

L.A.TRAINING

COURSE

PROSPECTUS

L.A. Training

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Contact

Aims

To explore the issues involved in promoting and facilitating contact between children and young people in foster care with their birth families and to consider the impact that this may have.

Learning Outcomes

On completion of the course foster carer's will:

- Be aware of the legislation, policies and standards that relate to contact arrangements for children and young people in foster care.
- Have discussed practical ways of promoting and preparing children and young people for contact and for managing behaviours both prior to and after contact.
- Understand the advantages and disadvantages of contact, taking into account the wishes and needs of the children and young people.
- Be aware of research that strongly suggests that, in the majority of circumstances contact is 'good' for the child and helps to make sense of their relationships.
- Explore ways of managing contact, and the emotions that it can provoke for the children and young people, the birth family and also the foster carer's.
- Have gained a greater understanding of the impact of social media on contact.
- Have discussed different ways in which contact can take place. E.g. Direct or Indirect and also via social media.
- Have considered the challenges and possible implementations that present when children have unplanned and unauthorized contact via social media

This course will be delivered using a variety of methods including group work, a quiz, scenarios, discussion, directed learning and Q & A

Safer Caring & Managing Allegations

This course is based on 'The Fostering Networks' course material 'Safer Caring – a new approach' and the Fostering Regulations Guidance & NMS 2011 (Fostering Network).

Aims

To enable participants to increase their understanding, review current practice and consider strategies to manage the risks including allegations inherent in foster care; taking into consideration the new approach to managing risk that encourages a risk sensible, rather than a risk averse attitude.

Learning Outcomes

On completion of the course foster carer's will:

- Be able to review safer caring principles and practices in order to keep everyone in the foster home safe – and to identify any gaps or areas for development.
- Have identified strategies to prevent the risk of abuse, re-abuse and to minimise the possibility of allegations.
- Have gained knowledge, understanding and guidance on dealing with allegations or complaints
- Understand how to develop a safer caring policy for the child or young person in their care.
- Understand the concept of delegated authority and the importance of ensuring that this is included in the placement plan for the child or young person in placement.
- Have explored and discussed the issues surrounding the use of the Internet, in particular social media and also mobile phones; in regard to safer caring.

This course will be delivered using a variety of methods including group work, a quiz, scenarios, discussions, directed learning and Q & A

Health Matters

The 'Health matters' course can be delivered over 2 days as a comprehensive course or if preferred, agencies can choose 5 topics from the list below for a 1 day pick and mix alternative.

This course covers a variety of health related topics including:

Allergies and Epipens

Incorporating how to deal with allergies, both mild and severe, using an Epipen and what to do in an emergency

Bed wetting (enuresis)

Participants will learn about the causes of bed wetting, together with strategies, treatments and services, which can help children and young people.

Diabetes

Including: What is diabetes? What is the treatment for diabetes; How to care for a child with diabetes; what to do in an emergency; what services are available for a child with diabetes.

Asthma

Including: What is asthma; what are the treatments for asthma; how to care for a child with asthma.

Epilepsy

Including: What is epilepsy; how to care for a child with epilepsy; what support services are available for children with epilepsy; exploding the myths around epilepsy

Gastrostomy feeding

Including: Why a child may have a gastrostomy; how to care for a child with a gastrostomy; what support services are available for a child with a gastrostomy.

Promoting and encouraging a healthy lifestyle

Including: Diet and exercise

Dealing with children with food issues:

Including: fussy eaters, children that hoard food, children that over eat or are reluctant to eat etc.

General childhood illnesses and ailments

Including: Coughs & colds; Ear infections, Hand, foot and mouth, Impetigo, Chicken pox, Head lice and Slapped Cheek syndrome.

Blood borne viruses

Including: Hepatitis B and C, HIV and AIDS.

On completion of this topic, foster carer's will have gained an understanding of the importance of good practice in caring for a child with a BBV including with regards to hand hygiene.

Meningitis:

Including: What is meningitis, Different types of meningitis, immunisations, together with the signs and symptoms to look out for.

Management and administration of medicines:

Including: The roles and responsibilities of foster carer's in relation to the storage, management, recording and administering of medication to children and young people in foster care.

This course will be delivered using a variety of methods including group work, multimedia, quiz, scenarios, and discussion and directed learning

Sexual Health

Aim

This course will inform and equip foster carer's to enable them to educate and discuss sexual health and relationship issues with the young people they care for.

