

Judith Lowndes, Bachelor of Education, RGN

Judith Lowndes qualified as a registered nurse at The John Radcliffe in Oxford and went on to work at the Park Psychiatric Hospital for Children with children with specific needs. She then worked as a residential social worker at Stevenage Reception and Assessment Centre where children and young people came for a six to eight week assessment of their needs. She gained experience in working with children and young people, their families, carers, social services and the judicial system through varied and difficult periods of their lives.

Judith then moved to Nottingham where she specialised in working with young children with disabilities at Cherry Orchard House a Reception and Assessment Centre based in Nottingham. For several years between 1980 and 1987 Judith practised as a general staff nurse at Peel Street Women's Hospital and The General Hospital in Nottingham.

In 1991 she qualified as a primary school teacher where she specialised in the fields of literacy and special needs. She worked for 12 years as a primary teacher and then moved to work at Portland College; a residential college for 16 to 25 year olds with a physical disability and associated learning difficulties.

Judith specialised in working with young people with more complex needs; particularly those with communication and learning difficulties such as cerebral palsy and acquired brain injury. She has been responsible for coordinating the assessment of young people with complex needs by a multi-disciplinary team and has developed individual learning programmes for these young people.

She has worked closely with the care teams, the speech and language therapists, the physiotherapists and the occupational therapists to ensure that these young people are able to achieve their potential and develop their independence and self-advocacy.

Judith has also coordinated the transition team who work with social services and Connexions following a person centred plan, developed by the young person to guide them through their transition from adolescence into adulthood. The main aims being to establish further or higher education, training or work experience and to facilitate supported or independent living arrangements.