRED**

The Portfolio Holder is asked to note the report.

**Report of:** Director of Child and Adult Services

**Subject:** CHILDREN'S SERVICES TRAINING  
FRAMEWORK

---

## **1. PURPOSE OF REPORT**

The purpose of the report is to inform the Children's Services Portfolio Holder of the main training activities which staff will be required to undertake in order to promote and further develop integrated working across children's services.

## **2. BACKGROUND**

There are several documents that set out Government's vision for the children's workforce, for example:

- 2020 Children and Young People's Workforce Strategy (Department for Children, Schools and Families 2008).
- Building Brighter Futures: Next Steps for the Children's Workforce (Department for Children, Schools and Families 2008).
- Leading and Managing Children's Services in England: A National Professional Development Framework (Department for Children, Schools and Families 2008).

The training framework supports this vision, and the delivery of the Hartlepool Children's Workforce Strategy and the Hartlepool Children and Young People's Plan.

The training framework will be further developed under the Children's Trust to cover the needs of the wider children's workforce across Hartlepool and delivered on a multi agency basis.

## **3. RISK IMPLICATIONS**

There are no risks associated with this report as it is providing information for the Portfolio Holder.

#### **4. FINANCIAL CONSIDERATIONS**

Funding of the training is dependent largely on grants for staff training and development from government departments (Department for Children, Schools and Families; Department of Health) and a grant for integrated working from the Children's Workforce Development Council.

#### **5. RECOMMENDATIONS**

That the Portfolio Holder notes the report.

#### **7. BACKGROUND PAPERS**

Papers attached to this report:

- Children's Services Training Framework 2009-2011
- Appendices to the training framework:
  - Divisional training programme for the children's safeguarding and specialist services division 2009/2010
  - Hartlepool Local Safeguarding Board Multi Agency training programme 2009/2010
  - Early years and schools Continuing Professional Development directory 2009/2010

#### **8. CONTACT OFFICER**

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## **Child and Adult Services Department**

### **Children's Services Training Framework 2009–2011**



**This framework forms part of Hartlepool's Children's Workforce Strategy and supports the Hartlepool Children and Young People's Plan.**

## **Background**

1. The Children's Plan (DCSF 2007) sets out a powerful vision of children's services, with schools and early years settings working together and in effective partnership with children, their parents and young people, to give every child and young person the support they need, when they need it, to fulfil their potential across the five ECM outcomes.
2. Developing and supporting a vision for the children's workforce is being taken forward as part of the national "2020 Children and Young People's Workforce Strategy" (DCSF December 2008):

**"... Children's Trusts should ensure that their children and young people's workforce have support and opportunities to:**

- **Understand what it means to be part of the children and young people's workforce in their local area, including through induction when they first join;**
  - **Acquire a core of skills and knowledge that they share with others in the workforce;**
  - **Develop a shared approach to assessment, planning, intervention and review to meet children and young people's needs;**
  - **Learn from, and with, people from other professional and occupational backgrounds; and**
  - **Access – and to be supported to use – resources, tools and guidance that help them to work effectively together."**
3. The Children's Workforce means everyone who works with children and young people or their families (including volunteers), or who are responsible for their outcomes, as they all have a role to play in improving outcomes for children and young people.

## **Purpose and scope**

This Training Framework:

1. Supports the development of integrated working practices and the common understanding of the shared processes and tools which support Integrated Working.
2. Builds on existing Training for Integrated Working and working practices in Hartlepool.
3. Is informed by national training materials and guidance provided by Children's Workforce Development Council (CWDC) and DCSF to support Workforce Reform and Integrated Working. Planning will be regularly reviewed and updated as required to take account of national developments and guidance.

4. Supports 'Common Core' skills and knowledge for the children's workforce. This sets out the basic skills, knowledge and understanding needed by people (including volunteers) whose work brings them into regular contact with children, young people and their families. (The 'Common Core' is currently subject to a review led by the CWDC).
5. Complements role and sector specific training and development, by supporting managers and practitioners in developing the skills, knowledge and understanding that are essential for their role in the wider children's workforce.
6. Addresses crucial safeguarding awareness and safer workforce (including safer recruitment) practices.
7. Prepares and supports staff to understand developments in the Children's Trust, and increase understanding of, and compliance with, commissioning and procurement requirements.
8. Supports the vision for the 2020 Children and Young People's Workforce Strategy, and delivery of Hartlepool's Children's Workforce Strategy and Hartlepool's Children and Young People's Plan.

The Local Authority is part of the wider children's workforce in Hartlepool under the Children's Trust which includes, for example, the voluntary sector, private sector employers and the health sector. This training framework will therefore lead to the development of a town-wide training framework, training and development programme and induction process that cover the needs of the wider children's workforce and which are delivered on a multi agency basis.

### **Benefits**

1. This Framework:
  - Supports the aims of integrated Children's Services and Children's Trust arrangements.
  - Supports the development of integrated working and early intervention and prevention across the children's workforce in Hartlepool.
  - Supports the duty to safeguard children.
2. Planning and implementation will be coordinated by the workforce development team in the Child and Adult Services Department to ensure that dependencies and links between training and development for Integrated Working, Safeguarding, Commissioning and Procurement are effectively managed and coordinated, to avoid duplication, ensure consistency of key messages, and to maximise use of all available resources.



## **Process and Tools**

1. The varied training programme uses a range of learning methods to develop knowledge, skills and understanding, for example e-learning, self-directed learning, face-to-face facilitation.
2. The framework will be regularly updated to continue to reflect and support current and developing practice across the children's workforce in Hartlepool.
3. The Children's Trust will:
  - support implementation and ongoing development of the framework and training programmes, and
  - monitor and evaluate impact and identify future development needs across the Children's Trust.

A range of support, networking and practice sharing opportunities will continue to be developed across the children's workforce to support, build on and embed learning provided through this training framework and its development town-wide, for example, briefings; support to managers and teams; web based advice and guidance; self assessment materials.

## **Programme Design and Delivery**

Wherever practicable training and development activities will be designed and delivered in-house. Where external providers are needed they will be procured through the Hartlepool Borough Council Training Procurement Framework.

## **Professional and Occupational Development Activities**

In addition to the priority areas identified in this framework it is the responsibility of managers to identify professional and occupational training and development activities relevant to their team(s) and work with occupational groups, teams and individuals, through team meetings, supervision and appraisal processes, to develop learning profiles for teams and/or individual posts. Training and development programmes for specialist professional and occupational areas are in development and an example of a completed programme (for the children's safeguarding and specialist services division) is at Appendix 1. There is also a multi-agency training programme on safeguarding, which is attached for information at Appendix 2. Also attached for information at Appendix 3 is the training programme for early years and schools.

The workforce development team in the Child and Adult Services Department will coordinate team training plans across the department.

## **Funding**

Costs of the programme are met from grants for staff development from government departments (Department of Children, Schools and Families; Department of Health), a grant from the Children's Workforce Development Council, and the Child and Adult Services Department's budget.

## **Priority Areas**

### **Integrated working**

Integrated working has been identified as:

*“... everyone supporting children and young people working together to put the child at the centre, meet their needs and improve their lives.”* (Children's Workforce Development Council (CWDC).

*“....providing the glue that binds together services and practitioners across agencies and professional groups, from leaders and managers, through middle managers, line managers and supervisors to practitioners, with families themselves.”* (Building Brighter Futures: Next steps for the children's workforce, DCSF, April 2008),

and

*“Integrated working is achieved through collaboration and co-ordination at all levels, across all services, in both single and multi-agency settings. It requires clear and ongoing leadership and management. At an operational level, it is facilitated by the adoption of common service delivery models, tools and processes.”* (The Department for Children, Schools and Families (DCSF).

Training and development on integrated working helps to prepare the workforce for change and gain knowledge, understanding and skills that will make a significant contribution to improving outcomes for children and young people.

Integrated working is a large and complex agenda incorporating new ways of working and service delivery, a strong ethos of working together and collaboration in multi-agency settings, information sharing, and new processes and procedures. There is therefore a strong transformational element in integrated working that must be supported by a sustainable workforce for the future that is committed to continuing professional development.

The breadth of training and development activities required to promote and embed integrated working is significant and the training framework aims to meet the needs of a wide range of staff and volunteers, and achieve value for money.

### **Safeguarding**

*“All organisations that work with children share a commitment to safeguard and promote their welfare, and for many organisations that is underpinned by a statutory duty or duties. Local Authorities (LAs) that are children's services authorities have a number of specific duties to organise and plan services and to safeguard and promote the welfare of children.”* (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, HM Government 2006).

Safeguarding is a shared responsibility and is, therefore, everyone's responsibility.

As a Local Authority we have particular statutory responsibilities for the safety and welfare of children and young people and **all** members of staff in Children's Services **must** undertake appropriate levels of training on safeguarding.

Children and young people have a right to be safe from harm and to be protected from those who seek to abuse or neglect them. If children and young people are to achieve the 'Every Child Matters' five outcomes it is essential that all practitioners who work with children and their families understand their responsibilities for safeguarding and promoting the welfare of children and carry these out effectively.

Participation in safeguarding training enables all staff who work with children and young people and their families to place their responsibilities for safeguarding in the context of work in promoting the welfare of children and young people and how this is an integral part of the wider range of support and services provided.

Effective joint working between agencies and professionals that have different roles and expertise is crucial, and this includes training in multi-agency settings where constructive relationships can be further developed and staff development issues shared.

Training will include: an awareness and appreciation of the role of others; emphasise shared responsibility for safeguarding and promoting the welfare of children and young people; being able to recognise when a child may require safeguarding; and knowing what to do in response to concerns about the welfare of a child. It will promote the ethos of working collaboratively with others, equality and respect diversity.

### **Children's Trust and Service Delivery**

The term "Children's Trust" refers to:

"...the whole system of children's services, covering the work of partner agencies at every level, from the development of the overall strategy to the delivery of front-line services. But Children's Trusts are not separate organisations in their own right. Each partner retains its own responsibilities, while working together to join up services." (The Department for Children, Schools and Families DCSF)

Hartlepool Children's Trust works to keep children, young people and families at the centre of all the services that we provide and as such, it is important that the whole children's workforce have a level of understanding appropriate to their role.

### **Child Development**

Many influences shape the developing child and the outcomes for the individual throughout and beyond childhood. Some are within the child, such as genetic factors. Others are from outside such as physical, psychological and family influences, as well as the wider neighbourhood and cultural influences.

Contemporary thinking about children's development acknowledges these different perspectives in what is called the *developmental-ecological* approach to child development.

The key factors in the *developmental-ecological* model are as follows:

- each child is an individual with individual potentialities;
- children develop along different dimensions simultaneously (biological, social, emotional and cognitive) and these areas are interlinked
- milestones are an important concept but should be used within a context that recognises each individual's potentialities;
- in relation to disabled children, milestones should be used not to emphasise difference but to identify strengths and facilitate access to services that will promote children's full potential;
- children themselves have a part in influencing their development through their behaviour and dynamic transactions with others;
- with help and support children can recover from abuse or other negative experiences but it is more difficult for those who have been seriously maltreated;
- cultural diversity is an important determinant in how individual children transact with the environment in which they live;
- children's development is influenced by many factors (including internal factors such as their temperament, and external factors such as relationships with parents) so that the circumstances in which children grow up will interact with their intrinsic capabilities.

Knowledge and understanding of the *developmental-ecological* approach to child development is vital for the children's workforce to enable practitioners to accurately assess children and young people's needs and determine appropriate intervention strategies. This is particularly important because traumatic events, such as abuse or separation, can lead to disruption or delay in the developmental processes which can be subsequently ameliorated or exacerbated the later experiences of the child.

# **Integrated Working**

- Common Assessment Framework (CAF)
- eCAF
- ContactPoint
- Think Family
- Young People and Risky Behaviours
- Person Centred Planning

## **Common Assessment Framework (CAF)**

### **Introduction**

The Common Assessment Framework (CAF) is designed to provide practitioners with a standardised national approach to identifying the additional support needs of pre-birth, infants, children, and young people in relation to the 'Every Child Matters' outcomes. It is part of a process that supports early intervention, improves joint working, communication, supports the appropriate sharing of information and brings together different strands of assessment. It encourages agencies to work together in order to meet the needs of children and their families. CAF is part of a process that includes the role of a 'Lead Practitioner' and a 'Team Around The Child'.

### **MODULE**

Introduction to CAF

### **Aim**

To provide staff with an introduction to the role of Integrated Working, Information Sharing, CAF, Lead Practitioner, and Team Around The Child Meetings in relation to their work with the children and families of Hartlepool.

### **Learning Objectives**

By the end of the course delegates should understand:-

- The concept and principles of integrated working and how this fits within CAF processes and supports Every Child Matters agenda.
- How to incorporate CAF within their day-to-day work
- The concept and principles of information sharing
- The need to ensure information is shared safely and legally by individuals or agencies, the legislation that supports this and the role this plays in relation to CAF.
- Where CAF sits in relation to the 'Continuum of Need' and the role it plays in supporting prevention lead services.
- How to undertake interviews and record assessments while encouraging the participation of children and parents in the process.
- How to develop strong action plans, evaluate progress and incorporate this within their work.
- The role of a Lead Practitioner / Team Around the Child, how this fits with CAF and services provision for children and families.

**Target Audience**

Children's Trust partners' staff

Max number of delegates - 30.

Session duration – 1 day

**Programme timetable**

January 2010 to December 2011

**Procurement of training**

In-house delivery



## **eCAF**

### **Introduction**

The National eCAF system allows practitioners to electronically create, store and share a CAF securely. It gives practitioners from different sectors, who are approved and trained to use the system, appropriate access to information on assessments. This allows them to participate in the delivery of the most appropriate services. In order to gain access to the CAF, practitioners need explicit consent from the young people who are the subject of the CAF and/or, where appropriate, their parents or carers.

### **MODULE**

Using eCAF

### **Aim**

To introduce staff to eCAF as an electronic data base and demonstrate the use of the system use in practice.

### **Learning Objectives**

By the end of the course delegates will understand:

- What functions eCAF performs
- How eCAF promotes multi agency working
- How eCAF supports the Every Child Matters agenda
- How to use the eCAF system in practice.

### **Target Audience**

Children's Trust partners' staff

Max numbers of delegates - 8

Session duration – 1 day

### **Programme timetable**

March 2010 to December 2011

### **Procurement of training**

Training will be procured under the Hartlepool Borough Council Training Procurement Framework.

## **ContactPoint**

### **Introduction**

ContactPoint is a list of contacts for professionals who work with children and young people. It will provide them with a quick way to find out who else is working with the same child, making it easier for them to work as a team and deliver more coordinated support. This means practitioners can spend more time delivering services to children and families. ContactPoint is part of the Department for Children, Schools and Families' Every Child Matters plan.

ContactPoint training is mandatory for ContactPoint system users and data administrators.

### **MODULE 1**

'Using ContactPoint'

#### **Aim**

To introduce ContactPoint and explain the roles and responsibilities of those using and maintaining the system.

#### **Learning Objectives**

By the end of the course delegates should understand:

- What ContactPoint does
- How it will benefit children, young people, families and users
- The role of ContactPoint in supporting the broader aims of helping children's services work together to meet the needs of individual children and young people
- How ContactPoint manages data
- The role of users in using and maintaining the system

#### **Target Audience**

All authorised ContactPoint users in the Children's Trust

Max number of delegates per session – 8

Session duration – ½ day

#### **Programme timetable**

November 2009 – December 2010

#### **Procurement of training**

The training has been procured under the Hartlepool Borough Council Training Procurement Framework and the contract awarded to Helen Gordon Associates.

3.4 - Ch Svcs PF - 09.12.01 - Children's Services Training Framework append a

13 HARTLEPOOL BOROUGH COUNCIL

## **MODULE 2**

### **'ContactPoint User Managers'**

#### **Aim**

To explore how user user managers/administrators will access and use ContactPoint to support users.

#### **Learning Objectives**

By the end of the course delegates should understand the ContactPoint organisational structure and how to:

- Manage the 'User and System Management' planned structure in ContactPoint
- Register new users
- Plan for and provide user administrative support for rollout of training
- Manage user accounts
- Carry out routine administrative functions
- Respond to user requests
- Generate reports to support audit functions
- Manage authentication tokens

#### **Target Audience**

ContactPoint user managers and administrators

Max number of delegates per session – 6

Session duration – ½ day

#### **Programme timetable**

November/December 2009

#### **Procurement of training**

In-house delivery by accredited Child and Adult Services Department staff.

### **MODULE 3**

'ContactPoint Data Administrators'

#### **Aim**

To explore how data administrators will use ContactPoint functions and take reasonable steps to ensure records are as accurate and up to date as possible.

#### **Learning Objectives**

By the end of the course delegates should be able to:

- Interpret what is meant by data quality and its importance to the ContactPoint project
- Run standard cleaning tests to create cleaning sets
- Match, split and merge child records
- Propose, accept and reject movement of child records between accountable bodies
- Archive child records, fragments and data groups and retrieve child records from pending archive
- Flag child records after their archive period
- Shield and unshield child records
- Respond to service requests and trump child records
- Add and close disputes concerning child records
- Manage local instance accreditation
- Plan and implement data quality campaigns

#### **Target Audience**

ContactPoint data administrators

Max number of delegates per session – 6

Session duration – ½ day

#### **Programme timetable**

November/December 2009

#### **Procurement of training**

In-house delivery by accredited Child and Adult Services Department staff.

## **Think Family**

### **Introduction**

Think family is a whole family approach to interventions that lead to each family member receiving an integrated service through a single referral process.

### **MODULE**

Introduction to Think Family

### **Aim**

To provide an introduction to the principles of the Think Family concept

### **Learning Objectives**

By the end of the course delegates should:

- Be able to adopt a Think Family approach in practice
- Understand the role of the inquisitive professional
- Understand the pathways available for intervention and how they should be used
- Accept families as partners in developing services

### **Target Audience**

Children's Trust partners' staff

Max number of delegates per session – 30

Session duration – 1 day

### **Programme timetable**

April 2010 – March 2011

### **Procurement of training**

In-house delivery

## **Young People and Risky Behaviours**

### **Introduction**

This is a sensitive area concerned with risk factors and behaviour that can lead young people into substance misuse, criminal activity and teenage pregnancy.

### **MODULE 1**

Introduction to identifying Risky Behaviours

### **Aim**

To enable delegates to identify and respond to risk factors.

### **Learning Objectives:**

By the end of the course delegates should:

- Understand what can constitute risky behaviour
- Identify indicators that alert us to risky behaviours
- Understand what methods are available to divert young people from risky behaviour

### **Target Audience**

Children's Trust partners' staff

Max number of delegates per session – 30

Session duration – ½ day

### **Programme timetable**

April 2010 – March 2011

### **Procurement of training**

In-house delivery

## **MODULE 2**

### Issues of Substance Misuse

#### **Aim**

To identify issues of substance misuse and handle disclosure by working with young people and parents/carers.

#### **Learning Objectives:**

By the end of the course delegates should:

- Understand core issues on substance misuse
- Know how to handle disclosure from young people on the issue
- Know which pathways should be taken in respect of particular issues

#### **Target Audience**

Children's Trust partners' staff

Max number of delegates per session – 30

Session duration – ½ day

#### **Programme timetable**

April 2010 – March 2011

#### **Procurement of training**

In-house delivery and procurement of training under the Hartlepool Borough Council Training Procurement Framework.

### **MODULE 3**

#### Issues of Crime

#### **Aim**

To identify issues of crime and handle disclosure by working with young people and parents/carers.

#### **Learning Objectives :**

By the end of the course delegates should:

- Understand core issues on crime among young people
- Know how to handle disclosure from young people on the issue
- Know which pathways should be taken in respect of particular issues

#### **Target Audience**

Children's Trust partners' staff

Max number of delegates per session – 30

Session duration – ½ day

#### **Programme timetable**

April 2010 – March 2011

#### **Procurement of training**

In-house delivery and procurement of training under the Hartlepool Borough Council Training Procurement Framework.



## **MODULE 4**

### Issues of Teenage Pregnancy

#### **Aim**

To identify issues of Teenage Pregnancy and handle disclosure by working with young people and parents/carers.

#### **Learning Objectives :**

By the end of the course delegates should:

- Understand core issues on Teenage Pregnancy
- Know how to handle disclosure on the issue
- Know which pathways should be taken in respect of particular issues

#### **Target Audience**

Children's Trust partners' staff

Max number of delegates per session – 30

Session duration – ½ day

#### **Programme timetable**

April 2010 – March 2011

#### **Procurement of training**

In-house delivery and procurement of training under the Hartlepool Borough Council Training Procurement Framework.

## **Person Centered Planning**

### **Introduction**

Person Centered planning and approaches are usually associated with disabled young people making their transition from children's services to adult services. In Hartlepool, we promote a person centered approach to working with disabled children and their families from birth and throughout their childhood.

Person Centered planning and thinking skills give us a framework from which we can listen to people and learn about important aspects of the person's interests and needs. This is sometimes referred to as person-centeredness; it is about intentionally being with people that may or may not include planning.

### **MODULE**

Introduction to Person Centered Thinking Skills: the foundation of Person Centered planning.

### **Aim**

To create a learning environment in which delegates can examine and challenge their approaches to working with disabled children and young people, promoting a person centered approach.

### **Learning Objectives**

By the end of the course delegates should:

- Have a greater understanding of the principles of Person Centered thinking and planning.
- Have a greater understanding of how the Person Centered approach can lead to more meaningful planning **with** the child, their family and the young person.
- Have had the opportunity to practice Person Centered thinking skills and think how they could be used in practice.
- Have had the opportunity to examine their own practice and considered how they could use Person Centered thinking in practice with young people.

### **Target Audience**

All practitioners in Child and Adult services; partner agencies and practitioners from the voluntary and private sectors working with disabled children and young people in

Hartlepool. The training will be available to parents and for young people where appropriate.

Maximum number of delegates per session - 30

Session duration – 1 day

**Programme Timetable**

January 2010 to December 2010

**Procurement of training**

In-house delivery alongside a parent or young person

# **SAFEGUARDING**

- Introduction to Child Protection
- Effective multi agency working in child protection
- Child Protection and Information Sharing
- Safer Workforce Recruitment and Selection
- Managing Allegations against Staff

## **Child Protection**

### **Introduction**

Safeguarding is a shared responsibility and is, therefore, everyone's responsibility. All members of staff must undertake appropriate levels of training on safeguarding.

There is a separate specialist training programme for safeguarding and specialist services staff (see Appendix 2) and there is also a Local Safeguarding Children Board training programme (see Appendix 3). The modules outlined below on child protection are drawn from those programmes and applied under this framework the children's services workforce in the Child and Adult Services Department. In addition, there are modules below on safer recruitment and safeguarding drawn from the corporate Leadership and Management Development Programme.

### **MODULE 1**

Introduction to Child Protection

#### **Aim**

To gain a basic understanding of safeguarding children and what to do if you are worried about a child.

#### **Learning Objectives**

By the end of the course delegates should:

- Understand what is meant by safeguarding and promoting the welfare of children
- Have gained an awareness of statutory duties, including confidentiality and information sharing
- Understand roles and responsibilities
- Have gained awareness of how to deal with disclosures
- Have a basic understanding of monitoring and recordkeeping
- Have an understanding of statutory and local guidance in relation to child protection
- Have a basic understanding of the physical and emotional needs of children and young people
- Have an awareness of definitions and signs and symptoms of abuse
- Be fully aware of the multi-agency document "What to do if you are worried that a child is being abused."

**Target Audience**

This module is mandatory for all staff in children's services in the Child and Adult Services Department.

Max number of delegates per session – 25

Session duration – ½ day

**Programme timetable**

November 2009 to March 2010

**Procurement of training**

In-house delivery

## **MODULE 2**

### Effective Multi Agency Working in Child Protection

#### **Aim**

To enable multi agency practitioners to work effectively on the child protection area and strengthen multi agency collaboration and joint working.

#### **Learning Objectives**

By the end of the course delegates should:

- Have increased confidence in contributing to the child protection processes
- Have enhanced knowledge and understanding of effective safeguarding practice
- Know how to make meetings effective
- Have enhanced understanding and skills in partnership working

#### **Target Audience**

This module is mandatory for all staff in children's services in the Child and Adult Services Department who work in front-line child protection services and staff whose roles include an element of child protection.

Max number of delegates per session – 25

Session duration – ½ day

#### **Programme timetable**

November 2009 to March 2010

#### **Procurement of training**

In-house delivery

### **MODULE 3**

#### Child Protection and Information Sharing

##### **Aim**

To promote and enhance effective information sharing within child and adult services.

##### **Learning objectives**

By the end of the course delegates should:

- Understand the key issues in relation to information sharing both nationally and in Hartlepool
- Understand the principles and processes of information sharing in a range of situations
- Understand the principles and processes associated with consent to share information
- Understand the legislation that governs information sharing
- Be able to apply the information sharing key principles to support decision making

##### **Target Audience**

All practitioners in Child and Adult Services.

Max number of delegates per session – 25

Session duration – 1 day

##### **Programme timetable**

November 2009 to March 2010

##### **Procurement of training**

In-house delivery



## **MODULES 4 AND 5**

### **Safer Workforce Recruitment and Selection**

**These modules are part of the corporate Leadership and Management Development Programme, where they are described as follows:**

“This course covers the Recruitment and Selection process and introduces delegates to safe-guarding which will reduce the risk of appointing someone who is un-suitable to work with children, young people and vulnerable adults thus reducing the risks of abuse taking place.

### **Target Audience**

Module 1: Any Manager/Supervisor involved in the recruitment and selection of any staff

Module 2: Any Manager/Supervisor involved in the recruitment and selection of any post which meets the safeguarding Requirements.

### **Course Duration**

Module 1: 9.30am-12.30pm

Module 2: 1.30pm-5.00pm

Delivered by: Members of the Human Resources Division & Children's Services Officers

This course is divided into two modules. All managers must complete the Module 1 before they can participate in the recruitment and selection process.

Managers involved in recruiting to posts that meet safeguarding requirements i.e. positions where the nature of the job and/or the setting in which they work provides access to young children, young people or vulnerable adults and/or sensitive information about these individuals must also complete Module 2.

If both modules are required it is essential that they are completed on the same day.

### Module 1 – Recruitment & Selection: The Process

This module looks at best practice within recruitment and Selection and covers:

- Planning
- Job Descriptions
- Person Specifications
- Advertising
- Application Forms
- Short Listing
- References
- Interview Preparation
- Pre-Employment Checks
- Induction Arrangements

### Module 2 – Safer Recruitment and Safeguarding

This module examines the need for ongoing awareness and vigilance and considers how to develop and maintain an environment that deters and prevents abuse and challenges inappropriate behaviour.

This module will discuss topics of a sensitive nature and may have an emotional impact on delegates.

Note: This course does not include interview skills, this is available separately, please contact your Departmental Workforce Development Representative for further information.

#### Course dates:

13 October 2009	09 March 2010
08 December 2009	27 April 2010
19 January 2010	25 May 2010
23 February 2010	22 June 2010"

## **MODULE 6**

### **Managing Allegations against Staff**

#### **Aim**

To raise awareness of the Local Safeguarding Children Board procedure and arrangements for managing allegations against people who work with children.

#### **Learning objectives**

By the end of the course delegates should:

- Understand what the arrangements are for managing allegations against people who work with children.
- Be able to respond appropriately if an allegation is received
- Be familiar with the role of the Local Authority Designated Officer
- Be able to set arrangements for managing allegations against people who work with children in the context of child protection procedures and understand the differences between them.

#### **Target Audience**

Children's Trust partners' staff

Max number of delegates per session – 25

Session duration – ½ day

#### **Programme timetable**

November 2009 to March 2010

#### **Procurement of training**

In-house delivery

# **CHILDREN'S TRUST AND SERVICE DELIVERY**

- Children's Trust
- Commissioning and Procurement

## **Children's Trust**

### **Introduction**

Hartlepool Children's Trust works to keep children, young people and families at the centre of all the services that we provide and as such, it is important that the whole children's workforce have a level of understanding appropriate to their role.

### **MODULE**

'Introduction to the Hartlepool Children's Trust'

### **Aim**

To give all staff an awareness of the purpose and remit of the Children's Trust and how it operates.

### **Learning Objectives**

By the end of the course delegates should understand:

- Why we have a Children's Trust
- What the Children's Trust is responsible for
- How the Children's Trust is structured, how its membership is determined, and how it makes decisions

### **Target Audience**

Children's Trust partners' staff

Max number of delegates per session – 40

Session duration – 1 hour

### **Programme timetable**

January – December 2010

### **Procurement of training**

In-house delivery

## **Commissioning and Procurement**

### **Introduction**

In a national context, commissioning lies at the heart of the *Every Child Matters* agenda. By commissioning effective services the local authority will better position itself to improve the life chances of young people.

Locally, the effective commissioning and procurement of services is integral to the Council's wider programme of reforming services. There is a need to ensure the delivery of high quality services that can also demonstrate value for money. There is an ongoing need to ensure that services provided by the department are commissioned in a way that is open, fair and equitable. This includes the ongoing monitoring of services to ensure that the department is getting the best possible deal.

Commissioning and procurement training is mandatory for all budget holders and those with responsibilities for procurement and purchasing.

### **MODULE**

'Commissioning and procuring goods and services for children, young people and their families'

### **Aim**

To introduce commissioning and the procurement processes and explain the roles and responsibilities of budget holders and those with responsibilities for procurement and purchasing.

### **Learning Objectives**

By the end of the course delegates should understand:

- The importance of commissioning and procuring goods and services effectively to achieve maximum value for money and positive outcomes for children and young people;
- The requirement to adhere to Hartlepool Borough Council's contract procedure rules and the consequences of failing to do so;
- The important aspects of EU and UK procurement law;
- The business processes to be followed when commissioning and procuring goods and services; and
- The contribution commissioning and procurement can make to the business transformation programme and potential de-commissioning of services.

**Target Audience**

All children's services staff who are budget holders and those with responsibilities for procurement and purchasing goods and services for the provision of services to children, young people and their families.

Maximum of delegates per session – 20

Session duration – ½ day

**Programme timetable**

November 2009 – January 2010

**Procurement of training**

In-house delivery

# **CHILD DEVELOPMENT**

- Early years 0 – 5
- Middle years 5 – 13
- Teenage years 13 – 19
- Understanding attachment and its significance in children's development



## **Child Development**

### **Introduction**

Many influences shape the developing child and the outcomes for the individual throughout and beyond childhood. Some are within the child, such as genetic factors. Others are from outside such as physical, psychological and family influences, as well as the wider neighbourhood and cultural influences.

Contemporary thinking about children's development acknowledges these different perspectives in what is called the *developmental-ecological* approach to child development.

Knowledge and understanding of the *developmental-ecological* approach to child development is vital for the children's workforce to enable practitioners to accurately assess children and young people's needs and determine appropriate intervention strategies. This is particularly important because traumatic events, such as abuse or separation, can lead to disruption or delay in the developmental processes which can be subsequently ameliorated or exacerbated in the later experiences of the child.

### **MODULE 1**

Child Development - Early Years 0 – 5

#### **Aim**

To provide an overview of key child development theory in the early years and facilitate understanding of the inter-relationship between with-in child and external factors on a young child's development

#### **Learning Objectives**

By the end of the course delegates should:

- Have a theoretical understanding of the critical developmental dimensions (biological, social, emotional and cognitive) of human development during this period so that practitioners are supported in their assessment of children's needs.
- Recognise that genetics, maturation and the social environment are interrelated in influencing developmental outcomes
- Recognise the key vulnerabilities and adversities that can threaten healthy development during this period with a particular focus on attachment issues

**Target Audience**

Children's Trust partners' staff

Max number of delegates per session – 20

Session duration – 1 day

**Programme timetable**

April 2010 – March 2011

**Procurement of training**

Procurement of training under the Hartlepool Borough Council Training Procurement Framework

**MODULE 2**

Child Development – The Middle Years 5 -13yrs

**Aim**

To provide an overview of key child development theory in these middle years and facilitate understanding of the inter-relationship between with-in child and external factors on a child's development

**Learning Objectives**

By the end of the course delegates should:

- Have a theoretical understanding of the critical developmental dimensions (biological, social, emotional and cognitive) of human development during this period so that practitioners are supported in their assessment of children's needs.
- Recognise that genetics, maturation and the social environment are interrelated in influencing developmental outcomes
- Recognise the key vulnerabilities and adversities that can threaten healthy development during this period, in particular why some young people engage in risky behaviours.

**Target Audience**

Children's Trust partners' staff

Max number of delegates per session – 20

Session duration – 1 day

**Programme timetable**

April 2010 – March 2011

**Procurement of training**

Procurement of training under the Hartlepool Borough Council Training Procurement Framework

**MODULE 3**

Young People's Development – The Teenage Years 13 – 19yrs

**Aim**

To provide an overview of key developments in these teenage years, consider how physiological and psychological changes impact on behaviour and consider appropriate strategies to promote positive interaction.