Learning Outcomes

On completion of the course foster carer's will:

- Have a greater understanding of sexual health in regards to the law
- Have gained knowledge of sexually transmitted infections
- Have gained knowledge of various methods of contraception
- Have discussed ways to chat with young people about their sexual health and the importance of practicing safe sex.
- Know how to access sexual health support services for young people
- Understand the term 'Fraser Guidelines' and the implications of this piece of legislation.

We are sometimes asked to deliver this course as a single sex course to be culturally sensitive. This is because some foster carers expressed that they would not feel comfortable discussing sexual health matters in a mixed gender environment and hence would not attend sexual health training.

This course will be delivered using a variety of methods including group work, multimedia, quiz, demonstration, scenarios and discussion and directed learning

Child Development 0-11 years (including neuroscience of the developing brain)

Aim

To provide foster carer's with an overview of child development in the 0-11 years age group, including physical, cognitive, personal, social, emotional, moral and spiritual development; with an emphasis on the neuroscience of the developing brain.

Learning Outcomes

On completion of this course foster carers will:

- Explore the various stages of development from birth to 11 years
- Consider the factors that affect the development of children, including attachment styles, physical, sexual and emotional abuse and also neglect.
- Have explored the recent developments in neuroscience in relation to child development.
- Discuss how to promote the development of children of different ages
- Consider the sexual development of children and young people

This course will be delivered using a variety of methods including group work, multimedia, quiz, scenarios and discussion and directed learning

Child Development 11-18 years (including neuroscience of the teenage brain)

Aim:

To provide foster carers with an overview of child development in the 11-18 years age group, including physical, cognitive, personal, social, emotional, moral and spiritual development, with emphasis on the neuroscience of the teenage brain.

On completion of this course foster carer's will:

- Explore the various stages of development 11-18 years
- Consider the factors that affect the development of children, including attachment styles, physical, sexual and emotional abuse and also neglect.
- Have explored the recent developments in neuroscience in relation to the teenage brain
- Discuss how to promote the development of young people to help them to thrive developmentally
- Consider the sexual development of children and young people

This course will be delivered using a variety of methods including group work, multimedia, quiz, scenarios and discussion and directed learning

Equality, Diversity and Identity

Aim

To explore the importance and effect of equality, diversity and identity for children and young people in foster care or who have been adopted, and to understand the effects of discrimination, prejudice and stereotyping; taking into consideration the legal framework and relevant legislation.

Learning Outcomes

On completion of the course foster carer's will have:

- Explored definitions e.g. equality, diversity, discrimination, equity, prejudice, stereotyping and victimisation.
- Have gained an understanding of the legislation and legal framework surrounding equality and diversity for looked after children and those being adopted; including The Equality Act 2010, The Children Act 1989 and 2004, and The United Nations Convention on the rights of the child.
- Discussed why it is important to provide care, which provides equality of opportunity embracing each child's gender, sexuality, disability, ethnic origin, religious, cultural and linguistic background.
- Explored the reasons why some people might discriminate.
- Discussed ways to promote and celebrate children and young people's identity.
- Engaged in group work scenario's relating to discrimination and inequality and discussed how they would address these situations.
- An understanding of the role of the Equality & Human Rights Commission

This course will be delivered using a variety of methods including group work, multimedia, quiz, scenarios and discussion and directed learning

Recording and Communicating Information

Aim

To appreciate the importance of recording and communicating information accurately set in the context of foster care, giving due regard to the appropriate legal framework.

Learning Outcomes

On completion of the course foster carer's will:

- Be able to identify what records they are expected to keep.
- Understand the importance of safe storage of records.
- Have learnt about the law relating to record keeping.
- Be familiar with confidentiality and information sharing.
- Understand why, where and how to record information.

This course will be delivered using a variety of methods, which may include group work, scenarios, quiz, discussion, directed learning, multimedia and questions and answer session

Health and Safety

Aim

To provide knowledge that enables carer's to provide a safe environment both inside and outside the home for their foster children.

