

The Statement of Purpose for Bowden House Specialist Residential School



Academic Year 2024/2025

MAINTAINED BY THE LONDON BOROUGH OF TOWER HAMLETS



Introduction

Bowden House School, maintained by the London Borough of Tower Hamlets, provides specialist residential education and care for boys aged 9 to 16+ years. Located between Brighton and Eastbourne, the school offers exceptional teaching resources and separate accommodation facilities, including an Independence Unit for Years 12 and 13. All students at Bowden have Education, Health, and Care (EHC) Plans, which identify their social, emotional, and mental health (SEMH) needs as their primary barrier to education in mainstream or other specialist settings. Admission is based on a referral process, with a strong focus on facilitating smooth and effective transitions. Residential students attend on a weekly basis, while day placements are available for local students.

Special Educational Needs Provision

Bowden House School provides highly structured, small group teaching with personalised support across all curriculum areas. The Residential and Education Teams collaborate closely, following a 'whole school' approach that ensures the SEMH needs of students are supported alongside their academic and vocational progress. The Residential Team benefits from regular supervision, with line managers holding sessions every six weeks, in addition to weekly meetings with the Head of Residential Provision. These sessions allow staff to celebrate successes, address concerns, and plan relevant training, ensuring high-quality care and education.

The residential provision is well-resourced and offers a variety of after-school activities, with staffing levels exceeding National Minimum Standards, ensuring the safety and supervision of students are always prioritised. Furthermore, the school has the full-time support of a Speech & Language Therapist and a Highly Specialist CAMHS Practitioner. These professionals work closely with students, their families, and other agencies to ensure a holistic approach to student care.

Families, Parents and Carers

Building strong, collaborative relationships with families, parents, and carers is a fundamental aspect of Bowden House School's success. A dedicated student family coordinator and transitions lead work hand in hand with families from the point of admission and throughout the student's time at the school. In addition, regular weekly contact is maintained between home and school through the student's education mentor and residential key worker, ensuring clear, consistent communication. Tools such as e-praise, School Ping, and VIEW facilitate the sharing of information between home and school.

The school hosts **four key events annually**, inviting families and carers to visit Bowden and engage directly with staff and their child. These events are designed to celebrate the strengths, progress, and achievements of students, giving families a deeper understanding of how the school operates and supports their child's development.

These gatherings are not only celebratory but also serve as an essential platform for fostering stronger connections between the school, students, and their families.

In addition to these annual events, **termly family forums are organised** to facilitate open dialogue and collaboration. These forums allow families and carers to provide feedback, share ideas, and engage in discussions regarding all aspects of the school's educational and residential provision. This ongoing communication is crucial, as it ensures that the school remains aligned with the needs and expectations of both the students and their families, creating a collaborative environment that supports the holistic development of each student.

Both the annual events and the family forums are instrumental in reinforcing the school's commitment to **family involvement** as a cornerstone of student success, fostering a unified approach between home and school that is essential for the students' long-term social and emotional growth.

Curriculum and Learning Approach

Bowden House School follows a flexible, 'stage not age' curriculum to address gaps in knowledge that may result from unmet needs or disrupted education. The school offers flexibility in student groupings to best support each individual's progress. The curriculum includes:

- Access to the National Curriculum, AQA Awards, Entry Level and GCSE qualifications, Functional Skills, and BTEC courses.
- Adventure-based learning through the Adventure Centre for Education (ACE) and annual camping experiences.
- College partnerships for Years 10 and 11 students, with full-time college attendance for those in Years 12 and 13.
- A work experience programme and independence training covering travel, money management, and life skills.
- Therapeutic support through CAMHS, Speech & Language Therapy, and 1:1/group interventions.
- Nurture sessions, ELSA support, and Educational Psychologist consultations.

Each student has ACE activities embedded into their weekly timetables, providing valuable opportunities to engage in outdoor experiences such as water sports, climbing, and cycling. These activities are particularly beneficial for supporting their emotional and social development. Off-site summer camps and educational trips, both within the UK and abroad, are also integral parts of their learning experience, offering students enriching environments where they can build resilience, teamwork skills, and self-confidence in a supportive setting.

Pastoral Care and Support

Bowden House School promotes positive behaviour and personal development through a structured privilege system in the residential provision and a points-based reward system in the classroom. These systems are tailored to meet the needs of our students, particularly those with Social, Emotional, and Mental Health (SEMH) challenges, by offering clear, achievable goals that encourage personal responsibility and improved behaviour. The privilege system allows students to earn greater independence and access to activities, while the classroom points system reinforces academic effort and positive conduct with praise and tangible rewards, such as certificates, additional privileges, or special outings.

This combined approach fosters a culture of motivation and accountability, helping students understand the direct link between their actions and outcomes. The school's ethos is built on structure, continuity, and security, providing a safe and stable environment where students feel supported in taking risks, building trust, and developing resilience. By nurturing a sense of achievement and self-worth, the school enables students to maximise their personal, social, and educational development, preparing them for future success both in school and beyond. Through consistent reinforcement of positive behaviour and clear expectations, Bowden House School helps each student grow in confidence, self-discipline, and emotional well-being.

Therapeutic Support

The school offers on-site therapeutic support through:

- A qualified Speech & Language Therapist.
- A Highly Specialist CAMHS Practitioner.
- Nurture and Emotional Literacy Support Assistance (ELSA) sessions.

These professionals work collaboratively with students, their families, and school staff to provide a coordinated and holistic approach in addressing each student's Social, Emotional, and Mental Health (SEMH) needs. Additionally, external specialists, such as Occupational Therapists and Educational Psychologists, further enhance the support available to students at Bowden House, ensuring a comprehensive framework of care.

