

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 playground. Learning Mentors are also involved in other activities such as drop-in sessions, Peer Mediation and Playground 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.

ARP Lead

Alison Trott leads Fielding ARP, working in partnership with SENDCO and Assistant Headteacher, Claire Chadwick

Speech and Language, Induction and Training Lead

Amanda Gleeson leads our Speech and Language and Communication support across school, in partnership with the SENDCO. Amanda oversees speech and language training and coaching for staff and delivers group interventions.

Amanda also oversees the induction of all new staff into Fielding, ensuring they receive the appropriate wellbeing support and professional development needed to thrive in their roles.

HLTA's (Higher Level Teaching Assistants)

Our HLTAs in school are : Elena Asker (lower phase), Seshni Govender (middle phase) and Vaidehi Murphy (Upper phase)

HLTAs provide a broad spectrum of targeted support to enhance pupil learning, including in-class assistance and a diverse range of enrichment clubs. Several of these clubs are delivered in collaboration with parents, fostering strong home-school partnerships and promoting inclusive engagement



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 for

Personalised Learning and Inclusion.

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 SENDCO 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
- identifying and adopting the most effective teaching and learning approaches for identified pupils, based on up to date research
- monitoring teaching and learning interventions for identified pupils
- Supporting adaptive teaching strategies that will develop pupils' ability to learn independently
- managing the provision map for all pupils with additional needs
- liaising with other schools to ensure continuity of support and learning during transition times
- evaluating the impact of intervention programmes
- Collaborating with parents on their child's support
- Ensuring aspirations are high for all learners and that confidence and self-esteem are always maintained and accelerated
- Overseeing staff professional development in SEN