

STRATEGIES USED TO SUPPORT CHILDREN

- ⇒ **1:1 mentoring sessions** to discuss problems and address how these may be overcome
- ⇒ **Individual sessions** focusing on particular issues such as anxiety, self-esteem
- ⇒ **Liaising with parents** to ensure a consistent approach
- ⇒ **External agencies** may be necessary to support a child's individual needs
- ⇒ **Group activities** which focus on specific areas such as: resilience, self-esteem, friendships.

Below are two group activities which are used



DRAWING AND TALKING THERAPY

Drawing and Talking is a safe and easy to learn serial drawing technique for use with children or young people who have suffered trauma or have underlying emotional difficulties. It supports those who are not realising their full potential, either academically or socially.

The purpose of the method is to encourage children to draw with a person with whom they feel comfortable at the same time each week. The trusted person will ask a number of non-intrusive questions about the drawing and over time a symbolic resolution is found to old conflicts and trauma is healed.

Working with the children needs to be carried out safely and non-intrusively, with respect for their own pace and state of being. This is why anyone using Drawing and Talking learns to stay in the world of the child's drawing. The child sets the pace and decides what to bring to the session. Once they feel safe, their imagination begins to unfold.

After completion of Drawing and Talking Therapy, children are more able to control their behaviour, better able to access an academic curriculum and most importantly have higher self-esteem; this allows them to thrive in the world around them.

LEGO THERAPY

LEGO® therapy has been proven to be an effective way for children with social difficulties to improve and practice their social interaction and communication skills. Improvements in social competence enable children to sustain lasting friendships and reach their highest potential.

Students come together each week. During the sessions they focus on collaborative LEGO® building projects to prompt interaction among the children and help them come up with their own solutions. Trained adult facilitators divide up the tasks within each group so that each student has a specific, clearly defined yet interactive role to perform. Students are required to work well together to achieve the end goal – the final LEGO® model!



OUR
LEARNING MENTOR / FAMILY
SUPPORT WORKER

MY ROLE AT LOSTOCK HALL COMMUNITY PRIMARY SCHOOL

Hello, I am Alex Jackson and I am the Family Support Worker / Learning Mentor.

I joined the school in April 2019. Previously, I was a Learning Mentor in a primary setting for two years and prior to that I was a primary school teacher for two years.

This leaflet is to let you know about my role as the Learning Mentor / Family Support worker and how I support children and families at our school.

HOW TO REACH ME

Email:
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(01772 338289)

WHAT IS A FAMILY SUPPORT WORKER (FSW) / LEARNING MENTOR?

I work within our school to help children and families with any difficulties they may be experiencing. I am there to listen and offer support and practical advice.

A FSW / LEARNING MENTOR IS HERE TO:

- ⇒ Listen
- ⇒ Offer support
- ⇒ Promote positive behaviour
- ⇒ Offer encouragement and build self-esteem, resilience and confidence
- ⇒ Identify barriers to learning and set targets.

WHO DO I WORK WITH?

- ⇒ Individuals and groups of children
- ⇒ Teachers and other members of staff
- ⇒ Parents / Carers
- ⇒ Schools
- ⇒ External agencies: School nurse, Child and Adult Mental Health Service (CAMHS), Children and Family Wellbeing Service (CFWB), Police.

MY ROLE AS A FAMILY SUPPORT WORKER (FSW) / LEARNING MENTOR:

CHILDREN

- ⇒ Build confidence, raise self-esteem, develop resilience and motivation
- ⇒ Improve social skills, form relationships with friends, family and staff
- ⇒ Improve attendance and punctuality
- ⇒ Remove barriers to learning
- ⇒ Help children to achieve their potential

FAMILIES

- ⇒ Improve support and communication between home and school
- ⇒ Access to outside agencies and someone to talk to in confidence
- ⇒ Provide a vital link between families and support

WHICH CHILDREN OR FAMILIES ARE LIKELY TO BENEFIT?

There are many young people and families who benefit from being supported by the Family Learning Mentor, especially those who receive no extra support out of school.

THESE MAY INCLUDE CHILDREN WHO:

- ⇒ Need support with social skills and relationships
- ⇒ Have specific needs: ADHD, anxiety, self-esteem etc.
- ⇒ Do not attend school regularly or punctually
- ⇒ Lack resilience, self-esteem, motivation, confidence
- ⇒ May be experiencing difficulties at home
- ⇒ Display behavioural difficulties at home or school
- ⇒ Have medical needs
- ⇒ Experienced a bereavement
- ⇒ Are young carers

THESE MAY INCLUDE FAMILIES WHO:

- ⇒ Have had a change in family circumstances or dynamics
- ⇒ Experiencing difficulties within the home or family
- ⇒ Are seeking support from agencies