

Mia Tallantyre Norris

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 Speech and Language Therapist with a passion for making a positive impact in the lives of my clients. 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 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

Training received:

- 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

2018-2022: Manchester Metropolitan University:

Bachelor of Science Degree in Speech and Language Therapy 2:1

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Chambers Business Centre
Chapel Road, Oldham, OL8 4QQ
0161 494 6489
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Registration number: **RC00410818** Registration number: **SL038994**

Work Experience

ATtherapy: November 2022- Present

Speech and Language Therapist

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: 2018-2020

Carer for twin 4-year-old boys with autism spectrum disorder

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 behaviours of distress 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 people whose comprehension and language abilities varied. When preparing activities for the children, I have experience 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.

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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.