Learning Outcomes

By the end of the course foster carer's will:

- Have an increased understanding of the importance of maintaining a safe environment within the home and garden and the car
- Have a basic understanding of fire safety
- Have explored the importance of kitchen safety, the safe storage of food and hand hygiene.
- Have considered possible risks in the home and garden and identified ways to minimize these risks
- Be able to identify potential hazards and what remedial action is required.
- Have increased confidence in creating safe environments.
- Have gained knowledge about accident prevention, personal safety and self-care.
- Have addressed ways to educate children and young people about safety, including keeping safe whilst using social media.

This course will be delivered using a variety of methods, which may include group work, scenarios, quiz, discussion, directed learning, multimedia and questions and answers

Drug and Alcohol Awareness

This course assist foster carer's in recognising and understanding the effects of the various drugs available to young people.

Aim

To gain a greater understanding of the impact of drugs and alcohol use.

Learning Outcomes:

By the end of the course foster carer's will:

- Have gained an understanding of different types of drugs and why they are used.
- Recognise the signs and symptoms of drug, alcohol and solvent abuse.
- Have an awareness of the effects of drugs on the individual, personally, psychologically and socially.
- Have discussed effective ways of communicating and working with young people who are misusing drugs and alcohol.
- Be able to distinguish between the facts and the myths around drug and alcohol use.

This course will be delivered using a variety of methods, which may include group work, scenarios, quiz, discussion, directed learning, multimedia and questions and answers

Internet Safety

Aim

To provide foster carer's with information and practical guidance on using social media; with an awareness of how to protect themselves when engaging with the cyber world.

Learning Outcomes

By the end of the course foster carer's will:

- Become familiar with the Internet sites and electronic communication that young people frequently visit and use e.g. Facebook, Twitter, Snapchat etc.
- Be equipped to recognise unsafe or unsuitable behaviour from using the Internet and be able to identify strategies to ensure safe caring.
- Have awareness of Cyber bullying, sexting and on line grooming, together with knowledge of organisations able to assist victims of these crimes.
- Have gained an awareness of the range of computer games readily available to young people and to be able to recognise the risks that some of these games can present to them.
- Have explored the issues surrounding smart phones, gaming devices etc and explored ways to make the use of these gadgets safer for young people to use. For example: by restricting the use via: ISP's, smart phone providers and home router

This course will be delivered using a variety of methods, which may include group work, scenarios, quiz, discussion, directed learning, multimedia and questions and answers

Safeguarding and Child Protection

Aim

To ensure foster carer's have up-to-date knowledge and skills to inform safeguarding and child protection practice.

Learning Outcomes:

By the end of the course foster carer's will:

- Have an understanding of the different types of abuse and how to spot them.
- Be familiar with the processes and procedures relevant to Safeguarding and Child Protection in relation to the legislative framework, which underpins it.
- Be aware that some cultural and religious practices have safeguarding implications, which will have a significant impact on the child or young person. E.g., Female Genital Mutilation, children branded as witches, demon possession, inappropriate discipline, child trafficking, forced marriages and honors killings. Carers will become familiar with the appropriate procedures to deal with these situations and their duty to inform appropriate professionals.
- Become aware of the increase of child-to-child abuse.
- Be equipped to recognise unsafe or unsuitable behaviour from using the Internet, in particular when using social networking sites and have an understanding of the dangers of cyber bullying, sexting and online grooming in today's society.

This course will be delivered using a variety of methods, which may include group work, scenarios, quiz, discussion, directed learning, multimedia and questions and answers

Preparation for Independence

Aims:

To provide an understanding of the complex issues of preparing young people to leave foster care and move into independence.

Learning Outcomes:

By the end of the course foster carer's should:

- Understand the legislative foundation for young people leaving foster care.
- Have an understanding about their part in the Pathway Planning process
- Be able to signpost foster children to services and facilities, both locally and nationally that support transitions to independence
- Have an understanding of the developmental and complex emotional issues for young people leaving foster care.

This course will be delivered using a variety of methods, which may include group work, scenarios, quiz, discussion, directed learning, multimedia and questions and answers

Moving in & Moving on

Aim:

The aim of this course is to enable foster carer's to develop an awareness of the need to prepare for children who are moving into their home and then to prepare them for moving on.

Learning Outcomes:

By the end of this course foster carer's should be able to:

- Describe the actions they are taking to prepare themselves and their environment to support a child / young person who will be moving in to live with them.
- Demonstrate that they are able to work positively with their own children / young people to prepare them for a child who is moving in.
- Explain the strategies they use to prepare children / young people to move on in a variety of situations (return home, another foster placement, adoption).
- Show an understanding of the childcare legislation (namely the Children Leaving Care Act) and an ability to apply it to their practice.
- Demonstrate an understanding of transitions and their impact on children and young people's behaviour.