**Learning Objectives**

By the end of the course delegates should:

- Understand theory so that practitioners are supported in their assessment of children's development
- Understand the critical developmental dimensions (biological, social, emotional and cognitive) in this period of human development
- Recognise that genetics, maturation and the social environment are interrelated in influencing developmental outcomes
- Recognise the key vulnerabilities and adversities that can threaten healthy development during this period, in particular why some young people engage in risky behaviours.
- Understand how self esteem changes during adolescence
- Understand how to promote positive interaction

**Target Audience**

Children's Trust partners' staff

Max number of delegates per session – 20

Session duration – 1 day

**Programme timetable**

April 2010 – March 2011

**Procurement of training**

## Procurement of training under the Hartlepool Borough Council Training Procurement Framework

### **MODULE 4**

Understanding attachment and its significance in children's development

#### **Aim**

To understand the impact of early experiences on children's development, with a particular focus on attachment and building resilience.

#### **Learning Objectives**

By the end of the course delegates should be able to:

- Outline the concept of attachment and its significance in children's development;
- Describe how children form attachments and how different attachment patterns develop;
- Consider and comment on the impact of abuse and neglect on children;
- Apply their knowledge of child development and attachment theory to assessing children's needs;
- Identify key factors that promote resilience and positive outcomes for children and young people.

#### **Target Audience**

Children's Trust partners' staff

Max number of delegates per session – 20

Session duration – 1 day

#### **Programme timetable**

April 2010 – March 2011

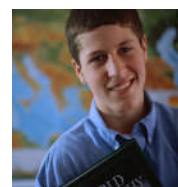
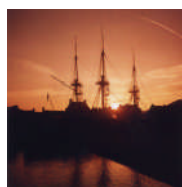
#### **Procurement of training**

Procurement of training under the Hartlepool Borough Council Training Procurement Framework

# SAFEGUARDING AND SPECIALIST SERVICES



## TRAINING DIRECTORY 2009/2010



**CHILDREN'S SERVICES in Hartlepool**



# CONTENTS

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	Page Nos.
<b>Introduction</b>	5
Advanced Court Skills	6
AIMS Comprehensive Assessment and Intervention Training for Adolescents who Display Sexually Harmful Behaviour	7
AIM 2 Initial Assessment for Adolescents who Display Sexually Harmful Behaviour	8
Assessing Children of Parents that Substance Misuse	9
Assessing Foster Carers and Adopters	10
Assessing Parenting Skills	11
Best Practice	12
Chairing Case Conferences and LAC Reviews	13
Communicating with Children and Direct Life Story Work	14
Developing your Confidence in Public Law	15
Domestic Violence Awareness	16
Enhanced Assessment Skills	17
Essential Best Practice in Court for Social Workers	18
Family Group Conferences	19
Fire Safety	20
Food Hygiene Awareness	21
Framework for Assessment and Care Planning	22
Good Complaints Handling in Social Care	23
Hair Alcohol Testing	24
Induction Standards	25
Initial Enquiry	26
Joint Investigation	27

	<b>Page Nos.</b>
Managing Effective Meetings	28
Parenting the Public Child	29
Performance Management and Quality Assurance	30
Preparing Child Permanence Reports	31
Professional Supervision and Case Management	32
Promoting Child Well Being and the 5 ECM Outcomes	33
Risk Assessment for Social Care Managers	34
Risk Assessment for Social Care Staff	35
Safeguarding and Specialist Services Staff Briefings	36
Solution Focused Therapy	38
Supporting and Supervising Carers	39
Team Teach 12 Hour Basic	40
Team Teach 6 Hour Refresher	41
Understanding Child Development, Attachment and Resilience	42
Working with Adults to Meet the Needs of Children	43
Write Enough E-Learning	44



# INTRODUCTION

## SAFEGUARDING AND SPECIALIST SERVICES TRAINING PROGRAMME 2009/10

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Welcome to the Hartlepool Borough Council Safeguarding and Specialist Services Training Directory 2009/10. Our aim is, through the provision of suitable training, to ensure staff have the appropriate levels of skills and knowledge which will enable them to effectively carry out their role for children and young people.

- Applications for all courses must be on the form included in the back of the booklet.
- We cannot accept telephone bookings – please use the application form at the back of this brochure.
- Applications should be made **AT LEAST FOUR WEEKS BEFORE THE COURSE DATE.**
- Cancellations must also be in writing. A note, fax or email is sufficient.

Please send application forms as early as possible to:

Workforce Development  
Children's Services Department  
Level 4  
Civic Centre, Victoria Road  
Hartlepool  
TS24 8AY  
Fax: 01429 284235

Email address: **[childrenservicestraining@hartlepool.gov.uk](mailto:childrenservicestraining@hartlepool.gov.uk)**

**Please note that if a course is two/three/four etc, all dates must be attended.**

**For courses that are identified as mandatory, if this is specific to your role then attendance is compulsory. If you are unable to attend, notification in writing must be sent from your Business Unit Manager to Workforce Development.**

**Please note that a recharge policy now applies to any cancellations (£30 for no-shows and cancellations made less than one week before the course).**

### **Workforce Development Team**

**Louise Wood, Workforce Development Officer - [louise.wood@hartlepool.gov.uk](mailto:louise.wood@hartlepool.gov.uk)**

**Maria Richardson, Training Co-ordinator - [maria.richardson@hartlepool.gov.uk](mailto:maria.richardson@hartlepool.gov.uk)**

# **Advanced Court Skills**

**Dates:** 02.12.2009 and 03.12.2009 (2 Day Course) **or**  
08.12.2009 and 09.12.2009 (2 Day Course)

**Times:** 9.00am – 5.00pm

**Venue:** Historic Quay

**Who should attend:** Social Workers / Team Managers

**Trainer:** Bond Solon

## **Course Aim:**

This course aims to enhance experienced Social Workers competencies, confidence and effectiveness in Children's Act proceedings and other hearings. The course focuses on developing Social Workers knowledge of the legal system and how their roles operate within it.

## **Learning Outcomes:**

By the end of the course delegates should:

- Understand the difference between different types of available evidence, including information and facts, and maintain best practice in recording and note taking to enhance the reliability and credibility of evidence.
- Understand the necessary knowledge and skills required to ensure they can conduct their professional role throughout the whole process.
- Develop knowledge of law, evidence and procedure to understand the way that the court and lawyers consider evidence and assess risk to children.
- Demonstrate skills in written evidence and in giving oral evidence effectively.
- Understand the management of information and analysis so as to determine what has been proved, how to prove it and explain decision making competently and confidently.

# **AIMS Comprehensive Assessment and Intervention Training for Adolescents who Display Sexually Harmful Behaviour**

**Dates:** TBC

**Times:** TBC

**Venue:** TBC

**Who should attend:** Social Workers

**Trainer:** AIM Project

**Course Aim:**

This course aims to follow on from the Initial Assessment course. The content looks at a model of comprehensive assessment, outline techniques for exploring sensitive issues with young people and motivating them to work towards future safe behaviours, as well as identifying a young persons needs. The training will provide practitioners with a flexible modular programme of individual and direct work.

**Learning Outcomes:**

By the end of the course delegates should: TBC

# **AIM 2 Initial Assessment for Adolescents who Display Sexually Harmful Behaviour**

**Dates:** 21.01.10 and 22.01.10 (2 Day Course)

**Times:** 9.00am – 5.00pm

**Venue:** Historic Quay

**Who should attend:** Social Workers

**Trainer:** AIM Project

**Course Aim:**

This course aims to identify current knowledge and research relating to sexually harmful adolescents and present the AIM 2 Initial Assessment Model for application.

**Learning Outcomes:**

By the end of the course delegates should: TBC

# **Assessing Children of Parents that Substance Misuse**

**Dates:** 10.06.2009 and 23.06.2009 and 25.06.2009 (3 Day Course) **or**  
02.02.2010 and 09.02.2010 and 23.02.2010 (3 Day Course)

**Times:** 9.30am – 4.30pm

**Venue:** Historic Quay

**Who should attend:** Social Workers / Principle Practitioners / Team Managers

**Trainer:** Ian Mitchell and Martin Fletcher

## **Course Information:**

This course aims to enable participants to understand and identify the dangers and effect of 'Hidden Harm', along with engaging with families in identifying substance misuse. The course also aims to effectively assess and intervene with children and young people living with and suffering the effects of 'Hidden Harm'.

## **Learning Outcomes:**

By the end of the course delegates should:

- Demonstrate appropriate and effective interventions.
- Have a working knowledge of commonly misused substances, their appearance and effects.
- Improve confidence in areas relating to parental substance misuse and the impact this has on children in families (while maintaining the focus on the child's needs).
- Investigated knowledge base in relation to substance misuse.
- Improve effective case planning.
- Have applied assessment models & tools using case studies, to assess the needs of children experiencing 'Hidden Harm'.

**PLEASE NOTE THIS COURSE IS**  
**MANDATORY FOR STAFF**

# **Assessing Foster Carers and Adopters**

**Dates:** 25.01.2010 and 26.01.2010 (2 Day Course)

**Times:** 9.30am – 4.30pm

**Venue:** Historic Quay

**Who should attend:** Social Workers / Team Managers

**Trainer:** Brenda Brodie from Jo Fox Associates

**Course Aim:**

This course aims to ensure that assessments of both stranger carers and family and friends carers are objective, analytical and evidenced.

**Learning Outcomes:**

By the end of the course delegates should:

- Demonstrated collective experience to advance assessment skills with emphasis on achieving safe and nurturing placements.
- Understand the importance of having to remain fresh and creative while undertaking this important task.

# **Assessing Parenting Skills**

**Dates:** 29.09.2009 (1 Day Course)

**Times:** 9.30am – 4.30pm

**Venue:** Historic Quay

**Who should attend:** Social Workers

**Trainer:** BAAF

**Course Aim:**

To introduce and familiarise course participants to the concept of Assessing Parenting Skills and introduce participants to the Hartlepool Parenting Assessment model.

**Learning Outcomes:**

By the end of the course delegates should:

- Describe the role, responsibilities and tasks of parenting throughout the child's life.
- Identify factors that influence parenting and the impact these may have on outcomes for children.
- Demonstrate understanding of why we need to assess parenting skills and understanding of appropriate techniques used in assessing parenting skills.
- Describe the key elements of the parent practitioner's role, personal qualities required in this role and key elements of partnership working.
- Identify own attitudes and beliefs in work with parents. .

# **Best Practice**

**Dates:** 19.10.2009 and 20.10.2009 (2 Day Course) **or**  
18.01.2010 and 19.01.2010 (2 Day Course)

**Times:** 9.00am – 5.00pm

**Venue:** University of Teesside

**Who should attend:** Social Workers / Team Managers

**Trainer:** Neil Ventress, University of Teesside

## **Course Aim:**

This two day course aims to introduce participants to the complexities of the safeguarding process and provide the knowledge that they need to keep children safe.

## **Learning Outcomes:**

By the end of the course delegates should:

- Have an awareness of their own value base around issues of safeguarding children.
- Be able to recognise and assess the signs and symptoms of abuse.
- Be aware of the complexity of defining abuse, with particular reference to 'messages from research'.
- Be able to recognise those parental behaviours that are potentially harmful to children.
- Identify their legal and procedural responsibilities where there are concerns for a child.
- Understand the local safeguarding framework, the professionals involved and their responsibilities.
- Have an awareness of the specific needs of children who have disabilities.
- Be aware of the importance of working in partnership with parents and children.
- Be aware of best practice in safeguarding children.



# **Chairing Case Conferences and LAC Reviews**

**Dates:** 29.06.2009 (1 Day Course)

**Times:** 9.30am – 4.30pm

**Venue:** Lynnfield Children's Centre

**Who should attend:** IRO's / Team Managers

**Trainer:** Maggie Sivitar from Jo Fox Associates

**Course Aim:**

This course aims to provide delegates with the skills needed to effectively chair Case Conferences, ensuring full participation from all involved.

**Learning Outcomes:**

By the end of the course delegates should:

- Describe the role of the chair.
- Understand the details of making a meeting work for children and participants drawing on the strengthening families model of empathically supporting families in crisis.
- Facilitate participation for children, young people, parents and families.
- Motivate participants and promote engagement with the plan after the meeting.
- Understand the role of conflict and how this can be managed / resolved to reach a consensus.
- Achieve the best outcomes for children.
- Identify the balance of power.

# **Communicating with Children & Life Story Work**

**Dates:** 07.10.2009 (1 Day Course)

**Times:** 9.30am – 4.30pm

**Venue:** Historic Quay

**Who should attend:** Social Workers

**Trainer:** BAAF

## **Course Aim:**

This course aims to provide an opportunity for participants to refresh and develop their understanding of the range of methods which can be used to facilitate communication with children and young people.

## **Learning Outcomes:**

By the end of the course delegates should:

- Understand some of the frameworks for direct work with children, distinguishing between play related communications and play therapy.
- Explore the purposes of direct work.
- Understand the complexities in beginning work with a child.
- Identify a range of techniques for direct work, including aspect of Life Story Work.
- Identify the importance of 'good' goodbyes.

# **Developing your Confidence in Public Law**

**Dates:** 20.04.2009 (1 Day course)

**Times:** 9.30am – 4.30pm

**Venue:** Historic Quay

**Who should attend:** Social Workers / Team Managers

**Trainer:** Paul Greenhalgh and Kathy Webb

**Course Aim:**

This course aims to identify good practice in preparing for contested or Final Hearings and improving the quality of your filed reports, chronologies and care plans. Participants will have increased confidence in the court room.

**Learning Outcomes:**

By the end of the course delegates should:

- Investigate statements and chronologies, including what to include and how long it should be.
- Demonstrate writing a care plan with clear and concise plans and clarity with regard to contact.
- Describe what to expect when attending a Court Hearing, along with briefing your solicitor, understanding the lawyers role, court etiquette and general tips on giving evidence.
- Details of examination in chief and cross examination.

# **Domestic Violence Awareness**

**Dates:** 09.04.2009 (1 Day Course)

**Times:** 9.30am – 4.30pm

**Venue:** Borough Hall

**Who should attend:** All Social Care Staff

**Trainer:** Harbour, In conjunction with HBC Adult and Community Services

## **Course Information:**

By the end of the session delegates will have an in depth knowledge of a range of issues surrounding Domestic Abuse. Delegates will have the knowledge and confidence to refer clients into Harbour support services.

## **Learning outcomes:**

By the end of the course delegates should:

- Highlight what domestic abuse is.
- Highlight the dynamics of an abusive relationship.
- Provide information on power and control wheel.
- Provide information on the Stockholm model.
- Highlight the effect of Domestic Abuse on women, men and children.
- Highlight statistics surrounding Domestic Abuse.
- Highlight barriers to leaving an abusive relationship.
- Highlight best practice when working with survivors of Domestic Abuse.
- Provide information on services that support survivors of Domestic Abuse.
- Provide referral forms and protocols for referring clients to Harbour.

# **Enhanced Assessment Skills**

**Dates:** 03.11.2009 (1 Day Course)

**Times:** 9.30am – 5.00pm

**Venue:** Historic Quay

**Who should attend:** Team Managers / Principal Practitioners

**Trainer:** Alison Burgess from Jo Fox Associates

**Course Aim:** TBC

**Learning Outcomes:**

By the end of the course delegates should: TBC

# **Essential Best Practice in Court Skills for Social Workers**

**Dates:** 24.09.09 and 25.09.2009 (2 Day Course)

**Times:** 9.00am – 5.00pm

**Venue:** Historic Quay

**Who should attend:** Social Workers / Team Managers

**Trainer:** Bond Solon Legal Services

## **Course Aim:**

This course aims to equip delegates without enforcement, prosecution or regularity responsibilities with essential knowledge of law, evidence and procedure for their day-to-day roles in conducting investigations.

## **Learning Outcomes:**

By the end of the course delegates should:

- Understand relevant legislation, court processes and procedures.
- Recognise different types of evidence, including oral, documentary, hearsay, circumstantial and real.
- Collect reliable and admissible evidence.
- Distinguish between facts, inferences and opinions.
- Understand the difference between notes and reports.
- Create, maintain and enhance best practice standards in record keeping and note taking.
- Experience cross examination to reinforce the importance of record keeping

# **Family Group Conferences**

**Dates:** 13.01.2010 and 15.01.2010 (2 Day Course)

**Times:** 9.30am – 5.00pm

**Venue:** Historic Quay

**Who should attend:** IRO's / Social Workers / Team Managers

**Trainer:** Maggie Sivitar from Jo Fox Associates

**Course Aim:** TBC

**Learning Outcomes:**

By the end of the course delegates should: TBC

# **Fire Safety**

**Date:** Arranged on request

**Time:** Arranged on request

**Venue:** Arranged on request

**Who should attend:** All Residential Social Care Staff

**Trainer:** Frank Douglass from HBC Health and Safety

**Course Aim:**

This course aims to explain the causes of fire, the elements needed to start a fire, actions to take in the event of a fire and how to take precautions to minimise the risk of fire.

**Learning Objectives:**

By the end of the course delegates should:

- Identify the three elements required to create a fire.
- Identify the likely causes of fire.
- Identify what to do on discovering a fire and necessary evacuation or 'stay put' procedures in line with their organisation procedure.
- Identify assembly points and escape routes.
- Identify their responsibilities under relevant legislation.
- Identify precautions to take to minimise the risk to fire.



# **Food Hygiene Awareness**

**Dates:** Arranged on request

**Times:** Arranged on request

**Venue:** Arranged on request

**Who should attend:** All Residential Social Care Staff

**Trainer:** TBC

**Course Aim:**

The aim of the course is for participants to be able to identify how to prepare, cook and store food safely following food safety legislation.

**Learning Outcomes:**

By the end of the course delegates should be aware of:

- Their responsibilities under the Food Safety Act and Food Safety Regulations.
- The requirements for the reporting of illness.
- How bacteria is spread.
- The importance of personal hygiene and hand washing and how to do this effectively.
- How good food hygiene contributes to the safety and well being of individuals.
- The effect food poisoning can have on individuals.
- How to prepare food safely and hygienically.
- How to ensure the area used for preparation of food is correctly cleaned.
- How to protect food from anything that can cause harm.
- The correct temperatures for refrigerated and frozen foods.
- Food safety hazards and the action needed to ensure that it causes no harm.
- The different methods for cleaning and sterilisation of food and sterilisation of food contact surfaces.

# **Framework for Assessment and Care Planning**

**Dates:** 21.07.2009 and 22.07.2009 (2 Day Course) or  
05.10.2009 and 06.10.2009 (2 Day Course)

**Times:** 9.30am – 4.30pm

**Venue:** Educational Development Centre  
Lynnfield Children's Centre

**Who should attend:** Social Workers / Team Managers

**Trainer:** Maggie Sivitar and Jo Fox from Jo Fox Associates

**Course Aim:** TBC

**Learning Outcomes:**

By the end of the course delegates should: TBC

**PLEASE NOTE THIS COURSE IS**  
**MANDATORY FOR STAFF**

# **Good Complaints Handling**

**Dates:** 09.09.2009 (1 Day Course) **or**  
25.11.2009 (1 Day Course)

**Times:** 10.00am – 4.00pm

**Venue:** Historic Quay

**Who should attend:** Social Workers / Team Managers

**Trainer:** Ombudsman from Office of Local Government

**Course Aim:**

This one day course aims to investigate complaints in Social Services developed and delivered by experienced Local Government Officers. Participants can draw on a fund of knowledge gained from our experience of over three decades of complaints investigation.

**Learning Outcomes:**

By the end of the course delegates should:

- Identify complaints.
- Evaluate information and make sound decisions.
- Understand how to communicate decisions effectively.
- Determine how to resolve and learn from complaints.
- Assess how to overcome common problems.

# **Hair Alcohol Testing**

**Dates:** 30.11.2009 (1 Day Course)

**Times:** 11.30am – 1.00pm

**Venue:** Historic Quay

**Who should attend:** Social Workers / Team Managers

**Trainer:** Mr Rod de Albornoz

**Course Aim:**

This course is designed to provide an overview on the latest medical breakthrough used in numerous child protection hearings. Hair alcohol testing can now provide evidence of long term alcohol dependency in excess of 3 months.

**Learning Outcomes:**

By the end of the course delegates should:

- Understanding of background and evolution of alcohol testing.
- Understanding the technology.
- Demonstrate the testing process.
- Knowledge of hair alcohol testing limitations.
- Details of hair drug V's hair alcohol.
- Reflect on case studies.
- Consider objections and suggested responses.
- Understand statistics on hair alcohol testing.

# **Induction Standards**

**Dates:** 27.03.09, 21.04.09, 06.05.09, 02.06.09, 30.06.09 (5 day course) **or**  
28.10.09, 29.10.09, 18.11.09, 23.11.09, 16.12.09 (5 day course)

**Times:** 9.30am – 4.30pm

**Venue:** Historic Quay

**Who should attend:** Social Workers (NQSW)

**Trainer:** Ian Mitchell & Martin Fletcher

## **Course Aim:**

This course aims to provide a social work induction package that incorporates a mix of approaches as set out in Children's Workforce Induction Standards and will explore, study, explain and ensure delegates understand how each standard is relevant to their work.

## **Learning Outcomes:**

By the end of the course delegates should:

- Examined, discussed and mapped each standard to their own work experience.
- Explored, practised and understood key areas of law, policy and procedure relevant to the effective performance of each standard.
- Provide examples for their workbook for each standard.
- Participate in both a group and learning process.

# **Initial Enquiry**

**Dates:** 06.04.2009 and 07.04.2009 and 08.04.2009 (3 Day Course) **or**  
30.11.2009 and 01.12.2009 and 02.12.2009 (3 Day Course) **or**  
29.04.2010 and 30.04.2010 and 31.04.2010 (3 Day Course)

**Times:** 9.30am – 5.00pm

**Venue:** University of Teesside

**Who should attend:** Social Workers / Team Managers

**Trainer:** Neil Ventress, University of Teesside

## **Course Aim:**

The three day course explores communication with families, children and professional colleagues, prompting choice in our interventions, assessment of risk and networks, recording, working as part as a team, evaluating effectiveness and working in an ethically responsible manner. It is a key element of the training programme which enables social work staff to participate fully in responding to concerns about the welfare or safety of children.

## **Learning Outcomes:**

By the end of the course delegates should:

- Understand the legal framework within which initial enquiries are carried out.
- Demonstrate a range of skills used in engaging with and supporting children and their families.
- Work as an effective member of the team, the Department and the inter-agency network.
- Understand the power dynamics of the working relationship.
- Consider the impact of social work intervention and how this can be made more positive for families.
- Understand and be able to carry out the initial enquiry process.
- Reflect on their practice around initial enquires and seek ways to improve it.

# **Joint Investigation**

**Dates:** TBC

**Times:** 9.00am – 5.00pm

**Venue:** University of Teesside

**Who should attend:** Social Workers / Team Managers

**Trainer:** Neil Ventress, University of Teesside

## **Course Aim:**

This course aims to prepare professionals in the fields of child protection, to undertake the demanding task of interviewing children in cases of suspected child abuse, in an appropriate, ethical and professional manner meeting all the statutory requirements.

## **Learning Outcomes:**

By the end of the course delegates should:

- Demonstrate a critical understanding in practice of the aetiology of child abuse.
- Demonstrate a comprehensive and detailed professional knowledge of the clinical effects of child abuse, physical, sexual and emotional, and the principles and practice of risk analysis and risk assessment, as applied to the field of child protection studies.
- Synthesis the range of knowledge relevant to the joint investigations, including the operational roles off all practice agencies.
- Describe and demonstrate detailed knowledge of the legal mandate for their interventions, including adherence to national guidance.
- Demonstrate an explicit and comprehensive understanding of research findings concerning the characteristics, behaviours and dangers posed by child abusers.
- Ensure the reflection is critical.
- Critically evaluate their value base in practice.
- Critically analyse and evaluate their interview intervention.
- Clearly identify and evaluate methods and theories used in practice.

# **Managing Effective Meetings**

**Dates:** 30.06.2009 (1 Day Course)

**Times:** 9.30am – 5.00pm

**Venue:** Lynnfield Children's Centre

**Who should attend:** IRO's / Team Mangers / Social Workers

**Trainer:** Maggie Sivitar from Jo Fox Associates

**Course Aim:**

To provide participants with the skill to make their meetings productive and effective ensuring the full participation of all involved.

**Learning Objectives:**

By the end of the course delegates should:

- Identify what meetings are for.
- Understand how to make meetings work.
- Define SMART meeting outcomes.
- Identify how to reach consensus.
- Know how to facilitate.



# **Parenting the Public Child**

**Dates:** 03.03.2009 and 17.03.2009 and 23.03.2009 (3 Day Course) **or**  
5.10.2009 and 12.10.2009 and 19.10.2009 (3 Day Course)

**Times:** 9.30am – 5.00pm

**Venue:** Historic Quay

**Who should attend:** Social Workers / Team Managers

**Trainer:** Brenda Brodie from Jo Fox Associates

**Course Aim:**

This course aims to give participants an understanding of the importance of being a good 'corporate' parent.

**Learning Outcomes:**

By the end of the course delegates should:

- Examined legal and performance framework.
- Identify the legislation and policy framework developed to support children who are looked after.
- Understand the roles and responsibilities of all people involved with children looked after.
- Identify the additional needs of the child who is looked after and understand the concept of 'permanency'.
- Understand how to support placements of children looked after, including the use of disruption meetings.

**PLEASE NOTE THIS COURSE IS**  
**MANDATORY FOR STAFF**

# **Performance Management and Quality Assurance**

**Dates:** 26.11.2009 and 27.11.2009 (2 Day Course) **or**  
07.01.2010 and 08.01.2010 (2 Day Course) **or**  
18.02.2010 and 19.02.2010 (2 Day Course)

**Times:** 9.30am – 4.30pm

**Venue:** Historic Quay

**Who should attend:** Principal Practitioners / Team Managers

**Trainer:** Fareena Shaheed from Jo Fox Associates

**Course Aim:** TBC

**Learning Outcomes:**

By the end of the course delegates should: TBC

# **Preparing Child Permanence Reports**

**Dates:** 16.07.2009 (1 Day Course) or  
02.03.2010 (1 Day Course)

**Times:** 9.30am – 4.30pm

**Venue:** Historic Quay

**Who should attend:** Social Workers

**Trainer:** BAAF

## **Course Aim:**

This course aims to give you knowledge of the purpose and function of child permanence report legislative framework along with your contribution towards it. It will explain the barriers to contributing effectively as well as preparing the child for permanence through the use of flow charts. This course will also explain the child's needs and identifying matching requirements.

## **Learning Outcomes:**

By the end of the course delegates should:

- To be familiar with the legal framework for the Child's Permanence Report.
- To understand the purpose and function of the Child's Permanence Report.
- To have considered some of the barriers to preparing the report.
- To have identified the work that will need doing with the child in preparation for permanence.
- To be able to use the Child's Permanence Report to provide a full picture of the child's story, their needs and matching considerations.

**PLEASE NOTE THIS COURSE IS  
MANDATORY FOR STAFF**

# **Professional Supervision and Case Management**

**Dates:** 09.11.2009 and 10.11.2009 (2 Day Course) **or**  
11.01.2009 and 12.01.2009 (2 Day Course) **or**  
08.02.2010 and 9.02.2010 (2 Day Course)

**Times:** 9.30am – 5.00pm

**Venue:** Historic Quay

**Who should attend:** Principal Practitioners / Team Managers

**Trainer:** Jo Fox from Jo Fox Associates

**Course Aim:** TBC

**Learning Outcomes:**

By the end of the course delegates should: TBC

# **Promoting Child Well Being and the 5 ECM Outcomes**

**Dates:** 20.10.2009 (1 Day Course) **or**  
19.11.2009 (1 Day Course) **or**  
14.01.2010 (1 Day Course)

**Times:** 9.30am – 4.30pm

**Venue:** Historic Quay

**Who should attend:** Social Workers / Team Managers

**Trainer:** Maggie Sivitar from Jo Fox Associates

**Course Aim:** TBC

**Learning Outcomes:**

By the end of the course delegates should: TBC

**PLEASE NOTE THIS COURSE IS**  
**MANDATORY FOR STAFF**

# **Risk Assessment for Social Care Managers**

**Dates:** 17.09.2009 (1 Day Course)

**Times:** 9.30am – 4.30pm

**Venue:** Historic Quay

**Who should attend:** Team Managers

**Trainer:** Ian Mitchell and Martin Fletcher

**Course Aim:**

This course aims to examine risk in the context of management in Social Work Practice with Children and their Families. Participants will use their own case examples to examine degrees of risk using available evidence.

**Learning Outcomes:**

By the end of the course delegates should:

- Demonstrate what the risks we manage are and how we focus on safety/change while managing danger/crisis.
- Describe how we currently manage risk and what we would like to do differently.
- Explore risk and project management.
- Investigate solution-orientated and appreciative inquiry models as a basis for managing risk and creating change.
- Investigate the concept of 'Danger and Safety' as a more effective model for 'Risk Assessment' and its application to a range of issues and problems.
- Demonstrate applied practice in managing risk.

# **Risk Assessment for Social Care Staff**

**Dates:** 15.07.2009 (1 Day Course)

**Times:** 9.30am – 4.30pm

**Venue:** Historic Quay

**Who should attend:** All Social Care Staff

**Trainer:** Ian Mitchell and Martin Fletcher

**Course Aim:**

This course aims to examine risk in the context of Social Work Practice with Children and Families. Participants will use case examples to examine degrees of risk using available evidence.

**Learning Outcomes:**

By the end of the course delegates should:

- Demonstrate what factors should be considered when analysing risk for/to children.
- Prioritise elements of risk in children's safety and welfare cases.
- Demonstrate the usefulness of models in risk analysis.
- Describe the difference between risk and danger/safety.
- Use threshold mapping as a tool for analysing risk using chronologies.
- Demonstrate solutions to issues around management of risk.
- Practical tools for measuring risk.
- How to link analysis to practical action.

# **Safeguarding and Specialist Services Staff Briefings**

**Dates:** 18.11.08 **or** 20.11.08, 10.02.09 **or** 12.02.09, 19.05.09 **or** 21.05.09, 11.08.09 **or** 13.08.09, 17.11.09, 20.11.09 **or** 23.02.10, 25.02.10 (Staff must attend one of the two dates per quarter)

**Times:** 10.00am – 12.00 noon

**Venue:** Education Development Centre / Historic Quay

**Who should attend:** All Social Care Staff

## **Course Aim:**

- Cascade information in relation to national research, publications and initiatives.
- Cascade information on local and regional developments in relation to the safeguarding agenda.
- Undertake consultation with staff.
- Provide opportunities for discussion and debate about strategic, policy, procedure and practice issues in relation to safeguarding children.

## **Learning Outcomes:**

By the end of the course delegates should:

- Strengthened awareness and knowledge regarding national, regional and local developments in children's social care and the safeguarding agenda to inform practice.
- Familiarisation with new, revised or updated policies, procedures and practice guidance.
- An opportunity to shape and influence the local development of services.
- An opportunity for reflective learning by the service as a whole which challenges thinking and practice assumptions.

## **Areas to be covered:**

### **November 2008 –**

- Feedback from biennial review of cases
- Safeguarding 3<sup>rd</sup> joint chief inspectors report
- What is a strength, outcome, need?
- Care matters, critical issues
- Core assessments
- PLO

### **February 2009 –**

- Mobile working
- File audits
- Needs/outcomes/services
- Biennial serious case reviews



**May 2009 –**

- Training
- Conference preparation and effective use of information in meetings
- Inspections
- Laming report and DCSF response
- Participation

**August 2009 –**

- Chronologies
- SDQ outcomes
- Quality standards
- Inspections
- Achievements over the last 12 months and work in progress

**PLEASE NOTE THIS COURSE IS**  
**MANDATORY FOR STAFF**

# **Solution Focused Therapy**

**Dates:** 30.04.2009 and 01.05.2009 and 04.06.2009 (3 Day Course)

**Times:** 09.30am – 4.30pm

**Venue:** Historic Quay

**Who should attend:** Social Workers

**Trainer:** Ian Mitchell and Martin Fletcher

**Course Aim:**

To give staff the opportunity to experience, learn and practice the engagement, communication and change orientated opportunities offered by using solution focused approaches in all areas of Children & Families Social Work.

**Learning Outcomes:**

By the end of the course delegates should:

- Explored basic philosophy and principles.
- Identify goals and 'miracles' in establishing preferred possible futures.
- Highlight the power of 'scaling'.
- Discussed the importance of 'coping' questions.
- Considered the construction and delivery of feedback at all stages of work.

**PLEASE NOTE THIS COURSE IS**  
**MANDATORY FOR STAFF**

# **Supporting and Supervising Carers**

**Dates:** 08.03.2010 and 09.03.2010 (2 Day Course)

**Times:** 9.30am – 4.30pm

**Venue:** Historic Quay

**Who should attend:** Social Workers

**Trainer:** Brenda Brodie from Jo Fox Associates

**Course Aim:**

This course aims to focus on how carers are enabled to provide care for traumatised children and the role of the fostering worker in ensuring placements are safe and offer opportunities for traumatised children to maximise their potential in life.

**Learning Outcomes:**

By the end of the course delegates should:

- Examined the important interface between support and supervision and considered how to ensure that there are constant development opportunities for carers.
- Explored the impact of secondary trauma on carers and the role of the worker to ensure placements remain safe over time.

