Aideen Kane

Speech and Language Therapist
Health and Care Professions Council number: SL042565
Royal College of Speech and Language Therapists registration number: RC0044526

Personal Profile

I am a dedicated and passionate Speech and Language Therapist committed to enriching the lives of my clients through effective communication. With experience in various paediatric and adult settings through placements within the NHS and as a Paediatric Speech and Language Therapy Assistant, I have developed strong clinical knowledge and practical skills. I am driven to empower each individual by enhancing their communication skills, promoting independence, and building confidence. My strong interpersonal skills foster meaningful therapeutic relationships, allowing me to take a person-centered approach in sessions. I believe this nurtures a sense of autonomy and encourages clients to apply their skills beyond our time together. I am committed to continually developing my clinical and professional abilities to support both my clients and their teams in reaching their full potential, delivering evidence-based therapy that is truly meaningful in each client's life.

Professional Qualifications

2022-2024: Manchester Metropolitan University – MSc Speech and Language Therapy – Distinction.

2016-2020: University of Limerick - BA in Applied languages- Upper Second- Class Honours

Employment History

ATtherapy, Speech and Language Therapist · September 2024 – Present
At ATtherapy, I collaborate with multidisciplinary team members and senior therapists to assist clients access learning and communication. I create detailed, client-centered reports and therapy plans that are engaging and incorporate the clients' interests. These plans incorporate both low-tech and high-tech augmentative and alternative communication (AAC) methods to improve effective communication.

All About Speech Therapy, Speech and Language Therapy Assistant · October 2023- September 2024
Within this role, I focused on developing expressive and receptive language skills to children within my caseload seen weekly. Main responsibilities include planning sessions and creating SMART targets to achieve therapy goals. As these sessions were conducted independently, effective time management was crucial in delivering engaging and effective therapy that holds the child's attention. Consistency in sessions was key, and they are scheduled with parents or carers in advance. Within the company, there were many other SLTAs, and we maintained communication through a group chat due to the absence of a head office. This platform is invaluable for asking questions, sharing resources, and discussing evidence-based interventions and therapy approaches.

Sense, Personal Carer · October 2022- September 2024
This role began as a part-time position as a 1:1 personal carer for autistic adolescents and children, as well as working with holiday groups for individuals with learning disabilities and neurodevelopmental conditions. The 1:1 role involves planning activities that align with the individual's interests and wishes, promoting autonomy and independence. Additionally, I was involved in holiday groups, providing children and adolescents the opportunity to see friends and try new activities. Collaboration among carers was essential when planning activities to meet each child's needs and ensure safety and support within the community. The role also involved acting as a facilitator to foster positive interactions and using a total communication approach, including visuals, to accommodate children's preferences. Building and maintaining good relationships with parents and carers was crucial, ensuring they can trust us with their children's care. We provided regular updates throughout the day to maintain transparency and strengthen this relationship.

Manchester Metropolitan University Student Placements · September 2022- April 2024

Northern Care Alliance NHS Foundation Trust (January- March 2024), Salford Community - Early years
During my student placement in a community setting, I worked across nurseries and mainstream schools with children facing social communication difficulties and language delays/disorders. I supported both verbally fluent and non-speaking children, using visuals and objects of reference to aid communication. Managing a varied caseload, I administered and interpreted formal assessments such as RAPT, TALC, and CLEAR, alongside informal assessments. I also implemented interventions like colourful semantics and intensive interaction. Overseeing my own caseload, I applied evidence-based practices and further developed my skills in note writing, referrals, and communication with parents and schools.

Manchester University NHS Foundation Trust (September- October 2023), North Manchester General Hospital- Acute IPs, Head and neck IPs/OPs and voice Ops
This placement gave me experience working with patients with acquired dysphagia and communication disorders such as Aphasia, AOS, and Dysarthria. I conducted assessments including oro-motor exams and aphasia screenings, and delivered interventions using IDDSI levels and evidence-based therapies. For communication patients, I developed communication passports and used low-tech AAC to help them express their needs to family members and healthcare professionals. I appreciated the collaborative nature of working within a team of SLTs and the wider MDT. My end-of-placement report score of 91% reflects my commitment to continuous professional development and delivering high-quality patient care.

Alder Hey Children's Hospital Trust January (March & July 2023), Early Years and ASC Pathway
In this placement, I worked with early years children with language delays/disorders and social communication needs, including those on the ASC pathway, in both clinical and community settings. As my first placement, it helped me develop my observation skills by taking detailed session and case history notes. It also allowed me to refine my professional skills across various settings, offering valuable insight into the role of a Speech and Language Therapist.