This course will be delivered using a variety of methods, which may include group work, scenarios, quiz, discussion, directed learning, multimedia and questions and answers

Building Resilience

Aims:

- To look at ways that Foster carer's can assist looked after children and young people to maintain and build their resilience.
- To look at ways that foster carers can become more emotionally resilient

Learning Outcomes:

By the end of the course foster carer's should be able to:

- Understand the concept of resilience and identify resilience enhancing factors; such as identity, self esteem, developing social roles and self efficacy
- Understand their role in developing self esteem and in turn resilience in a child or young person in their care.
- Identify signs of low self-esteem and develop ways to increase their self- esteem and resilience.
- Understand that self efficacy increases when a young person is given the opportunity to take some responsibility and to contribute to making decisions in their life.
- Recognise that Multiple social roles are crucial in developing a positive mental health and in building resilience as they allow children to 'be' someone to a variety of people in different settings or 'domains'.
- Demonstrate practical ways that they as foster carer's can embrace, which will have a positive effect on the outcomes for looked after children with regards to resilience
- Consider strategies and techniques to assist them in strengthening their own personal resilience

This course will be delivered using a variety of methods, which may include group work, scenarios, quiz, discussion, directed learning, multimedia and questions and answers

Managing Challenging Behaviour

Aim:

To provide foster carer's with skills to manage general challenging behaviour including symptoms of attachment disorders and ADHD.

Learning Outcomes:

By the end of the course foster carer's should:

- Have an increased understanding of the interplay of factors, which can contribute to challenging behaviour. E.g. Genetics and environmental factors. Especially Loss, separation and attachment issues.
- Have explored strategies for managing challenging behaviour including Empathic Behaviour Management techniques which is particularly effective when working with children and young people who have experienced trauma e.g. loss and separation
- Have a better understanding of how to manage the needs of children and young people presenting with challenging behaviour.

This course will be delivered using a variety of methods, which may include group work, scenarios, quiz, discussion, directed learning, multimedia and questions and answers

Autistic Spectrum Disorder & ADHD

Aims:

- To increase knowledge of caring for a child with Autistic Spectrum Disorder.
- To increase knowledge of caring for a child with Attention Deficit Hyperactivity Disorder.

Learning Outcomes:

By the end of the course foster carer's should:

- Have an understanding of the key neurological differences that need to be taken into account when supporting children with autism.
- Have an understanding of the importance of seeing each child as an individual and to recognise their profile of strengths and weaknesses.
- Have an understanding that children with autism can be unusually sensitive to every day sight, sounds, tastes and smells and that this can affect their learning and emotional wellbeing.
- Have an understanding of the positive strategies that support communication and emotional wellbeing.
- Gain an understanding of the cause and effect of ADHD
- Gain an understanding of the treatment and management of ADHD
- Gain an understanding of the social implications of ADHD
- Gain knowledge of how/where to access services regarding ADHD

This course will be delivered using a variety of methods, which may include group work, scenarios, quiz, discussion, directed learning, multimedia and questions and answers

Attachment, Loss and Separation

Aim:

To explore the interplay between attachment, loss and separation and its impact upon the developmental and academic needs of children and young people.

Learning Outcomes:

By the end of the course foster carer's should:

- Have gained an understanding of relevant theory on attachment, loss and separation. E.g., Still face experiment and Strange situation experiment.
- Be conversant with the different attachment types; Secure, Ambivalent, Avoidant, and Disorganised
- Have developed confidence in talking to children and young people about attachments, separation and loss in relation to significant others, environments, culture and identity.
- Have explored how this might relate to the developmental and academic needs of children and young people.
- Have considered various strategies to use with caring for children and young people who are experiencing attachment, loss, separation and grief issues
- Have discussed ways to manage their own loss within the fostering context

This course will be delivered using a variety of methods, which may include group work, scenarios, quiz, discussion, directed learning, multimedia and questions and answers

Mental health issues

Aim:

To provide foster carer's with an understanding of a range of mental health issues including depression, anxiety, eating disorders and self-harming behaviours.

Learning Outcomes:

By the end of the course foster carer's should...

