



Leanne Daley
Brain Injury Case Manager

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Professional Background: Education and Care

For the last 22 years, I have worked within a charitable foundation working with young people with a range of Special Educational Needs and their families. I have carried out several roles including SSA (Special Support Assistant) Residential Care Assistant and, from 2009 as a teacher with particular expertise in supporting learners / young adults over 16 years of age. I have extensive experience in supporting young people with a range of disabilities including Cerebral Palsy, Autism, ADHD, learning disability and Acquired Brain Injuries.

I have gained extensive knowledge and skills from contributing to the integrated multi-disciplinary teams that I have worked with over the years. These include Case Managers, Speech and Language Therapists, Physiotherapists, Occupational Therapists, teachers, teaching assistants and nursing staff. I have been involved in supporting and caring for young people with a range of medical, nursing and physical needs including gastrostomy / PEG feeds, tracheostomy, suctioning and chest physiotherapy. My role has included facilitating transition for young people from hospital settings to school and in hospital support for them and their families, sometimes for extended periods of time.

I have attended, hosted and chaired many multidisciplinary team meetings with a range of external professionals, including nurses, psychologists and Local Authority professionals. I pride myself on my excellent communication skills and my empathetic approach to difficult situations. This has enabled me to form and maintain positive relationships with the people I work with as well as the young people and their families that I have supported over the years.

I am a skilled practitioner when conversing with young people who have complex communication needs including those who use alternative and augmentative communication systems (AAC) at a low level as well as those using voice output communication aids (VOCAs) at a higher language level. I am skilled in working alongside families and therapists to help the young person to share their feelings and aspirations as they prepare for adulthood. I recognise the importance of establishing the optimal communication system for a young adult to be able to express their own views and therefore participate in the planning of their daily lives, therapy and care as well as maximising client involvement in decision making.

At a leadership level, I had the role of Personal, Social and Health Education lead across the school. I have significant and up to date knowledge of safeguarding, drug and alcohol misuse, and the impact of social media on young people and adults and the risks that these can pose in relationships and in life. The role of subject lead included ensuring that mapping of the PSHE curriculum was embedded throughout school, meeting regularly with other professionals to discuss training needs, and preparing and delivering CPD for staff. Another important part of this role was to liaise with other professionals, young people and their families and to ensure that learners, at all levels, could be given appropriate knowledge to help them to stay safe and to manage the challenges of growing up with a disability or an ABI.

I have taken an active part in numerous Ofsted inspections and recognise the importance of detailed planning alongside recordkeeping and following policies and procedures to manage a person's care safely. I have written many annual review reports, summarising progress over a year and planning SMART goals to include the views of the young person. I am skilled at planning events with detailed risk assessments and options appraisals to accommodate potential changes such as weather, health or simply a change in behaviour, all of which could affect the success of an activity.

I have a non-judgmental attitude and significant strengths in managing and supporting young people and adults with challenging behaviour, and social, emotional and mental health issues. I recognise the need for consistency in supporting young people in different settings including school, the family home and residential care, and guiding families and staff to understand that challenges or changes in behaviour should be supported, monitored and reviewed to help the client to function and engage within an appropriate level of demand and in a supportive environment. I appreciate the challenges that families face having to accommodate and guide support staff amongst the demands of daily life and routines.

In addition to working in a school setting, I have significant community-based experience supporting young people with educational and vocational work experience activities. I also have extensive experience in setting up support worker care packages within the client's home. This has included support worker recruitment, supervisions and training.

Another area I have been fortunate enough to have experience in over the last 22 years was the opportunity to support young people to access experiences in the wider world. This included travelling with groups of young people on various residential trips which were based around the UK as well as in other countries including Holland, France and Spain.

Professional Qualifications:

- NNEB Diploma in Nursery Nursing
- Northumbria University Diploma of Higher Education in Post Compulsory Education and Training
- Institute for Learning QTLS (Qualified Teaching and Learning Status)
- NPQLTD (National Professional Qualification in Leading Teacher Development).