

## South Gloucestershire Educational Psychology Service



# MeLSA Training

Training in the  
**Mediated Learning  
Support Approach**

## What is MeLSA?

**MeLSA** is referred to as both Mediated Learning Support Assistant and Mediated Learning Support Approach.

MeLSA is a training and supervision programme **designed by educational psychologists** to build the capacity of schools **to support skilled and independent learning**. It provides training to individuals (called Mediated Learning Support Assistants or MeLSAs) that work directly with children and young people. This **accessible, interactive, and evidence-based training** ensures that MeLSAs understand the psychology of mediating learning and gain the skills **to assist children and young people to become more skilled and independent learners**. MeLSAs are supported to apply the training in their own educational settings through ongoing supervision from educational psychologists.

Similar to ELSA (which many people are familiar with) the Mediated Learning Support Approach (MeLSA) is a 6-day course that includes follow-up group supervision to implement the training content.

## What does a MeLSA do?

- Support the **learning needs** of individual or groups of children using **psychologically informed and evidence-based approaches** to supporting learners and learning, and **developing children and young people's independent learning skills**.
- MeLSAs can apply MeLSA training in any way that is useful to them to support learners.
- MeLSAs can **teach the discrete thinking skills**, and adjust the content, language or complexity of the learning task to **foster a learner's independence**.
- MeLSAs can apply their skills to **support class-based learning**.
- MeLSAs can plan, deliver and monitor the impact of **individual and small group learning support interventions**. These learning support interventions will be bespoke to the learner and would normally last between six to twelve weeks.

## How will a MeLSA benefit your school?

Feedback from schools' senior leadership teams suggests that MeLSAs:

- Provide a **clear, concise, and personalised approach to assessments and interventions** related to learning.
- Provide **evidence-based and evidence-informed approaches to supporting learning in schools**, such as making use of the guidance from the Education Endowment Foundation.
- Start by considering the learning needs of the learner and then tailor learning interventions accordingly rather than fitting the learner into a specific intervention.
- Can be **an effective way to support the learning needs of specific groups of learners** (e.g. those eligible for Pupil Premium funding).
- Can use their skills, language, and tools to support other TAs/LSAs, or teachers, with learning.
- Provides TAs/LSAs with a meaningful and valuable role that builds expertise, respect, and self-worth.

## Who can train as a MeLSA?

- The training is open to teaching staff including teaching assistants, teachers, SENCos, and other staff directly involved in supporting the learning of children and young people, including those working in South Glos support services.

## What is the (research) feedback from MeLSAs so far? MeLSA training...

- Provides "a new way of looking at learning" that can "just change your whole method of teaching".
- Refreshed what we're doing (in schools)" and has "reignited my passion" for supporting learning.
- "Helps to identify those particular (learning) needs that have so far evaded us".
- "Makes life easier for (EPs) and (schools) because, rather than constantly calling on an EP to come in and assess, and having this major waiting list,...it's like, well we want an answer, we want to fix it...and having a MELSA at school is very much like a middleman to start assessments and to try other things that previously, we would have had to wait for an EP to come in and for them to suggest certain things"

## What does the training involve?

- 6 initial training days
- Attending all training days and the four subsequent supervision sessions in Year 1 to gain certification – these must be attended ‘face-to-face’, unless otherwise specified by the EP trainer/supervisor
- Once certification is given, MeLSAs need to commit to ongoing supervision sessions in order to maintain the role in school (6 sessions per year from Year 2). This is to ensure MeLSAs are given the necessary professional and ethical support to carry out their work to an appropriate standard.

## What is the school commitment?

- Release MeLSA trainee for all six training days and supervision sessions.
- Release MeLSA line manager for a 1-hour online Teams session. It is essential line managers understand the purpose and practicalities related to MeLSA in order for the MeLSA to be most successful.
- Allow ring fenced time for adequate planning, delivery and evaluation of sessions so that MeLSA time with pupils is protected.
- Provide a budget for resources and protect finance to maintain the MeLSA role.

