



Eleanor Pettigrew

Health and Care Professions Council number: SL34036

Royal College of Speech and Language Therapists registration number: RC0036622

Personal Profile

I am extremely passionate about promoting communication for individuals who have complex needs and require Alternative and Augmentative Communication (AAC). I believe that everyone should receive the support that they need to functionally communicate, and become an active members of their community.

I am also passionate about supporting and promoting independent skills through embedding communication strategies supported by technology. As a Speech and Language Therapist, I have experience working with a range of ages from 5 years old to adulthood, all of whom have complex learning disabilities. My areas of interest include Autism, Low-tech and High-tech AAC, switch intervention, early communication skills, and Intensive Interaction.

I endeavour to provide high-quality, evidence-based, and creative interventions, to support individuals in developing their functional communication skills.

Professional Qualifications

2012 - 2015: Manchester Metropolitan University – BSc Speech Pathology and Therapy, Upper second-class honours (2:1).

August 2018 - Post Basic Dysphagia Qualification (Manchester Post Basic Dysphagia Course).

July 2017 - British Sign Language Level One (Signature).

Employment History

ATtherapy, Highly Specialist Speech and Language Therapist · September 2022 – Present

In my current role, I primarily support children and young people who have suffered a brain injury, including cerebral palsy. I support individuals who have complex communication needs and work closely with the multidisciplinary team to support access to communication and promote independence. My specialisms include early communication skills and early AAC assessment and implementation. I provided direct and indirect therapy input to target the needs of the young person. I assess dysphagia needs and provided appropriate guidelines and risk assessments using the International Dysphagia Diet Standardisation Initiative (IDDSI) texture descriptors.

ATtherapy, Specialist Speech and Language Therapist · January 2019 – September 2022.

My role as a Specialist Speech and Language Therapist included working at a specialist primary school, colleges, residential settings, and within the community. I had a varied caseload of individual clients with a range of complex needs including those requiring AAC. My caseload primarily consisted of children and teenagers who had a diagnosis of Cerebral Palsy and had a range of complex needs, including multisensory impairments. I provided direct and indirect therapy input to target the needs of the young person. I assessed dysphagia needs and provided appropriate guidelines using the International Dysphagia Diet Standardisation Initiative (IDDSI) texture descriptors.

Manchester City Council, Special Needs Teaching Assistant · September 2018 - August 2019

I worked 1:1 with a child with physical, learning and cognition needs in the Early Years Foundation Stage (EYFS), delivering interventions such as physiotherapy and occupational therapy. I implemented universal speech and language therapy strategies, creating a communication rich environment and supporting children to learn through play. I led individual and group interventions at the targeted level to support phonological awareness and social and emotional development. I recorded progress for all children in the class based on the EYFS framework and gained an understanding of typical and atypical speech and language development.

Seashell Trust, Speech and Language Therapist (Band 5) · 2016 – December 2018

I worked at the Royal College Manchester (RCM) with young people aged 18-21 years old with complex needs including ASC, cerebral palsy, multisensory impairment, limited attention and listening skills, and pre-intentional communication. I worked closely with the MDT including Occupational Therapy (OT), Assistive Technology, Audiology, Mental Health Nurses, and Physiotherapy. I worked closely with the education and residential staff teams as well as families to support with embedding and generalising communication strategies.

Therapy Assistant · 2015 – 2016

I worked alongside the therapy team including the Speech and Language Therapists, OT's, and Physiotherapists. I supported during therapy sessions and followed session plans to lead individual or group sessions. I produced appropriate low-tech communication resources and supported to implement and embed communication strategies throughout the college day.

Bank Learning Support Assistant · 2012 - 2015

I worked within the Royal School Manchester (RSM) and the RCM supporting children and young adults. I supported individuals with a variety of needs to access the education curriculum and achieve their potential.

Stockport Cerebral Palsy Society, Residential Support Worker · 2013 - 2016

I supported young adults who had multiple and profound learning disabilities and epilepsy, within their own homes. I supported the young people to access activities that they enjoyed and to become active members of their community.

Seashell Trust, Enhanced Volunteer · 2010 - 2012

I supported children with complex learning disabilities to access sports and education.

Training

- Language Acquisition through Motor Planning (LAMP)
- Colourful Semantics (Alison Bryan)
- Getting started with Grid (Smartbox)
- Doing more with Grid (Smartbox)
- Switch Access Beyond Cause and Effect: Steppingstone for Effective Learning (Linda Burkhart and Fio Quinn, M.S.)
- Social Story (Carol Grey)
- Therapy Outcome Measures (Pamela Enderby)
- Speech and Language Support for Pupils with Severe Learning Difficulties (Elklan accredited).
- Brick by Brick Facilitator training.
- Conferences such as Communication Matters and information days.

Training Provided

I have developed and delivered formal presentations and training to Education and Residential staff teams, as well as other professionals, families, and case managers. This training has explored various therapy strategies, including Intensive Interaction, Objects of Reference, dysphagia, and IDDSI texture descriptors, and training focusing on how to be a good communication partner. In addition, I have provided informal training around specific low-tech strategies, and high-tech devices and software, such as LAMP, Snap + Core First, Proloquo2go, and Grid 3. I have also presented webinars on Early communication development and my lived experiences of being autistic and autism theory.



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