



Leanne Daley
Brain Injury Case Manager

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Professional Background: Education and Care

Within my role as Brain Injury Case Manager, I provide responsive, person-centred case management for clients of all ages, tailored to complex and evolving needs. I coordinate and chair MDT meetings and liaise effectively with legal teams to ensure aligned, goal-focused rehabilitation planning. I support individuals and families to secure appropriate accommodation, specialist equipment and therapies, manage transitions between providers, and navigate funding processes, including Care Act Assessments and CHC funding. Drawing on over 25 years' experience, I deliver coordinated, safe and effective rehabilitation pathways for people with diverse medical, physical, communication and behavioural needs.

I am skilled in forming strong therapeutic and professional relationships with clients, families and multidisciplinary teams, fostering collaborative and empathetic working environments. I work closely with an experienced team of Case Managers, contributing to integrated planning and problem-solving to ensure high-quality, holistic provision. My approach is rooted in clear communication, trust and an in-depth understanding of the complexities associated with acquired brain injuries and long-term rehabilitation.

Before joining ECMS in January 2025, I spent 22 years in a charitable foundation supporting young people with a wide range of Special Educational Needs. My roles included Special Support Assistant (SSA), Residential Care Assistant, and from 2009, teacher specialising in learners aged 16 and above. I gained substantial experience supporting individuals with Cerebral Palsy, Autism, ADHD, learning disabilities and Acquired Brain Injuries. I also have over 25 years' experience supporting children and young adults with autism spectrum disorder and related neurodevelopmental conditions.

Throughout my career, I have supported individuals with varied communication, sensory, emotional and behavioural needs, delivering consistent, person-centred approaches that promote positive behaviour and independence. My work has included facilitating smooth transitions between settings and life stages, preparing and supporting young people to manage change effectively. I have

collaborated closely with families, offering guidance and practical strategies to build resilience, consistency and supportive environments where young people can thrive.

I have contributed extensively to multidisciplinary teams, including Case Managers, therapists, education staff and nursing teams. I have supported young people with a range of clinical needs such as PEG feeding, tracheostomy care, suctioning and chest physiotherapy, and have facilitated transitions from hospital to school and provided in-hospital support to families.

I have attended, hosted and chaired numerous MDT meetings with external professionals and pride myself on strong communication skills and an empathetic approach to complex situations, helping me build positive, lasting relationships with clients and families. I am experienced in supporting young people with complex communication needs, including those using AAC systems and higher-level VOCAs, and I work with families and therapists to help young people express their views and participate meaningfully in planning their daily lives, therapy and care.

As Personal Social Health Education lead, I developed strong knowledge of safeguarding, substance misuse and the impact of social media on young people and adults. My responsibilities included curriculum mapping, liaising with professionals, delivering CPD and ensuring learners received appropriate guidance to stay safe and manage the challenges of growing up with a disability or ABI.

I have actively participated in Ofsted inspections and understand the importance of detailed planning, record-keeping and compliance with policies and procedures. I have written multiple clinical and annual review reports, summarising progress and setting SMART goals, and I am experienced in event planning, risk assessment and option appraisal to ensure safety and success.

I have significant strengths in supporting young people and adults with challenging behaviour and social, emotional and mental health needs, emphasising consistency across school, community and residential environments. I recognise the pressures families face when coordinating support staff and daily routines.

I have extensive experience supporting Post-16 learners as they transition into adulthood, with a strong focus on developing vocational, social and independent living skills. This has included coordinating transitions to further education, supervising meaningful work experience and leading a successful mini-enterprise curriculum to build confidence, communication and workplace readiness.

I have developed a wide range of Vocational Rehabilitation skills, including assessing strengths and barriers, setting person-centred goals, developing graded activity plans and creating supportive environments for safe engagement in real-world tasks. I have frequently liaised with employers, training providers, therapists and families to ensure placements and learning opportunities were well matched and accessible.

I also led Community Cohesion initiatives, enabling young people to engage in community-based projects such as city farms and music workshops. These experiences promoted independence, resilience, social inclusion and core vocational skills. Supporting learners in unfamiliar settings strengthened my skills in risk assessment, graded exposure and developing transferable life skills that underpin future employment potential.

Additionally, I have supported young people in accessing wider-world experiences, including residential trips throughout the UK and Europe. I also have substantial experience in setting up home-based support worker packages, including recruitment, supervision and training.

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).
- BABICM Member
- BIG Member