# **Team Teach 12 Hour Basic**

**Dates:** 18.05.2009 and 20.05.2009 (2 Day Course)

**Times:** 9.30am – 4.30pm

**Venue:** Historic Quay

**Who should attend:** Social Workers

**Trainer:** Team Teach Ltd

**Course Aim:**

To provide an accredited training framework designed to reduce risk and, through working together to help safeguard people and services.

**Learning Outcomes:**

By the end of the course delegates should:

- Ensuring services develop acceptable and authorised responses to disruptive, disturbing, angry and aggressive behaviours in a manner that maintains positive relationships and provides safety for all, by training in Team-Teach.
- Encourage a reduction in the amount of serious incidents involving physical controls in all settings and to emphasise the importance of exhausting behaviour management strategies in the first instance.
- Demonstrate the process of repair and reflection for both staff and children.

**PLEASE NOTE THIS COURSE IS**  
**MANDATORY FOR STAFF**

# **Team Teach 6 Hour Refresher**

**Dates:** 14.09.2009 and 15.09.2009 (2 Day Course)

**Times:** 9.30am – 4.30pm

**Venue:** Wynyard Golf Club

**Who should attend:** Social Workers

**Trainer:** Team Teach Ltd

**Course Aim:**

To provide an accredited training framework designed to reduce risk and, through working together to help safeguard people and services.

**Learning Outcomes:**

By the end of the course delegates should:

- Ensuring services develop acceptable and authorised responses to disruptive, disturbing, angry and aggressive behaviours in a manner that maintains positive relationships and provides safety for all, by training in Team-Teach.
- Encourage a reduction in the amount of serious incidents involving physical controls in all settings and to emphasis the importance of exhausting behaviour management strategies in the first instance.
- Demonstrate the process of repair and reflection for both staff and children.

**PLEASE NOTE THIS COURSE IS**  
**MANDATORY FOR STAFF**

# **Understanding Child Development, Attachment and Resilience**

**Dates:** 21.10.2009 (1 Day Course)

**Times:** 9.30am – 4.00pm

**Venue:** Historic Quay

**Who should attend:** Social Workers

**Trainer:** BAAF

**Course Aim:**

This course aims to give participants knowledge into understanding how children develop along with attachment and resilience theories.

**Learning Objectives:**

By the end of the course delegates should:

- Understand how children form attachments.
- Understand how different attachment patterns develop and the implications for children's behaviour and emotional development.
- Have considered the impact of poor attachment experiences and early care on the developing child.
- Have considered the role of resilience in child development and have identified ways of building resilience in the children and young people they care for.

# **Working with Adults to meet the Needs of Children**

**Dates:** 19.01.2010 and 20.01.2010 (2 Day Course)

**Times:** 9.30am – 4.30pm

**Venue:** Historic Quay

**Who should attend:** Social Workers

**Trainer:** Jo Fox from Jo Fox Associates

## **Course Aim:**

This course aims to give practitioners an overview of the principles of working with adults along with an understanding of the underpinning knowledge and skills required to work effectively with adults.

## **Learning Objectives:**

By the end of the course delegates should:

- Understand the importance of completing a professional development journal.
- Relate to the current legislation, national guidance and local context to their day to day work with families.
- Identify the roles and tasks of an effective parent work practitioner in relation to measuring outcomes for children.
- Identify key skills, knowledge and qualities of an effective parent work practitioner in line with the common core of skills and knowledge.
- Identify issues in relation to diversity in families.
- Demonstrate an understanding of the helping role and 'partnership' working with parents.
- Describe the life cycle processes that impact upon parental roles, tasks and responsibilities.
- Demonstrate an understanding of the range of community support services/other services available to support parents and families.

# **Write Enough E-Learning**

**Dates:** 21.05.2009, 03.06.2009, 18.06.2009, 01.07.2009, 16.07.2009, 19.07.2009  
(Workshops)

**Times:** 1.00pm – 5.00pm

**Venue:** Dyke House CLC

**Who should attend:** Social Workers

**Trainer:** Sally Robinson, Maureen McEnaney, Jim Murdoch and Sheila O'Connor

**Course Aim:**

This E-learning course aims to participants training to support good practice in recording, as this is an essential service provided to children and families.

**Learning Outcomes:**

By the end of the course delegates should:

- Identify that the practitioner and agency have met the expected standards of Social Care.
- Understand how to provide evidence for planning and allocating resources at an individual and strategic level.
- Consider the details required when providing a documented account of the Department's involvement with an individual service user.
- Reflect on analysis and planning.
- Demonstrate flexibility in assisting continuity when workers are unavailable or change.

**PLEASE NOTE THIS COURSE IS**  
**MANDATORY FOR STAFF**



# HARTLEPOOL LOCAL SAFEGUARDING CHILDREN BOARD

## Multi-Agency Training Schedule April 2009 – March 2010

### TIER 1

**Designed for:** Staff from all settings who have contact /work with children & adult services working with families.

#### INTRODUCTION TO MULTI AGENCY CHILD PROTECTION

**Duration:** ½ day

**Trainer** Maureen McEnaney & other Practitioners

#### Learning Objectives:

To gain a basic understanding of safeguarding children and what to do if you are worried about a child.

#### Dates:

28<sup>th</sup> April 09

8<sup>th</sup> July 09

14<sup>th</sup> Sept 09

14<sup>th</sup> Jan 10

#### Time

9.30 to 12 pm

6 to 8.30 pm

1 to 3.30 pm

9.30 to 12 pm

#### E SAFETY AWARENESS

**Duration** ½ day

**Trainer** Simon Finch (Northern Grid)

#### Learning Objectives:

To gain an overview and understanding of the social and technical issues relating to all forms of communication devices and online interactions

#### Dates:

22<sup>nd</sup> April 09

6<sup>th</sup> July 09

9<sup>th</sup> Nov 09

15 March 10

#### Time

1 to 3.30 pm

1 to 3.30 pm

1 to 3.30pm

1 to 3:30pm

#### BULLYING AWARENESS

**Duration:** ½ day

**Trainer** Louise Allen (HBC)

#### Learning Objectives:

To increase participants knowledge and understanding of Bullying and the impact on children and young people.

#### Dates:

14<sup>th</sup> May 09

16<sup>th</sup> Nov 09

#### Time

9.30 to 12 pm

1.30 to 4 pm

### TIER 2

**Designed for:** Staff from all settings who have contact with children and families: social workers, health visitors, school nurses, childcare providers, lead professionals and adult services working with families.

#### HUMAN RIGHTS - CHILDREN ACT

**Duration** ½ day

**Trainer** tbc

#### Learning Objectives:

Gain a basic understanding of the Human Rights and Children Act and the implications for working together in Child Protection.

#### Dates:

23<sup>rd</sup> March 10

#### Time

9.30 to 4:30 pm

#### EFFECTIVE MULTI AGENCY WORKING IN CHILD PROTECTION

**Duration** 1 day

**Trainer** S Robinson & other Practitioners

#### Learning Objectives:

To gain knowledge in respect of key changes in local and national practice issues.

#### Dates:

28<sup>th</sup> Sept 09

13<sup>th</sup> Jan 10

#### Time

9.30 to 4.30 pm

9.30 to 4:30 pm

#### PRIVATE FOSTERING

**Duration** 1 day

**Trainer** M McEnaney

#### Learning Objectives:

Raise awareness of legislation and guidance in relation to Private Fostering and enhance participants knowledge and ability in relation to the assessment and safeguarding procedures

#### Dates:

14<sup>th</sup> Sept 09

4<sup>th</sup> Feb 10

#### Time

9.30 to 11:30 am

1.30 to 3.30 pm

#### HSCB BRIEFING SESSIONS

**Duration** ½ day

**Trainer** Sally Robinson & other Practitioners

#### Learning Objectives:

To gain knowledge in respect of key changes in local, regional and national practice issues and research developments.

#### Dates:

30 Nov 09

24<sup>th</sup> Feb 10

#### Time

1:30 to 3:30 pm

2 pm to 4 pm

### TIER 3

<p style="text-align: center;"><b>CHILD PROTECTION FOR MANAGERS</b></p> <p><b>Duration</b> ½ day      <b>Trainer</b> M McEnaney &amp; other Practitioners</p> <p><b>Designed for:</b> Strategic managers and managers with responsibilities for safeguarding children and supervising front line staff.</p> <p><b>Learning Objectives::</b> Gain an insight into risk management, planning, commissioning, managing joint services and chairing multi-disciplinary meetings.</p> <p><b>Dates:</b>      <b>Time</b> 1<sup>st</sup> March 10      1 pm to 4:30 pm</p>	<p style="text-align: center;"><b>SAFEGUARDING CHILDREN WITH DISABILITIES</b></p> <p><b>Duration</b> 1 day      <b>Trainer</b> M McEnaney &amp; other Practitioners</p> <p><b>Designed for:</b> Staff from all settings who work/have contact with children with disabilities.</p> <p><b>Learning Objectives:</b> To raise awareness of the issues in relation to safeguarding children with disabilities and enable participants to respond appropriately to concerns about a child with disabilities' safety and wellbeing.</p> <p><b>Dates</b>      <b>Time</b> tbc</p>	<p style="text-align: center;"><b>CHILD SEXUAL EXPLOITATION AND SEXUALLY ACTIVE YOUNG PEOPLE</b></p> <p><b>Duration</b> 1 day      <b>Trainer</b> Sara Swann</p> <p><b>Designed for:</b> Staff from all settings who have contact/work with older children.</p> <p><b>Learning Objectives:</b> Raise awareness of issues around safeguarding children and young people from sexual exploitation and recognizing abusive, cohesive relationships (includes trafficking).</p> <p><b>Date</b>      <b>Time</b> 21<sup>st</sup> Sept 09      9.30 to 4.30 pm</p>	<p style="text-align: center;"><b>PRACTICE ISSUES WHEN SAFEGUARDING TEENAGERS</b></p> <p><b>Duration</b> 1 day      <b>Trainer</b> Sara Swann</p> <p><b>Designed for:</b> Staff from all settings who have contact/work with older children.</p> <p><b>Learning Objectives:</b> Explores issues and professional dilemmas around the needs and safety of older children which focuses on children / young people aged 12 years plus.</p> <p><b>Date</b>      <b>Time</b> 25<sup>th</sup> March 09      9.30 to 4.30</p>
<p style="text-align: center;"><b>LESSONS LEARNT FROM SERIOUS CASE REVIEWS</b></p> <p><b>Duration</b> ½ day      <b>Trainer</b> S Robinson &amp; other Practitioners</p> <p><b>Designed for:</b> Staff from all settings who have contact /work with children.</p> <p><b>Learning Objectives:</b> To gain knowledge in respect of key changes in local regional and national practice issues.</p> <p><b>Dates:</b>      <b>Time</b> 6<sup>th</sup> July 09      9.30 to 12.30 pm 1<sup>st</sup> Feb 10      9.30 to 12.30 pm</p>	<p style="text-align: center;"><b>INTERACTING RISK FACTORS - OUTCOMES FROM SERIOUS CASE REVIEWS</b></p> <p><b>Duration</b> ½ day      <b>Trainer</b> S Robinson &amp; other Practitioners</p> <p><b>Designed for:</b> Staff from all settings who have contact /work with children.</p> <p><b>Learning Objectives:</b> To gain knowledge in respect of outcomes from serious case reviews.</p> <p><b>Dates:</b>      <b>Time</b> tbc</p>	<p style="text-align: center;"><b>NEGLECT</b></p> <p><b>Duration</b> 1 day      <b>Trainer</b> M McEnaney &amp; other practitioners</p> <p><b>Designed for:</b> Staff from all settings who have contact/work with children and/or families.</p> <p><b>Learning Objectives:</b> Explore the concept of neglect and impact on children. Discuss links between neglect and other forms of maltreatment. Highlight the importance of focusing on outcomes for children rather than intentions of parents. Explore thresholds for effective interventions.</p> <p><b>Dates:</b>      <b>Time</b> tbc</p>	<p style="text-align: center;"><b>SAFEGUARDING CHILDREN IN WHOM ILLNESS IS FABRICATED OR INDUCED</b></p> <p><b>Duration</b> ½ day      <b>Trainer</b> Teesside Child Protection Training</p> <p><b>Designed for:</b> Staff from all settings who have contact /work with children.</p> <p><b>Learning Objectives::</b> Raise awareness of potential indicators of illness being induced or fabricated in a child. Barriers to identification and the range of behaviours that can be presented by a perpetrator. Learning's from Serious Case Reviews.</p> <p><b>Dates:</b>      <b>Time</b> 28<sup>th</sup> Jan 10      9.30 am to 1 pm</p>
<p style="text-align: center;"><b>DOMESTIC ABUSE – IMPACT ON THE CHILD</b></p> <p><b>Duration</b> 1 day      <b>Trainer</b> tbc</p> <p><b>Designed for:</b> Staff with a high degree of role specialisation in Child Protection Staff working in front line Child Protection services.</p> <p><b>Learning Objectives:</b> To understand the impact of domestic violence on children and the interface with the Child Protection system.</p> <p><b>Dates:</b>      <b>Time</b> tbc</p>	<p style="text-align: center;"><b>WORKING WITH PARENTAL SUBSTANCE MISUSE – IMPACT ON THE CHILD</b></p> <p><b>Duration</b> 2 days      <b>Trainer</b> Ian Mitchell</p> <p><b>Designed for:</b> Staff working with parents who misuse substances and their children and those within a safeguarding children role.</p> <p><b>Learning Objectives:</b> Gain an understanding of the impact of substance misuse on children and families. To raise awareness of the Hidden Harm Assessment Tool and give participants an opportunity to explore practice issues.</p> <p><b>Dates:</b>      <b>Time</b> 15<sup>th</sup> &amp; 16<sup>th</sup> Sept 09      9.30 am to 4.30 pm 8<sup>th</sup> &amp; 9<sup>th</sup> Dec 09      9.30 am to 4.30 pm</p>	<p style="text-align: center;"><b>WORKING WITH PARENTS WITH LEARNING DISABILITIES - IMPACT ON THE CHILD</b></p> <p><b>Duration</b> 1 day      <b>Trainer</b> tbc</p> <p><b>Designed for:</b> Staff working with parents with learning difficulties and their children and those within a safeguarding children role.</p> <p><b>Learning Objectives:</b> tbc</p> <p><b>Dates:</b>      <b>Time</b> tbc</p>	<p style="text-align: center;"><b>WORKING WITH PARENTS WITH MENTAL HEALTH ISSUES - IMPACT ON THE CHILD</b></p> <p><b>Duration</b> 1 day      <b>Trainer</b> tbc</p> <p><b>Designed for:</b> Staff working with parents with mental health issues and their children and those within a safeguarding children role.</p> <p><b>Learning Objectives:</b> tbc</p> <p><b>Dates:</b>      <b>Time</b> tbc</p>

# Children's Services Workforce Development

## TRAINING AND CONFERENCE APPLICATION FORM – Part One

Level 4, Civic Centre,  
Hartlepool, TS24 8AY

Tel: 01429 284235

Fax: 01429 271111

Email: [childrenservicestraining@hartlepool.gov.uk](mailto:childrenservicestraining@hartlepool.gov.uk)  
[hartlepool.gov.uk](http://hartlepool.gov.uk)



*This form is to be used for all in-house and external training course and conference applications.  
If your application is for an in-house training course you only need to complete Part One.  
Qualification based training applications need to be made on the separate QBT Application Form.*

### APPLICANT DETAILS

Name in Full:	
Job Title:	
Team Name:	
Division:	
Workplace Address:	
Postcode:	
Workplace Tel No:	
Workplace Email:	
Special needs or requirements we need to be aware of to support your application:	

### TRAINING DETAILS

Course/Conference Name:			
Date (1st & 2nd choice if applicable):			
Duration:			
Training Type:	a) In House Training -	Children's Services Training Course	<input type="checkbox"/>
		LSCB Multi Agency Training Course	<input type="checkbox"/>
		Youth Work Training Course	<input type="checkbox"/>
		Corporate Training Course	<input type="checkbox"/>
	b) External Training -	Training Course	<input type="checkbox"/>
		Conference	<input type="checkbox"/>
Training Priority:	Entry Requirement Training		<input type="checkbox"/>
	Mandatory Training		<input type="checkbox"/>
	Desirable Training		<input type="checkbox"/>
	Not on Training Profile for Job Role		<input type="checkbox"/>

### LINE MANAGER ENDORSEMENT

Name		Signature		Date	
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## TRAINING AND CONFERENCE APPLICATION FORM – Part Two

Level 4, Civic Centre,  
Hartlepool, TS24 8AY

Tel: 01429 523 723

Fax: 01429 52 3750

Email: [childrenservicestraining@hartlepool.gov.uk](mailto:childrenservicestraining@hartlepool.gov.uk)



*Part Two of this form needs to be completed for external course or conference applications only.*

*If your application is for an in-house training course you only need to complete Part One. Qualification based training applications need to be made on the separate QBT Application Form.*

### ADDITIONAL TRAINING DETAILS

Course/Conference Provider:	
Address:	
Postcode:	
Tel No:	
Email:	
Course/Conference Venue:	
Course/Conference Cost:	
<b>Please attach course/conference information (showing content &amp; target audience) to your application.</b>	

### APPLICANT'S STATEMENT

Reasons for applying:	
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### LINE MANAGER'S STATEMENT

How will this application support your service plan objectives?	
---	--

### BUDGET CODE

Team Training Budget Code: (Details of this are available from your Finance Officer).
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### BUSINESS UNIT (SENIOR MANAGEMENT GROUP) MANAGER ENDORSEMENT

Do you endorse the application?	<input type="checkbox"/> Yes <input type="checkbox"/> No
---------------------------------	--

Name		Signature		Date	
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<b>Training Course</b>	<b>March 2009</b>	<b>April 2009</b>	<b>May 2009</b>	<b>June 2009</b>	<b>July 2009</b>	<b>Aug 2009</b>	<b>Sept 2009</b>	<b>Oct 2009</b>	<b>Nov 2009</b>	<b>Dec 2009</b>	<b>Jan 2010</b>	<b>Feb 2010</b>	<b>March 2010</b>
<b>Advanced Court Skills</b>										Page 6			
<b>AIMS Interventions</b>											Page 7		
<b>AIM 2 Initial Assessment</b>											Page 8		
<b>Assessing Children of Parents that Substance Misuse</b>				Page 9								Page 9	
<b>Assessing Foster Carers and Adopters</b>											Page 10		
<b>Assessing Parenting Skills</b>							Page 11						
<b>Best Practice</b>								Page 12			Page 12		
<b>Chairing Case Conferences and LAC Reviews</b>				Page 13									
<b>Communicating with Children and Direct Life Story Work</b>								Page 14					
<b>Developing Your Confidence in Public Law</b>		Page 15											

<b>Training Course</b>	<b>March 2009</b>	<b>April 2009</b>	<b>May 2009</b>	<b>June 2009</b>	<b>July 2009</b>	<b>Aug 2009</b>	<b>Sept 2009</b>	<b>Oct 2009</b>	<b>Nov 2009</b>	<b>Dec 2009</b>	<b>Jan 2010</b>	<b>Feb 2010</b>	<b>March 2010</b>
<b>Domestic Violence Awareness</b>		Page 16											
<b>Enhanced Assessment Skills</b>									Page 17				
<b>Essential Best Practice</b>							Page 18						
<b>Family Group Conferences</b>											Page 19		
<b>Fire Safety</b>													
<b>Food Hygiene Awareness</b>													
<b>Framework for Assessment and Care Planning</b>					Page 22			Page 22					
<b>Good Complaints Handling</b>							Page 23		Page 23				
<b>Hair Alcohol Testing</b>									Page 24				
<b>Induction Standard</b>	Page 25	Page 25	Page 25	Page 25				Page 25	Page 25	Page 25			
<b>Initial Enquiry</b>		Page 26							Page 26	Page 26			Page 26

<b>Training Course</b>	<b>March 2009</b>	<b>April 2009</b>	<b>May 2009</b>	<b>June 2009</b>	<b>July 2009</b>	<b>Aug 2009</b>	<b>Sept 2009</b>	<b>Oct 2009</b>	<b>Nov 2009</b>	<b>Dec 2009</b>	<b>Jan 2010</b>	<b>Feb 2010</b>	<b>March 2010</b>
<b>Joint Investigation</b>													
<b>Managing Effective Meetings</b>				Page 28									
<b>Parenting the Public Child</b>	Page 29							Page 29					
<b>Performance Management and Quality Assurance</b>									Page 30		Page 30	Page 30	
<b>Preparing Child Permanence Reports</b>					Page 31								Page 31
<b>Professional Supervision and Case Management</b>									Page 32		Page 32	Page 32	
<b>Promoting Child Well Being</b>								Page 33	Page 33		Page 33		
<b>Risk Assessment for Managers</b>							Page 34						
<b>Risk Assessment for Staff</b>					Page 35								
<b>Staff Briefings</b>			Page 36			Page 36			Page 36			Page 36	
<b>Solution Focussed Therapy</b>		Page 38	Page 38	Page 38									

<b>Training Course</b>	<b>March 2009</b>	<b>April 2009</b>	<b>May 2009</b>	<b>June 2009</b>	<b>July 2009</b>	<b>Aug 2009</b>	<b>Sept 2009</b>	<b>Oct 2009</b>	<b>Nov 2009</b>	<b>Dec 2009</b>	<b>Jan 2010</b>	<b>Feb 2010</b>	<b>March 2010</b>
<b>Supporting and Supervising Carers</b>	Page 39												
<b>Supporting Families</b>									Page 40				
<b>Team Teach 12 Hour</b>			Page 41										
<b>Team Teach 6 Hour</b>							Page 42						
<b>Understanding Child Development, Attachment and Resilience</b>								Page 43					
<b>Working with Adults to Meet the Needs of Children</b>											Page 44		
<b>Write Enough</b>			Page 45	Page 45	Page 45								





# **Hartlepool Safeguarding Children Board**

## **Multi-Agency Training Programme**

**April 2009 – March 2010**



## Table of Contents

Introduction	3
Training Principles	4
Course Fees and Allocations	4
Application and Cancellation Process	5
Expectations	6
<b>Courses - The Training Year in Order of Date</b>	<b>7</b>
<u>Tier 1 Courses</u>	
Introduction to Multi Agency Safeguarding and Child Protection	10
E Safety Awareness	11
Bullying Awareness	12
<u>Tier 2 Courses</u>	
Children Act – Human Rights	14
Private Fostering	15
HSCB Briefing Sessions	16
Effective Multi Agency Working in Child Protection	17
<u>Tier 3 Courses</u>	
Lessons Learnt from Serious Case Reviews	19
Practice Issues when Safeguarding Teenagers	20
Child Sexual Exploitation and sexually Active Young People	21
Safeguarding Children in Whom Illness is Fabricated or Induced	22
Working with Parental Substance Misuse – Impact on the Child	23
Safeguarding and Child Protection for Managers	24
Domestic Abuse – Impact on the Child	25
Neglect	26
Safeguarding Children with Disabilities	27
Working with Parents with Learning Disabilities – Impact on the Child	28
Working with Parents with Health Issues – Impact on the Child	29
<b>Appendices</b>	
Training Nomination Form . . . . .	31
Training Cancellation Form . . . . .	32



## Introduction

In order to safeguard and promote the welfare of children and young people, all those working with children and with adults who are parents or carers must have knowledge and skills to carry out their own roles. This includes being able to recognise and raise safeguarding concerns. They must also be able to work effectively with others within their own agencies and across organisational boundaries.

All the training in this programme is aimed at supporting professionals at all levels to build and consolidate their knowledge of safeguarding issues, including the child protection process. Importantly, the training aims to:

- achieve a shared understanding of roles and responsibilities;
- improved communication between professionals and others working with children, young people and families;
- improve effective partnership working based on sound working relationships and effective decision making.

Hartlepool Safeguarding Children Board is committed to providing a comprehensive and effective training programme to agencies within Hartlepool, supporting professionals and volunteers in their work to safeguard and promote the welfare of children and young people.

If you have any queries about any of the courses please contact either:

### **HSCB Administrator**

Tel: 01429 523825

Email: [childrenservicetraining@hartlepool.gov.uk](mailto:childrenservicetraining@hartlepool.gov.uk)

### **Maria Richardson**

HSCB Training Co-ordinator

Tel: 01429 523710

Email: [childrenservicetraining@hartlepool.gov.uk](mailto:childrenservicetraining@hartlepool.gov.uk)



## Training Principles

All elements of multi agency training and development to safeguard and promote the well-being of children and young people are based on the following principles:

### **Child Centred**

Incorporating and promoting children's rights and needs and ensuring their welfare is paramount.

### **Partnership with Parents and Carers**

Promoting partnership and meaningful relationships with parents and carers and recognising their strengths in responding to the needs of their child(ren).

### **Inclusion**

Respecting the diversity and cultures of a range of individuals and organisations which have responsibility for safeguarding and promoting the well-being of all children and young people.

### **Inter - agency collaboration**

Placing high regard on partnership working, and bringing people together in ways that mirror the diversity of practice networks engaged with children, young people and their families.

## Course Fees and Allocation

### **Course Fees**

All courses are provided free of charge to attend, however, delegates are expected to actively contribute to the evaluation process, including the completion of impact evaluations. A cancellation charge will be implemented in line with the HSCB Cancellation Policy.

Refreshments are provided on all courses, however, lunch is not provided on any courses, unless otherwise stated.

### **Course Allocation**

Due to the inter-agency nature of HSCB courses, the aim is to obtain an optimum mix of professionals or volunteers from a number of different agencies on each course. Therefore places are not allocated on a first come first served basis.



## Application Process

In order to be considered for one of the training courses in this programme you must complete a Training Application Form (page 31).

**Applications should be made at least six weeks before the course date.**

Ensure your line manager knows you are applying and can release you on the relevant date. Your manager's signature is needed to process the nomination. Please reserve the course date in your diary.

Once we have received your application form we will note your interest in the relevant course. Places will be allocated approximately five weeks before the date of the course. If a course is oversubscribed a reserve list is maintained.

You will receive confirmation of your place and joining details, or notification if no places are available, four weeks before the start of the course or as soon as possible if after the four week period.

## Cancellation Process

**If you are unable to attend a course, it is important that you cancel your place giving as much notice as possible so that somebody else can take the place.**

Cancellations must be made in writing, using the Training Cancellation Form (page 32), at least 1 week prior to the course date.

If a cancellation is made up to one week before the start of the course a charge of £30 will be levied. A £30 charge will also be applied to any cases of non attendance. An invoice will be raised by the HSCB Administrator and sent to the appropriate organisation. The fees collected will be used for future training needs.

## Evaluation Process

**By attending a course you are agreeing to undertake the course evaluation.**

Delegates are requested to complete a training and development evaluation form during the course session. Delegates are also requested to complete an impact evaluation form which will be sent to their workforce development representative approximately two months after the course.



## Candidate Expectations

- Check the course level and learning outcomes are relevant to your responsibilities for safeguarding children and young people, and will meet your own learning needs.
- Some courses have pre-course preparation. Please read your confirmation letter carefully for details and complete as appropriate.
- All courses start promptly so please note the start time and ensure that you allow adequate time for parking etc.
- It is expected that you commit to attend the full course, arriving and leaving at the times specified. Course certificates are only given for full attendance.
- If in exceptional circumstances you are unable to attend a course it is important that you cancel your place giving as much notice as possible (see cancellation process - page 5).

## Line Manager Expectations

- Spend time with your employee before a nomination form is completed to ensure that the course is at an appropriate level for their role and that learning needs have been identified and are consistent with the aims and learning outcomes of the course.
- By signing the nomination form you are committing the candidate to attend the whole course.
- If in exceptional circumstances the employee is unable to attend you must ensure that the place is cancelled as soon as possible (see cancellation process - page 5).
- Spend time with the employee following the course to ensure that learning is transferred into practice.



## The Training Year in Order of Date

### April 2009

22 <sup>nd</sup> April	E Safety Awareness	pg 11
28 <sup>th</sup> April	Introduction to Multi Agency Safeguarding Children and Child Protection	pg 10

### May 2009

14 <sup>th</sup> May	Bullying Awareness	pg 12
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### July 2009

6 <sup>th</sup> July	Lessons Learnt form Serious Case Reviews	pg 19
8 <sup>th</sup> July	Introduction to Multi Agency Safeguarding Children and Child Protection	pg 10

### September 2009

14 <sup>th</sup> September	Private Fostering	pg 15
14 <sup>th</sup> September	Introduction to Multi Agency Safeguarding Children and Child Protection	pg 10
15 <sup>th</sup> & 16 <sup>th</sup> September	Working with Parental Substance Misuse – Impact on the Child	pg 23
21 <sup>st</sup> September	Child Sexual Exploitation and Sexually Active Young People	pg 21
28 <sup>th</sup> September	Effective Multi Agency Working in Safeguarding and Child Protection	pg 17

### November 2009

16 <sup>th</sup> November	Bullying Awareness	pg 12
30 <sup>th</sup> November	HSCB Briefing Session	pg 16

### December 2009

8 <sup>th</sup> and 9 <sup>th</sup> December	Working with Parental Substance Misuse – Impact on the Child	pg 23
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## January 2010

13 <sup>th</sup> January	Effective Multi Agency Working in Safeguarding and Child Protection	pg 17
14 <sup>th</sup> January	Introduction to Multi Agency Safeguarding Children and Child Protection	pg 10
28 <sup>th</sup> January	Safeguarding Children in Whom Illness is Fabricated or Induced	pg 22

## February 2010

1 <sup>st</sup> February	Lessons Learnt From Serious Case Reviews	pg 19
4 <sup>th</sup> February	Private Fostering	pg 15
24 <sup>th</sup> February	HSCB Briefing Sessions	pg 16

## March 2010

1 <sup>st</sup> March	Safeguarding and Child Protection for Managers	pg 24
15 <sup>th</sup> March	E Safety Awareness	pg 11
23 <sup>rd</sup> March	Children Act - Human Rights	pg 14
25 <sup>th</sup> March	Practice Issues when Safeguarding Teenagers	pg 20

## Other dates:

To be confirmed	Domestic Abuse – Impact on the Child	pg 25
To be confirmed	Neglect Conference	pg 26
To be confirmed	Safeguarding Children with Disabilities	pg 27
To be confirmed	Working with Parents with Learning Disabilities – Impact on the Child	pg 28
To be confirmed	Working with Parents Mental Health Issues – Impact on the Child	pg 29
To be confirmed	Interacting Risk Factors – Outcomes from Serious Case Reviews	



## Tier 1 Courses

The training courses in this programme are divided into three distinct tiers. These can help determine the appropriate level at which an individual needs training, in order to fulfil their level of responsibility for safeguarding and promoting the welfare of children and in meeting their individual development needs.

Tier 1 courses are for those in regular contact with children and young people and with adults who are parents and/or carers.

These are people who are in a position to identify concerns about maltreatment, including those which may arise from use of the Common Assessment Framework, and who as a minimum need introductory training on how to work together to safeguard and promote the welfare of children.

### **Audience**

For all who come into contact with children and families in their working role, e.g. health and social care employees, youth workers, childcare providers, foster carers, those working with children in educational, residential and day care settings and those working in sport and leisure settings, etc in both paid and unpaid capacity GP's, health and social care employees, youth workers, childcare providers, foster carers, family centre workers, mental health and learning disability employees, probation officers, police officers and those working with children in educational, residential and day care settings and those working in sport and leisure settings, etc in both paid and unpaid capacity, including adult services employees working with families.



## Introduction to Multi Agency Safeguarding Children and Child Protection

### Aim

To gain a basic understanding of safeguarding children and what to do if you are worried about a child.

### Learning Objectives

- To understand what is meant by safeguarding and promoting the welfare of children.
- To gain awareness of statutory duties, including confidentiality and information sharing.
- To understand roles and responsibilities.
- To gain knowledge of how to deal with disclosures.
- To gain knowledge of monitoring and record keeping.
- To gain knowledge of statutory and local guidance in relation to Child Protection.
- To recognise the physical and emotional needs of children and young people.
- To gain awareness of the definitions and signs and symptoms of abuse.
- To be fully aware of the multi-agency document 'What to do if you are worried that a child is being abused'.

### Course Level

Tier 1

### Designed For

All workers who work with children and families or in a child related field.

### Trainer

Maureen McEnaney and other Practitioners

### Number of Participants

Minimum 15 - Maximum 30

### Dates, Times and Venues

28 <sup>th</sup> April 2009	09:30 – 12:00	Education Development Centre
8 <sup>th</sup> July 2009	09:30 – 12:00	Education Development Centre
14 <sup>th</sup> September 2009	18:00 – 20:30	Belle Vue Centre
14 <sup>th</sup> January 2010	09:30 – 12:00	Hartlepool Fire Brigade HQ



## E Safety Awareness

### Aim

To raise awareness of E-Safety and how it relates to safeguarding children and young people

### Learning Objectives

- To promote safe and responsible use of the internet and other digital technologies.
- To gain an overview and understanding of the social issues relating to all forms of communication devices and online interactions.
- To gain an overview and understanding of the technical issues relating to all forms of communication devices and online interactions.

### Course Level

Tier 1

### Designed For

All workers who work with children and families or in a child related field.

