

*The young person's name has been changed to preserve anonymity and is referred to as Kayla throughout.*

Kayla's social worker felt that making a referral for her to have a mentor would help to support her to build her self-confidence and self-esteem both at home and at school, that it would help her to build friendships, and would help her to build a support network.

At the time of referral, school reported that Kayla was making progress towards her individualised targets, but that she was not predicted to achieve as highly as her peers. To promote her social and emotional development, and to support her English, they placed her in small groups for her core subjects and encouraged her to engage with a nurture group.

From their initial meeting, it was clear to see that Kayla and her mentor were well matched; they spent a lot of time talking to each other and Kayla then introduced her mentor to the people she lived with. Kayla and her mentor spent time getting to know each other through visits to local cafes for a drink and a chance to chat. It was clear soon after they met that this was a relationship that Kayla attributed a lot of value to as she described her mentor as *'a positive person and thoughtful'*.

During the time they have been matched, the mentor has encouraged Kayla to develop her reading skills and has supported her to become a member at her local library. They have regular conversations about her hopes for the future and how she can achieve these through moving onto an appropriate course at college. The time Kayla spends with her mentor also allows her to have some time to herself and some time to begin to explore and develop her own set of interests.

Recently, Kayla and her mentor moved the focus onto her GCSEs and her aspirations for post 16 education. Kayla and her mentor began to talk of compiling a GCSE exam revision timetable, ensuring that this also took into account time for her to relax and spend some social time away from her schoolwork as she finds it difficult to find a balance between her school work and having some downtime.

Kayla wishes to train to become a nurse. Together, Kayla and her mentor attended an NHS careers event for young people wanting to pursue a career in the health sector. Kayla thoroughly enjoyed this event and found it to be helpful in focusing her even more on her path towards becoming a nurse.

As the transition to college moves closer, Kayla and her mentor will begin to ensure that she is ready for this move through practicing the bus route from home to college, ensuring she is familiar with the area around college, and continuing to develop her confidence and communication skills with people that are new to her.