

Mentoring Assessment and Intervention Framework

Building confidence, strengthening wellbeing and creating positive pathways forward.

A PRACTICAL PATHWAY FOR PERSONALISED SUPPORT

We turn identified barriers into positive, purposeful experiences - chosen with the young person and shaped around their strengths, interests, goals and pace.

FIVE PROGRAMME STRANDS • SIX WEEKS • TWO SESSIONS EACH WEEK

How to use this guide

Use the framework as a starting point, not a script. A programme may follow one strand or draw carefully from several strands when that better reflects the learner's needs.

1 Listen and understand

Bring together the young person's voice, strengths, interests, experiences, needs and hopes.

2 Choose a direction

Select the most relevant programme strand and agree the change the learner would like to work towards.

3 Make it personal

Adapt the activities, pace, environment and level of challenge within the learner's ILDP and six-week plan.

4 Do, notice and record

Complete practical experiences and capture participation, reflection, progress and the support required.

5 Review together

At six weeks, celebrate progress and agree whether to continue, progress, change or conclude the intervention.

A clear professional boundary

Compass mentoring is educational, relational and developmental. It does not replace clinical assessment, therapy, social care, safeguarding intervention or specialist SEND provision.

Concerns and needs beyond the mentor's competence must be escalated promptly.

Key Strands

1 Confidence and Identity

The learner develops a stronger understanding of their abilities, experiences success and becomes more confident participating in unfamiliar activities.

2 Emotional Wellbeing and Resilience

The learner improves emotional awareness, builds a practical wellbeing toolkit and becomes better able to respond to everyday challenges.

3 Relationships and Community

The learner communicates more confidently, understands healthy relationships and participates more independently in community life.

4 Engagement With Education

The learner rebuilds connection with education and takes realistic, planned steps towards increased participation, transition or reintegration.

5 Independence and Future Readiness

The learner develops practical skills for everyday responsibilities and becomes better prepared for education, training, employment and adulthood.

Confidence and Identity

The difference we want to see

The learner develops a stronger understanding of their abilities, experiences success and becomes more confident participating in unfamiliar activities.

This strand may help when...

Low self-esteem, fear of failure, low motivation, negative self-image, limited aspirations and uncertainty about identity.

Experiences we can build into the programme

Strengths and interests project; achievement portfolio; graded confidence challenges; new-skill project; community or enrichment experiences; aspirations and careers planning.

A flexible six-week journey

The sequence below offers two purposeful sessions each week. Activities should be adapted with the learner and may be slowed down, repeated or combined where appropriate.

Week	Session	Focus	What we will do
1	1	Understanding Me	Complete a strengths, interests and personal qualities profile. Produce a one-page "All About Me" profile.
1	2	Recognising Success	Create an achievement timeline covering progress in education, relationships, interests and everyday life.
2	1	How Confidence Grows	Complete a confidence audit and select three situations in which the learner wants to feel more confident.
2	2	Setting My Challenge	Select a meaningful six-week confidence challenge and create a graded action plan.
3	1	Trying Something New	Participate in a new practical, creative, sporting or community-based activity.
3	2	Building a New Skill	Begin a small skill-development project linked to the learner's interests.
4	1	Confidence in the	Complete a planned community task, such as asking

Week	Session	Focus	What we will do
		Community	for information, making a purchase or joining an activity.
4	2	Positive Communication	Practise introducing oneself, expressing an opinion and asking for help in a real or simulated situation.
5	1	Overcoming Setbacks	Review a recent difficulty and complete a “what happened, what helped, what next” exercise.
5	2	Taking the Lead	Plan and lead part of an activity, journey, project or mentoring session.
6	1	Celebrating Progress	Complete the confidence challenge and add evidence to a personal achievement portfolio.
6	2	My Next Steps	Repeat the confidence audit and agree three goals for continuing development.

Emotional Wellbeing and Resilience

The difference we want to see

The learner improves emotional awareness, builds a practical wellbeing toolkit and becomes better able to respond to everyday challenges.

This strand may help when...

Anxiety, low mood, anger, emotional dysregulation, perfectionism, difficulty coping with change, bereavement and limited emotional awareness.

Experiences we can build into the programme

Emotional-literacy programme; personal regulation toolkit; resilience challenges; creative, physical or outdoor wellbeing activities; anxiety-management activities; coping and problem-solving project.

A flexible six-week journey

The sequence below offers two purposeful sessions each week. Activities should be adapted with the learner and may be slowed down, repeated or combined where appropriate.