### Trainer

Simon Finch (Northern Grid)

### Number of Participants

Minimum 15 - Maximum 40

### Dates, Times and Venues

22 <sup>nd</sup> April 2009	13:00 – 15:30	Education Development Centre
15 <sup>th</sup> March 2010	13:00 – 15:30	Hartlepool Fire Brigade HQ



## Bullying Awareness

### Aim

To increase participants knowledge and understanding of Bullying and the impact on children and young people.

### Learning Objectives

- To understand the definition of bullying.
- To learn the main categories of bullying.
- To gain awareness of the indicators of bullying.
- To gain awareness of the strategies for supporting children and young people.
- To understand why children and young people bully and are bullied.
- To gain an insight into the local and national picture.
- To gain an understanding of cyber bullying.

### Course Level

Tier 1

### Designed For

All workers who work with children and families or in a child related field.

### Trainer

Louise Allen

### Number of Participants

Minimum 15 - Maximum 25

### Dates, Times and Venues

14 <sup>th</sup> May 2009	09:30 – 12:00	Education Development Centre
16 <sup>th</sup> November 2009	13:30 - 16:00	Hartlepool Fire Brigade HQ

## Tier 2 Courses

The training courses in this programme are divided into three distinct tiers. These can help determine the appropriate level at which an individual needs training, in order to fulfil their level of responsibility for safeguarding and promoting the welfare of children and in meeting their individual development needs.

Tier 2 courses are for those who work regularly with children and young people, and with adults who are carers, and who may be asked to contribute to assessments of children in need. Applicants must have completed the Introduction to Multi Agency Safeguarding Children and Child Protection course prior to this course.

This group need to have a higher minimum level of expertise and a fuller understanding of working together to identify and assess concerns, and to plan, undertake and review interventions.

### **Audience**

For all who come into contact with children and families in their working role, e.g. GP's, health and social care employees, youth workers, childcare providers, foster carers, family centre workers, mental health and learning disability employees, probation officers, police officers and those working with children in educational, residential and day care settings and those working in sport and leisure settings, etc in both paid and unpaid capacity, including adult services employees working with families.



## Children Act – Human Rights Act

### **Aim**

To give participants a basic understanding of the Children Act and Human Rights Act

### **Learning Objectives**

To gain a basic understanding of the Acts and implications for working together in Child Protection.

### **Course Level**

Tier 2

### **Designed For**

Employees who come into contact with children and families where a basic knowledge of Children Act – Human Rights Act is required.

### **Trainer**

tbc

### **Number of Participants**

Minimum 15 - Maximum 25

### **Dates, Times and Venues**

23<sup>rd</sup> March 2009

9.30 am to 4.30 pm

Belle Vue Centre



## Private Fostering

### Aim

To raise awareness of legislation and guidance in relation to Private Fostering and enhance participants knowledge and ability in relation to the assessment and safeguarding process.

### Learning Objectives

- Identify legislation and guidance in relation to Private Fostering.
- Respond to notifications in respect of Private Fostering arrangements.
- Recognise the need to safeguard children in Private Fostering arrangements.
- Understand the process of assessment in relation to Private Fostering.
- Understand the process of review in relation to Private Fostering.
- Consider practice issues for the Hartlepool locality.

### Course Level

Tier 2

### Designed For

Employees working in front line Child Protection services

### Trainer

Maureen McEnaney

### Number of Participants

Minimum 15 - Maximum 30

### Dates, Times and Venues

14 <sup>th</sup> September 2009	09:30 – 11:30	Belle Vue Centre
4 <sup>th</sup> February 2010	13:30 – 15:30	Hartlepool Fire Brigade HQ



## HSCB Briefing Sessions

### Aim

To gain knowledge in respect of key changes in local, regional and national practice issues.

### Learning Objectives

- To gain an overview of the content of the Hartlepool HSCB Safeguarding Children Procedures.
- To gain an understanding and knowledge in respect of key changes in local, regional and national practice issues and research developments.

Please note each session will have a different agenda.

### Course Level

Tier 2

### Designed For

Employees working in front line Safeguarding and Child Protection services

### Trainer

Sally Robinson and other Practitioners

### Number of Participants

Minimum 15 - Maximum 30

### Dates, Times and Venues

30 <sup>th</sup> November 2009	13:30 – 15:30	Hartlepool Fire Brigade HQ
24 <sup>th</sup> February 2010	14:00 – 16:00	Hartlepool Fire Brigade HQ





# Effective Multi Agency Working in Safeguarding and Child Protection

## Aim

To enable multi agency Practitioners to work effectively in the Child Protection area and strengthen multi agency collaboration and joint working

## Learning Objectives

- To strengthen multi agency engagement in Child Protection.
- To gain confidence in contributing to the Child Protection process.
- To enhance knowledge and understanding of effective safeguarding practice and what makes a successful meeting.
- To enhance skills in partnership working.

## Course Level

Tier 3

## Designed For

Employees working in Safeguarding and Child Protection services

## Trainers

Sally Robinson, Maureen McEnaney, Linda Watson, Ann Brock

## Number of Participants

Minimum 15 - Maximum 30

## Dates, Times and Venues

28 <sup>th</sup> September 2009	09:30 – 16:30	Hartlepool Historic Quay
13 <sup>th</sup> January 2010	09:30 – 16:30	Belle Vue Centre

## Tier 3 Courses

The training courses in this programme are divided into three distinct tiers. These can help determine the appropriate level at which an individual needs training, in order to fulfil their level of responsibility for safeguarding and promoting the welfare of children and in meeting their individual development needs.

Tier 3 courses are for those with a particular responsibility for safeguarding children, such as professionals undertaking Section 47 enquiries or working with complex cases, including fabricated or induced illness.

Those in this group need to have a thorough understanding of working together to safeguard and promote the welfare of children, including in complex and/or serious cases.

### **Audience**

For all designated or named health and education professionals, police, social workers and other professionals undertaking a high degree of role specialisation in Safeguarding and Child Protection services.



## Lessons Learnt From Serious Case Reviews

### Aim

To gain knowledge and understanding of key lessons to be learned from Local and National Serious Case Reviews

### Learning Objectives

- To enhance knowledge and understanding of learning and key practice issues emerging from Serious Case Reviews
- To enhance knowledge and understanding of findings from research into local, regional and national Serious Case Reviews.
- To consider how these findings can be applied to practice to safeguard children in Hartlepool.

### Course Level

Tier 3

### Designed For

Employees working in Safeguarding and Child Protection services

### Trainer

Sally Robinson and other Practitioners

### Number of Participants

Minimum 15 - Maximum 30

### Dates, Times and Venues

6 <sup>th</sup> July 2009	09:30 – 12:30	Educational Development Centre
1 <sup>st</sup> February 2010	09:30 – 12:30	Hartlepool Fire Brigade Headquarters



## Practice Issues when Safeguarding Teenagers

### Aim

To explore issues and professional dilemmas around the need and safety of older children and young people (which focuses on children and young people aged 12 years plus).

### Learning Objectives

- To identify risk that requires safeguards for young people.
- To consider the limits of the professional role – exploring appropriate responses and reactions to young people.
- To explore confidentiality (to include Fraser Guidelines) and unravel some myths around confidentiality versus protection.
- To recognise the strengths on inter-agency working.
- To understand young people's expectations from services.
- To assess, share and manage risk of harm to older children – to include 'new social issues' i.e. forced marriage, sexually active young people, impact of domestic violence, sexual exploitation.
- To understand the importance of older children's participation; how to involve young people in any decisions effecting their own safety and why this is a necessity for their future safety.
- To appreciate how workers own moral code and personal experiences impact on practice.

### Course Level

Tier 3

### Designed For

Employees who assess, share and manage risk of harm to teenagers

### Trainer

Sara Swann

### Number of Participants

Minimum 15 - Maximum 25

### Dates, Times and Venues

25<sup>th</sup> March 2009

9.30 am to 4.30 pm

Belle Vue Centre



## Child Sexual Exploitation and Sexually Active Young People

### Aim

To raise awareness of the issues around safeguarding children and young people from sexual exploitation and recognition of abusive, cohesive relationships (includes trafficking)

### Learning Objectives

- To confirm the level of abuse involved in the sexual exploitation of children.
- To understand the different areas which include abuse through the Internet, abusive images (pornography), trafficking and prostitution, with particular reference to the grooming model.
- To be updated on the new Sex Offences Legislation (SOA 2003)
- To understand the importance of sharing information as highlighted on the Richard report – particularly concerning sexually active young people.
- To confirm the importance of young people's participation in decisions affecting their own safety and the level of abuse involved in sexual exploitation.
- To explain national and local policies and procedures.
- To recognise vulnerability and warning signs of young people's involvement.

### Course Level

Tier 3

### Designed For

Employees working in Safeguarding and Child Protection services

### Trainer

Sara Swann

### Number of Participants

Minimum 15 - Maximum 25

### Dates, Times and Venues

21<sup>st</sup> September 2009

09:30 – 16:30

Hartlepool Historic Quay



## Safeguarding Children in Whom Illness is Fabricated or Induced

### Aim

To increase participants knowledge and understanding of Induced and Fabricated Illness and their roles and responsibilities when dealing with this form of child

### Learning Objectives

- To raise awareness of potential indicators of illness being induced or fabricated in a child.
- To raise awareness of the range of behaviours that can be presented by a perpetrator.
- To identify the barriers of identification of Fabricated or Induced Illness.
- To enable participants to contribute to actions and services required to safeguard the child and promote his/her welfare.
- To enable participants to understand the importance of constructing a chronology.
- To ensure learning from serious case reviews.

### Course Level

Tier 3

### Designed For

Employees working in Safeguarding and Child Protection services

### Trainer

Teesside CP Training

### Number of Participants

Minimum 15 - Maximum 25

### Dates, Times and Venues

28<sup>th</sup> January 2010

09:30 – 13:00

Hartlepool Fire Brigade HQ

## Working with Parental Substance Misuse – Impact on the Child

### Aim

To cover a wide array of issues in the field of substance misuse and parenting and to raise awareness of the Hidden Harm Assessment Tool and give participants an opportunity to explore practice issues.

### Learning Objectives

- To gain an understanding of how drug usage impacts upon parenting capacity.
- To gain a clear understanding of how parents who engage in substance misuse can impact upon children.
- To gain more confidence in working with substance misuse issues.
- To raise awareness of the Hidden Harm Assessment Tool and give participants an opportunity to explore practice issues.

### Course Level

Tier 3

### Designed For

Staff working with parents who misuse substances and their children and those within a safeguarding children role.

### Trainer

Ian Mitchell

### Number of Participants

Minimum 15 - Maximum 25

### Dates, Times and Venues

15 <sup>th</sup> & 16 <sup>th</sup> September 2009	09:30 – 16:30	Hartlepool Historic Quay
8 <sup>th</sup> & 9 <sup>th</sup> December 2009	09:30 – 16:30	Belle Vue Centre



## Safeguarding and Child Protection for Managers

### Aim

To provide an insight into risk management, planning, commissioning, managing joint services and chairing multi-disciplinary meetings.

### Learning Objectives

- To enhance knowledge and skills in the management and supervision of employees engaged in safeguarding activities.
- To provide an opportunity for Managers from different agencies to explore Safeguarding Children practices.
- To demonstrate an increased understanding in relation to thresholds for accessing services including Section 47 enquiries.
- To raise awareness of current and past serious case review findings and apply lessons to current practice.
- To demonstrate an increased understanding in relation to multiple abuse situations; specifically domestic violence, paternal mental illness and substance misuse.

### Course Level

Tier 3

### Designed For

Strategic managers and managers with responsibilities for safeguarding children and supervising front line employees.

### Trainers

Maureen McEnaney and other Practitioners

### Number of Participants

Minimum 15 - Maximum 25

### Dates, Times and Venues

1<sup>st</sup> March 2010

13:00 – 16:30

Hartlepool Fire Brigade HQ





## Domestic Abuse – Impact on the Child

### Aim

To understand the impact of domestic violence on children and the interface with the Child Protection system

### Learning Objectives

- To gain awareness of the local and national guidance in relation to Domestic Violence
- To gain awareness of the links of Domestic Violence within the Safeguarding Procedures
- To gain awareness of the activities within the Borough and nationally in respect of innovative methods of dealing with Domestic Violence.
- To become familiar with the tools of risk assessment.
- To recognise concerning factors when cases are discussed within Supervision.

### Course Level

Tier 3

### Designed For

Employees working in Safeguarding and Child Protection services and/or with a high degree of role specialisation in Safeguarding and Child Protection

### Trainers

tbc

### Number of Participants

Minimum 15 - Maximum 25

### Dates, Times and Venues

tbc

## Neglect

### Aim

To increase participants knowledge and understanding of Neglect and their roles and responsibilities when dealing with children who have been neglected.

### Learning Objectives

- To explore the concept of neglect and the impact on children.
- To discuss the links between neglect and other forms of maltreatment.
- To highlight the importance of focusing on outcomes for children rather than intentions of parents.
- To explore the thresholds for effective interventions.
- To consider messages from both local and national serious case reviews.

### Course Level

Tier 3

### Designed For

Employees from all settings who have contact/work with children

### Trainer

tbc

### Number of Participants

Minimum 15 - Maximum 25

### Dates, Times and Venues

tbc



## Safeguarding Children with Disabilities

### **Aim**

To raise awareness of the issues in relation to safeguarding children with disabilities and enable participants to respond appropriately to concerns about a child with disabilities safety and wellbeing.

### **Learning Objectives**

- To understand the myths and stereotypes which often obstruct effective safeguarding of children with disabilities.
- To understand the nature and prevalence of the abuse of children with disabilities
- To identify the blocks and barriers to safeguarding children with disabilities.
- To identify good practice to inform disabled children's experiences of safeguarding services and processes.

### **Course Level**

Tier 3

### **Designed For**

Employees responsible for safeguarding children with disabilities.

### **Trainer**

Maureen McEnaney and other Practitioners

### **Number of Participants**

Minimum 15 - Maximum 25

### **Dates, Times and Venues**

tbc



## Working with Parents with Learning Disabilities – Impact on the Child

### **Aim**

tbc

### **Learning Objectives**

tbc

### **Course Level**

Tier 3

### **Designed For**

Staff working with parents with learning difficulties and their children and those within a safeguarding children role

### **Trainer**

tbc

### **Number of Participants**

Minimum 15 - Maximum 25

### **Dates, Times and Venues**

tbc

## Working with Parents Mental Health Issues – Impact on the Child

### **Aim**

tbc

### **Learning Objectives**

tbc

### **Course Level**

Tier 3

### **Designed For**

Staff working with parents with mental health issues and their children and those within a safeguarding children role

### **Trainer**

tbc

### **Number of Participants**

Minimum 15 - Maximum 25

### **Dates, Times and Venues**

tbc

# Appendices



HSCB Training Co-ordination, Child & Adult Services, Civic Centre, Hartlepool, TS24 8AY  
Tel: 01429 523825, Fax: 01429 523750, Email: [childrenservicetraining@hartlepool.gov.uk](mailto:childrenservicetraining@hartlepool.gov.uk)

## TRAINING APPLICATION FORM

### APPLICANT DETAILS

Name in Full:	
Job Title:	
Team/Service:	
Organisation:	
Workplace Address:	
Postcode:	
Workplace Tel No:	
Workplace Email:	
Special requirements we need to be aware of (eg. access, learning support, communication, etc):	
Line Manager's Name:	
Line Manager's Tel No:	
Line Manager's Email:	

### COURSE DETAILS

Course Name:	
Date:	
Duration:	

### SIGNATURES

**Data Protection Act 1998** - I hereby give my consent for information provided on this form to be held on computer and other relevant filing systems and to be shared with my employer and accredited organisations and agencies in accordance with the Data Protection Act 1998. I understand that the data will be used for the purposes of administration and monitoring of training provision and for statistical purposes only.

Signature of Applicant:		Date:	
Signature of Line Manager:		Date:	

Please email to [childrenservicetraining@hartlepool.gov.uk](mailto:childrenservicetraining@hartlepool.gov.uk) if application is completed electronically (including electronic signatures) or send to HSCB Training Co-ordination, Children's Services Department, Level 4, Civic Centre, Hartlepool, TS24 8AY if completed by hand.

Applicants will be notified in due course if their application has been successful or not.  
Please note that a recharge policy is in place for course cancellations and no-shows (£30 for no-shows and cancellations made less than one week before a course).



HSCB Training Co-ordination, Child & Adult Services, Civic Centre, Hartlepool, TS24 8AY  
 Tel: 01429 523825, Fax: 01429 523750, Email: [childrenservicestraining@hartlepool.gov.uk](mailto:childrenservicestraining@hartlepool.gov.uk)

## TRAINING CANCELLATION FORM

### INDIVIDUAL'S DETAILS

Name in Full:	
Job Title:	
Team/Service:	
Organisation:	
Workplace Address:	
Postcode:	
Workplace Tel No:	
Workplace Email:	

### COURSE DETAILS

Course Name:	
Date:	
Duration:	

### CANCELLATION DETAILS

Reason:
---------

### SIGNATURES

Signature of Applicant		Date:	
Signature of Line Manager:		Date:	

Please email to [childrenservicestraining@hartlepool.gov.uk](mailto:childrenservicestraining@hartlepool.gov.uk) if completed electronically (including electronic signatures) or send to HSCB Training Co-ordinator, Child & Adult Services, Civic Centre, Hartlepool, TS24 8AY if complete by hand.

Please note that a new recharge is in place of £30 for no shows and cancellations made up to one week before a course.



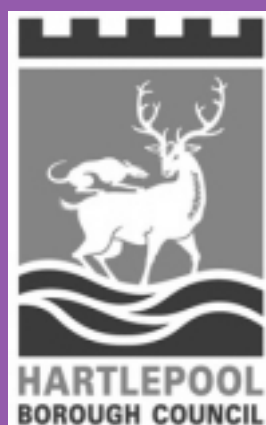


NOTES

# **CONTINUING PROFESSIONAL DEVELOPMENT**

## **DIRECTORY**

**2009/2010**



**CHILDREN'S SERVICES in Hartlepool**



# CONTENTS

	Page Nos.
<b>Introduction</b>	4
<b><u>Early Years Courses</u></b> (PLEASE FOLLOW INSTRUCTIONS ON HOW TO BOOK A PLACE FOR EARLY YEARS COURSES IN THIS SECTION)	6
<b><u>Primary Courses</u></b>	
Primary Behaviour Support	14
Primary ICT	16
Primary Maths	20
Primary Modern Foreign Languages	21
Primary Physical Education	25
Primary RE	27
Primary Science	28
Primary Strategy – Teaching and Learning	29
Primary Support Staff	43
<b><u>Secondary Courses</u></b>	
Secondary English	45
Secondary ICT	46
Secondary Maths	47
Secondary National Healthy Schools	48
Secondary Science	49
Secondary Strategy	50
Secondary Phase Teaching and Learning Support	51
Secondary Renew ed Intervention	52
Secondary Subject Leader Netw orks	53

# CONTENTS

---

	Page Nos.
Secondary Work Related Learning	54
<b><u>Other Courses (All Key Stages)</u></b>	
Anti-Bullying (Book through Rachel Hogg – LSCB Course – thank you)	56
Diversity	57
Gifted and Talented	58
ICT	59
National Healthy Schools	61
NQT Training	66
Physical Education	71
Psychology	72
Safer Recruitment	75
Special Educational Needs (SEN)	76
Teaching and Learning	77
Vulnerable Pupils	80
<b><u>Useful Information</u></b>	
Basic Skills Courses	84
Challenging Behaviour	85
Child Protection	86
CPDAcronyms	87
Drugs Education	88
Early Years	89
Leading Edge	90

# CONTENTS

---

	<b>Page Nos.</b>
Post Graduate Professional Development	91
Safer Recruitment	92
School Improvement Through Quality Circle Time	93
(SEAL) Classroom/Behaviour Management and Social and Emotional Aspects of Learning	94
TEEP In Hartlepool	95
Proforma of Need	97
Application Form	99

**YOU MUST ENSURE THAT YOU HAVE PRE-BOOKED YOUR PLACE.**  
**IF YOU HAVE NOT PRE-BOOKED YOU CANNOT ATTEND THE**  
**COURSE – THANK YOU**

# INTRODUCTION

## CONTINUING PROFESSIONAL DEVELOPMENT

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1. The courses in this booklet are prepared and designed by Hartlepool Children's Services Department.
2. Each course has been specifically designed for an appropriate target group. There is open access for all teachers although the target group will be given first priority. This understanding is particularly important for literacy and numeracy courses where KS3 teachers have attended regularly and who will continue to be welcomed. Similarly this year's KS3 courses will be available to KS2 staff, should spaces permit.
3. All courses support the targets and activities in schools' own development plans, and governors' action plans as well as the general aims of the LA's Education Department Plan.

The cost for each course are described in the course details.

Hartlepool Education Development Centre (HEDC) is a centre in its own right. All funds to support the centre are devolved to schools. Costs depend on the nature of the activity such as whether it is included in local or national initiatives. Billing and recharge arrangements will continue as before. However, the following points should be noted:

- Applications for all courses must be on the form included in the back of the booklet or via e-mail to [cpd-education@hartlepool.gov.uk](mailto:cpd-education@hartlepool.gov.uk)
  - **Please follow instructions in red to book a place on Early Years and the LSCB Anti-Bullying Courses – please do not book onto these courses via the normal cpd route.**
  - We cannot accept telephone bookings – please use e-mail address or booking proforma.
  - Applications should be made **AT LEAST THREE WEEKS BEFORE THE COURSE DATE.**
  - Cancellations must also be in writing. A note, fax or email is sufficient.
  - **PLACES NOT CANCELLED WITHIN 1 WEEK WILL BE CHARGED AT THE FULL RATE.**
  - A confirmation attendance sheet will be sent to Hset Co-ordinators on a weekly basis, who then should inform appropriate delegates of courses they are attending.
4. Please send application forms as early as possible to:

CPD, Central Admin.  
Children's Services Department  
Level 4  
Civic Centre, Victoria Road  
Hartlepool  
Fax: 01429 523750

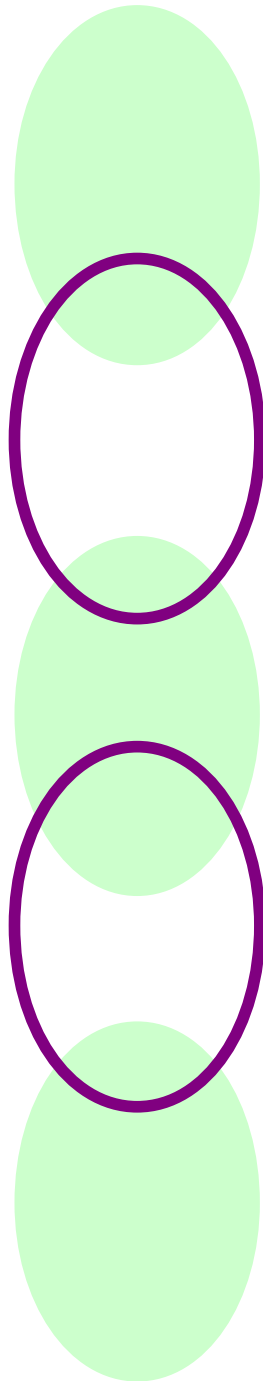
e-mail address: [cpd-education@hartlepool.gov.uk](mailto:cpd-education@hartlepool.gov.uk)

**YOU MUST ENSURE THAT YOU HAVE PRE-BOOKED YOUR PLACE  
AS OUTLINED ABOVE. IF YOU HAVE NOT PRE-BOOKED YOU  
CANNOT ATTEND THE COURSE. ALSO IF YOU DO NOT CANCEL A  
PLACE YOU WILL BE CHARGED. THANK YOU**

**(APPLICATION FORM AT BACK OF BOOKLET TO PHOTOCOPY)**

**YOU NEED TO BOOK EARLY YEARS TRAINING  
THROUGH [lisa.mcdonald@hartlepool.gov.uk](mailto:lisa.mcdonald@hartlepool.gov.uk) (telephone  
279980) – DO NOT BOOK THROUGH CPD FORM/E-MAIL  
- Thank you**

**EARLY YEARS**



**EARLY YEARS**

**YOU NEED TO BOOK EARLY YEARS TRAINING  
THROUGH [lisa.mcdonald@hartlepool.gov.uk](mailto:lisa.mcdonald@hartlepool.gov.uk) (telephone  
279980) – DO NOT BOOK THROUGH CPD FORM/E-MAIL  
- Thank you**



**YOU NEED TO BOOK EARLY YEARS TRAINING  
THROUGH [lisa.mcdonald@hartlepool.gov.uk](mailto:lisa.mcdonald@hartlepool.gov.uk) (telephone  
279980) – DO NOT BOOK THROUGH CPD FORM/E-MAIL  
- Thank you**

**COURSE TITLE: NEW TO EARLY YEARS FOUNDATION STAGE**

To develop an understanding of the principles and practice of the Early Years Foundation Stage for practitioners new to Early Years.

**The training is aimed at:**

- Teachers and Teaching Assistants new to EYFS.
- Practitioners to PVI sector new to EYFS.

**The learning objectives of the training are:**

- To understand how the EYFS works: key principles and themes.
- To understand how to embed the EYFS to ensure quality provision and practice

**Trainers:**

Val Green and Early Years Team

**Dates:** 9.00 am. 12 noon - 22<sup>nd</sup> September, 2009 and 1.00 p.m. – 4.00 pm/5.00 p.m. – 8.00 p.m.  
20<sup>th</sup> January, 2010 (repeat) - Education Development Centre

**To book a place:** [lisa.mcdonald@hartlepool.gov.uk](mailto:lisa.mcdonald@hartlepool.gov.uk)

**COURSE TITLE: A STEP BY STEP GUIDE TO UNDERSTANDING PRE-PHONICS AND THE IMPORTANCE OF RHYTHM, TIMING AND PITCH PERCEPTION**

This session has had outstanding reviews from across the Tees Valley. It promises to be a most inspiring day focusing on the vital skills of phonological development, reading, writing and communication.

**The training is aimed at:**

- Early Years Advisers, Consultants
- Practitioners from the maintained and PVI settings

**The learning objectives of the training are:**

- To prepare children for phonics.
- To develop children's auditory processing skills.
- To learn techniques to develop listening skills.
- To develop techniques to assess and develop phonological skills

**Trainers:**

Alan Heath from Learning Solutions

**Dates:** 9.00 a.m. – 3.00 p.m. 29<sup>th</sup> September, 2009 – Education Development Centre

**To book a place:** [lisa.mcdonald@hartlepool.gov.uk](mailto:lisa.mcdonald@hartlepool.gov.uk)

**YOU NEED TO BOOK EARLY YEARS TRAINING  
THROUGH [lisa.mcdonald@hartlepool.gov.uk](mailto:lisa.mcdonald@hartlepool.gov.uk) (telephone  
279980) – DO NOT BOOK THROUGH CPD FORM/E-MAIL  
- Thank you**

**COURSE TITLE: EARLY YEARS CONFERENCE: QUALITY LEARNING OUTDOORS**

The conference will focus on developing quality outdoors with particular emphasis on creative learning. There will be lots of inspiring and challenging ideas to take back to your schools and settings. The conference will begin with an inspirational speaker talking about quality learning outdoors including forest schools. The rest of the day will take the form of a workshop organisation which will include: Den building, Willow Weaving and Textiles, Story Telling Outdoors, Transient Art.

**The training is aimed at:**

- Foundation Stage Managers.
- Practitioners from the maintained and PVI settings.

**The learning objectives of the training are:**

- To understand the value of a forest school and how to develop this provision.
- To improve quality outdoor provision.
- To develop creativity outdoors.

**Trainers: Mindstretchers**

Mindstretchers is a dynamic company of people dedicated to providing children with multi sensory and real-world educational environments through training and consultancy. Founder, Claire Warden, formerly a school teacher and lecturer in Primary Education at Strathclyde University, developed an underlying philosophy for re-connecting children to nature. Claire is also a published author and an internationally acclaimed speaker on matters of early childhood development.

**Date:** 9.00 a.m. – 4.00 p.m. 9<sup>th</sup> October, 2009, Education Development Centre

**To book a place:** [lisa.mcdonald@hartlepool.gov.uk](mailto:lisa.mcdonald@hartlepool.gov.uk)

**COURSE TITLE: NEW TO THE EARLY YEARS FOUNDATION STAGE PROFILE**

To develop an understanding of the Early Years Foundation Stage Profile and how to build the profile for practitioners new to Early Years.

**The training is aimed at:**

- Teachers and Teaching Assistants new to EYFS.
- Practitioners in PVI sector new to EYFS.

**The Learning objectives of the training are:**

- To understand how the EYFSP works: key principles and themes.
- To understanding how to gather quality observations to build evidence for the profile.
- To understand how to make quality judgements for the profile points.

**Trainers:**

Val Green and Early Years Team

**Date:** 13<sup>th</sup> October, 2009 – 9.00 a.m. – 12.00 noon – EDC, Bailey Room

**To book a place:** [lisa.mcdonald@hartlepool.gov.uk](mailto:lisa.mcdonald@hartlepool.gov.uk)

**YOU NEED TO BOOK EARLY YEARS TRAINING  
THROUGH [lisa.mcdonald@hartlepool.gov.uk](mailto:lisa.mcdonald@hartlepool.gov.uk) (telephone  
279980) – DO NOT BOOK THROUGH CPD FORM/E-MAIL  
- Thank you**

**COURSE TITLE: EFFECTIVE USE OF DATA ANALYSIS**

This session focuses on the EYFS profile data. Participants will develop an understanding of how to evaluate the EYFS Profile data, exploring what the data is currently and historically highlighting about different groups of learners and comparison with local, regional and national. The session will explore how to use the analysis effectively to set priorities for improvement.

**The training is aimed at:**

- EYFS Teachers and Foundation Stage Managers.
- Subject Leaders in Primary Schools

**The learning objectives of the training are:**

- To understand how to evaluate EYFS data.
- To use the data effectively to set improvement targets for children's learning and development.

**Trainers:**

Val Green and Early Years Team

**Date:** 3.45 p.m. – 5.30 p.m. 21<sup>st</sup> October, 2009 – EDC – Bailey Room

**To Book:** [lisa.mcdonald@hartlepool.gov.uk](mailto:lisa.mcdonald@hartlepool.gov.uk)

**COURSE TITLE: DEVELOPING A QUALITY BOOK AREA**

This session will focus on quality provision to support learning in the Book Area for 3-5 year olds. Each delegate will be given a selection of books for their school/setting.

**The training is aimed at:**

- Foundation Stage Managers.
- Practitioners from the maintained and PVI settings.

**The training objectives of the training are:**

- To improve practitioners understanding of how to enable effective engagement in the Book Area.
- To develop a love of books for every child.

**Trainers:**

Val Green, School Improvement Adviser (Early Years and Settings) and Early Years Team

**Date:** 3.45 p.m. – 5.30 p.m. – 17<sup>th</sup> November, 2009 – EDC, Hall

**To Book:** [lisa.mcdonald@hartlepool.gov.uk](mailto:lisa.mcdonald@hartlepool.gov.uk)

**YOU NEED TO BOOK EARLY YEARS TRAINING  
THROUGH [lisa.mcdonald@hartlepool.gov.uk](mailto:lisa.mcdonald@hartlepool.gov.uk) (telephone  
279980) – DO NOT BOOK THROUGH CPD FORM/E-MAIL  
- Thank you**

**COURSE TITLE: PSED: THE IMPORTANCE OF DEVELOPING POSITIVE RELATIONSHIPS WITHIN THE EYFS**

**The training is aimed at:**  
Foundation Stage Practitioners

**The Learning objectives of the training are:**  
To explore the role of the key person and the benefits of young children, parents and setting.

**Trainers:**  
Eileen Skirving and Carole Lister

**Date:** 18<sup>th</sup> November, 2009 – 9.00 a.m. – 12 noon – EDC Hall

**To Book:** [lisa.mcdonald@hartlepool.gov.uk](mailto:lisa.mcdonald@hartlepool.gov.uk)

**COURSE TITLE: EARLY YEARS FOUNDATION STAGE: UPDATE MEETING FOR EARLY YEARS PRACTITIONERS**

To update practitioners on current developments within the Early Years Foundation Stage.

**The training is aimed at:**  
Co-ordinators from within the maintained settings and room-leaders/deputies from within the PVI sector.

**The Learning objectives are:**  
To share current developments both nationally and locally.

**Trainers:**  
Val Green and Early Years Team

**Dates:** 24<sup>th</sup> November, 2009 – 3.45 p.m. – 8.00 p.m. – EDC Hall  
22<sup>nd</sup> June, 2010 – 3.00 p.m. – 8.00 p.m. – EDC Hall

**To book:** [lisa.mcdonald@hartlepool.gov.uk](mailto:lisa.mcdonald@hartlepool.gov.uk)

**YOU NEED TO BOOK EARLY YEARS TRAINING  
THROUGH [lisa.mcdonald@hartlepool.gov.uk](mailto:lisa.mcdonald@hartlepool.gov.uk) (telephone  
279980) – DO NOT BOOK THROUGH CPD FORM/E-MAIL  
- Thank you**

**COURSE TITLE: EARLY YEARS FOUNDATION STAGE PROFILE: MODERATION MEETING**

**The training is aimed at:**

- YR teachers and Assessment Managers from within the maintained sector.

