

Emily Walsh

Health and Care Professions Council number: SL33654

Royal College of Speech and Language Therapists
registration number: RC0035331



Personal Profile

I am experienced in working with a range of individuals with an acquired brain injury, severe and profound learning disabilities, physical disabilities and Autism Spectrum Conditions (ASC). My particular area of interest is working on the design, development, and successful implementation of Alternative and Augmentative Communication (AAC) methods for people with complex communication needs. I am proud to work in the field of AAC and am consistently inspired by the children, young people and adults that I have the pleasure to work with.

I am positive, upbeat and strive to be the strongest clinician that I can be. Being self-reflective and an advocator for a Total Communication approach enables me to achieve functional, spontaneous, and rewarding communication goals with clients. The world of AAC is diverse and fascinating – I enjoy discovering new things and thinking holistically about every individual I work with.

Professional Qualifications

[University of Sheffield \(2015\)](#) 2: 1 degree in Speech Science

[Holy Cross College \(2011\)](#) A Levels in Psychology, French, English from grades A*-B

Areas of interest

- AAC (assessment and successful implementation)
- Language Acquisition through Motor Planning (LAMP)
- Providing high-quality training relevant to the special educational needs (SEN) environment

Training

British Sign Language (BSL) Level 1 – Signature
Elklan total training package for professionals – Elklan
Speech and Language Support for Pupils with Severe Learning Disabilities - Elklan
Talking Mats training foundation course– Talking Mats Ltd
Language Acquisition through Motor Planning (LAMP) – Liberator
Grid 3 expert training – Smartbox
Grid 3 advanced practitioner training - Smartbox
Developing low tech AAC – Ace Centre

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Dynavox devices and software – Toby Dynavox
Liberator devices and software – Liberator
Communication Matters – two day conferences
Total Communication 5 day co-ordinator course – Salford Royal NHS Trust
Basic Signalong training – Salford Royal NHS Trust
Active Support – Association for Real Change
ProACT SCIPr- UK – Behaviour support team at Seashell Trust
Mental Capacity Act – Seashell Trust
CHARGE syndrome; training for professionals – national conference
Safeguarding (including online safety, female genital mutilation, Prevent, Channel and basic safeguarding) – Seashell Trust
Epilepsy training – Nursing team at Seashell Trust
Sensory Processing Disorders – Occupational Therapy team at Seashell Trust

Work Experience

- **July 2019 – present**

- **ATtherapy Specialist Speech and Language Therapist**

Within my role at ATtherapy, I work with individual clients referred by case managers. I specialise in working with individuals aged 0-25 years old with cerebral palsy and AAC (often utilising complex and specialist access methods). I am experienced at supporting individuals with both high and low level language difficulties, either related to a learning disability, acquired brain injury or neurodevelopmental condition. I provide specialist AAC assessments and tailored therapy programmes as a key part of my role.

In addition, I maintain and support a varied caseload, reviewing my own practice in relation to the current evidence base. My broader clinical skills encompass areas including speech sound work, phonological delays/ disorders, developmental language disorder (DLD) dysphagia, literacy development, emotional regulation and social communication needs. I am also a qualified Eklán tutor and can provide high-quality, accredited Eklán training to schools and education teams.

- **August 2018 – July 2019**

- **Band 6 Specialist Speech and Language Therapist at the Seashell Trust**

Member of the award-winning SaLT Team (Shine A Light Awards, March 2019). Award given for championing best practice in AAC.

My responsibilities included:

- Providing specialist assessment for children and young adults with a variety of complex communication needs including Autism, multisensory impairment, challenging behaviour, physical disabilities and profound learning disabilities.

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- Providing specialist training and guidance to residential, college and school staff in relation to individual person-centred approaches as well as specific training on Intensive Interaction, PECS, Elklan support for pupils with SLD and 'Being a Good Communication Partner'. Management of staff within training sessions, adapting my approach to suit the needs of my learners appropriately.
- Delivering four, ten-week Elklan courses to both internal and external professionals. These courses covered in-depth, specialist strategies, theory and practical activities to promote successful communication of young people with severe and complex learning disabilities.
- Liaising with senior professionals at the Seashell Trust to enhance service improvement and consistently evaluate quality of interventions.
- Participating in service evaluation projects; I have co-presented at national conference Communication Matters and delivered a seminar at Manchester Metropolitan University.
- Writing objective, accurate case notes in a timely manner. Write clear, factual reports and provide evidence of consistently appropriate clinical reasoning.
- Carrying out clinical educator duties to support and supervise student Speech and Language Therapists.
- Line management and direct supervision of Band 5 Speech and Language Therapists and Therapy Assistants.
- Liaising with Therapy Assistants, delegating tasks and therapy sessions appropriately to manage time and demands of the caseload in the most efficient manner possible.
- Demonstrating a good understanding of hi-tech AAC systems and the relevant processes involved with local and national commissioners and awareness of funding sources.
- Inputting into target setting and providing specialist contributions to EHC Plan meetings and annual reviews.
- Commitment to continued professional development and attendance at relevant professional networks, conferences and training courses. I was the secretary of the North West Special Schools Clinical Excellence Network for two years.
- Demonstrating an excellent understanding of safeguarding legislation, national practices and government policies (including SEND reforms).
- Promoting awareness of and adherence to clinical guidelines as recommended by the RCSLT and HCPC (Code of Ethics and Professional Conduct).
- Demonstrating strong IT skills; experience using Windows, Microsoft, Apple and a range of AAC software (including Boardmaker online, Grid 3, LAMP).
- Demonstrating excellent written and verbal communication skills.
- Working cohesively with the MDT; specifically OTs, physios, nurses, audiologists, social workers, care managers and educational staff.

January 2016- August 2018

Band 5 Speech and Language Therapist at the Seashell Trust

See responsibilities listed above. As a band 5 therapist, I was not responsible for line management of junior staff, more in-depth service evaluation and delivery of presentations at conferences and university.

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Sept 2015 –December 2015

Volunteer Speech and Language Therapist at Salford's community-based MDT Adult Learning Disability team.

I worked alongside Psychologists, Social Workers, OTs and Physios with a small number of adults with learning disabilities. My main responsibilities involved the trial and implementation of various hi-tech AAC systems within different residential settings. During this time, I attended specialist Total Communication training and supported local Total Communication co-ordinators to campaign for greater awareness throughout the local community.

Sept 2011- July 2015

Student Speech and Language Therapist at the University of Sheffield.

Clinical placements in a variety of settings. One block placement working within an educational paediatric learning disability team. One block placement working within a community SaLT team with adults with learning disabilities. Clinical experience in supporting with difficulties in eating / drinking, two weeks observing videofluoroscopy assessments.

During this time, I also volunteered in mainstream primary schools supporting children with Special Educational Needs to access SaLT interventions.

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