# Trauma Informed Leads (TILs).

Welcome to our Trauma Informed Leads Network.

We now have the first cohort of our TILs who have completed the course and gained their TILs status for The Virtual School. They are now available to support our education settings.

You will see that after each lead’s name there is the email address for you to use when contacting them. You will also note the title of the Practitioner Enquiry that they carried out for the course. This will indicate the area that they focussed on for their TIL status and may help you decide who would suit your enquiry the most.

This support network is intended to support with **general enquiries only**.

**The TILs are not a specialist teacher service and as such are not able to provide advice on individual children or young people.**

They can provide support on:

* How to improve and develop practice in your setting to meet the needs of those pupils who have experienced trauma
* The best strategies to use to meet the needs of children and young people who present with a trauma presentation in your setting

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| Name of TIL | Email contact | Title of the Practitioner enquiry |
| Hannah Riding | hannah.riding@weaverhamhighschool.com | How trauma informed practice can positively impact the attendance and engagement of a pupil who has experienced adverse childhood experiences. |
| Alexandra Blackburn | ablackburn@mhs.school | Impact of Forest School on those with SEMH |
| Rachel Harding | hardingr@christletonhigh.co.uk | Impact of Team Around the Child approach in supporting Attachment Trauma and Mental Health (ATMH) needs |
| Fiona Rackham | f.rackham@nhs.net | Evaluating the impact of Team Around the Child (TAC) with (ATMH) needs to enable successful access to the school environment |
| Karen Appleby | kappleby@blaconhigh.cheshire.sch.uk | Evaluating the impact of a leadership and management approach that is Attachment Aware and Trauma Informed on a group of Year 9 pupils with SEND. |
| Shelly Macintosh | smacintosh@blaconhigh.cheshire.sch.uk | How multiple vulnerabilities impacts upon behaviour, mental health and wellbeing. How we can understand and support the young person by offering a consistent approach |
| Jo Wraige | wraigej@christofidelis.org.uk | How does developing an understanding of trauma and its impact upon the individual support the development of a whole school behaviour approach or policy? |
| Sean Dutton | duttons@christofidelis.org.uk | Analysis of Impact of Nurture Group Provision on Confidence and Resilience |
| Amanda Lacey | amanda.lacey@ancora.cheshire.sch.uk | Evaluating the impact of a personalised curriculum to support the transition and reintegration of three young people who have experienced significant mental health and trauma back into education. |
| Ashley McCormick | ashley.mccormick@archersbrook.cheshire.sch.uk | Can a novel and bespoke centralised support document increase levels of trauma-informed outcomes in a school? |
| Mike Gibbs | mike.gibbs@archersbrook.cheshire.sch.uk | Evaluate the impact of a girls only intervention group in supporting Attachment, Trauma and Mental Health difficulties in order to improve their educational outcomes in a provision populated mostly with boys. |
| Vicky Marsland | v.marsland@epchs.co.uk | The impact of animal assisted interventions on the emotional wellbeing of students who have a significant number of ACES |
| Farhan Patel | Fpa@email.epchs.co.uk | How successful is the Mandela Centre in reiteration into mainstream classes.  Internal Alternative Provision in a secondary setting. |
| Scarlett Hitchen | hitchensc@uptonhigh.co.uk | Effectiveness of Provision Mapping Software |
| Laura Bailey | laura.bailey@winsfordacademy.org.uk | To evaluate the impact of training on the knowledge and understanding of the Senior Leadership Team in relation to Trauma, Attachment and Mental Health |
| Jane Hough | JHough@TarporleyHigh.co.uk | CPD and impact on effectiveness of wellbeing support |