

## Supplementary Course Curriculum: Family Carers



This module can be added to the foundation children's and young people's course to form the basis for information to be delivered to parents and family members.

*Children have a right to receive and impart information, to express an opinion and to have that opinion taken into account in any matters affecting them from the early years. Their views should be given due weight according to their age, maturity and capability*

*(Articles 12 and 13 of the United Nations Convention on the Rights of the Child).*

### Child development

*Aim: Participants have an understanding of the developmental stages their children are going / will go through and how these can affect behaviour.*

When working with children and young people we have to keep in mind that they are still developing physically, socially and emotionally and that this alone can cause them stress and anxiety that they may find hard to understand and control.

The trainer should use the appropriate supplementary information on child development depending on the ages and developmental stages of the children and young people cared for.

### Support Systems

*Aim: Participants are able to identify and share potential support systems with each other.*

As a parent or carer it is vital you create a support system for yourself (and your family). You may not have the opportunity to debrief or offload once an incident has occurred.

Parents and carers may find it difficult to entrust the person they care for to anyone else. However, taking a break is really important for your own physical and emotional health and wellbeing; and for your resilience.

Suggested ideas to provoke discussion:

- approach friends or family members to see if they willing to give you time off to do the things you enjoy – they will also be the ones that the person you care for knows and trusts
- social services may be able to offer respite opportunities
- look for autism / learning disability friendly play and youth groups in your area
- join a Facebook group you find to be supportive

Trainer-led discussion to encourage participants to share support systems and coping methods that they have found useful.

## Continuity of Care

*Aim: To ensure parents understand the need for all those involved in their child's care to be working to the same behaviour support and risk management plans.*

To provide effective positive behaviour support for children and young people it is vital that all of the individuals involved in their day to day activities and care are aware of, and are working to the same behaviour management plans and risk assessments.

## Your child's education and rights at school

*Aim: Participants understand their rights and that of their child with regards education.*

The Equality Act (2010) requires that early years providers, schools, colleges, other educational settings and local authorities:

- must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- must make reasonable adjustments, including the provision of auxiliary aid services (for example, tactile signage or induction loops), so that disabled children and young people are not disadvantaged compared with other children and young people. This duty is what is known as 'anticipatory' – people also need to think in advance about what disabled children and young people might need

As a parent or carer it is important to understand how the educational system works and what to expect for your child / young person. A good guide is published by the Department of Education (2014) and titled Special Educational Needs and Disability: A Guide for Parents and Carers.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/417435/Special\\_educational\\_needs\\_and\\_disabilities\\_guide\\_for\\_parents\\_and\\_carers.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf)

The guide sets out lots of useful information, including:

- All children have a right to an education that enables them to make progress so that they
  - achieve their best
  - become confident individuals and live fulfilling lives
  - make a successful transition into becoming an adult – whether that's into further and higher education, training or work
- Parents should have a real say in decisions that affect their children, should have access to impartial information, advice and support and know how to challenge decisions they disagree with
- If your child has an EHC (Education, Health and Care) plan, you can make a request for a non-maintained special school, or for an independent school or independent specialist college (where approved for this purpose by the Secretary of State and published in a list available to all parents and young people). The local authority must comply with your preference and name the school or college in the EHC plan unless provision there is considered to not meet their needs, not represent good value for money or would impact negatively on the education of others

- From the age of 16, the law recognises young people have rights to make some decisions for themselves (provided they are capable of doing so). For example, they have a right to request an Education, Health and Care plan directly from their local authority, and a right to request a Personal Budget. That doesn't mean that you, as parents, are excluded. Your local authority or your child's college should still continue to involve you – particularly when your child is 16 or 17.

The document has spaces for you to make notes and includes suggestions of what questions you may need to ask schools and local authorities, so it would be useful for use in meetings with professionals, or to prepare for them.

### *Suggested Further Reading*

'A Parent's Guide: Improving the well-being of young children with learning disabilities.'

A good great guide for parents with sections to fill in to allow reflection and planning. Well worth a look.

[https://warwick.ac.uk/fac/soc/cedar/parentsguide/a\\_parents\\_guide\\_improving\\_the\\_well-being\\_of\\_young\\_children\\_with\\_learning\\_disabilities.pdf](https://warwick.ac.uk/fac/soc/cedar/parentsguide/a_parents_guide_improving_the_well-being_of_young_children_with_learning_disabilities.pdf)

Positive Approaches : Reducing Restrictive Practices in Social Care (version 2, 2021) Welsh Assembly Government

[https://socialcare.wales/cms\\_assets/file-uploads/Positive-approaches.pdf](https://socialcare.wales/cms_assets/file-uploads/Positive-approaches.pdf)