Week	Session	Focus	What we will do
1	1	Understanding Emotions	Create an emotional vocabulary chart and identify how different emotions may feel physically.
1	2	My Wellbeing Map	Map the people, places, activities and routines that support or reduce wellbeing.
2	1	Recognising Triggers	Complete a trigger-and-response map using appropriate everyday examples.
2	2	My Regulation Toolkit	Trial safe regulation activities and assemble a personalised practical toolkit.
3	1	Wellbeing Through Activity	Participate in a chosen physical, outdoor, creative or sensory wellbeing activity.
3	2	Managing Worries	Create a practical worry plan separating concerns the learner can act on from those

Week	Session	Focus	What we will do
			requiring help or acceptance.
4	1	Coping With Change	Prepare for a forthcoming change using visual information, staged preparation and contingency options.
4	2	Resilience Challenge	Undertake a manageable activity involving uncertainty, persistence or problem-solving.
5	1	Responding to Setbacks	Work through a real-life example and create a step-by-step recovery plan.
5	2	Creating Healthy Routines	Design and trial a realistic routine covering sleep, activity, learning, relaxation and connection.
6	1	My Wellbeing Plan	Produce a plan identifying warning signs, helpful actions, trusted adults and sources of support.
6	2	Reviewing Progress	Evaluate which activities helped and agree how the learner will continue using them.

Keep in mind

Significant anxiety, sustained low mood, trauma, eating difficulties, self-harm or suicidal thoughts require safeguarding and/or specialist mental-health action. Mentoring must not be the sole intervention.

Relationships and Community

The difference we want to see

The learner communicates more confidently, understands healthy relationships and participates more independently in community life.

This strand may help when...

Social anxiety, isolation, friendship difficulties, bullying, communication needs, conflict, difficulty trusting adults, poor boundaries and limited belonging.

Experiences we can build into the programme

Supported community experiences; interest-based clubs and groups; friendship and healthy-relationships programme; communication and teamwork activities; volunteering; restorative work where appropriate.

A flexible six-week journey

The sequence below offers two purposeful sessions each week. Activities should be adapted with the learner and may be slowed down, repeated or combined where appropriate.

Week	Session	Focus	What we will do
1	1	My Relationship Network	Map family, friends, professionals, community connections and trusted adults.
1	2	Healthy Relationships	Sort example behaviours into healthy, unhealthy and unsafe relationship categories.
2	1	Communication in Practice	Complete practical activities involving listening, turn-taking, expressing views and checking understanding.
2	2	Boundaries and Consent	Create a personal boundaries guide and practise respectful ways to say or respond to “no”.
3	1	Preparing for the Community	Select a community location and plan the journey, purpose, expected interactions and support required.
3	2	Community	Visit a library, café, shop, leisure venue or

Week	Session	Focus	What we will do
		Experience One	community facility and complete an agreed interaction.
4	1	Friendship Skills	Explore friendship expectations and practise starting, maintaining and ending conversations appropriately.
4	2	Joining In	Attend an interest-based group, club, class or organised community activity.
5	1	Managing Disagreement	Use scenarios to practise assertive communication, compromise and safe conflict resolution.
5	2	Community Experience Two	Complete a more independent community task with reduced mentor support.
6	1	Contributing to My Community	Participate in a volunteering, kindness, environmental or community-contribution activity.
6	2	My Social Confidence Plan	Review progress and identify future groups, relationships and community goals.

Keep in mind

Bullying, exploitation, abuse or unsafe relationships must be managed through safeguarding procedures rather than mentoring alone.

Engagement With Education

The difference we want to see

The learner rebuilds connection with education and takes realistic, planned steps towards increased participation, transition or reintegration.

This strand may help when...

EBSNA, prolonged absence, disengagement, negative educational experiences, academic anxiety, exclusion, loss of learning routine and unmet SEND needs.

Experiences we can build into the programme

EBSNA assessment and graduated reintegration; setting visits; journey practice; meetings with trusted staff; interest-led learning; routine-building; learner profile; transition and exam-confidence programmes.

A flexible six-week journey

The sequence below offers two purposeful sessions each week. Activities should be adapted with the learner and may be slowed down, repeated or combined where appropriate.

