



Threshold Descriptors

Multi-sensory Impairment

(to be used with FS2, KS1 - KS4 pupils only)

S3-8

Range	Multi-Sensory Impairment Descriptor (Apply 'best fit')	Assessment & Planning	Grouping for Teaching	Curriculum & Teaching Methods	Resources	Additional Resources
1	<p>Mild or moderate visual impairment and mild or moderate hearing loss</p> <p>Descriptors as in guidance for Hearing Impairment and Visual Impairment at ranges 1 and 2</p>	<p>As described in HI and VI guidance at ranges 1 and 2</p>	<p>As described in HI and VI guidance at ranges 1 and 2</p>	<p>As described in HI and VI guidance at ranges 1 and 2</p>	<ul style="list-style-type: none"> • Main provision by class/subject teacher • Advice from Qualified Teacher of the Deaf and Qualified Teacher of Visual Impairment on implications of visual impairment and hearing loss • 	<p>As described in HI and VI guidance at ranges 1 and 2</p>
2	<p>Severe visual impairment and mild hearing loss, or severe/profound hearing loss and mild to moderate visual impairment</p> <p>They are likely to fit the relevant descriptors for VI and HI but may be more likely to have;</p> <ul style="list-style-type: none"> • A slower pace of learning • Difficulties accessing incidental learning, including signed and verbal communication • Difficulties with maintaining attention and concentration • Low self-esteem and lack confidence 	<p>As described in relevant HI and VI guidance ranges</p> <p>Initiate a CAF</p>	<p>As described in relevant VI and HI guidance ranges with increased need for small group work and 1:1 opportunities in a quiet environment</p>	<p>As described in appropriate VI and HI guidance ranges with additional emphasis on the need for;</p> <ul style="list-style-type: none"> • Appropriate seating, lighting and acoustics • Additional time to experience new activities, complete work, preview and review lessons • The use of experiential and tactile learning materials • Clear verbal or signed reinforcement • Additional mobility and independence skills 	<ul style="list-style-type: none"> • Advice and/or support from QTD and QTVI • Specialist aids and adaptations 	<p>As described in relevant HI and VI guidance ranges</p>

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3	<p>Moderate to profound auditory and significant visual impairments, including central processing problems of vision and hearing</p> <p>Dependent upon age of onset, the type and degree of loss and individual social and emotional responses, they may;</p> <ul style="list-style-type: none"> Have delayed development in a range of areas of learning Have communication difficulties Have difficulties generalising learning and transferring skills Have difficulties coping with new experiences Have severe difficulties accessing incidental learning Experience difficulty developing relationships and lack social awareness Be socially isolated Have under-developed independence and self-help skills 	<ul style="list-style-type: none"> Part of school and class assessments Visual and hearing assessments Functional sensory assessment As appropriate to needs; ongoing assessment of communication, cognition, mobility, social and emotional development Curriculum plan closely tracks levels of achievement IEP targets are individual, short term and specific. 	<p>Daily opportunities for small group work and individual support to ensure access to new experiences and afford opportunities to complete work, preview and review lessons</p>	<ul style="list-style-type: none"> Significant modification to learning materials and curriculum delivery Individual mobility and independence/life skills programmes 	<ul style="list-style-type: none"> Daily access to individual support, trained to meet the needs of pupils with MSI Input from mobility/rehabilitation officer Input from other educational and non-educational professionals as appropriate Need for balanced approach to support and intervention to facilitate social inclusion 	<p>May need, as appropriate to assessed needs;</p> <ul style="list-style-type: none"> Electro-acoustic assessment of auditory equipment Provision of personal FM systems and soundfield systems Appropriate training opportunities for staff Access to a quiet room for small group and 1:1 sessions Low vision aids Electronic magnification Laptop with software Large print materials
4	<p>Severe to profound hearing loss and severe visual impairment or educationally blind, including central processing problems of vision and hearing</p> <p>Dependent upon age of onset, the type and degree of loss and individual</p>	<ul style="list-style-type: none"> Part of school and class assessments P Scale Assessments Visual and hearing assessments 	<p>Individual support within small class groupings</p>	<ul style="list-style-type: none"> Individual curriculum to facilitate learning through tactile and experiential approaches and using alternative or augmentative communication systems Individual programmes to 	<ul style="list-style-type: none"> Individual support, trained to meet the needs of pupils with MSI Work with mobility/rehabilitation officer Input from other educational and non-educational professionals as appropriate 	<p>As appropriate;</p> <ul style="list-style-type: none"> Electro-acoustic assessment of auditory equipment Provision of personal FM systems and

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	<p>social and emotional responses, a pupil may:</p> <ul style="list-style-type: none"> • have severely restricted access to incidental learning and a substantially slower pace of learning • Have delayed development in a range of areas of learning • Have minimal access to incidental learning • Have complex communication difficulties • Require a tactile curriculum and access to real objects and context-based learning experiences • Require an alternative communication system • Have severe difficulties generalising learning and transferring skills • Display challenging and/or self-injurious behaviours • Have difficulties coping with new experiences • Be socially isolated • Experience difficulty developing relationships and lack social awareness • Have under-developed independence and self-help skills 	<ul style="list-style-type: none"> • Functional sensory assessment • As appropriate to needs; ongoing assessment of communication, cognition, mobility, social and emotional development • Individually tailored planning • IEP targets are individual, short term and specific 		<p>facilitate the development of communication, compensatory, independent living, mobility and social skills</p>	<ul style="list-style-type: none"> • Need for balanced approach to support and intervention to facilitate social inclusion 	<p>soundfield systems</p> <ul style="list-style-type: none"> • Access to a quiet room for small group and 1:1 sessions • Communication aid • Tactile resources • Access to ICT for staff production of tactile resources • Materials to support development of alternative communication systems

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5	<p>Moderate to profound auditory and significant visual impairment, including central processing problems of vision and hearing and functional multi-sensory impairment, and other significant disabilities</p> <p>They may;</p> <ul style="list-style-type: none"> • Have severe and complex communication difficulties • Require an individual communication system using a range of alternative and augmentative communication modes • Require a tactile and experiential approach to learning and sensory curriculum • Display challenging and/or self-injurious behaviours • Require individual support with all aspects of basic care needs and to access learning and social opportunities • Be tactile defensive and wary of new experiences • Lack the motivation to make effective use of residual vision and hearing and require sensory stimulation programmes 	<ul style="list-style-type: none"> • Part of school and class assessments • Functional sensory assessment • As appropriate to needs; ongoing assessment of communication, cognition, mobility, social and emotional development • Individually tailored planning • IEP targets are individual, short term and specific • 	<p>Individual support within small class groupings</p>	<ul style="list-style-type: none"> • Individual curriculum to facilitate learning through sensory and experiential approaches and using alternative or augmentative communication systems • Individual programmes to facilitate the development of communication, compensatory, independent living, mobility and social skills 	<ul style="list-style-type: none"> • Individual support, trained to meet the needs of pupils with MSI • Work with mobility/rehabilitation officer • Input from other educational and non-educational professionals as appropriate 	<p>As appropriate;</p> <ul style="list-style-type: none"> • Electro-acoustic assessment of auditory equipment • Provision of personal FM systems and soundfield systems • Access to a quiet room for small group and 1:1 sessions • Communication aid • Tactile resources • Access to ICT for staff production of tactile resources •

NB. Currently Barnsley does not have a qualified MSI teacher and advice would have to be bought in.