

# Manager Course

## Notes for trainers

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This training programme has been designed for managers who work with children and families in children and family and/or child and adult disability services.

**It is estimated that the course will run for approximately 2 hours**

### **Aim**

To develop knowledge, confidence and competence in managing and supporting work with children, young people and parents affected by disability.

### **Objectives**

- Increase knowledge about the abuse and neglect of disabled children and young people
- Identify the particular risks of abuse which disabled children and young people face
- Increase knowledge about disabled parents and raise awareness of possible discrimination in the way they are treated
- Raise awareness of both disability and child care law and policy and the interface between them
- Identify the role of managers in supporting and developing joint work with children and families where one or more family member is disabled and there are child protection concerns

### **Learning outcomes**

By the end of the course participants will be able to:

- Describe the risks of abuse to disabled children and why there may be under-reporting of it
- Appreciate the effects on children of disability of other members of the family
- Understand the legal context, specifically their duties under the Children (Scotland) Act 1995 and Equality Act 2010
- Understand their role as managers in directing and supporting joint work with families in which children and/or parents are disabled

[Additional notes »](#)

# Manager course: Additional notes

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## Course participants

The course is essential learning for managers who work in child and family services and managers whose work may involve disabled children and/or adults. Mixed discipline participants are strongly recommended as this will not only bring in different professional perspectives on the issues but will also mirror the joint working which is key to providing effective services for both disabled children and adults. The course will, therefore, be of value to managers in social work, health, education, police, criminal justice and children's hearings services and the voluntary sector.

## Course structure

The mainstay of the course is a powerpoint presentation. There are opportunities for pause and discussion at several points. The number of participants should, therefore, not exceed 12 to create opportunity for discussion and sharing of experience and learning.

Each slide in the presentation has trainers' notes attached to give further explanation or to expand the information given. These are for use at the trainers' discretion as their relevance will be affected by the knowledge and experience of particular participants – they may be useful in answering questions, expanding points, giving further information, confirming or countering views from the participants.

## Process

Time approx. 2 hours

1. Explain the overall course aim and objectives
2. Describe the learning process – slides to give information, draw out knowledge from participants, prompt thoughts and discussion and facilitate cross professional learning
3. Slide 2 – discuss the intended learning outcomes
4. Slide 39 – reflection on learning
5. Slides 41-45 – further reading (may want to print these as handouts)

## Materials

Notes for trainers

- Powerpoint slides – with further trainer information/ guidance incorporated within slides where appropriate
- Ice-breaker – to be provided by the trainer at his/her discretion
- Learning objectives – in slide 2
- Reflection on learning – introduced by slide 39
- Further reading – incorporated into slides 41-45, includes references from the presentation as well as suggestions to expand on the knowledge imparted through the course
- If available, extracts from the NSPCC pack "Safeguarding Deaf and Disabled Children" can be used as case exercises where indicated in the presentation

Trainers should also prepare a list of local resources. Participants will wish to know how they can contact and access the sort of resources and services mentioned in the presentations in their local area. This could include: psychological services, speech and language therapy, disability services both statutory and those run by voluntary organisations and advocacy services. Some areas also have their own training materials and courses in both disability and child protection which participants might want to follow up to increase their learning.