**The Learning objectives are:**

- To understand how the moderation system works within the local authority.
- To develop a shared agreement of interpretation of the profile points
- To ensure consistency across the Local Authority.

**Trainers:**

Val Green and Early Years Team

**Dates:** 9<sup>th</sup> February, 2010 – 3.45 p.m. – 5.00 p.m. – EDC Hall  
19<sup>th</sup> April, 2010 – 3.30 p.m. – 5.30 p.m. – EDC Hall.

**To book:** [lisa.mcdonald@hartlepool.gov.uk](mailto:lisa.mcdonald@hartlepool.gov.uk)

**COURSE TITLE: EARLY YEARS FOUNDATION STAGE PROFILE: EFFECTIVE USE OF THE CREATIVE WORKSHOP AREA**

The session will include many practical examples of how the workshop area has supported learning across the EYFS.

**The training is aimed at:**

Training for all Early Years Practitioners in the maintained and PVI sector.

**The Learning objectives are:**

To understand how to develop and resource an effective workshop area to maximise creativity.

**Trainers:**

Val Green and Early Years Team

**Dates:** 23<sup>rd</sup> February, 2010 – 3.45 p.m. – 5.30 p.m. and 6.15 p.m. – 7.30 p.m.

**To book:** [lisa.mcdonald@hartlepool.gov.uk](mailto:lisa.mcdonald@hartlepool.gov.uk)

**YOU NEED TO BOOK EARLY YEARS TRAINING  
THROUGH [lisa.mcdonald@hartlepool.gov.uk](mailto:lisa.mcdonald@hartlepool.gov.uk) (telephone  
279980) – DO NOT BOOK THROUGH CPD FORM/E-MAIL  
- Thank you**

**COURSE TITLE: WORKING WITH PARENTS IN EYFS**

**The training is aimed at:**

The course aims to help support practitioners working in schools and settings to involve parents in their children's learning.

**Trainers:**

Jill Hynd, School Improvement Co-ordinator (Family Learning)

**Dates:** 23<sup>rd</sup> March, 2010 Schools: 3.45 p.m. – 5.30 p.m. PVI's: 6.00 p.m. – 8.00 p.m. – E.D.C. Bailey Room

**To book:** [lisa.mcdonald@hartlepool.gov.uk](mailto:lisa.mcdonald@hartlepool.gov.uk)

**COURSE TITLE: EARLY YEARS FOUNDATION STAGE PROFILE: EFFECTIVE USE OF DRAMA AND  
ROLE PLAY TO SUPPORT LEARNING ACROSS THE EYFS (3-5 YEARS)**

This training will cover how drama and role play can effectively support learning in all areas of EYFS.

**The training is aimed at:**

Practitioners within the maintained and private sector who work with children 3-5 years.

**The Learning objectives are:**

- To understand how exciting and inspirational drama techniques can support learning.
- To explore how role play indoors and outdoors can motivate learning across the EYFS.

**Trainers:**

Val Green and Early Years Team

**Dates:** 18<sup>th</sup> May 9.00 a.m. – 12 noon – EDC Bailey Room

**To book:** [lisa.mcdonald@hartlepool.gov.uk](mailto:lisa.mcdonald@hartlepool.gov.uk)

**YOU NEED TO BOOK EARLY YEARS TRAINING  
THROUGH [lisa.mcdonald@hartlepool.gov.uk](mailto:lisa.mcdonald@hartlepool.gov.uk) (telephone  
279980) – DO NOT BOOK THROUGH CPD FORM/E-MAIL  
- Thank you**

**COURSE TITLE: EARLY YEARS FOUNDATION STAGE PROFILE: DROP IN MODERATION SESSION**  
This session is aimed at support YR teachers to clarify profile point judgements.

**The training is aimed at:**  
YR teachers, Foundation Stage managers

**The Learning objectives are:**

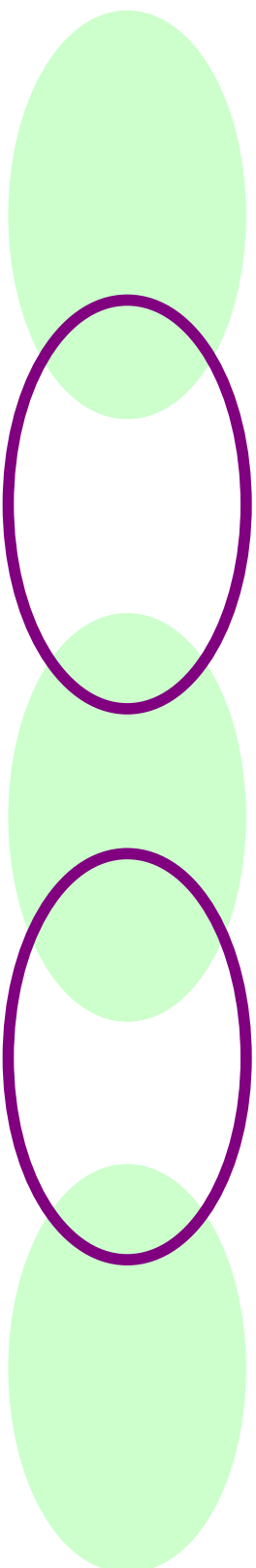
- For teachers to drop in' with queries about judgements of the Early Years Foundation Stage Profile Points to clarify their judgements in line with QCA.

**Trainers:**  
Val Green and Early Years Team

**Dates:** 25th May, 2010 3.30 p.m. – 5.30 p.m. – EDC Hall

**To book:** [lisa.mcdonald@hartlepool.gov.uk](mailto:lisa.mcdonald@hartlepool.gov.uk)

# PRIMARY COURSES



# PRIMARY COURSES



# PRIMARY COURSES

## PRIMARY BEHAVIOUR SUPPORT:

**COURSE REF:** PBS1

**DATES:** 12<sup>th</sup> October, 2009

**COURSE TITLE:**  
Positive Behaviour Management

**DURATION:** 9.00 a.m. – 3.00 p.m.

**NO. OF PARTICIPANTS:**  
Minimum 10 – Maximum 28

**TARGET GROUP:** All support staff in primary Schools

- COURSE AIMS:**
- To develop awareness of schools' behaviour management system and their implementation.
  - To explain to staff how they can help and promote positive behaviour management in school

**VENUE:** Education Development Centre

**COURSE LEADER:**  
Barbara Towler  
School Improvement Co-ordinator (Behaviour)

**COSTS:** £10

<b><i>Be Healthy</i></b>		<b><i>Stay Safe</i></b>	
<b><i>Make a Positive Contribution</i></b>		<b><i>Enjoy &amp; Achieve</i></b>	✓
<b><i>Achieve Economic Well Being</i></b>			

**COURSE REF:** PBS2a or PBS2b or PBS2c

**DATES:**  
**PBS2a** – 6<sup>th</sup> Nov. 2009  
**PBS2b** – 8<sup>th</sup> March, 2010  
**PBS2c** – 8<sup>th</sup> July, 2010  
(PBS2b and PBS2c are repeats of PBS2a – you only need to book onto one date – thank you)

**COURSE TITLE:**  
Befriender, Listener, Mentor Training

**DURATION:** 9.00 a.m. – 3.00 p.m.

**NO. OF PARTICIPANTS:**  
Minimum 10 – Maximum 28

**TARGET GROUP:.** All staff working in primary schools

**COURSE AIMS:**  
To train staff in listening and problem solving skills which could enable them to provide a service to pupils experiencing emotional difficulties.

**VENUE:** Education Development Centre

**COURSE LEADER:**  
Barbara Towler  
Primary Behaviour Co-ordinator

**COSTS:** £10

<b><i>Be Healthy</i></b>		<b><i>Stay Safe</i></b>	
<b><i>Make a Positive Contribution</i></b>		<b><i>Enjoy &amp; Achieve</i></b>	✓
<b><i>Achieve Economic Well Being</i></b>			

## PRIMARY COURSES

### PRIMARY BEHAVIOUR SUPPORT:

**COURSE REF:** PBS3

**DATES:** 11<sup>th</sup> February, 2010

**COURSE TITLE:**

Succeeding with Difficult Pupils

**DURATION:** 9.00 a.m. – 3.00 p.m.

**NO. OF PARTICIPANTS:**

Minimum 10 – Maximum 28

**TARGET GROUP:** All staff in primary schools.

**COURSE AIMS:**

To focus on the interpersonal skills needed to deal with demanding and difficult pupils.

**VENUE:** Education Development Centre

**COURSE LEADER:**

Barbara Towler

School Improvement Co-ordinator (Behaviour)

**COSTS:** £10

<b><i>Be Healthy</i></b>		<b><i>Stay Safe</i></b>	
<b><i>Make a Positive Contribution</i></b>		<b><i>Enjoy &amp; Achieve</i></b>	✓
<b><i>Achieve Economic Well Being</i></b>			

## PRIMARY COURSES

### PRIMARY ICT:

**COURSE REF:** PICT1

**COURSE TITLE:**

ICT Primary Subject Leaders' Update

**NO. OF PARTICIPANTS:**

Minimum 5 – Maximum 36

**COURSE AIMS:**

Ongoing support and development for Primary ICT Subject Leaders.

**COURSE LEADER:**

Mark Hickson – Primary ICT Co-ordinator

**DATES:**

13<sup>th</sup> October, 2009  
11<sup>th</sup> February, 2010  
29<sup>th</sup> April, 2010

**MODULAR COURSE – DELEGATES MUST ATTEND ALL 3 SESSIONS**

**DURATION:**

4.00 p.m. – 5.00 p.m.

**TARGET GROUP:**

Primary ICT Subject Leaders

**VENUE:** Pascal Suite, Manor E-Learning Centre

**COSTS:** Free to all Hartlepool schools purchasing ICT Hands On Support.

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy &amp; Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

**COURSE REF:** PICT2a or PICT2b

**COURSE TITLE:**

Hands-on ICT for Primary School Teaching Assistants

**NO. OF PARTICIPANTS:**

Minimum 5 – Maximum 30

**COURSE AIMS:**

This day is intended for primary school teaching assistants. With a significant hands-on element, it will raise awareness and increase understanding of a range of issues around supporting children using ICT in their learning.

**COURSE LEADER:**

Mark Hickson – Primary ICT Co-ordinator

**DATES:**

**PICT2a** - 15<sup>th</sup> October, 2009  
**PICT2b** - 24<sup>th</sup> June, 2010  
(*PICT2b is a repeat of PICT2a – you only need to book onto one date – thank you*)

**DURATION:**

9.00 a.m. – 3.00 p.m.

**TARGET GROUP:**

Primary ICT Teaching Assistants

**VENUE:** Manor E-Learning Centre

**COSTS:** Free to Hartlepool schools purchasing ICT Hands-on-Support.

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy &amp; Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

# PRIMARY COURSES

## PRIMARY ICT:

**COURSE REF:** PICT3

**DATES:** 11<sup>th</sup> November, 2009

**COURSE TITLE:**

Innovative approaches to Control Technology at Key Stage 2

**DURATION:** 9.00 a.m. – 3.30 p.m.

**NO. OF PARTICIPANTS:**

Minimum 5 – Maximum 24

**COURSE AIMS:**

Going beyond the buffer box! Control technology is often seen, for a variety of reasons including lack of expertise and funds, as being one of the hardest areas of ICT entitlement to deliver. In fact, it need not be expensive and can be hugely enjoyable. Prepare for hands on day spent in the company of turtles, dancing robots and Wrex the scrapyard dog!

**TARGET GROUP:**

Primary Teachers

**VENUE:** Pascal Suite, Manor E-Learning Centre

**COURSE LEADER:**

Mark Hickson – Primary ICT Co-ordinator

**COSTS:** Free to all Hartlepool Schools purchasing ICT Hands on Support

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy &amp; Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

**COURSE REF:** PICT4a or PICT4b or PICT4c

**DATES:** **PICT4a** - 3<sup>rd</sup> December, 2009

**PICT4b** - 24<sup>th</sup> March, 2010

**PICT4c** - 20<sup>th</sup> May, 2010

(PICT4b and PICT4c are repeats of PICT4a – you only need to book onto one date – thank you)

**COURSE TITLE:**

Comic Life in the Primary Classroom

**DURATION:** 4.00 p.m. – 5.00 p.m.

**NO. OF PARTICIPANTS:**

Minimum 5 – Maximum 30

**COURSE AIMS:**

All Hartlepool primary schools have a full licence for Comic Life. Comic Life makes easy the combination of text and graphics in a range of ways and is an excellent tool for encouraging all pupils from the gifted and talented to the most reluctant writers to communicate. Be aware that outbursts of spontaneous excitement might result from the use of Comic Life!

**TARGET GROUP:**

Primary teachers

**VENUE:** Pascal Suite, Manor E-Learning Centre.

**COURSE LEADER:**

Mark Hickson – Primary ICT Co-ordinator

**COSTS:** Free to Hartlepool schools purchasing ICT Hands on Support.

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy &amp; Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

## PRIMARY COURSES

### PRIMARY ICT:

**COURSE REF:** PICT5

**COURSE TITLE:**

Making Movies with the Digital Blue Movie Creator

**NO. OF PARTICIPANTS:**

Minimum 5 – Maximum 24

**COURSE AIMS:**

Many schools have one or more Digital Blue cameras. Sometimes overlooked, they offer a cheap, easy-to-use introduction to film-making. This day will give you the skills you need to maximise their use. You'll learn how to capture, edit (including the application of awesome special effects) and publish video and also how to create stop-motion movies.

**COURSE LEADER:**

Mark Hickson – Primary ICT Co-ordinator

**DATES:**

27<sup>th</sup> January, 2010 and  
10<sup>th</sup> March, 2010 (Twilight)

**MODULAR COURSE – DELEGATES MUST  
ATTEND BOTH SESSIONS**

**DURATION:**

27<sup>th</sup> January, 2010:  
1.00 p.m. – 3.30 p.m.  
10<sup>th</sup> March, 2010:  
4.00 p.m. – 5.00 p.m.

**TARGET GROUP:**

Primary ICT staff

**VENUE:** Pascal Suite, Manor E-Learning Centre

**COSTS:** Free to Hartlepool schools purchasing Hands On Support.

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy &amp; Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

**COURSE REF:** PICT6

**COURSE TITLE:**

ICT In Primary Science

**NO. OF PARTICIPANTS:**

Minimum 5 – Maximum 24

**COURSE AIMS:**

ICT has huge potential to enhance and enrich learning and teaching in Science. Come and find out about a range of software and online resources. Be prepared to boldly go into dark places with the aid of computer-connected microscopes and use datalogging equipment to find out just whose class really is the noisiest!

**COURSE LEADER:**

Mark Hickson – Primary ICT Co-ordinator  
Sian Lamplough – Science Co-ordinator

**DATES:**

2<sup>nd</sup> March, 2010

**DURATION:**

9.00 a.m. – 3.30 p.m.

**TARGET GROUP:**

All teaching staff.

**VENUE:** Pascal Suite, Manor E-Learning Centre

**COSTS:** Free to all Hartlepool schools purchasing ICT Hands On Support.

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy &amp; Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

# PRIMARY COURSES

## PRIMARY ICT:

**COURSE REF:** PICT7

**COURSE TITLE:**  
I Can Animate

**NO. OF PARTICIPANTS:**  
Minimum 5 – Maximum 30

**COURSE AIMS:**  
All Hartlepool primary schools have a licence for I Can Animate (a wonderfully easy-to-use, stop-frame animation package) and suitable webcams to use with it. Learn how to create the next Wallace and Gromit blockbuster. Delegates should bring with them a laptop with the software installed and a webcam. Plasticine provided!

**COURSE LEADER:**  
Mark Hickson – Primary ICT Co-ordinator

**DATES:** 12<sup>th</sup> May, 2010  
30<sup>th</sup> June, 2010 (Twilight)

**MODULAR COURSE – DELEGATES MUST ATTEND BOTH SESSIONS**

**DURATION:** 12th May, 2010:  
1.00 p.m. – 3.30 p.m.  
30<sup>th</sup> June, 2010:  
4.00 p.m. – 5.00 p.m.

**TARGET GROUP:**  
Primary ICT staff.

**VENUE:** Pascal Suite, Manor E-Learning Centre

**COSTS:** Free to all Hartlepool schools purchasing ICT HandsOn Support

<b><i>Be Healthy</i></b>		<b><i>Stay Safe</i></b>	
<b><i>Make a Positive Contribution</i></b>		<b><i>Enjoy &amp; Achieve</i></b>	✓
<b><i>Achieve Economic Well Being</i></b>			

**COURSE REF:** PICT8

**COURSE TITLE:**  
Primary ICT Subject Leaders Conference

**NO. OF PARTICIPANTS:**  
Minimum 5 – Maximum 30

**COURSE AIMS:**  
This day is intended as a professional update for all Hartlepool primary school ICT subject leaders.

**COURSE LEADER:**  
Mark Hickson – Primary ICT Co-ordinator

**DATES:** 15<sup>th</sup> June, 2010

**DURATION:** 9.00 a.m. – 3.30 p.m.

**TARGET GROUP:**  
Primary ICT Subject Leaders

**VENUE:** Pascal Suite, Manor E-Learning Centre

**COSTS:** Free to Hartlepool schools purchasing ICT Hands-on-Support

<b><i>Be Healthy</i></b>		<b><i>Stay Safe</i></b>	
<b><i>Make a Positive Contribution</i></b>		<b><i>Enjoy &amp; Achieve</i></b>	✓
<b><i>Achieve Economic Well Being</i></b>			

## PRIMARY COURSES

### PRIMARY MATHS:

**COURSE REF:** PM1

**COURSE TITLE:**

Teaching and learning strategies to engage pupils in the mathematics classroom

**NO. OF PARTICIPANTS:**

Minimum 5 – Maximum 30

**COURSE AIMS:**

To provide strategies and resources to be used in the primary or secondary mathematics classroom which will engage and motivate all learners.

**COURSE LEADER:**

Alison Smart – School Improvement Co-ordinator ( Secondary Maths)  
Debbie King – School Improvement Co-ordinator (Primary Maths)

**DATES:** 13<sup>th</sup> November, 2009

**DURATION:** 9.00 a.m. – 4.00 p.m.

**TARGET GROUP:**

All primary and secondary mathematics teachers, TAs and HLTAs

**VENUE:** Education Development Centre

**COSTS:** Free

<i><b>Be Healthy</b></i>	✓	<i><b>Stay Safe</b></i>	✓
<i><b>Make a Positive Contribution</b></i>	✓	<i><b>Enjoy &amp; Achieve</b></i>	✓
<i><b>Achieve Economic Well Being</b></i>	✓		

# PRIMARY COURSES

## PRIMARY MODERN FOREIGN LANGUAGES:

**COURSE REF:** MFL1

**COURSE TITLE:**  
Primary French: "The Second Year"

**NO. OF PARTICIPANTS:**  
Minimum 6 –Maximum 20

**COURSE AIMS:**  
To explore activities from QCA units 7-12, and Framework Objectives for Y4. The QCA activities underpin most of the published courses, and the course will familiarise delegates with the vocabulary and structures needed to teach them. You will leave with lots of practical ideas for teaching French, and how to fit it into other areas of the curriculum.

**It would be useful for delegates to have their own copy of the QCA units.**

**COURSE LEADER:**  
Christine Robertson – Primary Languages  
Co-ordinator

**DATES:** 14<sup>th</sup> September, 2009  
11<sup>th</sup> January, 2010  
26<sup>th</sup> April, 2010

**MODULAR COURSE – DELEGATES MUST ATTEND  
ALL THREE SESSIONS**

**DURATION:** 1.00 p.m. – 4.00 p.m.

**TARGET GROUP:**  
Teachers who are moving on with French, or whose class is in its second year of primary French: probably, but not necessarily, Year 4 TAs who support them.

**VENUE:** Education Development Centre

**COSTS:** Free

<i><b>Be Healthy</b></i>		<i><b>Stay Safe</b></i>	
<i><b>Make a Positive Contribution</b></i>		<i><b>Enjoy &amp; Achieve</b></i>	✓
<i><b>Achieve Economic Well Being</b></i>			

**COURSE REF:** MFL2

**COURSE TITLE:**  
Primary French: "Year 6"

**NO. OF PARTICIPANTS:**  
Minimum 4 –Maximum 20

**COURSE AIMS:**  
To explore activities from QCA units 19.-24, and Framework Objectives for Y6. The QCA activities underpin most of the published courses, and the course will familiarise delegates with the vocabulary and structures needed to teach them. You will leave with lots of practical ideas for teaching French, and how to fit it in with other areas of the curriculum. Assessment will be an issue for Y6, and the course will consider how to assess children's work, ready for transition to secondary school.

**It would be useful for delegates to have their own copy of the QCA units.**

**COURSE LEADER:**  
Christine Robertson – Primary Languages  
Co-ordinator

**DATES:** 17<sup>th</sup> September, 2009  
14<sup>th</sup> January, 2010  
20<sup>th</sup> May, 2010

**MODULAR COURSE – DELEGATES MUST ATTEND  
ALL 3 SESSIONS**

**DURATION:** 1.00 p.m. – 4.00 p.m.

**TARGET GROUP:**  
Teachers whose class is in its fourth year of primary French: Year 6 TAs who support them.

**VENUE:** Education Development Centre

**COSTS:** Free

<i><b>Be Healthy</b></i>		<i><b>Stay Safe</b></i>	
<i><b>Make a Positive Contribution</b></i>		<i><b>Enjoy &amp; Achieve</b></i>	✓
<i><b>Achieve Economic Well Being</b></i>			



# PRIMARY COURSES

## PRIMARY MODERN FOREIGN LANGUAGES:

**COURSE REF:** MFL3

**COURSE TITLE:**  
Primary French "The Third Year"

**NO. OF PARTICIPANTS:**  
Minimum 4 – Maximum 20

**COURSE AIMS:**  
To explore activities for QCA units 13-18 and Framework Objectives for Y5. The QCA activities underpin most of the published courses, and the course will familiarise delegates with the vocabulary, structures and methodology needed to teach them. You will leave with lots of practical ideas for teaching French. As Reading and Writing take a greater part in the work of Y5, the course will consider how to bring them in and how to develop these aspects.  
**It would be useful for delegates to have their own copy of the QCA Units**

**COURSE LEADER:**  
Christine Robertson – Primary Languages  
Co-ordinator

**DATES:** 21<sup>st</sup> September, 2009  
18<sup>th</sup> January, 2010  
22<sup>nd</sup> April, 2010

**MODULAR COURSE – DELEGATES MUST ATTEND ALL THREE SESSIONS**

**DURATION:** 1.00 p.m. – 4.00 p.m.

**TARGET GROUP:**  
Teachers who are moving on with teaching French, or whose class is in its third year of primary French, probably, but not necessarily, Year 5. TAs, who support them.

**VENUE:** Education Development Centre

**COSTS:** Free

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy &amp; Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

**COURSE REF:** MFL4

**COURSE TITLE:**  
Primary Languages Network

**Session 1:** Intercultural Understanding  
**Session 2:** Moving on With Assessment  
**Session 3:** Play ground games/working in a cross curricular way

**NO. OF PARTICIPANTS:**  
Minimum 6 – Maximum 25

**COURSE AIMS:**  
To familiarise subject leaders and other interested teachers with developments in Languages, and to help them support colleagues in their schools.

**COURSE LEADER:**  
Christine Robertson – Primary Languages  
Co-ordinator

**DATES:** 24<sup>th</sup> September, 2009  
4<sup>th</sup> February, 2010  
27<sup>th</sup> May, 2010

**MODULAR COURSE – DELEGATES MUST ATTEND ALL THREE SESSIONS**

**DURATION:** 1. 24<sup>th</sup> September, 2009:  
3.45 p.m. – 5.30 p.m.  
2. 4<sup>th</sup> February, 2010:  
1.00 p.m. – 4.00 p.m.  
3. 27<sup>th</sup> May, 2010  
3.45 p.m. – 5.30 p.m.

**TARGET GROUP:**  
Subject leaders and other primary/secondary teachers/TAs interested in supporting primary languages.

**VENUE:** Education Development Centre

**COSTS:** Free

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy &amp; Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

# PRIMARY COURSES

## PRIMARY MODERN FOREIGN LANGUAGES:

**COURSE REF:** MFL5

**COURSE TITLE:**

Primary French: "The First Year"

**NO. OF PARTICIPANTS:**

Minimum 6 – Maximum 20

**COURSE AIMS:**

To explore activities from QCA units 1-6, and Framework Objectives for Y3. The QCA activities underpin most of the published courses, and the course will familiarise delegates with the vocabulary, structures and methodology needed to teach them. You will leave with lots of practical ideas for teaching French, and how to fit it in with other areas of the curriculum.

**COURSE LEADER:**

Christine Robertson – Primary Languages  
Co-ordinator.

**DATES:**

28<sup>th</sup> September, 2009  
25<sup>th</sup> January, 2010  
29<sup>th</sup> April, 2010

**MODULAR COURSE – DELEGATES MUST ATTEND  
ALL THREE SESSIONS**

**DURATION:** 1.00 p.m. – 4.00 p.m.

**TARGET GROUP:**

Teachers whose class is in its first year in primary French: probably but not necessarily, Year 3. TAs who support them. Previous experience not needed!

**VENUE:** Education Development Centre

**COSTS:** Free

<i><b>Be Healthy</b></i>		<i><b>Stay Safe</b></i>	
<i><b>Make a Positive Contribution</b></i>		<i><b>Enjoy &amp; Achieve</b></i>	✓
<i><b>Achieve Economic Well Being</b></i>			

**COURSE REF:** MFL6

**COURSE TITLE:**

Singing, Dancing and Primary French

**NO. OF PARTICIPANTS:**

Minimum 12 – Maximum N/A

**COURSE AIMS:**

To work with musicians from The Sage/Singup on teaching the songs from the Primary French Roadshow "La Chanson Du Retour". To build confidence in French and in singing.

**COURSE LEADER:**

Singup

**DATES:**

20<sup>th</sup> November, 2009  
**(This date could change)**

**DURATION:** 3.45 p.m. – 5.15 p.m.

**TARGET GROUP:**

Any/all teachers from the schools who sent children to the roadshow on 20<sup>th</sup> November, plus other KS2 teachers who wish to take advantage of this high quality training.

**VENUE:** To be confirmed.

**COSTS:** Free

<i><b>Be Healthy</b></i>		<i><b>Stay Safe</b></i>	
<i><b>Make a Positive Contribution</b></i>		<i><b>Enjoy &amp; Achieve</b></i>	✓
<i><b>Achieve Economic Well Being</b></i>			

## PRIMARY COURSES

### PRIMARY MODERN FOREIGN LANGUAGES:

**COURSE REF:** MFL7

**COURSE TITLE:**

Literacy and Phonics: Joint English and  
Primary Languages Day

**NO. OF PARTICIPANTS:**

Minimum 10 – Maximum 30

**COURSE AIMS:**

- To make the links between Literacy and Languages and to explore how they can be reinforced in schools.
- To look at phonics teaching in English and French.

**COURSE LEADER:**

Christine Robertson – Primary Languages  
Co-ordinator  
Debbie Brown – School Improvement Adviser  
Dorolyn Parker – AST, Hull LA

**DATES:** 18<sup>th</sup> March, 2010

**DURATION:** 9.00 a.m. – 3.30 p.m.

**TARGET GROUP:**

Literacy Leaders and Languages Leaders

For the afternoon session, any languages teachers would be welcome to join.

**VENUE:** Education Development Centre

**COSTS:** Free

<b><i>Be Healthy</i></b>		<b><i>Stay Safe</i></b>	
<b><i>Make a Positive Contribution</i></b>		<b><i>Enjoy &amp; Achieve</i></b>	✓
<b><i>Achieve Economic Well Being</i></b>			

# PRIMARY COURSES

## PRIMARY PHYSICAL EDUCATION:

**COURSE REF:** PE1

**DATES:** 24<sup>th</sup> September, 2009

**COURSE TITLE:**  
PLT Module A and B

**DURATION:** 9.00 a.m. – 4.00 p.m.

**NO. OF PARTICIPANTS:**  
Minimum 6 – Maximum 24

**TARGET GROUP:**  
Newly appointed Primary Link Teachers

**COURSE AIMS:**  
An introduction to PESSYP strategy and the role of the PLT as subject leader of PESS.

**VENUE:** Manor College E-Learning Centre

**COSTS:** Free – covered by National CPD Programme (there may be supply funding available, schools to contact Paul Jackson)

**COURSE LEADER:**  
Local Tutors

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy &amp; Achieve</i>	✓
<i>Achieve Economic Well Being</i>	✓		

**COURSE REF:** PE2

**DATES:** 18<sup>th</sup> November, 2009

**COURSE TITLE:**  
NQT Support – Planning For PE

**DURATION:** 1.00 p.m. – 4.00 p.m.

**NO. OF PARTICIPANTS:**  
Minimum 12 – Maximum 25

**TARGET GROUP:**  
Primary NQTs.

**COURSE AIMS:**  
Support for NQTs in the planning and preparation of High Quality PE lessons.

**VENUE:** Manor College E-Learning Centre

**COSTS:** Free – covered by National CPD Programme (there may be supply funding available, schools to contact Paul Jackson)

**COURSE LEADER:**  
Local Tutors

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy &amp; Achieve</i>	✓
<i>Achieve Economic Well Being</i>	✓		

## **PRIMARY COURSES**

### **PRIMARY PHYSICAL EDUCATION:**

**PAUL JACKSON, HARTLEPOOL SCHOOL SPORT PARTNERSHIP MANAGER, OFFERS DISCRETE “IN-HOUSE” WHOLE SCHOOL CPD TO SUIT INDIVIDUAL SCHOOL NEEDS.**

**PLEASE CONTACT PAUL USING ANY OF THE FOLLOWING METHODS TO ARRANGE TRAINING.**

**01429 287506**

**Mobile : 07917277061**

**Office Fax: 01429 272780**

**E-mail: [p.jackson@hartlepool.gov.uk](mailto:p.jackson@hartlepool.gov.uk)**

**THANK YOU**

## PRIMARY COURSES

### PRIMARY RELIGIOUS EDUCATION:

**COURSE REF:** PRE1

**DATES:** 1<sup>st</sup> October, 2009

**COURSE TITLE:**

Primary RE Network Meeting

**DURATION:** 3.45 p.m. – 5.00 p.m.

**NO. OF PARTICIPANTS:**

Minimum 15 – Maximum 30

**TARGET GROUP:** Primary R.E. Co-ordinators

**COURSE AIMS:**

To update Primary RE Co-ordinators and help support their work in schools.

**VENUE:** Education Development Centre

**COURSE LEADER:**

Sharon Artley – RE Consultant

**COSTS:** Free

<i><b>Be Healthy</b></i>		<i><b>Stay Safe</b></i>	
<i><b>Make a Positive Contribution</b></i>	✓	<i><b>Enjoy &amp; Achieve</b></i>	✓
<i><b>Achieve Economic Well Being</b></i>			

# PRIMARY COURSES

## PRIMARY SCIENCE:

**COURSE REF:** PSC1

**COURSE TITLE:**

Primary Science Network Meetings

**NO. OF PARTICIPANTS:**

Minimum 6 – Maximum 25

**COURSE AIMS:**

Science updates, support, teaching and learning of science in the primary school.

**COURSE LEADER:**

Sian Lamplough – Secondary Science Co-ordinator  
Rosemary Feasey

**DATES:**

21<sup>st</sup> October, 2009  
20<sup>th</sup> January, 2010  
19<sup>th</sup> May, 2010

**MODULAR COURSE – DELEGATES MUST ATTEND ALL 3 SESSIONS**

**DURATION:** 3.45 p.m. – 5.00 p.m.

**TARGET GROUP:**

Primary science subject leaders, primary teachers with an interest in science

**VENUE:** High Tunstall College of Science

**COSTS:** Free

<b><i>Be Healthy</i></b>	✓	<b><i>Stay Safe</i></b>	✓
<b><i>Make a Positive Contribution</i></b>	✓	<b><i>Enjoy &amp; Achieve</i></b>	✓
<b><i>Achieve Economic Well Being</i></b>	✓		

# PRIMARY COURSES

## PRIMARY STRATEGY:

**COURSE REF:** PS1

**DATES:** 16<sup>th</sup> September, 2009  
3<sup>rd</sup> February, 2010

**COURSE TITLE:**

Developing Mathematics Subject Knowledge for Teaching Assistants

**MODULAR COURSE – DELEGATES MUST ATTEND BOTH SESSIONS**

**NO. OF PARTICIPANTS:**

Minimum 10 – Maximum 20

**DURATION:** 12.45 p.m. – 2.45 p.m.

**COURSE AIMS:**

- To develop awareness of the Mathematics curriculum and associated subject knowledge.
- To enable Teaching Assistants to contribute more effectively to the whole class mathematics lesson.

**TARGET GROUP:**

Teaching assistants (this is not the New TA training which runs annually but for all teaching assistants)

**VENUE:** Education Development Centre

**COURSE LEADER:**

Debbie King – Primary Strategy Consultant (Numeracy)

**COSTS:** Free

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy &amp; Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

**COURSE REF:** PS2

**DATES:** 17<sup>th</sup> September, 2009

**COURSE TITLE:**

Phase 1: Letters and Sounds

**DURATION:** 3.45 p.m. – 5.00 p.m.

**NO. OF PARTICIPANTS:**

Minimum 10 – Maximum 25

**TARGET GROUP:**

Foundation stage and key stage 1 practitioners

**COURSE AIMS:**

This training will develop practitioners' knowledge and skills in delivering phase 1 of Letters and Sounds.

