

Hello! I'm Dr Alexandra Sewell

Founder & Director, Beacon Psychology and Beacon Neurodevelopmental Clinic
Educational & Child Psychologist
HCPC Registered | **Chartered Psychologist**, British Psychological Society

I am Dr Alexandra Sewell, Founder and Director of Beacon Psychology and the Beacon Neurodevelopmental Clinic. I am passionate about helping children and young people to be understood in a way that recognises both their strengths and the challenges they may be experiencing.

I founded Beacon because I believe families deserve thoughtful, compassionate and accessible support when they are trying to understand a child's needs. Beacon offers a space where psychology is translated into clear, meaningful and practical guidance, helping families, schools and other professionals feel more informed, confident and better able to support children and young people to thrive.

CAREER JOURNEY

Learning Support Assistant
Aylestone Business College

Sept 2010 – Jan 2011

Assistant Educational Psychologist
Herefordshire County Council

Jan 2011 – July 2013

Trainee Educational Psychologist
Birmingham City Council

Sept 2013 – July 2016

Educational Psychologist
Wolverhampton City Council

Aug 2016 – June 2018

Senior Lecturer & Researcher in SEND
University of Worcester

June 2018 – July 2026

EDUCATION

Professional Doctorate in Applied Educational and Child Psychology
University of Birmingham (September 2013 - July 2016)

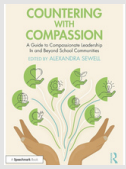
MSci Behaviour Analysis
University of Swansea (September 2008 - July 2009)

BA (Hons) Psychology (2.1)
University of Swansea (September 2005 - July 2008)

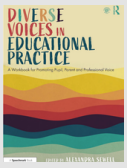
PG Cert Teaching and Learning in Higher Education
University of Worcester (June 2018 - July 2020)

A-levels in Psychology, History, and English Literature

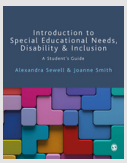
BOOKS



Countering with compassion; A guide to compassionate leadership in and beyond school communities (Sewell, A., 2026)



Diverse voices in educational practice: A workbook for promoting pupil, parent and professional voice (Sewell, A., 2022)



Introduction to Special Educational Needs, Disability and Inclusion: A student's guide (Sewell, A. & Smith, J., 2020)



Publications & Presentations

CONFERENCE PRESENTATIONS

- Sewell, A., & Coley, F. (2024). ***Making a difference: How do educational psychologists develop compassion satisfaction?*** British Psychology Society, Division of Educational and Child Psychology Annual Conference, Brighton
- Sewell, A., Kennet, A., & South H. (2019). ***Promoting student voice through application of a solution focused approach; outcomes and discussions.*** Teaching and Learning Conference, University of Worcester
- Sewell, A. (2018). ***Young social beings: An investigation into the social behaviours of a Year five class.*** The British Psychology Society, Psychology of Education Section Annual Conference, Oxford University
- Sewell, A. (2016). ***Anti- radicalisation. A role for educational psychologists?*** West Midlands Educational Psychology CPD Consortium Conference, Walsall
- Sewell, A. (2016). ***Exploring the theoretical application of Epistemological Oppression to the psychological assessment of Special Educational Needs in order to develop emerging concerns and practical implications for anti-oppressive practice.*** British Psychology Society, Division of Educational and Child Psychology Annual Conference, Bloomsbury, London
- Sewell, A. (2015). ***Tanzanian teachers' constructions and perceptions of inclusive education for girls and girls with disabilities and the potential for improving well-being.*** British Psychology Society, Division of Educational and Child Psychology Annual Conference, Durham
- Sewell, A. (2014). ***Tanzanian teachers' constructions and perceptions of inclusive education for girls and girls with disabilities and the potential for improving well-being.*** Graduate Research Poster Conference, University of Birmingham
- Sewell, A. (2014). ***Tanzanian teachers' constructions and perceptions of inclusive education for girls and girls with disabilities and the potential for improving well-being.*** Kaleidoscope Graduate Research Conference, Cambridge University

EDITORIAL EXPERIENCE

Review editor, Frontiers in Education (2024 onwards)

Co-editor, International Journal of Birth and Parent Education. (2022 – 2023)

Member of the editorial board, Journal of Educational Psychology in Practice. (2018-2022)

JOURNAL PUBLICATIONS

- Sewell, A., & Holloway, A. (2026). **Neurodiversity and strengths-based approaches in education: A Walker and Avant Concept Analysis.** *British Journal of Special Education*, 00, 1–14. Available from: https://doi.org/10.1111/1467-8578.70116
- Sewell, A., Kington, A., & Davies, S. (2026). **The impact of Synaesthesia on inclusive teaching and learning: A systematic literature review.** *British Journal of Special Education*, 00, 1-11.
- Sewell, A. L. (2025). **Development of a context-based formative feedback practice framework: A higher education action research project.** *Journal of Perspectives in Applied Academic Practice*, 13(2).
- Sewell, A., & Thacker-Smith, D. (2024) **Childhood bereavement: The role of school leadership in developing inclusive learning environments.** Impact, 20.
- Sewell, A., Kennett, A., Williams, R., & South, H. (2022). **A phenomenological exploration of the lived experiences of mature students with mental ill health studying for an Undergraduate Higher Education degree.** *Journal of Applied Research in Higher Education*, 15(5), 1481-1497.
- Sewell, A, Kennett, A., & Pugh, V. (2022). **Universal Design for Learning as a theory of inclusive educational practice for use by educational psychologists.** *Educational Psychology in Practice*, 38(4), 364-378.
- Sewell, A. (2022). S**upporting learners with specific learning difficulties from a neurodiverse perspective: A narrative synthesis**. *Support for Learning,* 49(4), 539-560.
- Sewell, A. (2022). **'A lone voice in the wind': the importance of listening to the testimonies of women during pregnancy, birth, and beyond.** *International Journal of Birth and Parent Education*, 10 (3).
- Sewell, A. & Park, J. (2021). **A three-factor model of educational practice considerations for teaching neurodiverse learners from a strengths-based perspective.** *Support for Learning*, 36 (4), 678-694.
- Sewell, A. (2020). **In search of a personal pedagogy: A self-study narrative on the use of Inquiry Based Learning by an early career lecturer.** *Journal of Perspectives in Applied Academic Practice*, 8(1), 85-93.
- Sewell, A., Kennett, A., & South, H. (2020). **Applying Solution Focused Approaches as a participatory method to amplify student voice in a Higher Education context.** *Student Engagement in Higher Education Journal*, 3(1), 74-95.
- Sewell, A. (2020). **Utilising Personal Construct Psychology and the repertory grid interview method to meaningfully represent the voice of the child in their social relationships.** *Pastoral Care in Education*, 38(2), 1-23.
- Sewell, A. (2019). **An adaption of the Good Behaviour Game to promote social skill development at the whole class level.** *Educational Psychology in Practice*, 36(1), 93-109.
- Sewell, A. & Hulusi, H. (2016). **Preventing radicalisation in children and young people. What does the literature tell us and should educational psychology respond?** *Educational Psychology in Practice*, 32(4), 343-354.
- Sewell, A. (2016). **A theoretical application of epistemological oppression to the psychological assessment of special educational needs; Concerns and practical implications for anti-oppressive practice.** *Educational Psychology in Practice,* 32(1), 1-12
- Sewell, A. & Ducksbury I. (2013). **Exploring educational psychologist's perceptions of the use and implications of standardised cognitive assessment and IQ.** *Educational and Child Psychology*, 30(3), 96-104.