



## **Mia Tallantyre Norris**

*Specialist Speech and Language Therapist*

Health and Care Professions Council number: SL040378

Royal College of Speech and Language Therapists registration number: RC0045074

### **Personal Profile**

I am a dedicated and enthusiastic Specialist Speech and Language Therapist with a specialism in Augmentative and Alternative Communication (AAC). My patient and empathetic approach allows me to build excellent rapport with clients and their families, creating a foundation for effective communication and trust. I tailor my approach to each individual, using creativity to integrate clients' interests and needs into therapy sessions. I mostly work with clients with complex communication needs who are part of an extensive multidisciplinary team. I am also a Dysphagia trained therapist, and I enjoy working with clients and the people around them to develop their understanding of their eating, drinking and swallowing. I excel in working within these large teams and effectively managing professional relationships. I am dedicated to delivering speech and language therapy rooted in evidence-based practices. My approach is focused on achieving functional targets, ensuring that the therapy provided is not only effective but also meaningful in the context of each client's life.

### **Professional Qualifications**

**2018-2022: Manchester Metropolitan University: Bachelor of Science Degree in Speech and Language Therapy 2:1**

**2025-2026: Manchester Metropolitan University Postgraduate Dysphagia Course**

### **Employment History**

**ATtherapy, Speech and Language Therapist · March 2025 – Present**

Within my current role at ATtherapy, I specialise in working with children and young people who are AAC users. I provide specialist assessment and intervention for individuals who require AAC and assistive technology. This includes supporting a range of communication methods, from paper-based and low-tech options (such as eye pointing, signing, and communication books) to mid-tech devices with voice output and high-tech electronic communication aids accessed via switches, eye gaze, and other methods. I am also a Dysphagia trained therapist and support clients with their eating, drinking and swallowing.

I have experience in setting up assistive technology to ensure individuals can effectively access their communication systems for a variety of purposes, including social interaction, education, leisure, and environmental control. I stay up to date with emerging technology and engage in research and development through collaboration with internal and external networks. My work spans home, school/college, and community settings, including supporting individuals through the AT mentor service to ensure they can communicate effectively across different environments.

**ATtherapy, Speech and Language Therapist · November 2022- February 2025**

My role ATtherapy includes completing assessments, treatment plans and intervention for children and young people with complex communication needs. My caseload primarily supports clients who have a brain injury including children and young people with complex medical, physical and communication difficulties such as cerebral palsy, Rett's Syndrome and learning disabilities. There is a range of therapeutic attention within my caseload which involves providing direct and indirect therapy input to target the needs of the client. I support clients using augmentative and alternative communication (AAC) such as paper-based, mid tech devices and electronic communication aids by a range of different access methods such as switches, eye gaze. Additionally, I have experience in supporting social, emotional, and mental health needs, which involves assisting clients in expressing emotions, navigating social problem- solving, and understanding experiences. I write comprehensive

reports and contribute to Education Health Care Plans (EHPC). I also assist the ATmentor team including organising the social media and supporting ATmentor workshops.

#### [Respite Care, Carer for twin 4-year-old boys with autism spectrum disorder · 2018-2020](#)

I provided support to the parent of twin boys, age 4, who have autism spectrum disorder. In high-risk circumstances, I was able to demonstrate patience and maintain control. I have experience remaining organised and managing several tasks and responsibilities. I am able to regulate challenging behaviours in a variety of settings. During meetings with specialists to discuss progress and further actions to be taken at home, I maintained my professionalism. I had to clearly explain and communicate information to persons whose comprehension and language abilities varied. When preparing activities for the children, I have experience at being adaptable and creative.

#### [Manchester Metropolitan University Student Placements: September 2018 - April 2022](#)

##### [Special Educational Needs \(SEN\) department in Fallibroome Secondary School, Macclesfield](#)

I worked with a teaching assistant throughout my placement to offer SEN children additional support. Acknowledging the lack of support SEN children and SEN staff receive without funding for mainstream schools.

##### [Speech and Language Therapy Outpatients Department at Stepping Hill Hospital, Stockport](#)

Providing voice therapy through online telehealth due to the COVID-19 pandemic. I recognised the benefits and drawbacks of telehealth. I observed and assisted various clients receiving voice therapy. I learned the anatomy of the head and neck and recognised the significance of voice and the functional implications it can have.

##### [Dysphagia and Initial Assessments at Warrington Hospital](#)

I completed phase 1 of the dysphagia competencies. During the COVID-19 pandemic, I worked in a hospital setting, assisting patients and multidisciplinary staff to access therapy safely. I obtained knowledge of various medication, dietary, and fluid requirements.

##### [East Cheshire Paediatrics Speech and Language Therapy](#)

I carefully chose and administered appropriate assessments to primary school aged children (the ACE, TALC, CLEAR and CELF-PS2). I advised and learned from a speech and language therapy assistant while we worked together. I gained understanding of the Picture Exchange Communication System (PECS) and developed suitable responses to difficult behaviour in a classroom environment. I had experience with Makaton and working with clients who were hearing-impaired, including children who had Down syndrome. I had the opportunity to observe an ADOS evaluation and assist an SLT in marking it.

##### [Central Cheshire Paediatrics Speech and Language Therapy](#)

For my own caseload, I completed care plans and next steps independently. I obtained experience using Widgit software to independently create a communication book and delivered 1:1 input. I developed my knowledge of speech sound difficulties. To ensure that goals are implemented and achieved, I closely collaborated with school staff and provided assistance to families.

## **Training**

- Makaton: Completed Level 1 and 2 (Makaton Charity)
- AAC Brick by Brick Programme
- Brick by Brick Programme (Play Included)
- Grid 3 training- Smartbox.
- Boardmaker Training (Tobii Dynavox)
- Getting started with Grid 3 (Smart Box)
- Developing Language with LAMP
- Pragmatic Organisation Dynamic Display (PODD) Training
- Gestalt Language Processing and AAC



### **ATtherapy**

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