

Finlay Community School

Learning Mentor Interventions

Our Whole School Curriculum Intent

At Finlay, we aim to teach a broad and balanced curriculum that enables children to enjoy, achieve and succeed in line with the National Curriculum. We provide opportunities to develop the children's cultural capital and ensure they are life-long learners, who are ready for the next step of their education and to thrive in Society. In addition to teaching the National Curriculum, we also aim for our children to leave school with a SMILE! Our SMILE values are: social awareness, mental health and wellbeing, independence, life skills and excellent aspirations. We provide opportunities to develop these values in all curriculum areas.

Intervention

What is it for? What does it involve?

1:1 Learning Mentor Interventions



Learning Mentor Referral Form

A screenshot of a digital form titled "Learning Mentor Referral Form". It contains several sections with text boxes and checkboxes for entering student information, teacher comments, and parent comments.

What do we do?

The learning mentors work with a range of children for a vast variety of reasons. This may include (not subject to) self-esteem, anxiety, worries and concerns, behaviour, bereavement, friendship issues and attendance. Sessions are tailored to each child's need, and SEMH targets are set accordingly. There is no set time limit on how long we see our cases, the learning mentors will track progress and close cases once they feel the child has learnt the necessary skills to be able manage independently.

Children who see a learning mentor are placed on the SEN register and will have SEMH targets added to their MyPlan.

Referral Form

Teachers need to complete a learning mentor referral form in order for children to be added to our lists. Please ensure you complete all the relevant information and gain consent from parents BEFORE submitting the form. It is really useful for us to have an insight into how they are in the classroom (teachers comment) as well as at home (parents comment).

Once complete, forms can be scanned onto CPOMS. Please ensure you tag "Learning Mentor Referral". Alternatively, the forms can be given to one of the learning mentor team.

Forms can be found on the Teacher shared drive -> Learning mentors -> Blank Templates -> Learning mentor referral form

Group Interventions



As well as individual sessions the learning mentor team deliver a range of group interventions including:

- Friendship
- Self-esteem
- Anger management
- Emotional literacy

These interventions help children develop a range of skills which are transferrable back to the classroom. They usually run for 6 weekly sessions building on emotional understanding. If you think that a child in your class would benefit from one of the above groups, please speak to a learning mentor so they can be added to the list.

Children participating in group interventions will be put onto a group support plan to enable targets to be monitored. This will be explained to parents when we gain their consent for their child to participate.

Nurture

Nurture Groups and Boxall Profile Assessment



Nurture Groups

Nurture groups offer a short-term, inclusive, focused intervention that works in the long term. Nurture groups are classes of between six and 12 children.

Nurture groups assess learning and social and emotional needs and give the necessary help to remove the barriers to learning. There is great emphasis on language development and communication. Nothing is taken for granted and everything is explained, supported by role modelling, demonstration and the use of gesture as appropriate. The relationship between the two staff, always nurturing and supportive, provides a role model that children observe and begin to copy. Food is shared at 'breakfast' or 'snack time' with many opportunities for social learning, helping children to attend to the needs of others, with time to listen and be listened to.

In order to identify children for nurture groups a Boxall Profile Assessment has to be complete.

Boxall Profile Assessment Forms

The two-part checklist, which is completed by staff who know the child and young person best, identifies the levels of skills the children and young people possess to access learning.

Many children in school are insecure about their worth, often not able to articulate their feelings. Instead they show their discomfort by withdrawal, achieving much less than they could. Others may act out their feelings of anger and failure.

Whatever the behaviour, the result is that they do not get positively engaged in education.

Boxall Profiles can be complete if there are concerns about a child within the classroom not engaging in education. They are predominantly used to select cohorts for nurture groups.