

# Understanding the Role of the Learning Mentor



*Supporting your child's wellbeing and emotional development at school*

## ?? What does a Learning Mentor do?

Our Learning Mentor, Ms. Beach, provides pastoral support to help children feel happy, confident, and ready to learn.

Children may spend time with the Ms. Beech for many different reasons, such as:



Having a safe space to talk



Joining in nurture activities (art, gardening crafts, etc.)



Developing social communication skills



Understanding and exploring emotions



Working in friendship groups



Building resilience and self-esteem

*Every session is designed to help children develop lifelong strategies for managing feelings, relationships and challenges - both in school and beyond.*



### How does the support work?

Because the number of children needing pastoral support is high, we run a flexible and carefully managed timetable.



Sessions may last 10 to 40 minutes, depending on the child's needs



Some children attend weekly, others fortnightly or on a rolling timetable



The timetable is flexible, so we can respond quickly if urgent needs arise

*We carefully match activities to each child's needs, especially where a diagnosis or EHCP recommends specific strategies.*



### How long will my child receive support?

Pastoral support is targeted and time-limited. Our aim is to help children develop skills and confidence so they can manage successfully in class and everyday life.



Progress is reviewed regularly



Most children will have at least a term of regular support



Reviews normally take place each term

*Our approach is child-centred and responsive, rather than driven by rigid targets. We focus on each child's wellbeing, engagement and confidence; adapting sessions as needs change – helping every child move forward at their own pace.*

# Understanding the Role of the Learning Mentor



## **Working together with other services**

Sometimes, through support sessions, we may recognise that a child or family could benefit from additional or specialist support beyond school. In these cases, we may signpost families to external services – always with consent and discussion first.

**If a child begins to access mental health or wellbeing support outside of school (for example through the Schools' Mental Health Service, the Wellbeing Service, or privately), Learning Mentor sessions in school would usually stop.**

### This helps to:



Avoid overlap between services



Provide a consistent approach



Ensure your child gets the most effective support



## **How will I know if my child is receiving support?**

 Families will receive a Ping notification if their child is on the pastoral caseload this term

 We do not routinely call families about individual sessions, but...

 You can book a call with Ms. Beach at any time if you'd like to discuss your child's sessions

***New for this year: We are moving to a system of signed consent for Learning Mentor support. When the new caseload is agreed, consent will be sought before sessions take place, via a Ping message and agreement form. This ensures families are fully informed before sessions begin.***



## **A fair and flexible approach**

With so many children needing support, we cannot guarantee fixed groups or timetable changes. We balance support carefully so that all children have fair access to the help they need.



Thank you for your understanding and support as we work together to help every child feel safe, happy and ready to learn.