Week	Session	Focus	What we will do
1	1	My Experience of Education	Create an education timeline identifying positive experiences, difficulties and significant changes.
1	2	Understanding the Barriers	Complete a learner-led assessment of environmental, emotional, social, sensory and academic barriers.
2	1	What Helps Me Learn	Trial different learning conditions and produce a personalised learner profile.
2	2	Reconnecting Through Interests	Begin an interest-led project incorporating achievable learning activities.
3	1	Building a Learning Routine	Design and trial a realistic weekly timetable with preparation and recovery time.
3	2	Preparing for the	Plan and rehearse the journey to the education

Week	Session	Focus	What we will do
		Journey	setting or agreed learning venue.
4	1	Rebuilding Familiarity	Use photographs or virtual information, or visit the setting outside normal attendance hours.
4	2	Connecting With Trusted Adults	Meet or communicate with an identified member of staff and agree how support will be accessed.
5	1	First Step Into Provision	Access an agreed area, activity or short session with appropriate mentor support.
5	2	Reviewing and Adjusting	Review the experience with the learner and amend the plan to address remaining barriers.
6	1	Increasing Participation	Complete the next agreed reintegration or transition step with reduced support where appropriate.
6	2	My Education Pathway	Produce a continuation plan with agreed steps, adjustments, responsibilities and review dates.

Keep in mind

Reintegration should be planned with the learner, family, commissioner and education setting. Progress should not be judged solely by an immediate return to full-time attendance.

Independence and Future Readiness

The difference we want to see

The learner develops practical skills for everyday responsibilities and becomes better prepared for education, training, employment and adulthood.

This strand may help when...

Poor organisation, limited routines or life skills, travel anxiety, weak self-advocacy, difficulty making decisions, low financial awareness and uncertainty about post-16 options.

Experiences we can build into the programme

Independent travel; budgeting and meal-planning projects; weekly routine development; appointment preparation; self-advocacy; college and workplace visits; CV, application and employability activities.

A flexible six-week journey

The sequence below offers two purposeful sessions each week. Activities should be adapted with the learner and may be slowed down, repeated or combined where appropriate.

Week	Session	Focus	What we will do
1	1	Independence Assessment	Complete a practical skills audit covering routines, travel, money, communication, self-care and future planning.
1	2	Managing My Week	Create and trial a weekly schedule containing appointments, learning, responsibilities and leisure.
2	1	Money in Everyday Life	Complete a budgeting activity using realistic weekly income and essential expenditure.
2	2	Planning and Preparing a Meal	Set a budget, create a shopping list, purchase ingredients and prepare a simple meal.
3	1	Planning a Journey	Use maps or travel applications to plan a route, timings, cost and contingency arrangements.
3	2	Independent Travel	Complete the planned journey with an

Week	Session	Focus	What we will do
		Practice	appropriate level of support.
4	1	Making Appointments	Practise and complete an appropriate telephone call, email or booking request.
4	2	Speaking Up for Myself	Create a one-page learner profile and practise requesting help or reasonable adjustments.
5	1	Exploring Future Options	Research and compare college, training, volunteering or employment pathways.
5	2	Experiencing a Pathway	Complete a college, training-provider, workplace or volunteering visit.
6	1	Presenting Myself	Create or improve a CV, application, personal statement or portfolio and complete interview practice.
6	2	Preparation for Adulthood	Repeat the skills audit and create an action plan covering the next three independence goals.

Assessment, evidence and review

Good evidence should tell a simple story: what was identified, what the young person did, what changed and what should happen next.

Before the programme begins

Confirm the relevant strand, baseline position, learner views, intended outcomes, reasonable adjustments, risks and responsibilities. Record the selected activities in the ILDP and six-week programme plan.

Evidence gathered along the way

Evidence source	What this might include
Things the learner creates	Profiles, plans, projects, budgets, travel plans, CVs, portfolios and completed community tasks.
Participation and experience	Attendance, engagement, activity records, photographs where consented and the level of support required.
The learner's voice	Reflections, confidence or independence ratings, feedback and self-assessment.
What professionals notice	Skill demonstration, response to challenge, transfer to new settings and observations from the mentor.
Feedback from others	Relevant feedback from families, commissioners, education staff and other professionals.
Progress towards outcomes	Movement against ILDP outcomes, increased independence, successful transitions or sustained engagement.

At the six-week review

Continue

Deepen the strand where it remains relevant and the learner is benefiting.

Progress

Increase independence, complexity or exposure while keeping helpful adjustments.

Change

Move to another strand or choose a new mix of interventions as needs develop.

Conclude

Record what has been achieved and agree how progress will be maintained.

Escalate

Seek specialist or additional support where needs exceed mentoring or risk has increased.

The quality test

Every intervention should be purposeful, proportionate and linked to an identified need.

Records should show what was planned, what the learner did, what changed and what will happen next.