- Have a better understanding of anxiety and depression and how it might present in a child or young person.
- Understand the effects of parental mental health issues on their children
- Have a better understanding of eating disorders and self-harming behaviours and how they might present in children and young people.
- Have discussed their own experiences and strategies that have proved successful in caring for a child or young person with a mental health condition.
- Have gained knowledge of the support and resources available to care for children and young people with mental health issues.
- Have discussed effects of social media on mental health of children and young people using topical resources and statistics.

This course will be delivered using a variety of methods, which may include group work, scenarios, quiz, discussion, directed learning, multimedia and questions and answers

Dyslexia, Dyspraxia and Dyscalculia

Aim:

To provide foster carer's with information on Dyslexia, Dyspraxia and Dyscalculia and offer practical strategies to support children and young people in their care with these conditions.

Learning Outcomes:

By the end of the course foster carer's should:

- Have gained an understanding of Dyslexia, Dyspraxia and Dyscalculia.
- Have explored what barriers these conditions might present for children and young people in terms of their ability to access the educational curriculum.
- Have considered various strategies to support children and young people with these conditions.
- Have an increased confidence in managing the needs of children and young people in their care who have one or more of these conditions.

This course will be delivered using a variety of methods, which may include group work, scenarios, quiz, discussion, directed learning, multimedia and questions and answers

Faith Matters

Aim:

To provide knowledge that enables carers to possess an appropriate spiritual understanding for children of faith and non-faith backgrounds.

Learning Outcomes:

By the end of the course foster carer's will:

- Have an increased understanding of the importance of maintaining the spiritual heritage of foster children
- Have a basic understanding of the five main world religions
- Have an increased understanding of religious symbols and artefacts.
- have the opportunity to discuss any concerns regarding religious practices
- Be able to identify different religions
- Have increased confidence in creating safe spiritual environments
- Have addressed ways to educate children and young people about religious diversity.

This course will be delivered using a variety of methods, which may include; group work, scenarios, quiz, discussion, directed learning, multimedia and questions and answers

Working with the department

This course is for foster carers, connected foster carers and nominated foster carers.

This training leads on from initial preparation training and supports carers post approval and other carers to gain knowledge and understanding of how the Fostering department works.

Aim:

To provide an overview of how the fostering department works and related guidance for safe practice.

Learning outcomes:

By the end of this course participants will have...

- Considered the role of the Children's Placement team and how it works with other fostering and children's teams.
- Looked specifically at the role of the supervising social worker and statutory visits to the home.
- Understood the documentation – forms and paperwork used.
- Know how the Local Authority supports carers and what is expected from carers in return.
- The knowledge of the process for allegations and guidance within a safer caring context.
- Considered their responsibilities in terms of delegated authority, training and development and being proactive in the role to effectively work in partnership with the department.

Childhood Trauma

Aim:

To provide knowledge that enables foster carers to possess an appropriate understanding for children who have experienced trauma and explore elements of therapeutic fostering.

Learning Outcomes:

By the end of the course foster carers should:

- Have a greater understanding as to what childhood trauma is and examine recent research.
- Have learned about the impact of childhood trauma on the developing child's brain.
- Explore and distinguish between terms such as latent vulnerability, hypervigilance, executive function & self-regulation, and post-traumatic growth
- Recognise trauma responses in a child's behaviour.
- Feel equipped with strategies to combat the effects of Childhood Trauma including therapeutic fostering.
- Be signposted to various agencies or resources that will further help their understanding of this broad and valuable topic.

This course will be delivered using a variety of methods, which may include group work, scenarios, quiz, discussion, directed learning, multimedia and questions and answers.

Building Healthy Sleep Routines

Aim:

To help foster carers understand the importance of sleep

Learning objectives

- Understand the importance of sleep for child development
- Explain the sleep-wake cycle
- Be aware how sleep affects physical, emotional, and cognitive well-being
- Understand common sleep challenges in foster care
- Know how to create a sleep friendly environment & nurturing bedtime routines
- Understand age-appropriate sleep guidelines
- Identify when and how to find support to address sleep problems
- Recognise the importance of self-care for foster carers

Supporting your child with the challenges of education focusing on literacy & numeracy

Aims:

- To help foster carers understand how to support their foster child at home with their maths and English progress.
- To help foster carers understand the typical challenges for children that are care experienced.