**VENUE:** Education Development Centre

**COURSE LEADER:**

Linda McGlasham – CLLD Consultant  
Jill Hynd – Family Learning Consultant

**COSTS:** Free

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy &amp; Achieve</i>	✓
<i>Achieve Economic Well Being</i>			



## PRIMARY COURSES

### PRIMARY STRATEGY:

**COURSE REF:** PS3

**DATES:** 22<sup>nd</sup> September, 2009

**COURSE TITLE:**  
1 to 1 Tutor Briefing

**DURATION:** 3.45 p.m. – 5.00 p.m.

**NO. OF PARTICIPANTS:**  
Minimum 10 – Maximum 60

**TARGET GROUP:**  
1 to 1 tutors.

**COURSE AIMS:**  
To facilitate tutors to be able to deliver appropriately engaging intervention.

**VENUE:** Education Development Centre

**COURSE LEADER:**  
Debbie Brown – School Improvement Adviser

**COSTS:** Free

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy &amp; Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

**COURSE REF:** PS4

**DATES:** 24<sup>th</sup> September, 2009

**COURSE TITLE:**  
Continuing the Learning Journey

**DURATION:** 3.45 p.m. – 5.30 p.m.

**NO. OF PARTICIPANTS:**  
Minimum 10 – Maximum 60

**TARGET GROUP:**  
Y1 teachers and TAs that are working in the same class and their reception colleagues.

**COURSE AIMS:**  
This course will help schools give children a positive experience of transition from EYFS to KS1.

**VENUE:** Education Development Centre

**COURSE LEADER:**  
Debbie Brown – School Improvement Adviser

**COSTS:** Free

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy &amp; Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

## PRIMARY COURSES

### PRIMARY STRATEGY:

**COURSE REF:** PS5

**COURSE TITLE:**

Investing in Leadership of core subject leaders  
(Literacy and Mathematics)

**NO. OF PARTICIPANTS:**

Minimum 10 – Maximum 60

**COURSE AIMS:**

This training will help English and Mathematics subject leaders develop their role in school whilst keeping abreast of current national initiatives including subject specific information and generic issues.

**COURSE LEADER:**

Debbie Brown – School Improvement Adviser

**DATES:**

30<sup>th</sup> September, 2009  
27<sup>th</sup> January, 2010  
30<sup>th</sup> June, 2010

**MODULAR COURSE – DELEGATES MUST ATTEND ALL 3 SESSIONS**

**DURATION:**

30<sup>th</sup> September, 2009:  
9.15 a.m. – 3.00 p.m.  
27<sup>th</sup> January, 2010:  
9.15 a.m. – 3.00 p.m.  
30<sup>th</sup> June, 2010:  
3.45 p.m. – 5.00 p.m.

**TARGET GROUP:**

Subject Leaders

**VENUE:** Education Development Centre

**COSTS:** £10

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy &amp; Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

**COURSE REF:** PS6

**COURSE TITLE:**

Talking, Thinking, ICT to raise standards in Mathematics for KS2

**NO. OF PARTICIPANTS:**

Minimum 10 – Maximum 36

**COURSE AIMS:**

To develop classroom practice to ensure quality first teaching.

**COURSE LEADER:**

Debbie King – Primary Strategy Consultant  
(Numeracy)

**DATES:**

7<sup>th</sup> October, 2009  
8<sup>th</sup> March, 2010  
7<sup>th</sup> July, 2010

**MODULAR COURSE – DELEGATES MUST ATTEND ALL 3 SESSIONS**

**DURATION:**

7<sup>th</sup> October, 2009:  
9.15 a.m. – 3.00 p.m.  
8<sup>th</sup> March, 2010:  
9.15 a.m. – 3.00 p.m.  
7<sup>th</sup> July, 2010:  
3.45 p.m. – 5.00 p.m.

**TARGET GROUP:**

KS2 teachers NOT Y6.

**VENUE:** ManorE Learning Centre

**COSTS:** £10

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy &amp; Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

## PRIMARY COURSES

### PRIMARY STRATEGY:

**COURSE REF:** PS7

**DATES:** 8<sup>th</sup> October, 2009

**COURSE TITLE:**

Letters and Sounds in FS and KS1 (Phases 2 – 4)

**DURATION:** 1.00 p.m. – 3.00 p.m.

**NO. OF PARTICIPANTS:**

Minimum 10 – Maximum 40

**TARGET GROUP:**

Foundation stage and key stage 1 practitioners.

**COURSE AIMS:**

This training will develop practitioners' knowledge and skills in delivering Letters and Sounds phases 2, 3 and 4.

**VENUE:** Education Development Centre

**COURSE LEADER:**

Linda McGlasham – CLLD Consultant  
Jill Hynd – Family Learning Consultant

**COSTS:** Free

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy &amp; Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

**COURSE REF:** PS8

**DATES:** 14<sup>th</sup> October, 2009  
24<sup>th</sup> March, 2010  
23<sup>rd</sup> June, 2010

**COURSE TITLE:**

Talking, Thinking, ICT to raise standards in Literacy for KS2.

**MODULAR COURSE – DELEGATES MUST ATTEND ALL 3 SESSIONS**

**DURATION:** 14<sup>th</sup> October, 2009:  
9.15 a.m. – 3.00 p.m.  
24<sup>th</sup> March, 2010:  
9.15 a.m. – 3.00 p.m.  
23<sup>rd</sup> June, 2010:  
3.45 p.m. – 5.00 p.m.

**NO. OF PARTICIPANTS:**

Minimum 10 – Maximum 36

**TARGET GROUP:**

KS2 teachers NOT Y6.

**COURSE AIMS:**

To develop classroom practice to ensure quality first teaching.

**VENUE:** ManorE-Learning Centre

**COURSE LEADER:**

Debbie Brown – School Improvement Adviser

**COSTS:** £10

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy &amp; Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

## PRIMARY COURSES

### PRIMARY STRATEGY:

**COURSE REF:** PS9

**DATES:** 15<sup>th</sup> October, 2009

**COURSE TITLE:**

Letters and Sounds in KS1 (Phases 5 & 6)

**DURATION:** 1.00 p.m. – 3.00 p.m.

**NO. OF PARTICIPANTS:**

Minimum 10 – Maximum 40

**TARGET GROUP:**

Key stage 1 practitioners.

**COURSE AIMS:**

This training will develop practitioners' knowledge and skills in delivering Letters and Sounds Phases 5 and 6.

**VENUE:** Education Development Centre

**COURSE LEADER:**

Linda McGlasham – CLLD Consultant  
Jill Hynd – Family Learning Consultant

**COSTS:** Free

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy &amp; Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

**COURSE REF:** PS10

**DATES:** 20<sup>th</sup> October, 2009  
10<sup>th</sup> March, 2010  
16<sup>th</sup> June, 2010

**COURSE TITLE:**

Talking, Thinking, ICT to raise standards in Literacy for KS1

**MODULAR COURSE – DELEGATES MUST ATTEND ALL 3 SESSIONS**

**DURATION:** 20<sup>th</sup> October, 2009:  
9.15 a.m. – 3.00 p.m.  
10<sup>th</sup> March, 2010:  
9.15 a.m. – 3.00 p.m.  
16<sup>th</sup> June, 2010:  
3.45 p.m. – 5.00 p.m.

**NO. OF PARTICIPANTS:**

Minimum 10 – Maximum 36

**TARGET GROUP:**

KS1 teachers.

**COURSE AIMS:**

To develop classroom practice to ensure quality first teaching.

**VENUE:** ManorE Learning Centre

**COURSE LEADER:**

Debbie Brown – School Improvement Adviser

**COSTS:** £10

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy &amp; Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

## PRIMARY COURSES

### PRIMARY STRATEGY:

**COURSE REF:** PS11

**DATES:** 22<sup>nd</sup> October, 2009  
15<sup>th</sup> January, 2010  
11<sup>th</sup> June, 2010

**COURSE TITLE:**

Investing in Leadership of Assessment

**MODULAR COURSE – DELEGATES MUST  
ATTEND ALL 3 SESSIONS**

**NO. OF PARTICIPANTS:**

Minimum 10 – Maximum 60

**DURATION:** 22<sup>nd</sup> October, 2009:  
9.15 a.m. – 3.00 p.m.  
15<sup>th</sup> January, 2010:  
1.00 p.m. – 3.00 p.m.  
11<sup>th</sup> June, 2010:  
1.00 p.m. – 3.00 p.m.

**COURSE AIMS:**

This training will help assessment leaders with their role in school and support them in embedding APP across school.

**TARGET GROUP:**

Assessment leaders in school.

**VENUE:** Education Development Centre

**COURSE LEADER:**

Debbie Brown – School Improvement Adviser

**COSTS:** £10

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy &amp; Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

**COURSE REF:** PS12

**DATES:** 3<sup>rd</sup> November, 2009

**COURSE TITLE:**

Starting the Moderation Process in Y2

**DURATION:** 3.45 p.m. – 5.00 p.m.

**NO. OF PARTICIPANTS:**

Minimum 10 – Maximum 30

**TARGET GROUP:**

Y2 teachers.

**COURSE AIMS:**

To support teachers in planning for the moderation of end of KS1 assessments.

**VENUE:** Education Development Centre

**COURSE LEADER:**

Debbie Brown – School Improvement Adviser

**COSTS:** Free

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy &amp; Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

## PRIMARY COURSES

### PRIMARY STRATEGY:

**COURSE REF:** PS13

**COURSE TITLE:**

Talking, thinking, ICT to raise standards in Mathematics for KS1

**NO. OF PARTICIPANTS:**

Minimum 10 – Maximum 36

**COURSE AIMS:**

To develop classroom practice to ensure quality first teaching.

**COURSE LEADER:**

Debbie King – Primary Strategy Consultant (Numeracy)

**DATES:**

4<sup>th</sup> November, 2009  
22<sup>nd</sup> March, 2010  
9<sup>th</sup> June, 2010

**MODULAR COURSE – DELEGATES MUST ATTEND ALL 3 SESSIONS**

**DURATION:**

4<sup>th</sup> November, 2009:  
9.15 a.m. – 3.00 p.m.  
22<sup>nd</sup> March, 2010:  
9.15 a.m. – 3.00 p.m.  
9<sup>th</sup> June, 2010:  
3.45 p.m. – 5.00 p.m.

**TARGET GROUP:**

KS1 teachers

**VENUE:** ManorE Learning Centre

**COSTS:** £10

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy &amp; Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

**COURSE REF:** PS14

**COURSE TITLE:**

Involving Parents in Supporting their Child's Communication, Language and Literacy Development

**NO. OF PARTICIPANTS:**

Minimum 10 – Maximum 25

**COURSE AIMS:**

This course will help teachers and practitioners in developing strategies and approaches to engage parents in supporting their child's communication, language and literacy development.

**COURSE LEADER:**

Jill Hynd – Learning Consultant  
Linda McGlashan – CLLD Consultant

**DATES:**

10<sup>th</sup> November, 2009

**DURATION:**

3.45 p.m. – 5.00 p.m.

**TARGET GROUP:**

Foundation stage and KS1 practitioners.

**VENUE:** Education Development Centre

**COSTS:** Free

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy &amp; Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

# PRIMARY COURSES

## PRIMARY STRATEGY:

**COURSE REF:** PS15

**COURSE TITLE:**  
Building a Community of Readers

**NO. OF PARTICIPANTS:**  
Minimum 6 – Maximum 25

- COURSE AIMS:**
- This course will provide teachers with a range of ideas on how to develop reading in their school including reading for pleasure and reading to the class.
  - Teachers will hear from schools which have begun this work already and share ideas.
  - They will develop plans to implement in school.
  - Through the process they will identify and share quality texts to use with children.

**COURSE LEADER:**  
Debbie Brown – School Improvement Adviser

**DATES:** 12<sup>th</sup> November, 2009 and  
3<sup>rd</sup> March, 2010

**MODULAR COURSE – DELEGATES MUST ATTEND BOTH SESSIONS**

**DURATION:** 1.15 p.m. – 3.00 p.m.

**TARGET GROUP:**  
All Primary Teachers interested in developing reading across the school including reading for pleasure and reading to the class.

**VENUE:** Education Development Centre

**COSTS:** Free

<b>Be Healthy</b>		<b>Stay Safe</b>	
<b>Make a Positive Contribution</b>		<b>Enjoy &amp; Achieve</b>	✓
<b>Achieve Economic Well Being</b>			

**COURSE REF:** PS16

**COURSE TITLE:**  
Early identification of, and support for, children with speech, language and communication difficulties including dyslexia

**NO. OF PARTICIPANTS:**  
Minimum 10 – Maximum 36

- COURSE AIMS:**
- During the day practitioners will be given confidence to make early identification of children with speech, language and communication difficulties.
  - They will consider appropriate practice and environments to support this group of children.
  - There will be opportunity to review web-based materials, including the Inclusion Development Programme, that will support them with early identification.

**COURSE LEADER:**  
Debbie Brown – School Improvement Adviser  
Linda McGlasham – CLLD Consultant

**DATES:** 17<sup>th</sup> November, 2009

**DURATION:** 9.15 a.m. – 3.00 p.m.

**TARGET GROUP:**  
CLLD Lead and Foundation Stage Practitioners

**VENUE:** Manor E-Learning Centre

**COSTS:** £10

<b>Be Healthy</b>		<b>Stay Safe</b>	
<b>Make a Positive Contribution</b>		<b>Enjoy &amp; Achieve</b>	✓
<b>Achieve Economic Well Being</b>			

## PRIMARY COURSES

### PRIMARY STRATEGY:

**COURSE REF:** PS17

**COURSE TITLE:**

Developing Literacy Subject Knowledge for Teaching Assistants

**NO. OF PARTICIPANTS:**

Minimum 10 – Maximum 60

**COURSE AIMS:**

- To develop awareness of the Literacy curriculum and associated subject knowledge.
- To enable Teaching Assistants to contribute more effectively to the whole class Literacy lesson.

**COURSE LEADER:**

Debbie Brown – School Improvement Adviser

**DATES:** 19<sup>th</sup> November, 2009 and  
26<sup>th</sup> May, 2010

**MODULAR COURSE – DELEGATES MUST  
ATTEND BOTH SESSIONS**

**DURATION:** 12.45 p.m. – 2.45 p.m.

**TARGET GROUP:**

Teaching assistants (this is not the new TA training which runs annually but for all TAs)

**VENUE:** Education Development Centre

**COSTS:** Free

<i><b>Be Healthy</b></i>		<i><b>Stay Safe</b></i>	
<i><b>Make a Positive Contribution</b></i>		<i><b>Enjoy &amp; Achieve</b></i>	✓
<i><b>Achieve Economic Well Being</b></i>			

**COURSE REF:** PS18

**COURSE TITLE:**

EYFS and Primary Strategy Headteacher Briefing

**NO. OF PARTICIPANTS:**

Minimum 10 – Maximum 60

**COURSE AIMS:**

This information giving session will provide headteachers with a summary of recent and relevant information about EYFS and Primary Strategy.

**COURSE LEADER:**

Debbie Brown – School Improvement Adviser  
Val Green – School Improvement Adviser  
(Early Years)

**DATES:** 25<sup>th</sup> November, 2009 and  
15<sup>th</sup> June, 2010

**MODULAR COURSE – DELEGATES MUST  
ATTEND BOTH SESSIONS**

**DURATION:** 1.15 p.m. – 3.00 p.m.

**TARGET GROUP:**

Headteachers.

**VENUE:** Education Development Centre

**COSTS:** Free

<i><b>Be Healthy</b></i>		<i><b>Stay Safe</b></i>	
<i><b>Make a Positive Contribution</b></i>		<i><b>Enjoy &amp; Achieve</b></i>	✓
<i><b>Achieve Economic Well Being</b></i>			



## PRIMARY COURSES

### PRIMARY STRATEGY:

**COURSE REF:** PS19

**DATES:** 2<sup>nd</sup> December, 2009

**COURSE TITLE:**

Getting it Right for Y6 pupils in English and Mathematics

**DURATION:** 9.00 p.m. – 3.30 p.m.

**NO. OF PARTICIPANTS:**

Minimum 10 – Maximum 60

**TARGET GROUP:**

Y6 teachers.

**COURSE AIMS:**

Sharing good practice and reviewing materials to support securing two level gains.

**VENUE:** Education Development Centre

**COURSE LEADER:**

Debbie Brown – School Improvement Adviser

**COSTS:** £10

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy &amp; Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

**COURSE REF:** PS20

**DATES:** 8<sup>th</sup> December, 2009  
9<sup>th</sup> March, 2010  
22<sup>nd</sup> June, 2010

**COURSE TITLE:**

CLLD Cluster Meetings

**MODULAR COURSE – DELEGATES MUST ATTEND ALL 3 SESSIONS**

**NO. OF PARTICIPANTS:**

Minimum 6 – Maximum 24

**DURATION:** 3.45 p.m. – 5.00 p.m.

**COURSE AIMS:**

- To monitor progress in CLLD target schools update lead practitioners with information from National Strategies.
- To share aspects of good practice.

**TARGET GROUP:**

CLLD Lead Practitioners, teachers and TAs in original CLLD target schools (Brougham, Clavering, Eldon Grove, Golden Flatts, Grange, Jesmond Road, Lynnfield, Owton Manor, Rift House, St. Aidan's, Ward Jackson and West View Primary Schools)

**COURSE LEADER:**

Linda McGlasham – CLLD Consultant/EYC  
Jill Hynd – Family Learning Consultant/CLLD Cons. KS1.

**VENUE:** Education Development Centre

**COSTS:** Free

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy &amp; Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

## PRIMARY COURSES

### PRIMARY STRATEGY:

**COURSE REF:** PS21

**DATES:** 19<sup>th</sup> January, 2010

**COURSE TITLE:**  
1 to 1 Tutor Briefing

**DURATION:** 3.45 p.m. – 5.00 p.m.

**NO. OF PARTICIPANTS:**  
Minimum 10 – Maximum 60

**TARGET GROUP:**  
1 to 1 tutors

**COURSE AIMS:**  
To facilitate new tutors to be able to deliver appropriately engaging intervention.

**VENUE:** Education Development Centre

**COURSE LEADER:**  
Debbie Brown – School Improvement Adviser

**COSTS:** Free

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy &amp; Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

**COURSE REF:** PS22

**DATES:** 3<sup>rd</sup> February, 2010

**COURSE TITLE:**  
Meet the Moderator for Y2 teachers

**DURATION:** 3.45 p.m. – 5.00 p.m.

**NO. OF PARTICIPANTS:**  
Minimum 10 – Maximum 30

**TARGET GROUP:**  
Y2 teachers.

**COURSE AIMS:**  
To enable teachers being moderated to review their preparation and meet their allocated moderators.

**VENUE:** Education Development Centre

**COURSE LEADER:**  
Debbie Brown – School Improvement Adviser

**COSTS:** Free

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy &amp; Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

## PRIMARY COURSES

### PRIMARY STRATEGY:

**COURSE REF:** PS23

**DATES:** 20<sup>th</sup> May, 2010

**COURSE TITLE:**  
Engaging Parents in Your School Community

**DURATION:** 3.45 p.m. – 5.00 p.m.

**NO. OF PARTICIPANTS:**  
Minimum 8 – Maximum 25

**TARGET GROUP:**  
All Practitioners

**COURSE AIMS:**  
The course aims to support schools in involving parents in their children's learning.

**VENUE:** Education Development Centre

**COURSE LEADER:**  
Jill Hynd – School Improvement Consultant  
(Family Learning)

**COSTS:** Free

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy &amp; Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

**COURSE REF:** PS24

**DATES:** 8<sup>th</sup> June, 2010

**COURSE TITLE:**  
Application of Phonics in the Reading and Writing Curriculum

**DURATION:** 9.00 a.m. – 12 noon

**NO. OF PARTICIPANTS:**  
Minimum 10 – Maximum 40

**TARGET GROUP:**  
Foundation Stage and KS1 practitioners

**COURSE AIMS:**  
This course will develop practitioners knowledge and skills in providing opportunities for children to apply their phonic knowledge and skills across the curriculum, including guided reading and writing.

**VENUE:** Education Development Centre

**COURSE LEADER:**  
Linda McGlasham – CLLD Consultant  
Jill Hynd – Family Learning Consultant

**COSTS:** Free

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy &amp; Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

## PRIMARY COURSES

### PRIMARY STRATEGY:

**COURSE REF:** PS25

**DATES:** 2<sup>nd</sup> February, 2010

**COURSE TITLE:**

Communication, Language and Literacy  
Development: Essential Knowledge

**DURATION:** 1.00 p.m. – 3.00 p.m.

**NO. OF PARTICIPANTS:**

Minimum 10 – Maximum 40

**COURSE AIMS:**

This course aims to develop practitioners' subject knowledge of the processes involved in early reading and language development, in order to enhance the quality of learning and teaching of communication, language and literacy.

**TARGET GROUP:**

Foundation Stage and KS1 practitioners

**COURSE LEADER:**

Linda McGlasham – CLLD Consultant  
Jill Hynd – School Improvement Consultant  
(Family Learning)

**VENUE:** Education Development Centre

**COSTS:** Free

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy &amp; Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

**COURSE REF:** PS26

**DATES:** 9<sup>th</sup> February, 2010

**COURSE TITLE:**

Developing Numbers and Patterns in  
Foundation Stage

**DURATION:** 1.00 p.m. – 3.00 p.m.

**NO. OF PARTICIPANTS:**

Minimum 6 – Maximum 60

**COURSE AIMS:**

- This session will provide EYFS Practitioners with an overview of resources available from National Strategy.
- They will also be equipped with ideas for practical application in the setting.

**TARGET GROUP:**

Early Years Foundation Stage Practitioners  
(Nursery/Reception)

**COURSE LEADER:**

Debbie King – Numeracy Consultant  
Linda McGlasham – CLLD Consultant

**VENUE:** Education Development Centre

**COSTS:** Free

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy &amp; Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

## PRIMARY COURSES

### PRIMARY STRATEGY:

**COURSE REF:** MFL7

**DATES:** 18<sup>th</sup> March, 2010

**COURSE TITLE:**

Literacy and Phonics: Joint English and  
Primary Languages Day

**DURATION:** 9.00 a.m. – 3.30 p.m.

**NO. OF PARTICIPANTS:**

Minimum 10 – Maximum 30

**TARGET GROUP:**

Literacy Leaders and Languages Leaders

**COURSE AIMS:**

- To make the links between Literacy and Languages and to explore how they can be reinforced in schools.
- To look at phonics teaching in English and French.

For the afternoon session, any languages teachers would be welcome to join.

**VENUE:** Education Development Centre

**COURSE LEADER:**

Christine Robertson – Primary Languages  
Co-ordinator  
Debbie Brown – School Improvement Adviser  
Dorolyn Parker – AST, Hull LA

**COSTS:** Free

<b><i>Be Healthy</i></b>		<b><i>Stay Safe</i></b>	
<b><i>Make a Positive Contribution</i></b>		<b><i>Enjoy &amp; Achieve</i></b>	✓
<b><i>Achieve Economic Well Being</i></b>			

## PRIMARY COURSES

### PRIMARY SUPPORT STAFF:

**COURSE REF:** PSUP1

**COURSE TITLE:**

Induction Training for **NEW** TA's in Primary Schools.

**NO. OF PARTICIPANTS:**

Minimum 6 – Maximum 25

**COURSE AIMS:**

To Improve teaching assistant's knowledge, skills and understanding of:

- their role within the school context;
- understanding how children learn;
- literacy and numeracy;
- inclusion

**COURSE LEADER:**

Angela Makepeace – School Workforce Development Adviser

**DATES:**

18<sup>th</sup> January, 2010  
26<sup>th</sup> January, 2010  
11<sup>th</sup> March, 2010  
26<sup>th</sup> March, 2010

**MODULAR COURSE – DELEGATES MUST ATTEND ALL 4 SESSIONS**

**DURATION:** 9.00 a.m. – 3.00 p.m.

**TARGET GROUP:**

Recently appointed Teaching Assistants in Primary Schools.

**VENUE:** Education Development Centre

**COSTS:** £40 for all four days.

<b><i>Be Healthy</i></b>	✓	<b><i>Stay Safe</i></b>	✓
<b><i>Make a Positive Contribution</i></b>	✓	<b><i>Enjoy &amp; Achieve</i></b>	✓
<b><i>Achieve Economic Well Being</i></b>	✓		

**COURSE REF:** PSUP2

**COURSE TITLE:**

Strategies for the Effective Support of Learning in PSHE Education

**NO. OF PARTICIPANTS:**

Minimum 5 – Maximum 20

**COURSE AIMS:**

- To explore the content of PSHE within schools.
- To provide a range of practical strategies for the effective support of PSHE.

**COURSE LEADER:**

Sandra Saint – PSHEe/Healthy Schools  
Simon Richardson – DET Co-ordinator

**DATES:**

19th January, 2010

**DURATION:** 8.45 a.m. – 4.00 p.m.

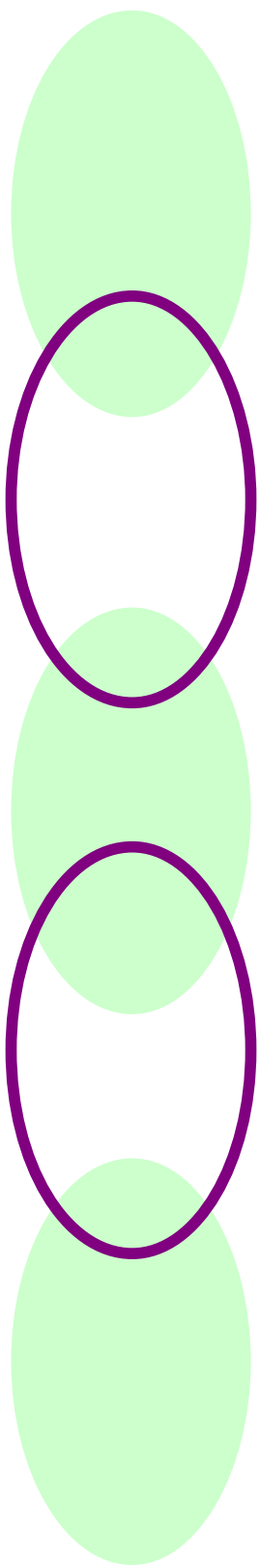
**TARGET GROUP:** Primary School Teaching Assistants

**VENUE:** To be confirmed

**COSTS:** Free

<b><i>Be Healthy</i></b>	✓	<b><i>Stay Safe</i></b>	✓
<b><i>Make a Positive Contribution</i></b>	✓	<b><i>Enjoy &amp; Achieve</i></b>	✓
<b><i>Achieve Economic Well Being</i></b>	✓		

# SECONDARY COURSES



# SECONDARY COURSES

## SECONDARY COURSES

### SECONDARY ENGLISH:

**COURSE REF:** SE1

**COURSE TITLE:**

English Subject Leader Development Meeting

**NO. OF PARTICIPANTS:**

Minimum 6 – Maximum 18

**COURSE AIMS:**

To provide support for Subject Leaders from SNS, to develop Leadership skills, enabling sharing of good practice, focusing on teaching and learning.

**COURSE LEADER:**

Griff Hosker – School Improvement Consultant  
(Secondary English)

**DATES:** 5<sup>th</sup> November, 2009  
18<sup>th</sup> March, 2010  
17<sup>th</sup> June, 2010

**MODULAR COURSE – DELEGATES MUST  
ATTEND ALL 3 SESSIONS**

**DURATION:** 9.00 a.m. – 4.00 p.m.

**TARGET GROUP:**

English subject leaders, KS3 and KS4 English co-ordinators.

**VENUE:** Education Development Centre

**COSTS:** Free

<b><i>Be Healthy</i></b>		<b><i>Stay Safe</i></b>	
<b><i>Make a Positive Contribution</i></b>	✓	<b><i>Enjoy &amp; Achieve</i></b>	
<b><i>Achieve Economic Well Being</i></b>			



## **SECONDARY COURSES**

**SECONDARY ICT:**

**COURSE INFORMATION WILL BE SENT INTO SCHOOLS BY FLYER  
FOR ALL SECONDARY ICT COURSES WHEN THEY HAVE BEEN  
ARRANGED**

## SECONDARY COURSES

### SECONDARY MATHS:

**COURSE REF:** SM1

**COURSE TITLE:**

Secondary Mathematics: Subject Leader Development Meeting (SLDM)

**NO. OF PARTICIPANTS:**

Minimum 5 – Maximum 20

**COURSE AIMS:**

To provide support to Heads of Mathematics from the Secondary National Strategy, to develop subject skills, enabling and sharing of effective practice, focusing on teaching and learning.

**COURSE LEADER:**

Alison Smart – School Improvement Co-ordinator (Secondary Maths)

**DATES:**

1<sup>st</sup> October, 2009  
2<sup>nd</sup> February, 2010  
29<sup>th</sup> June, 2010

**MODULAR COURSE – DELEGATES MUST ATTEND ALL THREE SESSIONS**

**DURATION:** 9.00 a.m. – 4.00 p.m.

**TARGET GROUP:**

Mathematics Subject Leaders and KS3 and KS4 co-ordinators.

**VENUE:** To be confirmed.

**COSTS:** Free

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy &amp; Achieve</i>	✓
<i>Achieve Economic Well Being</i>	✓		

**COURSE REF:** PM1

**COURSE TITLE:**

Teaching and learning strategies to engage pupils in the mathematics classroom

**NO. OF PARTICIPANTS:**

Minimum 5 – Maximum 30

**COURSE AIMS:**

To provide strategies and resources to be used in the primary or secondary mathematics classroom which will engage and motivate all learners.

**COURSE LEADER:**

Alison Smart – School Improvement Co-ordinator (Secondary Maths)  
Debbie King – School Improvement Co-ordinator (Primary Maths)

**DATES:**

13<sup>th</sup> November, 2009

**DURATION:** 9.00 a.m. – 4.00 p.m.

**TARGET GROUP:**

All primary and secondary mathematics teachers  
TAs and HLTAs

**VENUE:** Education Development Centre

**COSTS:** Free

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy &amp; Achieve</i>	✓
<i>Achieve Economic Well Being</i>	✓		

## SECONDARY COURSES

### SECONDARY NATIONAL HEALTHY SCHOOLS:

**COURSE REF:** SNHS1

**DATES:** 23<sup>rd</sup> September, 2009

**COURSE TITLE:**  
Towards Statutory PSHE Education

**DURATION:** 8.45 a.m. – 12 noon

**NO. OF PARTICIPANTS:**  
Minimum 5 – Maximum 15

**COURSE AIMS:**

- Discuss the implications of statutory PSHEe (including financial capabilities).
- Explore the SRE and Drug Ed curricula.
- Become familiar with the new programme/Sow for Hartlepod and relevant resources.
- Plan your PSHEe curriculum for 2010/11

**TARGET GROUP:**

Secondary School PSHEe/Healthy Schools Co-ordinators/team members.

**VENUE:** To be confirmed.

**COURSE LEADER:**

Sandra Saint – PSHEe/Healthy Schools Co-ordinator

**COSTS:** Free

<b><i>Be Healthy</i></b>	✓	<b><i>Stay Safe</i></b>	✓
<b><i>Make a Positive Contribution</i></b>	✓	<b><i>Enjoy &amp; Achieve</i></b>	✓
<b><i>Achieve Economic Well Being</i></b>	✓		

## SECONDARY COURSES

### SECONDARY SCIENCE:

**COURSE REF:** S1

**DATES:** 9<sup>th</sup> October, 2009

**COURSE TITLE:**  
Tees Valley Heads of Science Conference

**DURATION:** 9.00 a.m. – 4.00 p.m.

**NO. OF PARTICIPANTS:**  
Minimum ?? – Maximum ??

**TARGET GROUP:**  
Science subject leaders (secondary schools)

**COURSE AIMS:**  
National updates and sharing of good practice across the region, more details available nearer the time.

**VENUE:** To be confirmed (likely to be Middlesbrough)

**COURSE LEADER:**  
Sian Lamplough – School Improvement Consultant (Secondary Science)

**COSTS:** Free

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy &amp; Achieve</i>	✓
<i>Achieve Economic Well Being</i>	✓		

**COURSE REF:** S2

**DATES:** 12<sup>th</sup> November, 2009  
11<sup>th</sup> March, 2010  
24<sup>th</sup> June, 2010

**COURSE TITLE:**  
Secondary Science Subject Leader Development Meeting

**MODULAR COURSE – DELEGATES MUST ATTEND ALL 3 SESSIONS**

**NO. OF PARTICIPANTS:**  
Minimum 6 – Maximum 18

**DURATION:** 9.00 a.m. – 4.00 p.m.

**COURSE AIMS:**  
To provide support for Subject Leaders from SNS, to develop leadership skills, enabling sharing of good practice, focusing on teaching and learning.

