



## **Ruth Buddle**

Health and Care Professions Council number: SL040029

Royal College of Speech and Language Therapists registration number: RC0042583

### **Personal Profile**

I am a dedicated and passionate Speech and Language Therapist with a strong work ethic. I am highly motivated and organised with excellent attention to detail. I gained excellent clinical knowledge and practical skills within my previous role as a Paediatric Speech and Language Therapist for the NHS. In my current role I primarily work with clients who have complex communication needs as a result of brain injury. I am committed to empowering clients by enhancing communication skills, promoting independence, and instilling confidence. I take a holistic and bespoke approach to each case and tailor my methods to suit each client's individual needs to ensure their autonomy and self-advocacy.

### **Professional Qualifications**

**2020-2022: Manchester Metropolitan University – MSc Speech and Language Therapy (Pre-Registration) – Distinction**

**2013-2016: The University of Sheffield – BA (Hons) English Language and Linguistics – Upper Second Class Honours**

### **Work experience**

**ATtherapy: Speech and Language Therapist**  
**January 2024 – Present**

I provide initial and ongoing assessments, write treatment plans, and plan interventions for children and adults who have complex needs that have resulted from brain injury. This largely involves working closely with the multidisciplinary team to promote independence and achieve client-led goals to support access to communication.

**Manchester University NHS Foundation Trust: Speech and Language Therapist**  
**September 2022 – January 2024**

I independently ran clinics in the North of Manchester for Early Years children with language difficulties and school-aged children with speech sound difficulties. I liaised with the multidisciplinary team by contacting SENDCos and health visitors to gain a holistic understanding of the patient's needs. Part of my role also included delivering virtual training to parents around early communication strategies.

**Manchester Metropolitan University: Student Speech and Language Therapist**  
**September 2020 – September 2022**

Alongside my studies, I completed a communication and dysphagia placement where I worked with adults with acquired neurological conditions. I also completed a placement working with children with complex needs and disabilities and delivered weekly sessions in a school resource base for children with autism.

**The Stroke Association: Communication Supporter**  
**September 2019 – September 2020**

Within this voluntary role, I supported adult stroke survivors with aphasia by using supported conversation. Working with stroke survivors provided me with an understanding of adult-acquired brain injury and knowledge of techniques used to aid communication.

**Training**

- Brick Play
- Makaton Levels 1 and 2
- Talking Mats
- Talk Tools
- WellComm\_Screening
- Internal NHS training e.g. Cleft Speech, Stammering, Developmental Language Disorder, Down syndrome, and Low Tech AAC
- CAPS Universal Level

**Areas of Interest**

My interest in linguistics has lent to my experience of working with clients who have speech sound and voice difficulties. I create dynamic and engaging environments to facilitate the production of age-appropriate speech sounds and phonological awareness skills. I also have a passion for AAC and literacy. Using AAC should not be seen as a barrier for clients to learn how to read and write. Clients who use AAC need reading and writing skills to enhance the scope of their communication. I write literacy programmes that follow the school curriculum so clients with AAC have equal learning opportunities.

**Additional Skills**

I am skilled at observing communication abilities within different settings such as homes, schools, and clinics. I can confidently complete a range of informal and formal language assessments and interpret the results to create unique and bespoke intervention plans. When working with clients, I strive to reflect upon my practice to ensure I am working at the highest possible standard by regularly attending training opportunities and participating in up-to-date research. I was also a regular member of staff excellence networks (autism, stammer, phonology, and early years) in my previous role. I use my theoretical knowledge to deliver therapeutic interventions relating to evidence-based practice. I use creativity and innovation to provide intervention for those with communication difficulties.

Within my previous roles, I have worked closely with families and professionals, which has enhanced my strong interpersonal skills. Working for the NHS gave me insight into working with families with diverse socio-economic and cultural backgrounds. This enabled me to build strong rapports with families and professional working relationships within the multidisciplinary team.

**ATtherapy**

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