

Caitlin McWilliams

Health and Care Professions Council number: SL038994

Royal College of Speech and Language Therapists
registration number: RC0041018



Personal Profile

I am a patient and empathetic therapist which allows me to build excellent rapport with clients and their families. I pride myself on putting the client and their needs at the heart of therapeutic decision making, and I love to use my creativity to include client interests and needs within therapy. I am passionate about inclusivity and advocacy, and I believe that everyone deserves a voice. I strive to use my knowledge and enthusiasm to deliver evidence-based speech and language therapy, with a focus on functional targets.

For the clients that I work with, a multidisciplinary approach is essential and I am very capable at working within a large team and managing these professional relationships. I bring with me my experience working within educational, medical, charitable and care organisations, to enable effective communication within the multidisciplinary team.

Professional Qualifications

2019-2021: [Manchester Metropolitan University](#) - MSc Speech and Language Therapy (Pre-Registration) – Distinction (83%)

2014-2018: [The University of Manchester](#) – BSc (Hons) Psychology with Placement Year – First Class (77%)

Training Received

- Brick by Brick Programme (Play Included)
- Makaton - Completed Level 1-3, studying towards Level 4 (Makaton Charity)
- Sensory difficulties - An introduction to sensory integration difficulties (Sensory Integration Education)
- Sensory processing workshop (Occupational Therapy)
- AAC - Implementation strategies in the home and classroom (Liberator)
- Down's Syndrome - Supporting the language and communication of learners with Down's Syndrome (South Manchester Down's Syndrome Support Group)

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Work experience

ATtherapy: Sept 2021 – Present

Speech and Language Therapist

At ATtherapy I provide assessment, treatment plans and intervention for children and young people with complex communication needs. This includes supporting the use of electronic and paper-based communication systems, as well as other forms of augmentative and alternative communication (AAC). I support children and young people with complex medical, physical and communication difficulties such as cerebral palsy, Down's Syndrome, Rett's Syndrome and learning disabilities. I work within schools and directly with clients, visiting them in their homes or at school.

Manchester Metropolitan University: Oct 2019 – August 2021

Research Assistant

I worked on two research projects at the university. I interviewed adults with learning disabilities about the impact of COVID-19 on their lives, as part of a UK wide project. My role was to build a good rapport with participants and carers to facilitate the interviews that collect the voices of this under-represented group in research. In this role, I was both a listening ear and an advocate for participants. In a previous research project, I worked alongside a research associate on a systematic review of interventions for ethnic minority older adults.

Manchester City Council: Sept 2018 – August 2019

Special Needs Teaching Assistant

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.

Time Specialist Support: Feb 2018 – June 2019

Specialist Support Worker (Autism)

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I supported children and young people with autism to access community activities. I organised and delivered sessions at a 1:1 or 2:1 level, using speech and language strategies to support their social communication, such as visual timetables, basic Makaton and Intensive Interaction.

Cotham Care: July 2016 – April 2019

Carer

I cared for a young man with cerebral palsy, epilepsy and spastic quadriplegia. I provided all personal daily care, including managing dysphagia by NG tube feeding. I fostered his independence by using eye-gaze and tuning into the tone of his vocalisations to make decisions such as what clothes to wear. I organised and facilitated multi-sensory activities to provide stimulation, such as music therapy and hydrotherapy.

After Adoption: July 2016

Sessional Worker for Residential Camps

This was a combined role of activity leader and support worker at short breaks for adopted 10- to 15-year-olds. I supported young people using specific games and techniques for emotional regulation, to diffuse challenging behaviour. I provided social and emotional support when difficult issues such as self-harm were disclosed, dealing with them via the safeguarding policy.

Additional skills

I am a reflective practitioner and really value taking the time to evaluate and reflect on clinical experiences so that I can further my professional knowledge. I consider this to be an essential element of continuous professional development.

Currently I sit on the committee for Communication Therapy International (CTI), a registered Royal College of Speech and Language Therapists (RCSLT) clinical excellence network and a resource to support people working within communication disability in low and middle income countries. I organise and host regular events for CTI, such as webinars and Q&A Café sessions.

I have been involved in many organisations as a volunteer, both in the UK and overseas. These positions have allowed me to develop my skills as a speech and language therapist by expanding my knowledge base in related fields:

South Manchester Down's Syndrome Association – I supported the running of their events such as a monthly Chatterbox session where children receive group speech and language therapy and Singing Hands events.

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Venture Arts – I worked with a lead artist to deliver art workshops to adults with learning disabilities. I learnt to adapt my support to the range of needs and promoted independence as much as possible.

School for profoundly disabled children – I supported students on a 1:1 basis for classroom activities and trips out in the community.

Overseas: The Life Foundation and SLV.Global – I worked with the existing services for children and adults with disabilities or mental health conditions. I planned and delivered workshops in movement, art, drama and music therapy, and promoted development through Intensive Interactive, play and physiotherapy.



THERAPY

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