**TARGET GROUP:**  
Science subject leaders, KS3 and KS4 Science Co-ordinators

**VENUE:** Education Development Centre

**COURSE LEADER:**  
Sian Lamplough, School Improvement Consultant (Secondary Science)

**COSTS:** Free

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy &amp; Achieve</i>	✓
<i>Achieve Economic Well Being</i>	✓		

## SECONDARY COURSES

### SECONDARY STRATEGY:

**COURSE REF:** SS1

**COURSE TITLE:**

Secondary School Strategy Manager Briefings

**NO. OF PARTICIPANTS:**

Minimum 6 – Maximum 20

**COURSE AIMS:**

To brief school Strategy Managers on national and local school improvement developments and share good practice across schools.

**COURSE LEADER:**

Geraldine Chapman – School Improvement Adviser (Secondary)/Secondary Strategy Manager (Performance and Achievement)

**DATES:**

11th September, 2009  
15<sup>th</sup> October, 2009  
3<sup>rd</sup> December, 2009  
5<sup>th</sup> February, 2010 and  
25<sup>th</sup> March, 2010

**MODULAR COURSE – DELEGATES MUST ATTEND ALL 5 SESSIONS**

**DURATION:** 9.15 p.m. – 3.30 p.m.

**TARGET GROUP:**

School Strategy Managers and appropriate key personnel from schools and LA.

**VENUE:** Education Development Centre

**COSTS:** Free

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy &amp; Achieve</i>	✓
<i>Achieve Economic Well Being</i>	✓		

## SECONDARY COURSES

### SECONDARY PHASE TEACHING AND LEARNING SUPPORT

**Aims:**

To support schools in generic teaching and learning developments by tailor making appropriate CPD in the following:

Assessment for Learning  
Behaviour for Learning  
Climate for Learning  
ICT Across the Curriculum  
Literacy Across the Curriculum  
Leading in Learning/Thinking Skills  
Numeracy Across the Curriculum  
Groupwork  
Coaching and Mentoring (including follow up to CUREE C&M)  
Inclusion Development Programme  
Study Plus  
School Self Evaluation  
Support for Middle Leaders  
Use of Individual Pupil Data to support pupil's progress and pupil tracking  
Assessing Pupil Progress  
Blended Learning

Please contact Geraldine Chapman for additional bespoke CPD

**Target Group:**

All people in school settings who work with children

**Dates and Duration**

These courses will be arranged with schools to best suit their needs.

**Course Fees:**

No cost to schools

**Course Organiser:**

Please contact the Course Organiser to discuss these courses including arrangements etc.

Geraldine Chapman, School Improvement Adviser (Secondary)/Secondary Strategy Manager.  
(Performance and Achievement)  
Tel. 01429 284250  
E-mail: [geraldine.chapman@hartlepool.gov.uk](mailto:geraldine.chapman@hartlepool.gov.uk)

## SECONDARY COURSES

### SECONDARY RENEWED INTERVENTION

**Aims :**

To support identified personnel in schools to design manageable and effective curriculum solutions for pupils attaining below expectations at all levels.

**Target Group:**

English, mathematics and science lead intervention teachers, G & T lead teachers, school strategy managers, line managers of core subjects and Headteachers and other key personnel identified by the secondary school.

**Dates and Duration**

These courses will be arranged with schools to best suit their needs.

**Course Fees:**

Secondary National Strategy funded.

**Course Organiser:**

Please contact the Course Organiser to discuss these courses including arrangements etc.

Geraldine Chapman, School Improvement Adviser (Secondary)/Secondary Strategy Manager  
(Performance and Achievement)  
Tel. 01429 284250  
E-mail: [geraldine.chapman@hartlepool.gov.uk](mailto:geraldine.chapman@hartlepool.gov.uk)

## SECONDARY COURSES

### SECONDARY SUBJECT LEADER NETWORKS

Subject Leader Networks have been in place for a number of years and have operated with varying degrees of success. In 2003 and 2004 they were given a significant boost with the introduction of the Key Stage 3 (Secondary) Strategy, the Leading Edge Partnership and the growth in the number of Advanced Skills Teachers.

These network meetings are an important delivery mechanism for the professional development of middle leaders and managers in schools as well as being opportunities for briefings, discussions and the sharing of good practice.

- In 2008/09 Subject Leader Network meetings for maths, English, science and ICT will be led by the Secondary School Improvement Co-ordinators. Key personnel from schools will be invited to attend. Agendas will focus on the roll out of the national strategy, the school improvement agenda and also on local issues for Hartlepool Schools. There will be one meeting for each strand each term.
- Subject Leader Network meetings for other subjects will follow a similar agenda but will be led by the subject AST and/or Lead Practitioners in conjunction with Leading Edge.

Headteachers have committed all schools to participate.



## SECONDARY COURSES

### SECONDARY WORK RELATED LEARNING:

**COURSE REF:** SWRL1

**DATES:** 21<sup>st</sup> September, 2009

**COURSE TITLE:**  
Briefing on 14-19 Reforms

**DURATION:** 4.00 p.m. – 5.00 p.m.

**NO. OF PARTICIPANTS:**  
Minimum 10 – Maximum 15

**TARGET GROUP:** Members of staff involved in 14-19.

**COURSE AIMS:**  
A one off course to update people on the 14-19 Reform Programme.

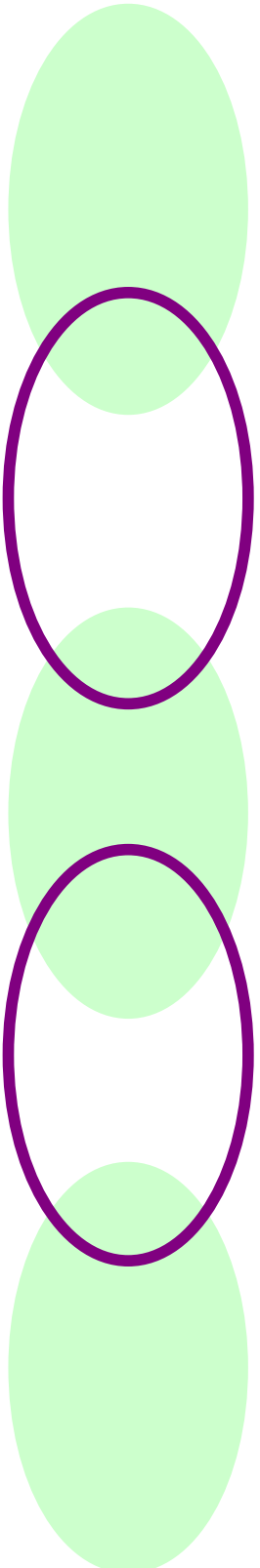
**VENUE:** Education Development Centre

**COURSE LEADER:**  
Judy Williams  
14-19 Co-ordinator

**COSTS:** Free

<b><i>Be Healthy</i></b>		<b><i>Stay Safe</i></b>	
<b><i>Make a Positive Contribution</i></b>		<b><i>Enjoy &amp; Achieve</i></b>	
<b><i>Achieve Economic Well Being</i></b>	✓		

# ALL KEY STAGES



# ALL KEY STAGES

## OTHER COURSES (ALL KEY STAGES)

### ANTI-BULLYING:

**YOU NEED TO BOOK THIS COURSE BY CONTACTING  
RACHEL HOGG it is an LSCB course  
Please do not book through CPD route – thank you**

**(This course is administered by Rachel Hogg in the Safeguarding Unit and must NOT be booked through the usual CPD route – thank you)**

**COURSE TITLE:**

Anti-Bullying Awareness

**NO. OF PARTICIPANTS:**

Minimum 10 – Maximum 20

**COURSE AIMS:**

- To understand the definition of bullying.
- To explore the main categories of bullying.
- To gain an understanding of cyber bullying
- To gain an awareness of the indicators of bullying.
- To gain an awareness of strategies for supporting young people.
- To gain an insight into the local and national picture.

**COURSE LEADER:**

Louise Allen, Inclusion Co-ordinator (Anti-Bullying and LAC)

**DATES:** 16<sup>th</sup> November, 2009

**DURATION:** 1.00 p.m. – 4.00 p.m.

**TARGET GROUP:**

All professionals working with children and young people

**VENUE:** Education Development Centre

**COSTS:** Free

<b><i>Be Healthy</i></b>		<b><i>Stay Safe</i></b>	✓
<b><i>Make a Positive Contribution</i></b>		<b><i>Enjoy &amp; Achieve</i></b>	
<b><i>Achieve Economic Well Being</i></b>			

## OTHER COURSES (ALL KEY STAGES)

### DIVERSITY:

**COURSE REF:** D1a or D1b or D1c

**COURSE TITLE:**

Hartlepool Single Equality Scheme, includes distribution of Toolkit.

**NO. OF PARTICIPANTS:**

Minimum 5 – Maximum 20

**COURSE AIMS:**

To distribute and explain the Hartlepool Schools Single Equality Toolkit:

- Template Single Equality Scheme including Gender, Disability and Race Equality Action Plans.
- Template for Equality Impact Assessment.
- Objectives for action plans for your consideration.

**COURSE LEADER:**

Kelly Moss - Children's Services Officer and Sue Everton – Inclusion Co-ordinator

**DATES:**

**D1a** – 23<sup>rd</sup> September, 2009 or  
or **D1b**– 20<sup>th</sup> January, 2010  
or **D1c** – 5<sup>th</sup> May, 2010  
*(D1b and D1c are repeats of D1a – you only need to book onto one date – thank you)*

**DURATION:** 3.30 p.m. – 5.00 p.m.

**TARGET GROUP:**

Headteachers, Deputy Heads, members of SLT or staff responsible for diversity.

**VENUE:** Education Development Centre

**COSTS:** Free

<i><b>Be Healthy</b></i>	✓	<i><b>Stay Safe</b></i>	✓
<i><b>Make a Positive Contribution</b></i>	✓	<i><b>Enjoy &amp; Achieve</b></i>	✓
<i><b>Achieve Economic Well Being</b></i>	✓		

## OTHER COURSES (ALL KEY STAGES)

### GIFTED AND TALENTED:

**COURSE REF:** GAT1

**COURSE TITLE:**

Classroom Quality Standards in Gifted and Talented Education: Effective Provision for All Pupils

**NO. OF PARTICIPANTS:**

Minimum 6 – Maximum 56

**COURSE AIMS:**

- To familiarise teachers with CQS in English, Mathematics, ICT, Science and other subjects.
- To explore the use of CQS and possible application.
- To share case studies of schools working collaboratively with Quality Standards.

This is a one-off course with the option to participate in collaborative learning group.

**COURSE LEADER:**

Karen Adams-Shearer – School Improvement Adviser, Curriculum Enrichment  
Alison Cooper – Gifted and Talented Joint Cluster Co-ordinator

**DATES:** 15<sup>th</sup> September, 2009

**DURATION:** 3.30 p.m. – 5.00 p.m.

**TARGET GROUP:**

Primary and Secondary GAT co-ordinators/lead teachers, subject leaders.

**VENUE:** Education Development Centre

**COSTS:** Free

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy &amp; Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

## OTHER COURSES (ALL KEY STAGES)

### ICT:

**COURSE REF:** ICT 1

**COURSE TITLE:**

ICT for NQT's and Teachers New to Hartlepool

**NO. OF PARTICIPANTS:**

Minimum 5 – Maximum 30

**COURSE AIMS:**

If you are new to Hartlepool, come along to this afternoon session to meet the ICT support team. You will hear about a range of matters including the ICT support available to you, exciting projects currently underway in the town and initiatives you may wish to get involved with.

**COURSE LEADER:**

Mark Hickson – Primary ICT Co-ordinator

**DATES:** 10<sup>th</sup> November, 2009

**DURATION:** 2.30 p.m. – 4.30 p.m.

**TARGET GROUP:**

New ICT NQT's and Teachers

**VENUE:** Pascal Suite, Manor E-Learning Centre

**COSTS:** Free

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy &amp; Achieve</i>	✓
<i>Achieve Economic Well Being</i>	✓		

**COURSE REF:** ICT 2

**COURSE TITLE:**

The E-safe School

**NO. OF PARTICIPANTS:**

Minimum 5 – Maximum 30

**COURSE AIMS:**

E-safety is one of the most important issues 21<sup>st</sup> century schools have to come to terms with. This day will explore the many facets of this area and offer guidance to schools on best practice.

**COURSE LEADER:**

Mark Hickson – Primary ICT Co-ordinator and  
Vinay Thawait – Secondary ICT Co-ordinator

**DATES:** 28<sup>th</sup> January, 2010

**DURATION:** 9.00 a.m. – 3.30 p.m.

**TARGET GROUP:**

All teaching staff.

**VENUE:** Pascal Suite, Manor E-Learning Centre

**COSTS:** Free to all Hartlepool schools purchasing ICT Hands on Support

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy &amp; Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

## OTHER COURSES (ALL KEY STAGES)

### ICT:

**COURSE REF:** ICT3

**COURSE TITLE:**  
Podcasting for Beginners

**NO. OF PARTICIPANTS:**  
Minimum 5 – Maximum 30

**COURSE AIMS:**  
Podcasting is easy, educational and fun!  
What's more, it needn't cost the earth. Learn  
how to use podcasting to encourage the  
development of pupils' communication skills  
and accelerate their progress in Literacy.

**COURSE LEADER:**  
Mark Hickson – Primary ICT Co-ordinator

**DATES:** 2<sup>nd</sup> February, 2010 and  
18<sup>th</sup> March, 2010 (twilight)

**THIS IS A MODULAR COURSE – DELEGATES  
MUST ATTEND BOTH SESSIONS**

**DURATION:** 2<sup>nd</sup> February, 2010:  
1.00 p.m. – 3.30 p.m.  
18<sup>th</sup> March, 2010:  
4.00 p.m. – 5.00 p.m.

**TARGET GROUP:**  
All teaching staff

**VENUE:** Pascal Suite, Manor E-Learning Centre

**COSTS:** Free to all Hartlepool schools purchasing  
ICT Hands On Support

<b><i>Be Healthy</i></b>	✓	<b><i>Stay Safe</i></b>	✓
<b><i>Make a Positive Contribution</i></b>	✓	<b><i>Enjoy &amp; Achieve</i></b>	✓
<b><i>Achieve Economic Well Being</i></b>	✓		

## OTHER COURSES (ALL KEY STAGES)

### NATIONAL HEALTHY SCHOOLS:

**COURSE REF:** NHSS1

**DATES:** 1<sup>st</sup> October, 2009

**COURSE TITLE:**

Assessment in PSHE Education

**DURATION:** 8.45 a.m. – 4.00 p.m.

**NO. OF PARTICIPANTS:**

Minimum 10 – Maximum 25

**COURSE AIMS:**

- To explore effective ways to assess pupil's learning with PSHEe.
- To demonstrate how to use a range of practical assessment techniques.

**TARGET GROUP:**

All co-ordinators/teachers of PSHEe.

**VENUE:** To be confirmed.

**COURSE LEADER:**

Sandra Saint – PSHEe/Healthy Schools  
Co-ordinator  
Simon Richardson – DET Co-ordinator

**COSTS:** Free

<b><i>Be Healthy</i></b>	✓	<b><i>Stay Safe</i></b>	✓
<b><i>Make a Positive Contribution</i></b>	✓	<b><i>Enjoy &amp; Achieve</i></b>	✓
<b><i>Achieve Economic Well Being</i></b>	✓		

**COURSE REF:** NHSS2

**DATES:** 8<sup>th</sup> October, 2009

**COURSE TITLE:**

Medicine Matters – Drug Education for Years 1 and 3

**DURATION:** 2.00 p.m. – 5.00 p.m.

**NO. OF PARTICIPANTS:**

Minimum 5 – Maximum 15

**COURSE AIMS:**

- Explore an interactive curriculum for medicine education.
- Identify and be familiar with appropriate resources.
- Be aware of the key issues around medicine awareness.
- Advise on the involvement of parents.

**TARGET GROUP:**

Years 1 and 3 teachers, KS1/2 team leaders, PSHEe Healthy Schools co-ordinators.

**VENUE:** To be confirmed (a partnership between Hartlepool and Stockton)

**COURSE LEADER:**

Sandra Saint – PSHEe/Healthy Schools  
Co-ordinator

**COSTS:** Free

<b><i>Be Healthy</i></b>	✓	<b><i>Stay Safe</i></b>	✓
<b><i>Make a Positive Contribution</i></b>		<b><i>Enjoy &amp; Achieve</i></b>	
<b><i>Achieve Economic Well Being</i></b>			



## OTHER COURSES (ALL KEY STAGES)

### NATIONAL HEALTHY SCHOOLS:

**COURSE REF:** NHSS3

**DATES:** 15<sup>th</sup> October, 2009

**COURSE TITLE:**

PRIDE – Year 2 Drug Education

**DURATION:** 2.00 p.m. – 5.00 p.m.

**NO. OF PARTICIPANTS:**

Minimum 5 – Maximum 15

**COURSE AIMS:**

- Explore an interactive curriculum for medicine education.
- Identify and be familiar with appropriate resources.
- Be aware of the key issues around medicine awareness.
- Advise on the involvement of parents.

**TARGET GROUP:**

Year 2 teachers, Key Stage 1 team leaders, PSHEe/Healthy Schools co-ordinators.

**VENUE:** To be confirmed (a partnership event between Hartlepool and Stockton)

**COURSE LEADER:**

Simon Richardson – DET Co-ordinator

**COSTS:** Free

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>		<i>Enjoy &amp; Achieve</i>	
<i>Achieve Economic Well Being</i>			

**COURSE REF:** NHSS4

**DATES:** 22<sup>nd</sup> October, 2009

**COURSE TITLE:**

Finding Out About Tobacco – Year 4 Drug Education

**DURATION:** 2.00 p.m. – 5.00 p.m.

**NO. OF PARTICIPANTS:**

Minimum 5 – Maximum 15

**COURSE AIMS:**

- Explore an interactive curriculum for tobacco education.
- Identify and be familiar with appropriate resources.
- Be aware of the key issues around tobacco awareness.

**TARGET GROUP:**

Year 4 teachers, Key Stage 2 team leaders, PSHEe/Healthy Schools co-ordinators

**VENUE:** To be confirmed (a partnership between Hartlepool and Stockton)

**COURSE LEADER:**

Simon Richardson – DET Co-ordinator

**COSTS:** Free

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>		<i>Enjoy &amp; Achieve</i>	
<i>Achieve Economic Well Being</i>			

## OTHER COURSES (ALL KEY STAGES)

### NATIONAL HEALTHY SCHOOLS:

**COURSE REF:** NHSS5

**DATES:** 5<sup>th</sup> November, 2009

**COURSE TITLE:**

Drinkweiser – Year5 Drug Education

**DURATION:** 2.00 p.m. – 5.00 p.m.

**NO. OF PARTICIPANTS:**

Minimum 5 – Maximum 15

**COURSE AIMS:**

- Explore an interactive curriculum for alcohol education appropriate to Y5.
- Understand the risks and effects of alcohol.
- Identify and be familiar with appropriate resources.

**TARGET GROUP:**

Year 5 teachers/PSHEe/Healthy Schools Co-ordinators.

**VENUE:** To be confirmed (a partnership between Hartlepool and Stockton)

**COURSE LEADER:**

Simon Richardson – DET Co-ordinator

**COSTS:** Free

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy &amp; Achieve</i>	✓
<i>Achieve Economic Well Being</i>	✓		

**COURSE REF:** NHSS6

**DATES:** 11<sup>th</sup> November, 2009

**COURSE TITLE:**

EASY 6 – Year 6 Drug Education

**DURATION:** 2.00 p.m. – 5.00 p.m.

**NO. OF PARTICIPANTS:**

Minimum 5 – Maximum 15

**COURSE AIMS:**

- Explore an interactive curriculum for drug education.
- Identify and be familiar with appropriate resources.
- Be aware of the key issues around drug awareness.

**TARGET GROUP:**

Year 6 teachers, Key Stage 2 team leaders and PSHEe/Healthy Schools co-ordinators

**VENUE:** To be confirmed (a partnership with Hartlepool and Stockton)

**COURSE LEADER:**

Simon Richardson – DET Co-ordinator

**COSTS:** Free

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>		<i>Enjoy &amp; Achieve</i>	
<i>Achieve Economic Well Being</i>			



## OTHER COURSES (ALL KEY STAGES)

### NATIONAL HEALTHY SCHOOLS:

**COURSE REF:** NHSS9

**DATES:** 10<sup>th</sup> March, 2010

**COURSE TITLE:**  
Healthy Food in Schools (3<sup>rd</sup> Conference)

**DURATION:** 8.45 a.m. – 3.30 p.m.

**NO. OF PARTICIPANTS:**  
Minimum 20 – Maximum 50

**TARGET GROUP:**  
All Schools – Food Lead

**COURSE AIMS:**

- To promote a town-wide and embedded healthy eating agenda.
- To share good practice.
- To provide national and regional updates.

**VENUE:** Education Development Centre - Hall

**COURSE LEADER:**

Jennifer McDermott – HBC Nutritionist  
Sandra Saint – PSHEe/Healthy Schools  
Co-ordinator

**COSTS:** Free

<b><i>Be Healthy</i></b>	✓	<b><i>Stay Safe</i></b>	
<b><i>Make a Positive Contribution</i></b>		<b><i>Enjoy &amp; Achieve</i></b>	
<b><i>Achieve Economic Well Being</i></b>			

## OTHER COURSES (ALL KEY STAGES)

### NQT TRAINING:

**COURSE REF:** NQT 1

**DATES:** 23rd September, 2009

**COURSE TITLE:**

NQT Welcome

**DURATION:** 3.30 p.m. – 6.00 p.m.

**NO. OF PARTICIPANTS:**

Minimum 6 – Maximum 75

**TARGET GROUP:**

All NQT's.

**COURSE AIMS:**

To welcome NQT's to Hartlepool Local Authority.

**VENUE:** Education Development Centre

**COURSE LEADER:**

Angela Makepeace, School Workforce Development Adviser

**COSTS:** Free

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy &amp; Achieve</i>	✓
<i>Achieve Economic Well Being</i>	✓		

**COURSE REF:** NQT 2

**DATES:** 13<sup>th</sup> October, 2009

**COURSE TITLE:**

Professional Values and Practices (Primary)

**DURATION:** 9.00 a.m. – 3.30 p.m.

**NO. OF PARTICIPANTS:**

Minimum 2 – Maximum 20

**TARGET GROUP:**

Primary NQT's.

**COURSE AIMS:**

To examine and reflect upon the professional values and practices affecting NQT's during their induction.

**VENUE:** Education Development Centre

**COURSE LEADER:**

Angela Makepeace, School Workforce Development Adviser

**COSTS:** Through Service Level Agreement

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy &amp; Achieve</i>	✓
<i>Achieve Economic Well Being</i>	✓		

## OTHER COURSES (ALL KEY STAGES)

### NQT TRAINING:

**COURSE REF:** NQT3

**DATES:** 21<sup>st</sup> October, 2009

**COURSE TITLE:**

Professional Values and Practices (Secondary)

**DURATION:** 9.00 a.m. – 3.30 p.m.

**NO. OF PARTICIPANTS:**

Minimum 2 – Maximum 20

**TARGET GROUP:**

Secondary NQT's.

**COURSE AIMS:**

To examine and reflect upon the professional values and practices affecting NQTs during their induction.

**VENUE:** Education Development Centre

**COURSE LEADER:**

Angela Makepeace, School Workforce Development Adviser

**COSTS:** Through Service Level Agreement

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy &amp; Achieve</i>	✓
<i>Achieve Economic Well Being</i>	✓		

**COURSE REF:** ICT1

**DATES:** 10<sup>th</sup> November, 2009

**COURSE TITLE:**

ICT for NQT's and Teachers New to Hartlepool

**DURATION:** 2.30 p.m. – 4.30 p.m.

**NO. OF PARTICIPANTS:**

Minimum 5 – Maximum 30

**TARGET GROUP:**

New ICT NQT's and Teachers

**COURSE AIMS:**

If you are new to Hartlepool, come along to this afternoon session to meet the ICT support team. You will hear about a range of matters including the ICT support available to you, exciting projects currently underway in the town and initiatives you may wish to get involved with.

**VENUE:** Pascal Suite, Manor E-Learning Centre

**COURSE LEADER:**

Mark Hickson – Primary ICT Co-ordinator

**COSTS:** Free

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy &amp; Achieve</i>	✓
<i>Achieve Economic Well Being</i>	✓		

## OTHER COURSES (ALL KEY STAGES)

### NQT TRAINING:

**COURSE REF:** NQT4

**DATES:** 11<sup>th</sup> November, 2009

**COURSE TITLE:**  
Behaviour Management (Primary)

**DURATION:** 9.00 a.m. – 3.00 p.m.

**NO. OF PARTICIPANTS:**  
Minimum 2 – Maximum 20

**TARGET GROUP:**  
Primary NQTs.

**COURSE AIMS:**  
To explore practical strategies to improve behaviour control and create teacher confidence using non-confrontational techniques and skills to motivate students.

**VENUE:** Education Development Centre

**COURSE LEADER:**  
Angela Makepeace, School Workforce Development Adviser

**COSTS:** Through Service Level Agreement

<i><b>Be Healthy</b></i>		<i><b>Stay Safe</b></i>	✓
<i><b>Make a Positive Contribution</b></i>	✓	<i><b>Enjoy &amp; Achieve</b></i>	✓
<i><b>Achieve Economic Well Being</b></i>			

**COURSE REF:** NQT5

**DATES:** 20<sup>th</sup> November, 2009

**COURSE TITLE:**  
Behaviour Management (Secondary)

**DURATION:** 9.00 a.m. – 3.30 p.m.

**NO. OF PARTICIPANTS:**  
Minimum 2 – Maximum 20

**TARGET GROUP:**  
Secondary NQTs.

**COURSE AIMS:**  
To explore practical strategies to improve behaviour control and create teacher confidence using non-confrontational techniques and skills to motivate students.

**VENUE:** Education Development Centre

**COURSE LEADER:**  
Angela Makepeace, School Workforce Development Adviser

**COSTS:** Through Service Level Agreement

<i><b>Be Healthy</b></i>		<i><b>Stay Safe</b></i>	✓
<i><b>Make a Positive Contribution</b></i>	✓	<i><b>Enjoy &amp; Achieve</b></i>	✓
<i><b>Achieve Economic Well Being</b></i>			

## OTHER COURSES (ALL KEY STAGES)

### NQT TRAINING:

**COURSE REF:** NHSS8

**COURSE TITLE:**

Healthy Schools & PSHE Education: Implications for Teachers

**NO. OF PARTICIPANTS:**

Minimum 5 – Maximum 15

**COURSE AIMS:**

- To explore the underlying principles within the National Healthy Schools Programme and how it relates to classroom practice, with particular reference to the PSHE education curriculum.
- To provide a range of practical classroom activities and strategies

**COURSE LEADER:**

Sandra Saint – PSHE/Healthy Schools Co-ordinator  
Simon Richardson – DET Co-ordinator

**DATES:** 3<sup>rd</sup> February, 2010

*(Will be repeated if demand is high)*

**DURATION:** 8.45 a.m. – 4.00 p.m.

**TARGET GROUP:**

Primary and Secondary NQTs.

**VENUE:** To be confirmed

**COSTS:** FREE

<b><i>Be Healthy</i></b>	✓	<b><i>Stay Safe</i></b>	✓
<b><i>Make a Positive Contribution</i></b>	✓	<b><i>Enjoy &amp; Achieve</i></b>	✓
<b><i>Achieve Economic Well Being</i></b>	✓		

**COURSE REF:** NQT6

**COURSE TITLE:**

Continuous Professional Development (Primary)

**NO. OF PARTICIPANTS:**

Minimum 2 – Maximum 20

**COURSE AIMS:**

To encourage all NQTs to assume responsibility for their own CPD. Advice is given on Performance Management. The session also explores CV content, letter of application and interview techniques.

**COURSE LEADER:**

Angela Makepeace, School Workforce Development Adviser

**DATES:** 25<sup>th</sup> March, 2010

**DURATION:** 9.00 a.m. – 3.30 p.m.

**TARGET GROUP:**

Primary NQTs.

**VENUE:** Education Development Centre

**COSTS:** Through Service Level Agreement

<b><i>Be Healthy</i></b>	✓	<b><i>Stay Safe</i></b>	✓✓
<b><i>Make a Positive Contribution</i></b>	✓	<b><i>Enjoy &amp; Achieve</i></b>	✓
<b><i>Achieve Economic Well Being</i></b>	✓		



## OTHER COURSES (ALL KEY STAGES)

### NQT TRAINING:

**COURSE REF:** NQT7

**DATES:** 29<sup>th</sup> March, 2010

**COURSE TITLE:**

Continuous Professional Development  
(Secondary)

**DURATION:** 9.00 a.m. – 3.30 p.m.

**NO. OF PARTICIPANTS:**

Minimum 2 – Maximum 20

**TARGET GROUP:**

Secondary NQTs.

**COURSE AIMS:**

To encourage all NQTs to assume responsibility for their own CPD. Advice is given on Performance Management. The session also explores CV content, letter of application and interview techniques

**VENUE:** Education Development Centre

**COURSE LEADER:**

Angela Makepeace, School Workforce  
Development Adviser

**COSTS:** Through Service Level Agreement

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy &amp; Achieve</i>	✓
<i>Achieve Economic Well Being</i>	✓		

**COURSE REF:** NQT8

**DATES:** 17<sup>th</sup> June, 2010

**COURSE TITLE:**

NQT Celebration Event

**DURATION:** 3.00 p.m. – 6.00 p.m.

**NO. OF PARTICIPANTS:**

Minimum 2 – Maximum 20

**TARGET GROUP:**

All NQTs.

**COURSE AIMS:**

To recognise the contribution of NQTs to  
Hartlepool Local Authority.

**VENUE:** Education Development Centre

**COURSE LEADER:**

Angela Makepeace, School Workforce  
Development Adviser

**COSTS:** Through Service Level Agreement

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy &amp; Achieve</i>	✓
<i>Achieve Economic Well Being</i>	✓		

## **OTHER COURSES (ALL KEY STAGES)**

### **PHYSICAL EDUCATION:**

**PAUL JACKSON, HARTLEPOOL SCHOOL SPORT PARTNERSHIP MANAGER, OFFERS DISCRETE “IN-HOUSE” WHOLE SCHOOL CPD TO SUIT INDIVIDUAL SCHOOL NEEDS.**

**PLEASE CONTACT PAUL USING ANY OF THE FOLLOWING METHODS TO ARRANGE TRAINING.**

**01429 287506**

**Mobile : 07917277061**

**Office Fax: 01429 272780**

**E-mail: [p.jackson@hartlepool.gov.uk](mailto:p.jackson@hartlepool.gov.uk)**

**THANK YOU**

## OTHER COURSES (ALL KEY STAGES)

### PSYCHOLOGY:

**COURSE REF:** PSY1

**DATES:** 30<sup>th</sup> September, 2009

**COURSE TITLE:**

An Introduction to Learning Difficulties

**DURATION:** 9.00 a.m. – 3.30 p.m.

**NO. OF PARTICIPANTS:**

Minimum 10 – Maximum 20

**COURSE AIMS:**

- To provide an introduction to specific learning difficulties, including Dyslexia, DCD (Dyspraxia), ADHD, ASD and Medical and Physical Difficulties
- To provide understanding of the impact of these difficulties
- To discuss practical approaches to working with pupils who have learning difficulties in the mainstream classroom.

**TARGET GROUP:**

Teachers and teaching assistants who are interested in finding out about a range of learning difficulties. The course is not designed for staff who already have significant experience of SEN.

**VENUE:** Education Development Centre

**COURSE LEADER:**

Kathryn Crowder – Educational Psychologist

**COSTS:** £15

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy &amp; Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

**COURSE REF:** PSY2

**DATES:** 1<sup>st</sup> October, 2009

**COURSE TITLE:**

Kids Skills – Solution Focused Psychology for Children

**DURATION:** 4.00 p.m. – 5.30 p.m.

**NO. OF PARTICIPANTS:**

Minimum 10 – Maximum 20

**COURSE AIMS:**

To enable course participants to:

- Apply solution focused psychology in the classroom.
- Promote positive classroom behaviour through the Kids Skills approach.

**TARGET GROUP:**

KS1 and KS2 teachers and teaching assistants. Ideally the class teacher and assistant should attend together.

**VENUE:** Education Development Centre

**COURSE LEADER:**

Colette Shearer – Educational Psychologist

**COSTS:** Free

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy &amp; Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

## OTHER COURSES (ALL KEY STAGES)

### PSYCHOLOGY:

**COURSE REF:** PSY 3

**COURSE TITLE:**

Primary Boy zMIND: Understanding the Psychological needs of boys

**NO. OF PARTICIPANTS:**

Minimum 6 – Maximum 25

**COURSE AIMS:**

This modular course focuses on early childhood including issues of self-esteem, motivation and brain development. The session will include:

- Explanations of psychological theory.
- Provide opportunities to reflect on and share our practice.
- Consider practical approaches and this can be used in our work with boys.

**COURSE LEADER:**

Kathryn Crowder – Educational Psychologist  
Ruth Chalkley – Teaching and Learning inc. Gender Consultant

**DATES:**

22<sup>nd</sup> October, 2009  
4<sup>th</sup> March, 2010  
3<sup>rd</sup> June, 2010

**MODULAR COURSE – DELEGATES MUST ATTEND ALL 3 SESSIONS**

**DURATION:**

1.00 p.m. – 4.00 p.m.