Equality and Diversity

Bowden House School fully adheres to the London Borough of Tower Hamlets' Equality and Diversity Policy. The school is dedicated to ensuring that no student or staff member experiences any form of discrimination based on race, gender, disability, religion, sexual orientation, or age. Through a carefully structured curriculum and vigilant staff oversight, students are consistently encouraged to embrace diversity and show respect for differences. Any remarks or behaviours that breach the Equality and

Diversity Policy are swiftly and appropriately addressed, reinforcing a culture of tolerance, inclusivity, and respect within the school environment.

Overall Purpose and Mission

Bowden House School is committed to providing a safe, nurturing, and supportive environment where students can thrive both academically and emotionally.

The key aims of the school are to:

- Provide a trauma-informed, safe environment for every student.
- Encourage students to take responsibility for their actions and work towards managing their behaviour.
- Expand students' knowledge and skills both in and out of the classroom, promoting their social and academic development.
- Provide opportunities for positive relationships with peers and adults in a structured environment.
- Offer long-term school placements for boys aged 9 to 16+ years, tailored to meet their SEMH needs.

Ethos and Philosophy

Bowden House School operates as a therapeutic residential setting, providing a 24-hour curriculum specifically designed to address the academic, social, and emotional needs of its students. The school's holistic approach recognises that learning extends beyond the classroom and incorporates every aspect of a student's day-to-day life. This enables the school to provide continuous support, fostering an environment where students can thrive academically, socially, and personally.

A core principle of Bowden House is promoting social inclusion, equipping students with the tools and skills necessary to become successful and contributing members of society. Through a 'Stage not Age' approach, the curriculum is tailored to meet each student's individual needs. This ensures that students who have experienced disrupted or missed key stages in their education are given the opportunity to catch up and excel at their own pace. This flexible approach empowers students, restoring their confidence in learning and helping them to re-engage with education in a way that suits their unique learning styles and backgrounds.

Bowden House integrates **Trauma-Informed** and **Attachment Practices** at the heart of its therapeutic approach, understanding that many of its students have faced significant challenges. These practices help students process past experiences and understand the impact of their actions. By encouraging reflection, students develop healthier ways to express their emotions and are supported in taking personal responsibility for their behaviour. This not only aids in emotional growth but also fosters a sense of accountability and empathy, key skills for success in both personal relationships and wider society.

Collaboration is a cornerstone of the school's ethos. Bowden House values strong partnerships with students, their families, and external professional agencies, recognising that a collaborative approach is essential for holistic development. By working closely with each student's support network, the school ensures that physical, emotional, and cultural needs are met, providing a nurturing environment that respects the diverse backgrounds and challenges of every individual.

In this comprehensive therapeutic setting, Bowden House School creates a structured, supportive, and inclusive environment where students are given every opportunity to reach their full potential. By addressing both the educational and emotional needs of its students, the school lays a foundation for personal growth, academic achievement, and long-term success in life.

The name and address of the LA maintaining the school; the Headteacher and school staffing details

Local Authority Address:	London Borough of Tower Hamlets Town Hall, 160 Whitechapel Road, London E1 1BJ
Telephone Number	020 7364 5000
School Address	Bowden House School Firle Road, Seaford, East Sussex, BN25 2JB
Telephone Number	01323 893138
Headteacher	Neil Wells
Deputy Head	Miranda Wells
Head of Student Welfare	Lindsey Haworth
Head of Residential Provision	Bob Hopkins
School Business Manager	Craig Sorrell
Student & Family Co-ordinator	Stacey Wall
Chair of Governors	Wendy Phillips

Bowden House School and Bowden Primary Staffing Structure

Executive Headteacher Neil Wells			
Deputy Head and Head of Education Miranda Wells			
Head of Student Welfare Lindsey Haworth			
Extended Leadership Team Vicky Bastock Tracey Van Tongeren Janine Scott James Das	Head of Residential Provision Robert Hopkins	School Business Manager Craig Sorrell	CAMHS Lindsey Harvey
Qualified Teachers Nick Pile Dave Frake Katy Tuppen Broddie Turner Sasha Grace Daniel Childerley Thomas Hartley	Senior Houseparents Paul Whitmore Spencer Pullinger	Premises Manager Simon Hassell	SALT/Referrals Jane Richards
Un Qualified Teachers Juliet Hayden Laurie McManus Jon File Joe Murdoch	Houseparents Calum Roe Pat Boxall Siani Fleming Toby Hayward Allia Banton Hannah Watts	Premises Richard Avenell Nick Smith	Bowden Primary
Family Co-ordinator Stacey Wall	Care Support Workers Caitlin Maybank Charley Woods Rose Franks Jordan Head George Hayden Josie Puttock-West Roxy Knights Darren Siddall Alfie Rogers	Headteachers PA Suzy Rourke	Head of Provision Alexandra Tytgat
Transition Lead Anna Carey		Domestic Team Manager Melissa Curtis	Qualified Teachers Rachel Andreou Laverne Bancey
Higher Level Assistant Teachers Jamie Martin		Kitchen Managers Sharon Curtis Trudi Lambert	SEMH Practitioner Jack Newling
Assistant Teachers Cathy McHale (DOE) Jaemari Jarvis Keiron Kincaid		Admin Officer Rebecca Blackmore	Higher Level Assistant Teacher Samuel Cunningham Claire Lee Ethan Keating
Education Support Workers Milo Hemsley Katrina Everest-Todd Rhys Cummins		Housekeeper Julie Hassell	SLT ELT
		Domestic Assistants Debbie Killick Debbie Fisher Teresa Wakelin Tamara Solley Julie Steer Sharon Sharp Carol Sorrell Lorraine Tucknott Keith Tobin Susie Middleton	