Learning objectives:

- Understand the barriers to learning for looked after children and educational outcomes including the impact of lockdowns
- Be aware of engagement and disengagement and the mental health and emotional well-being of children in education
- Explain metacognition and self-regulation approaches to learning
- Be aware of common barriers to learning and how to monitor, evidence and seek help and support
- Learn practical strategies to develop strong number skills in children
- Understand how to use practical resources (manipulatives) to develop strong number sense
- Know how to promote a love of reading and literature
- Learn how to support a child with early reading and understand learning through phonics
- Understand strategies to support writing including the importance of promoting talk and language skills

Personal Profiles

Tim Bower

- **Dip HE in Community and Youth work**
- **Award in Education & Training (formerly PTTLs)**
- **Diploma for Connexions Personal Advisors**
- **Diploma in Management level 5**
- **CWDC Training Support and Development Standards for Foster Carer's**

Tim is a partner of L.A. Training and has delivered extensive training to foster carers and adopters since 2011.

Youth work experience

Tim has experience working with HIV/AIDS, refugees, the Metropolitan Police Force and both statutory and voluntary sector youth services.

He has managed youth service provisions in both the voluntary and statutory sectors, primarily with disengaged 13 -18-year olds. He was also an area youth service manager within a London Borough.

Tim worked in the Leaving Care Team; supporting young people aged 16-21 to transition to independence. His role included delivering a variety of group work, including budgeting and independent living skills, assisting them with education, employment and training, interview skills, CV writing, helping young people to engage with other agencies e.g. housing, benefits agency, job centre and the youth justice system etc.

He worked with unaccompanied asylum seekers and managed a mentoring project.

Tim also worked in a Youth Offending Team delivering information, advice and guidance to young offenders both in the community and in custody; in particular he helped them to engage in education, employment and training. He delivered training courses for young people teaching them life skills and consequential thinking.

Fostering and Adoption

Tim has fostered children aged 2 -17 for 20 years and also adopted two teenage brothers whom he had previously fostered.

He has managed a variety of behaviours including stealing, lying, violence, drug, alcohol and solvent abuse, self-harm, ADHD, attachment issues, involvement with police and youth offending teams. He has cared for many children who have experienced physical, sexual, emotional abuse and neglect.

Lesley Bower

- **Registered Sick Children's Nurse (RSCN) Great Ormond Street Hospital**
- **State Registered Nurse (SRN) Charing Cross Hospital**
- **Introduction to Reproductive Sexual Health – Greenwich University**
- **CWDC Training, Support and Development Standards for Foster Carer's**

Lesley is the Managing Partner of L.A.Training and has written and also delivered many courses for foster carer's and adopters on a wide variety of subjects since 2011.

Lesley has worked as a nurse for 3 London Primary Care Trusts in the School Nursing Service both in mainstream and special needs schools. Her role in mainstream schools included managing a caseload covering both primary and secondary schools, where her responsibilities included writing care plans for children with specific medical needs, such as diabetes, asthma and ADHT, administering immunisations, safeguarding and child protection and participating in case conferences and core groups, training school staff on childhood illnesses, teaching sexual health education to young people aged 11-17 and giving health advice to parents and foster carer's, children and young people and other professionals.

Lesley has also worked as a special needs school nurse in both a behavioural unit for boys aged 5-11 and also in a school for children aged 4-18 who had a variety of health needs such as cerebral palsy, muscular dystrophy and epilepsy. Her role included giving children their medication, administering gastrostomy feeds, writing care plans and providing advice to children, parents and foster carer's and also as a member of the multi-disciplinary team.

Lesley has fostered children ages 2-17 for 20 years, both on an emergency, short term and long-term basis. In 2006 she adopted 2 brothers aged 14 and 16 whom she had previously fostered. Lesley also has 3 birth daughters.

Lesley has also worked as a youth worker in the voluntary sector and has managed a team of 20 volunteers. She ran a weekly youth club, arranged social outings and camping trips for approximately 80 young people and helpers.

She has worked with young people with a variety of needs and behaviours including ADHD, ASD, self harm, attachment issues, lying, stealing, violence, homelessness, relationship problems, teenage pregnancy, drug and alcohol misuse and those involved with the youth justice system. She has also assisted them with CV writing, has run small group work sessions, and referring them to other agencies

Lesley has taught on the BTEC National and CACHE Diploma Childcare courses.