## Costs

### Initial training - £750 per person

This is for the **six training days and four supervision sessions in Year 1.**

There is an **annual ongoing commitment for group supervision which currently costs £264 per year (for Year 2 onwards)**. These sessions are facilitated by an Educational Psychologist. This happens six times per academic year and take place in a local school/council building. The supervision embeds skills as well as provides group problem solving opportunities around MeLSA work and is a critical aspect of the ongoing professional development process.

## Venue

**Bailey's Court Activity Centre, Bailey's Court Road, Bradley Stoke, BS32 8BH**

## Booking

Bookings should be made via the South Gloucestershire Council Learning and Development Hub [www.southglos.gov.uk/learning](http://www.southglos.gov.uk/learning) and should be made by the delegate attending or your schools' nominated CPD Leader. **Please include the name and email address of your Line Manager in the 'Delegate training and dietary requirements' section as you make your booking**, so they can be invited to the Line Managers' Meeting. If you require any help with booking please contact the Integra Admin Team at [ststraining@southglos.gov.uk](mailto:ststraining@southglos.gov.uk)

## Find out more:

The essence of the training is experiential, psychological and practical. [Background to the project, facilitators and barriers](#) to the development of the MeLSA training, [the essential aspects of mediating](#) (communicated as a 'golden thread' through MeLSA) and [videos](#) created to share some of the content are possible avenues for exploring more about MeLSA. There is also the twitter account, @MeLSA\_EP. Every interaction can be a learning interaction after MeLSA training.

## For further information please contact:

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## TRAINING DATES AND INFORMATION

SESSION	DATES	CONTENT
Line manager session (TEAMS)	Tuesday 24 <sup>th</sup> March 2-3pm on Microsoft Teams	Information for line managers on MeLSA Principles and how to support MeLSAs in their setting
Day 1	Wednesday 22 <sup>nd</sup> April 2026  <i>Brooke Way Activity Centre</i>	Mediating and Growth Mindset <ul style="list-style-type: none"> <li>To understand and apply the three essential parts of mediating.</li> <li>To explore how to investigate and then mediate learning.</li> <li>To understand what is meant by the term 'Mindset' and different types of mindset.</li> <li>To explore ways of fostering a growth mindset</li> </ul>
Day 2	Wednesday 29 <sup>th</sup> April 2026  <i>Brooke Way Activity Centre</i>	Thinking about thinking <ul style="list-style-type: none"> <li>To understand some of the thinking skills that we use to monitor, direct, and control our learning behaviour.</li> <li>To explore what we can do in the classroom to support the development of thinking skills needed for learning.</li> <li>To understand how to set targets, monitor learning and evaluate progress</li> </ul>
Day 3	Tuesday 19 <sup>th</sup> May 2026  <i>Brooke Way Activity Centre</i>	Memory and recall <ul style="list-style-type: none"> <li>To develop our understanding of memory.</li> <li>To explore what might impact on memory and recall in the classroom.</li> <li>To learn ways of supporting memory and recall in the classroom</li> </ul>
Day 4	Tuesday 9 <sup>th</sup> June 2026  <i>Brooke Way Activity Centre</i>	Psychology of learning Maths <ul style="list-style-type: none"> <li>To understand the psychology of learning Maths.</li> <li>To develop our Maths investigating skills.</li> <li>To develop our use of mediating Maths interventions to support learning</li> </ul>
Day 5	Tuesday 23 <sup>rd</sup> June 2026  <i>Brooke Way Activity Centre</i>	Psychology of learning to read and write <ul style="list-style-type: none"> <li>To understand the psychology of learning to read and write.</li> <li>To know how to support a child's reading, writing and spelling skills.</li> <li>To feel confident and competent when mediating reading, writing and spelling</li> </ul>
Day 6	Tuesday 30 <sup>th</sup> June 2026  <i>Brooke Way Activity Centre</i>	Review learning, implementation, supervision <ul style="list-style-type: none"> <li>To review the MeLSA journey so far.</li> <li>To plan next steps for MeLSA work and supervision</li> </ul>

4x group supervision sessions:

Once per term; 2 hours per session, beginning from – **Term 1 2026-2027 academic year**

Opportunities to discuss MeLSA work, seek support for complex and challenging casework, share resources and professional development.