

Narinder Reehal— Learning Mentor

What is a Learning Mentor?

A Learning Mentor is someone who offers advice and guidance to children who may be experiencing barriers to their learning or are socially excluded.

What does a Learning Mentor do, and what are their aims?

The Learning Mentor will aim to address the barriers to learning, providing pupils with a range of strategies and skills to help overcome their barriers to learning, and help them achieve their full potential.

How does a Learning Mentor work?

A Learning Mentor works with children on a 1:1 basis, in group sessions, by supporting them in class and/or the play-ground. Learning Mentors are also involved in other activities such as drop-in sessions, Peer Mediation and Play-ground Friends programmes, parenting workshops, and Transition. They liaise with parents/carers and teachers, and work using a multi-agency approach to ensure holistic support is offered.

Parent Support Worker (PSA)

Katie May - Early Years

Desha Gill—Lower Phase

Agnes Krawiec - Middle Phase

Amanda Gleeson—Upper Phase

HLTA's (Higher Level Teaching Assistants) in school, Desha Gill, Agnes Krawiec, Amanda Gleeson and Katie May have a dual role, as well as supporting children and teachers during school time they also work as PSA's (Parent Support Advisors), providing information and support to parents/carers of a child.

The aim of the PSA role is to help tackle pupil underachievement, remove barriers to learning and provide access to a full range of learning opportunities, through developing support services with parents and carers.

PSAs help parents and carers to get involved in their children's learning and can help to build working relationships between home and school. PSA's run basic skills sessions for families including homework clubs, Rocket Readers, Phonics, ICT and also provide one to support for parents if needed. They also run parenting workshops such as family links and health fairs. Their role includes providing information to parents about the school and local

If you have any concerns that you wish to discuss, please speak to your child's class teacher, Claire Chadwick or Narinder Reehal, or attend the Inclusion Thursday drop-in sessions we run on a monthly basis.



High aspirations for all learners

Inclusion at Fielding Primary School



Inclusion at Fielding

At Fielding we have high aspirations for every learner. We celebrate diversity and acknowledge that learning is an experience as individual and unique as each child is. We work to identify and break down barriers to learning, by providing tailored support to enable children to access their personal learning journey with confidence.

Everyone at Fielding is part of the Inclusion team. Support begins in the classroom where class teachers adapt the learning environment and learning journey to meet the needs of each child.

Learners are encouraged to take ownership and access resources and strategies designed to propel their individual learning.



Sometimes, additional support is required, and this may be in the form of an intensive targeted intervention programme designed to reinforce and close gaps in learning, boosting confidence and self-esteem.

We work with a range of external professionals to ensure each child's needs are effectively met and that each child has equal access not only to the curriculum, but to all that school life encompasses.

More about our team:

Clare Haines – Deputy Head

Has strategic overview of the Inclusion Team with a focus on pupil achievement and family intervention. Leads on Safeguarding, Medical Needs and Pupil Premium.

Claire Chadwick- Special Educational Needs and Disability Co-ordinator (SENDCO)

The SENDCO, with the support of the Leadership Team and Governing Body, takes responsibility for the day to day operation of provision made by the school for pupils with SEN and provides professional guidance in the area of SEN in order to secure high quality teaching and learning.

Some of the main responsibilities of the

SENCO include:

- maintaining the SEN register and relevant records
- in consultation with teachers, monitoring provision for children on the SEN register

- liaising with all relevant outside agencies and ensure the completion of required documentation
- ensuring Education and Health Care Plans for pupils are implemented according to recommendations, and that they are reviewed annually
- arranging the SEN provision timetable
- identifying and adopting the most effective teaching and learning approaches for identified pupils
- monitoring teaching and learning interventions for identified pupils
- identifying and teaching strategies that will develop pupils' ability to work independently
- managing the provision map for all pupils with additional needs
- liaising with other schools to ensure continuity of support and learning when transferring identified pupils from other schools and on to secondary schools
- evaluating the impact of intervention programmes
- liaising with parents on current interventions for their child
- where necessary, providing extra support to pupils with SEN
- Ensuring aspirations are high for all learners and that confidence and self-esteem are always maintained and accelerated