



Sarah Jordan

Assistant Case Manager

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Professional Background: Special Education and Care

Throughout my career I have been involved in the education and care of children, young people and adults with a range of special educational needs and disabilities. After qualifying as a Nursery Nurse (NNEB) I worked in the USA as a Nursery Nurse and then at a non-maintained special school supporting children with a range of needs including hearing impairment. I developed my communication skills and became a competent user of British Sign Language (BSL) which I have maintained having completed a BSL level 2 qualification.

I further developed my skills at Newcastle General Hospital on a paediatric ward for children with Acquired Brain Injuries, paediatric strokes, infectious diseases, and children who have immune compromised needs. I gained a lot of experience of working with both the children and their families, and with different multi-disciplinary teams including the Safeguarding team, Case Managers, Physiotherapists, Occupational Therapists and Speech and Language Therapists to support the recovery of my patients. I supported families and patients through some difficult times, including hospital discharge, adjustment to disability, recovery, moving home and school.

My experience in an education setting was furthered from 2003, and I developed my knowledge of Conductive Education within which I very much appreciated the value of integrated working in a therapeutic environment in which rehabilitation could take place. The young people I supported had needs resulting from brain injuries at birth and acquired brain injuries as a result of trauma. I also worked with young people with autism spectrum disorder and sensory impairments.

In addition to a school setting, I have significant community-based experience supporting students with educational and sporting activities, which have included a variety of residential experiences and independent travel training both in the UK and abroad such as in France and Spain.

I have worked closely with families, providing support in homes and developing excellent relationships with young people; and I appreciate the challenges that families face having to accommodate care staff amongst the demands of daily life and routines.

My roles have included enabling young people to complete accredited courses that demonstrate academic progress which helped some to move onto apprenticeship schemes and employment. I feel it is vital that all young people and adults have a right to achieve their potential and to become as independent as possible; rehabilitation is a lifelong goal that requires high quality and specialist advice from a team to help people to move on in their lives. I have developed excellent written communication skills and the ability to draft documents that are thorough and detailed, and that can form the basis of care plans and risk assessments that enable me to ensure that all aspects of a client's care are addressed effectively.

I have a systematic and thorough approach to projects, and I recognise the need for interdisciplinary working in order to address all aspects of a client's rehabilitation package. I enjoy finding solutions to challenging problems and I always aim to do so in a professional and supportive way. I am very client orientated and take great pride in being respectful of each individual's aspirations and goals. I equally value input from family members and recognise the importance of including them within a team.

I take great pride in building positive working relationships with clients and their families, listening carefully and taking time to help them move forwards on their rehabilitation pathway, celebrating successes along the journey.

Professional Qualifications:

- NNEB in Childcare and Nursery Nursing.
- American Sign Language (ASL) Introduction level one.
- British Sign Language (BSL) Level one.
- Special Educational Needs Support Assistant qualification.
- NHS: Safeguarding Level one and two.
- British Sign Language (BSL) Level two.
- NAPPI (Non-Abusive Psychological and Physical Intervention) level one and two.
- ASDAN CoPE Level one and two.
- MiDAS Minibus Driving License Training.
- Team Teach Level one and two.
- Rebound Therapy for SEN (Special Educational Needs) Level Two.