**TARGET GROUP:**

Early Years and Primary Teachers and Teaching Assistants as well as parents, foster parents, carers and childminders of Early Years and primary aged boys.

**VENUE:** Education Development Centre

**COSTS:** Free

<b><i>Be Healthy</i></b>	✓	<b><i>Stay Safe</i></b>	
<b><i>Make a Positive Contribution</i></b>		<b><i>Enjoy &amp; Achieve</i></b>	✓
<b><i>Achieve Economic Well Being</i></b>			

**COURSE REF:** PSY 4

**COURSE TITLE:**

Secondary Boy zMIND: Understanding the Psychological needs of boys

**NO. OF PARTICIPANTS:**

Minimum 6 – Maximum 25

**COURSE AIMS:**

This modular course focuses on adolescence, including issues of self-esteem, motivation and brain development. The sessions will include:

- Explanations of psychological theory.
- Provide opportunities to reflect on and share our practice.
- Consider practical approaches and this can be used in our work with boys.

**COURSE LEADER:**

Kathryn Crowder – Educational Psychologist  
Ruth Chalkley – Teaching and Learning inc. Gender Consultant

**DATES:**

12<sup>th</sup> November, 2009  
18<sup>th</sup> March, 2010  
17<sup>th</sup> June, 2010

**MODULAR COURSE – DELEGATES MUST ATTEND ALL 3 SESSIONS**

**DURATION:**

1.00 p.m. – 4.00 p.m.

**TARGET GROUP:**

Secondary Teachers and Teaching Assistants Mentors, Youth Workers and other professionals as well as parents, foster parents and carers of secondary aged boys.

**VENUE:** Education Development Centre

**COSTS:** Free

<b><i>Be Healthy</i></b>	✓	<b><i>Stay Safe</i></b>	
<b><i>Make a Positive Contribution</i></b>		<b><i>Enjoy &amp; Achieve</i></b>	✓
<b><i>Achieve Economic Well Being</i></b>			

## OTHER COURSES (ALL KEY STAGES)

### PSYCHOLOGY:

**COURSE REF:** PSY5

**DATES:** 19<sup>th</sup> November, 2009

**COURSE TITLE:**  
The Teenage Years

**DURATION:** 4.00 p.m. – 5.00 p.m.

**NO. OF PARTICIPANTS:**  
Minimum 10 – Maximum 30

**COURSE AIMS:**

- To consider how physiological changes impact on behaviour.
- To consider how self-esteem changes during adolescence.
- To consider how to promote positive interaction.

**TARGET GROUP:**

Children's services staff involved with teenagers.

**VENUE:** Education Development Centre

**COURSE LEADER:**

Collette Shearer – Educational Psychologist

**COSTS:** Free

<i><b>Be Healthy</b></i>	✓	<i><b>Stay Safe</b></i>	✓
<i><b>Make a Positive Contribution</b></i>	✓	<i><b>Enjoy &amp; Achieve</b></i>	✓
<i><b>Achieve Economic Well Being</b></i>			

## **OTHER COURSES (ALL KEY STAGES)**

### **SAFER RECRUITMENT:**

**Safer recruitment training can be arranged by contacting John Leach  
– [john.leach@hartlepool.gov.uk](mailto:john.leach@hartlepool.gov.uk)**

## **OTHER COURSES (ALL KEY STAGES)**

**SPECIAL EDUCATIONAL NEEDS (SEN):**

**COURSE INFORMATION WILL BE SENT INTO SCHOOLS BY FLYER  
FOR ALL SPECIAL EDUCATIONAL NEEDS COURSES WHEN THEY  
HAVE BEEN ARRANGED**

## OTHER COURSES (ALL KEY STAGES)

### TEACHING AND LEARNING:

**COURSE REF:** TL1

**COURSE TITLE:**  
Assessment for Learning

**NO. OF PARTICIPANTS:**  
Minimum 6 – Maximum 20

**COURSE AIMS:**

- To develop Assessment for Learning strategies to use in the classroom.
- The course will cover day to day assessment; lesson objectives and outcomes, self and peer assessment, oral and written feedback, use of SNS (Secondary National Strategies) resources.

**COURSE LEADER:**

Sian Lamplough/A. Smart – School Improvement Consultants – Science & Mathematics)

**DATES:** 21<sup>st</sup> October, 2009

**DURATION:** 9.00 a.m. – 3.30 p.m.

**TARGET GROUP:**

Lead AFL teachers, teachers with an interest in developing AFL, TAs and HLTAs.

**VENUE:** Education Development Centre

**COSTS:** Free

<b>Be Healthy</b>	✓	<b>Stay Safe</b>	✓
<b>Make a Positive Contribution</b>	✓	<b>Enjoy &amp; Achieve</b>	✓
<b>Achieve Economic Well Being</b>	✓		

**COURSE REF:** PSY3

**COURSE TITLE:**

Primary Boyz MIND: Understanding the Psychological needs of boys

**NO. OF PARTICIPANTS:**  
Minimum 6 – Maximum 25

**COURSE AIMS:**

This modular course focuses on early childhood including issues of self-esteem, motivation and brain development. The session will include:

- Explanations of psychological theory.
- Provide opportunities to reflect on and share our practice.
- Consider practical approaches and this can be used in our work with boys.

**COURSE LEADER:**

Kathryn Crowder – Educational Psychologist  
Ruth Chalkley – Teaching and Learning inc. Gender Consultant

**DATES:** 22<sup>nd</sup> October, 2009  
4<sup>th</sup> March, 2010  
3<sup>rd</sup> June, 2010

**MODULAR COURSE – DELEGATES MUST ATTEND ALL 3 SESSIONS**

**DURATION:** 1.00 p.m. – 4.00 p.m.

**TARGET GROUP:**

Early Years and Primary Teachers and Teaching Assistants as well as parents, foster parents, carers and childminders of Early Years and primary aged boys.

**VENUE:** Education Development Centre

**COSTS:** Free

<b>Be Healthy</b>	✓	<b>Stay Safe</b>	
<b>Make a Positive Contribution</b>		<b>Enjoy &amp; Achieve</b>	✓
<b>Achieve Economic Well Being</b>			



## OTHER COURSES (ALL KEY STAGES)

### TEACHING AND LEARNING:

**COURSE REF:** TL2

**COURSE TITLE:**  
Primary BoyRIGHT Programme

**NO. OF PARTICIPANTS:**  
Minimum 6 – Maximum 25

**COURSE AIMS:**  
The BoyRIGHT programme builds on the findings and action research done by schools through the BoyWRITE programme and supports teachers in learning from the work done through this and applying it to their own classroom practice. It will explore how they can start action research projects and trial new approaches for boys (and girls) and work with others to do this. New resources, materials and approaches will be built in to the course to bring the latest thinking and research on 'what works' for boys to make teachers aware of these and to help them engage with the challenges these create for classroom practitioners to embed them effectively.

**COURSE LEADER:**  
Ruth Chakley – Teaching and Learning inc. Gender Consultant

**DATES:** 5th November, 2009, 1<sup>st</sup> July, 2010 (half-days)  
29<sup>th</sup> April, 2010 (full-day)

**MODULAR COURSE – DELEGATES MUST ATTEND ALL 3 SESSIONS**

**DURATION:** 5<sup>th</sup> November 2009 and 1<sup>st</sup> July, 2010:  
1.00 p.m. – 3.30 p.m.  
29<sup>th</sup> April, 2010:  
9.00 a.m. – 3.00 p.m.

**TARGET GROUP:**  
All primary teachers who attended the first BoyWRITE sessions and any primary teachers who would like to join the 'follow on' from this as the new BoyRIGHT programme.

**VENUE:** Education Development Centre

**COSTS:** £10.00

<b>Be Healthy</b>		<b>Stay Safe</b>	
<b>Make a Positive Contribution</b>		<b>Enjoy &amp; Achieve</b>	✓
<b>Achieve Economic Well Being</b>			

**COURSE REF:** TL3

**COURSE TITLE:**  
Secondary BoyRIGHT Programme

**NO. OF PARTICIPANTS:**  
Minimum 6 – Maximum 25

**COURSE AIMS:**  
The Secondary BoyRIGHT programme builds on the findings and action research done by schools through the BoyWRITE programme and supports teachers in learning from work done through this and applying it to their own classroom practice. It is designed to allow teachers access to the latest research into boys' achievement and to work together to explore how to teach boys better in the light of this knowledge.

**COURSE LEADER:**  
Ruth Chakley – Teaching and Learning inc. Gender Consultant

**DATES:** 6<sup>th</sup> November, 2009 2<sup>nd</sup> July, 2010 (half days) and  
22<sup>nd</sup> April, 2010 (full-day)

**MODULAR COURSE – DELEGATES MUST ATTEND ALL 3 SESSIONS**

**DURATION:** 6<sup>th</sup> November 2009 and 2<sup>nd</sup> July, 2010:  
1.00 p.m. – 3.30 p.m.  
22<sup>nd</sup> April, 2010:  
9.00 a.m. – 3.00 p.m.

**TARGET GROUP:**  
All secondary teachers who attended the first BoyWRITE sessions and any secondary teachers who would like to join the 'follow on' from this, exploring how to develop their teaching and work with others to do so.

**VENUE:** Education Development Centre

**COSTS:** £10.00

<b>Be Healthy</b>		<b>Stay Safe</b>	
<b>Make a Positive Contribution</b>		<b>Enjoy &amp; Achieve</b>	✓
<b>Achieve Economic Well Being</b>			

## OTHER COURSES (ALL KEY STAGES)

### TEACHING AND LEARNING:

**COURSE REF:** PSY 4

**COURSE TITLE:**

Secondary Boy zMIND: Understanding the Psychological needs of boys

**NO. OF PARTICIPANTS:**

Minimum 6 –Maximum 25

**COURSE AIMS:**

This modular course focuses on adolescence, including issues of self-esteem motivation and brain development. The sessions will include:

- Explanations of psychological theory.
- Provide opportunities to reflect on and share our practice.
- Consider practical approaches and this can be used in our work with boys.

**COURSE LEADER:**

Kathryn Crowder – Educational Psychologist  
Ruth Chalkley – Teaching and Learning inc. Gender Consultant

**DATES:** 12<sup>th</sup> November, 2009  
18<sup>th</sup> March, 2010  
17<sup>th</sup> June, 2010

**MODULAR COURSE – DELEGATES MUST ATTEND ALL 3 SESSIONS**

**DURATION:** 1.00 p.m. – 4.00 p.m.

**TARGET GROUP:**

Secondary Teachers and Teaching Assistants Mentors, Youth Workers and other professionals as well as parents, foster parents and carers of secondary aged boys.

**VENUE:** Education Development Centre

**COSTS:** Free

<b><i>Be Healthy</i></b>	✓	<b><i>Stay Safe</i></b>	
<b><i>Make a Positive Contribution</i></b>		<b><i>Enjoy &amp; Achieve</i></b>	✓
<b><i>Achieve Economic Well Being</i></b>			

## OTHER COURSES (ALL KEY STAGES)

### VULNERABLE PUPILS:

**COURSE REF:** VP1a or VP1b or VP1c

**COURSE TITLE:**

Designated Teacher Meeting – Looked After Children

**NO. OF PARTICIPANTS:**

Minimum 10 – Maximum 40

**COURSE AIMS:**

- Each term there will be a meeting to update Designated Teacher for Looked After Children on developments linked to their role.
- The meetings will also be open to other Children's Services personnel working with Looked After Children.
- The meeting to be held 24<sup>th</sup> September will be dedicated to exploring the legalities regarding Looked After Children including Care Orders, Public Law Outline (PLO) Adoption.

**COURSE LEADER:**

Emma Rutherford – Social Inclusion Co-ordinator (Looked After Children/Young Offenders)

**DATES:**

or

or

**VP1a** - 24<sup>th</sup> September, 2009

**VP1b** – 11<sup>th</sup> March, 2010

**VP1c** – 17<sup>th</sup> June, 2010

(VP1b and VP1c are repeats/duplicates of VP1a – please only book on one date – thank you)

**DURATION:** 3.45 p.m. – 5.00 p.m.

**TARGET GROUP:**

Designated Teacher for Looked After Children. Anyone working directly with Looked After Children – Social Workers, Designated Teachers, NQTs, Youth Offending Service, Student Teachers, Student Social Workers, Teaching Assistants, Learning Mentors etc.

**VENUE:** Education Development Centre

**COSTS:** Free

<b><i>Be Healthy</i></b>	✓	<b><i>Stay Safe</i></b>	✓
<b><i>Make a Positive Contribution</i></b>	✓	<b><i>Enjoy &amp; Achieve</i></b>	✓
<b><i>Achieve Economic Well Being</i></b>	✓		

## OTHER COURSES (ALL KEY STAGES)

### VULNERABLE PUPILS:

**COURSE REF:** VP2

**COURSE TITLE:**

Teenage Parents and Pregnant Teenagers  
at School Pathway

**NO. OF PARTICIPANTS:**

Minimum 2 – Maximum 20

**COURSE AIMS:**

- To ensure that all school staff with responsibility for teenage pregnancy are aware of the updated care pathway and procedures and follow them.
- To receive updated information on numbers of care pathway plans per academic year in each school.
- To provide a platform for schools to come together and share information, ideas and best practice in the care of pregnant teenagers and parents, including the distribution and discussion of a draft risk assessment.
- To ensure school staff are provided with appropriate support e.g. from medical perspective/Connexions etc.

Briefing: staff are encouraged to attend all 3 sessions or to nominate a deputy.

**COURSE LEADER:**

Sue Everton, Education Support Team with partners from Teenage Pregnancy Support Service, Headland Future, Midwifery and Connexions

**DATES:** 30<sup>th</sup> September, 2009  
27<sup>th</sup> January, 2010 and  
28<sup>th</sup> April, 2010

**MODULAR COURSE – DELEGATES MUST ATTEND ALL 3 SESSIONS**

**DURATION:** 3.30 p.m. – 4.45 p.m.

**TARGET GROUP:**

School lead responsible for teenage pregnancy and support staff involved in teenage pregnancy work.

**VENUE:** Education Development Centre

**COSTS:** Free

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy &amp; Achieve</i>	✓
<i>Achieve Economic Well Being</i>	✓		

## OTHER COURSES (ALL KEY STAGES)

### VULNERABLE PUPILS:

**COURSE REF:** VP3a or  
VP3b

**COURSE TITLE:**

Looked After Learners – Supporting Looked After Children in school, Writing and Implementing Effective Personal Education Plans

**NO. OF PARTICIPANTS:**

Minimum 10 – Maximum 40

**COURSE AIMS:**

- Understanding the roles and responsibilities in relation to Personal Education Plans (PEPs).
- Understand the features of Hartlepool PEPs and the procedures involved.
- Demonstrate good practice in relation to PEPs.
- Understand issues relating to Looked After Children in school and how to help and support Looked After Children and young people.

**COURSE LEADER:**

Emma Rutherford – Social Inclusion Co-ordinator (Looked After Children/Young Offenders)

**DATES:**

**VP3a** – 6<sup>th</sup> October, 2009 or  
**VP3b** – 9<sup>th</sup> February, 2010  
(VP3b is a repeat/duplicate of VP3a – please only book on one date – thank you)

**DURATION:**

1.00 p.m. – 3.00 p.m

**TARGET GROUP:**

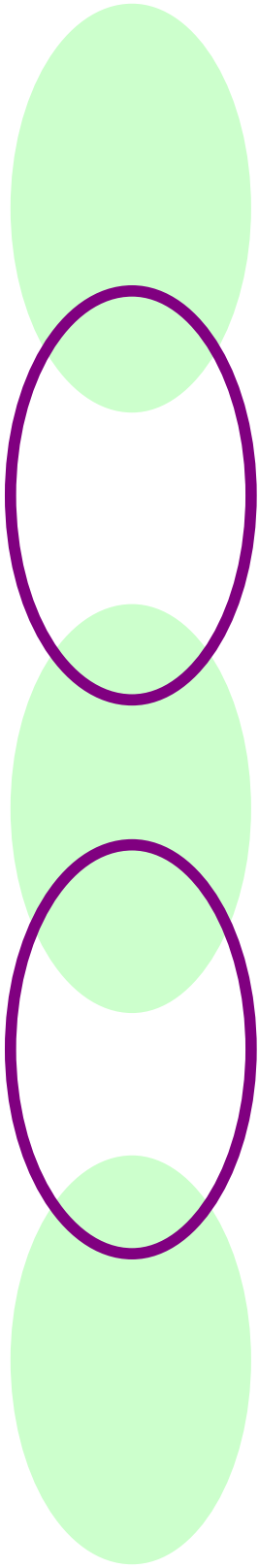
Anyone working directly with Looked After Children – Social Workers, Designated teachers, NQTs, Youth Offending Service, Student Teachers, Student Social Workers, Teaching Assistants, Learning Mentors etc.

**VENUE:** Education Development Centre

**COSTS:** Free

<b><i>Be Healthy</i></b>		<b><i>Stay Safe</i></b>	✓
<b><i>Make a Positive Contribution</i></b>	✓	<b><i>Enjoy &amp; Achieve</i></b>	✓
<b><i>Achieve Economic Well Being</i></b>	✓		

**USEFUL INFORMATION**



**USEFUL INFORMATION**

## USEFUL INFORMATION

### BASIC SKILLS COURSES

In addition to the courses listed, the Hands on Support Team have commissioned basic skills training to address specific needs identified in skills audits completed in primary and secondary schools.

These courses will be advertised separately and are open to primary and secondary teaching and non-teaching staff. The focus of these courses is on the personal development of basic skills and consequently there is no curriculum focus. Curriculum support is available through the Hands on Support Team.

Currently basic skills training will be available in the following as identified by schools:

- Word processing;
- Spreadsheets;
- PowerPoint;
- Basic computer and file management;
- E-mail and internet use.

To ensure flexibility and enable maximum participation courses will run on an afternoon and be repeated as twilights. Courses will also be available online to enable staff who are unable to attend face-to-face sessions, or who would like to undertake further consolidation after attending face-to-face sessions.

There will be no cost to staff in schools currently buying back into Hands on Support. For all other organisations charges will be as follows:

- Half day courses £70 per person including materials.
- Twilight courses £50 per person including materials.
- Online courses £70 per person.

## USEFUL INFORMATION

### CHALLENGING BEHAVIOUR

#### TEAM TEACH POSITIVE HANDLING – PHYSICAL INTERVENTION TRAINING FOR PRIMARY SCHOOLS - PROVIDED BY SPRINGWELL SCHOOL

“All settings, including schools, should be aware of the need to develop preventive strategies to manage challenging behaviours for pupils with learning disabilities, autistic spectrum conditions, special educational needs or behavioural, emotional and social difficulties.”

This is recognised physical intervention training (British Institute of Learning Disabilities) and includes de-escalation strategies and physical restraint techniques.

**There are two courses:**

***6 hour Foundation Course – for low risk settings where physical interventions are not normally required.***

***12 hour Basic Course for settings where physical interventions may be required.***

In consultation with the course provider, training can take place on INSET days, Twilight Sessions or Staff Meetings.

Training should involve all staff in a school.

Course costs /Charges - in negotiation with provider (Springwell School).

Please contact the Headteacher, Mr Karl Telfer, direct, to apply for the above training, by telephoning 01429 280600.



# USEFUL INFORMATION

## CHILD PROTECTION

### **CHILD PROTECTION FOR TEACHERS WHO ARE TO UNDERTAKE THE ROLE OF DESIGNATED TEACHER (CHILD PROTECTION)**

The aim of this course is to provide designated teachers with appropriate awareness and information to enable them to act appropriately when coping with cases of suspected or alleged child abuse.

The training will focus on raising awareness and understanding of the role and responsibility of a designated teacher, and examining the issues surrounding abuse and providing participants with a clear knowledge of relevant procedures.

There will be an opportunity to become aware of information regarding current issues which impact upon practice within Child Protection.

This course will run as necessary, and will be advertised to all Headteachers. It will normally be one full day training. All teachers undertaking this role must attend this basic training and attend refresher training every two years.

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### **CHILD PROTECTION AWARENESS RAISING TRAINING**

All school staff should attend child protection awareness raising training every three years.

There are a variety of awareness raising sessions which can be offered to schools in respect of whole school staff groups, and/or groups of Year Heads, Lunch Time Supervisors, Governors, Auxiliary Staff, Learning Mentors etc.

Child Protection Training can be arranged to meet the needs of school staff in a variety of ways. Any requests for specific training should be discussed with John Robinson, Senior Officer, Children's Services, e-mail [john.robinson@hartlepool.gov.uk](mailto:john.robinson@hartlepool.gov.uk).

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### **MULTI - AGENCY TRAINING**

Hartlepool Safeguarding Children Board will be offering multi-agency training in respect of promoting the health and well-being of children and young people.

These courses will be circulated to all schools directly from the development unit of the Local Safeguarding Children Board.

# USEFUL INFORMATION

## CPD ACRONYMS

AST	Advanced Skills Teacher
BECTA	British Educational Communications & Technology Agency
CEA	Cambridge Education Associates
CEPD	Career Entry & Development Profile
CIPD	Chartered Institute of Personnel & Development
CPD	Continuing Professional Development
CWDC	Children's Workforce Development Council
DCSF	Department for Children, Schools and Families
DRB	Designated Recommending Bodies
EAL	English as an additional language
EPD	Early Professional Development
GTC	Graduate Teacher Programme
HEI	Higher education institution
HLTA	Higher Level Teaching Assistant
BSF	Building Schools for the Future
PCP	Primary Capital Programme
PPD	Post-graduate Professional Development
LSC	Learning & Skills Council
MPS	Main pay scale
NAGM	National Association of Governors and Managers
NARIC	National Academic Recognition Information Centre
NCSL	National College for School Leadership
NERF	National Education Research Forum
NFER	National Foundation for Education Research
NGC	National Governors' Council
NLC	Networked Learning Communities
NPQH	National Professional Qualification Headship
NVQ	National Vocational Qualification
NQT	Newly Qualified Teacher
Ofsted	Office for Standards in Education
OTT	Overseas-trained teacher
PDC	Professional development centre
PGCE	Postgraduate Certificate in Education
PM	Performance management
PSLN	Primary School Learning Network
QTS	Qualified Teacher Status
SCITT	School Centred Initial Teacher Training
SDSA	School Development Support Agency
SMT	Senior Management Team
TA	Teaching Assistant
TDA	Training and Development Agency for Schools
TIPD	Teachers' International Professional Development

## USEFUL INFORMATION

### DRUGS EDUCATION

#### **Drug Education (including Alcohol, Tobacco, Medicines and Volatile Substances)**

##### **The Drug Education Team (DET):**

The Drug Education Team works with schools in Redcar and Cleveland, Stockton and Hartlepool, the DET acts in both an advisory and training role, promoting the DCSF Guidance and effective approaches to drug education (including alcohol, tobacco medicines and volatile substances) within the classroom. The DET endeavours to:

- Support all schools in the development of a comprehensive drug policy that includes outlining the schools approach to drug education and the school responses to drug related incidents.
- Support schools in the development of cross curricular/PSHE education schemes of work that incorporate comprehensive approaches to drug education in the classroom.
- Provide training/advice and support to drug education/PSHE leaders within schools.
- Provide training and support to staff groups on managing sensitive issues in the classroom.
- Provide whole staff training on policy issues, schemes of work, the identification and use of appropriate resources and teaching approaches, this includes interactive teaching methods such as drama, storyboards and puppetry.
- Support all schools in work with parents through programmes such as Medicine Matters, PRIDE (Parents Role In Drug and safety Education) and EASY6 (Empowerment And Skills for Year 6).
- Provide drug awareness sessions to school staff, parents and governors.
- Support schools in the monitoring and evaluation of the school's approach to drug education in line with the DCSF guidance.

Contact the Drug Education Team on (01642) 527913 or email [Simon.Richardson@stockton.gov.uk](mailto:Simon.Richardson@stockton.gov.uk)

## USEFUL INFORMATION

### EARLY YEARS

The Early Years training courses for Foundation Stage are also featured in the Childcare Training Programme Booklet. This brings together the childcare and education courses, which should make it easier for settings to plan, co-ordinate and book training.

Practitioners should use the booking form in the Childcare Training Programme Booklet and book all courses using the relevant forms and booking procedures detailed in that training booklet and NOT the booking form at the back of this Directory as a different team based in a separate building administers the early years training courses.

# USEFUL INFORMATION

## LEADING EDGE

The first cohort of 103 Leading Edge Partnerships has been underway since September 2003 and includes over 700 schools in England. The Hartlepool Partnership is part of cohort 2 which began in September 2004 with a further 101 partnerships, which include over 400 schools.

The DCSF recommends that all partnership activities should address two fundamental questions:

1. How does working in partnership increase pupil engagement and enhance levels of attainment?
2. How does working in partnership further advance teacher knowledge and expertise about how to raise standards of pupil attainment?

### Leading Edge in Hartlepool

The Hartlepool Partnership includes all six secondary schools in the town and the LA. The Hartlepool plan, agreed and signed by all headteachers in Partnership schools and John Collings on behalf of the LA, was approved by the DCSF before the end of the summer term 2004. A full copy of the plan is available from Linda Ward at the English Martyrs School and Sixth Form College, phone 01429 273790 or e-mail lward@ems.hartlepool.sch.uk. For more information about Leading Edge visit [www.standards.dfes.gov.uk/leadingedge](http://www.standards.dfes.gov.uk/leadingedge).

### Seminars and Courses

The skills, knowledge and expertise that exist in the partnership have been recognised by Headteachers and the LA. With this in mind, inset can be provided (as required) through the Partnership by colleagues in the town or by outside agencies. In 2006/07 a series of seminars have taken place including:

- Leadership
- Self evaluation
- Management of change
- Building schools for the future

In addition inset has been provided on:

- Use of performance data
- Preparation for OfSTED inspection
- English as an additional language
- Role of the cover supervisor
- Technology.

### Leading Edge Subject Group Meetings

The following meetings are led by AST's/Co-ordinators:

Thursday 1<sup>st</sup> October, 2009  
Wednesday 20<sup>th</sup> January, 2010 and  
Thursday 10<sup>th</sup> June, 2010

*All Leading Edge Subject Group Meetings  
4.00 p.m. – 5.00 p.m. (unless otherwise  
arranged by AST/LA Co-ordinator).*

*Venues arranged by AST/LA Co-ordinator*

Leading Edge seminars and courses will be arranged as the need is identified throughout the year and schools will be informed by Leading Edge Co-ordinators as and when courses will be running.

## USEFUL INFORMATION

### POSTGRADUATE PROFESSIONAL DEVELOPMENT

Within our region a partnership has been formed between all twelve LAs and four Universities - Durham, Newcastle, Northumbria and Sunderland. This consortium was established to co-ordinate, organise and enhance post-graduate provision for all serving teachers within the region. The partnership has significant funding from the Training and Development Agency to support this work.

Working alongside colleagues from schools, subject associations, Diocesan representatives, The Teacher Learning Academy for the GTC, and other key groups, the NE consortium will ensure strategic leadership of post-graduate provision. Teachers can expect exciting new routes to accreditation and professional recognition **at a reduced cost as a result of TDA funding**. A catalogue of programmes available are listed below:

Language & Communication  
Teaching & Learning with ICT  
Behaviour & Motivation  
Teaching & Learning in the Science Curriculum  
Assessment  
Drama and the Arts  
Education Studies & Autism  
Special Needs and Inclusive Education  
Professional Learning & Guidance  
Leading Continuing Professional Development  
Mentoring  
Educational Leadership & Management  
Early Childhood Education  
Early Years Education & Care

It is more important than ever for teachers and educators to attend to the powerful interaction between theory, practice and continuing inquiry. The new PPD partnership means greater flexibility than ever before for the region's teachers. As well as flexibility in the choice and delivery of programmes, there is flexibility in terms of assessment. In due course participants could work across more than one Higher Education Institution (HEI).

- Generic knowledge and skills about investigating teaching and learning are developed through individual inquiries that can link directly to personal or school development plans.
- Prior learning can be accredited enabling some participants to 'fast track' certain elements of the Master's programme.
- Assessed work is integral to teaching and learning activities and is related to professional practice: there are no examinations.
- You can register and/or progress onto a Post Graduate Certificate programme (60 credits), an MA Modular programme (180 credits) or an Ed. D programme (540 credits).

If you would like to find out more about the initiative please contact Angela Makepeace on [angela.makepeace@hartlepool.gov.uk](mailto:angela.makepeace@hartlepool.gov.uk).

## USEFUL INFORMATION

### SAFER RECRUITMENT:

Modular safer recruitment training can be arranged by contacting John Leach – [john.leach@hartlepool.gov.uk](mailto:john.leach@hartlepool.gov.uk)

## USEFUL INFORMATION

### SCHOOL IMPROVEMENT THROUGH: QUALITY CIRCLE TIME

Please contact Sandra Saint on 284256 to discuss and arrange bespoke

**Quality Circle Time** training to meet the needs of your whole school community.

Including links to:

- PSHEe.
- SEAL.
- Behaviour.
- Lunchtime and playground activity.
- Rewards and Sanctions.
- Golden Time.



## USEFUL INFORMATION

### CLASSROOM/BEHAVIOUR MANAGEMENT AND SOCIAL AND EMOTIONAL ASPECTS OF LEARNING (SEAL)

- CPD in the above is offered to all schools and can be bespoke to your requirements
- CPD can take place within your establishment or, alternatively, off-site
- CPD can be organised for:
  - Whole staff
  - SLT
  - Faculties
  - Departments
  - Individuals
  - Teaching & support staff
- CPD also offered to:
  - Newly Qualified Teachers (NQT's)
  - Graduate Teacher programme (GTP's)
  - Initial Teacher Training Students (ITT's)

#### **Contact details:**

Dave Jarvis  
School Improvement Consultant (Secondary Behaviour)

Hartlepool Education Development Centre,  
Seaton Lane,  
Hartlepool.  
TS25 1HN

Tel: 01429 284239  
Fax: 01429 271111  
e-mail: dave.jarvis@hartlepool.gov.uk

## USEFUL INFORMATION

### TEEP IN HARTLEPOOL

TEEP Level 1 courses will be run across the next academic year for teachers wanting to develop their classroom practice.

The training comprises 5 days in total. First is 3 days followed by 2 days later in the term. TEEP aims to bring together outcomes of research into effecting learning and research on effective teacher behaviours into a generic framework. The teaching and learning framework is underpinned by **Accelerated Learning, Thinking for Learning, Assessment for Learning, Collaborative Problem Solving Skills** and the **Effective Use of ICT** to enhance learning.

DETAILS OF COSTS, VENUE AND DATES TO BE RELEASED LATER NEXT TERM

For further details please contact Ruth Chalkley Teaching and learning inc. Gender Coordinator/Hartlepool TEEP Consultant

01429 284245      [ruth.chalkley@hartlepool.gov.uk](mailto:ruth.chalkley@hartlepool.gov.uk)

## NOTES PAGE

## PROFORMA OF NEED

In order to identify training needs of the whole school workforce we have developed the following proforma as a mechanism for schools to highlight areas for development. To address these issues, the LA is willing to facilitate training sessions between schools/clusters of schools in an attempt to share resources and encourage networking opportunities.

Identified Training Need:	
---------------------------	--

Target Audience:	
------------------	--

Number of Staff	
-----------------	--

Aims and objectives of training:

--

Name of Consultant/Provider if known:	
---------------------------------------	--

Preferred date of training delivery:	
--------------------------------------	--

Preferred session time:	
-------------------------	--

Length of session e.g. full day, half day, twilights	
--	--

Desired outcome(s):

--

**Please return this form to:**

**Angela Makepeace, School Workforce Development Co-ordinator, Level 4,  
Children's Services Department, Civic Centre, Victoria Road, Hartlepool.  
TS24 8AY**

## NOTES PAGE

# APPLICATION FORM

## APPLICATION FORM

To reserve a place on a course please photocopy this form as necessary and return it to:  
Central Admin Team, Children's Services Department, Level 4, Civic Centre, Hartlepool.  
Bookings may be made by Fax: 01429 523750 or e-mail to: [cpd-education@hartlepool.gov.uk](mailto:cpd-education@hartlepool.gov.uk)

**N.B. APPLICATIONS MUST BE RECEIVED 3 WEEKS PRIOR TO THE EVENT**

Course Title:

Course Reference Number and Date:

School:	<input type="text"/>	Tel. No:	<input type="text"/>
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Name(s) of applicants (in full please)	Job Title and Key Stage of Teacher	Vegetarian ( <i>please tick</i> )	Costs ( <i>if applicable</i> )
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Signed: ..... Headteacher/INSET Co-ordinator

Please identify any special requirements, dietary or otherwise: .....

## NOTES PAGE





**CPD  
CHILDREN'S SERVICES DEPARTMENT  
HARTLEPOOL BOROUGH COUNCIL  
CIVIC CENTRE  
VICTORIA ROAD  
HARTLEPOOL  
TS24 8AY**

**E-mail: [cpd-education@hartlepool.gov.uk](mailto:cpd-education@hartlepool.gov.uk)**

**Fax: 01429 523750**

**[www.hartlepool.gov.uk/children's services](http://www.hartlepool.gov.uk/children's%20services)**

**CHILDREN'S SERVICES in Hartlepool**