

Bowden House School

The Emotional Wellbeing & Intervention Team

Meet our highly qualified and talented Emotional Wellbeing & Intervention Team:

Esme Anderton	Student & Family Co-ordinator	RGN, RSCN
Karen Ripley	Learning Support Consultant	BEd.
Jane Richards	Speech & Language Therapist	BSc (Hons); MSc Reg.HCPC, MASLTIP
Rachel Hogg	Highly Specialist CAMHS Practitioner	Reg. Dance & Movement Psychotherapist (MA, ADMPUK UKCP); PG Dip. Systemic Family Practice (AFT)
Tracey Robinson	Educational Psychologist (Associate Member)	

Our school promotes a culture of recognising individual needs both immediate and long term and the combined skills of the EWI Team allows our students to benefit from a range of alternative learning experiences that complement the main curriculum.

This integrated team aims to provide a joint approach with intensive, targeted support for students in school and during care time to improve their social, emotional and mental health wellbeing. The team aims to develop our students' ability to engage in the learning process and become confident learners; adopt coping mechanisms to manage their behaviour more effectively and improve appropriate social skills.

The members of the team are :

Esme Anderton: (Student & Family Co-ordinator) is the first point of contact when referrals are made to the school. She meets the families/carers and potential student and completes a 'Pupil Profile' which details schools attended including gaps in school attendance/learning; family dynamics; presenting behaviours and medical history. Esme remains the main point of contact for parents/carers and external agencies attending a range of meetings including CLA Reviews; CIN meetings; CP meetings, etc and generally advocates for our students and their families/carers

Karen Ripley: (Learning Support Consultant) provides intensive literacy and numeracy support primarily but not exclusively, for CLA students. The students benefit from the individual attention offered to them in a non-threatening, calm

environment without the distraction of other students; the opportunity to close gaps in learning and strategies to help them cope in the wider classroom setting

Rachel Hogg (Highly Specialist CAMHS Practitioner) is employed full-time and is typically on site at school 4 days a week and in London 1 day a week for assertive, outreach work with students, parents/carers and multi-agency meetings, training and supervision. Rachel offers individual and systemic psychological assessment, formulation, intervention and the presentation of clinical reports for students, families and partner agencies.

Rachel also works closely with staff across Education and Care Teams providing consultation, CPD and Reflective Practice to develop insight and knowledge of the social and emotional difficulties that students may present. Rachel specialises in creative approaches to therapy for children who may not be able to access more cognitively based talking therapies and systemic family therapy, working with complex attachment needs and developmental trauma

Jane Richards (Speech and Language Therapist) is in school for 3 days each week. Jane undertakes a full Speech & Language assessment on every new student including formal and informal testing. The assessment focusses on vocabulary, auditory memory, receptive and expressive language skills, reading and spelling abilities together with the social use of language and social skills. Her detailed report informs other staff members providing advice and strategies to aid learning where speech and language difficulties have been a barrier to progress in the classroom. Jane delivers 1:1 support; group therapy sessions to develop literacy and language skills with the opportunity for in-class support, when appropriate

Tracey Robinson (Educational Psychologist) is employed by the London Borough of Tower Hamlets as the school's Educational Psychologist and contributes to EHC Plans; Annual Reviews and informs and supports students in their learning and development in school and at home.

The role of the team is to work collectively to support students in school to raise aspiration and potential. Interventions will be bespoke and based on individual need, as documented in the student's EHCP. Resources will be directed effectively at individual students, through withdrawal or support in the classroom. The Team will aim not to withdraw any one student more than twice a week.

The EWI Team work closely with the school's Extended Leadership Team who identify students who might benefit from this additional, specialist support. A co-ordinated, personalised programme is then designed; reviewed on a regular basis and modified, when necessary.

July 2020