

Role of the school and the Specialist Qualified Teacher of CYP with Multi Sensory Impairment (MSI)

Quality First Teaching

Quality First Teaching for Pupils with Multi Sensory Impairment (MSI)	Specialist Support and Additional Teaching from a Qualified Teacher of CYP with Multi Sensory Impairment (MSI)
<p>Learners with MSI should have access to a differentiated curriculum which prioritises their need to learn the essential skills of the Expanded Core Curriculum:</p> <ul style="list-style-type: none"> • Social Interaction • Independent Living • Compensatory access • Self Determination • Sensory Efficiency • Orientation and Mobility • Recreation and Leisure • Assistive Technology • Career education <p>Where appropriate, it is this curriculum which should form the basis of planning and assessment.</p> <p>1. Good management of the classroom environment to maximise a learner's access to auditory and visual information as appropriate</p> <ul style="list-style-type: none"> • Minimise unwanted distractions (auditory, visual, tactile, vestibular and olfactory) • Plan and adapt the classroom environment and any group or practical work to ensure that the learner is in their preferential viewing, listening and/or seating position. This may change with different activities and from feedback by the learner on what works well for them. They should not be isolated from their peers. • If the child has an intervenor, make sure they are available to provide a base of secure attachment from which maximum sensory functioning can take place • Provide a tidy and well organised classroom with clear 	<p>1. Training at whole school, class and individual level (intervenors, teachers and SENCos) on the impact of MSI on learning and development including strategies to make the curriculum accessible as well as comorbidity with specific conditions e.g. CHARGE syndrome</p> <p>2. Advice and modelling of specialist teaching strategies in the classroom to</p> <ul style="list-style-type: none"> • support the learner's emotional well being and self regulation • ensure access to effective learning through appropriate strategies (e.g. environmental cues, objects of reference, symbols, on body signing, visual schedules) • establish effective communication particularly alternative modes <p>3. Specialist assessments to identify:</p> <ul style="list-style-type: none"> • sensory functioning • an appropriate curriculum(e.g. Victoria School Curriculum) • an appropriate mode of communication (e.g. tactile signing, AAC; Braille; Moon; Deafblind Manual Alphabet) • progress • next steps <p>4. Specialist teaching on an individual basis to establish effective communication and reinforce aspects of the National Curriculum and of the Expanded Core Curriculum.</p> <p>5. Delivery of targeted programmes to develop self regulation, tactile skills, use of equipment and technology</p>

labelling of resources.

2. Good management of all specialist equipment to ensure access to curriculum materials and learning.

- Ensure effective and consistent use of hearing technology (hearing aids, cochlear implants, radio aids) and its management
- Ensure effective and consistent use of equipment and technology which supports visual access to learning and recording (e.g. glasses, CCTV, Braille Note, laptop, iPad) and its management

3. Good communication strategies will take in to account the specific needs of the learner with multi sensory impairment.

- Strategies will be employed by all staff across the school which promote inclusion of the learner across all aspects of school life.
- Introduce yourself using a personal signifier
- Consider all behaviour to be communication
- All staff and therapists to follow the learner's personal communication mode/ programme/ strategies as identified by the QTMSI in a consistent manner
- Pace your communication to the learner's rate of processing the auditory/visual/ tactile information.
- Make sure that the pupil's voice is heard by giving the learner time and opportunity (through an intervenor where appropriate) to express themselves using what may be quite unique and subtle forms of communication
- Encourage peer to peer interactions
- Use routine and consistency to support a learner's understanding of what is expected of them

6. Support the target setting process through provision of a specialist advice report to support EHCPs, short and long term outcomes, SMART and SCRUFFY targets and attendance at annual reviews

7. Coordination of support from

- QTVI – qualified teacher for visual impairment
- QToD – qualified teacher of the deaf
- RQHS – registered qualified habilitation specialist
- QESTA – qualified educational special teaching assistant

8. Support specialist risk assessments and planning for off site and extra curricular activities

9. Joint working and liaison with Health, Social Care and other professionals to improve outcomes for children with MSI including contributing to Deafblind Guidance assessments.

4. In the lesson

- Lesson content should be presented in a way which meets the learner's individual sensory needs
- Ensure equality of access to auditory information as outlined in the QFT for learners with HI
- Ensure equality of access to visual information as outlined in the QFT for learners with VI
- Use the learner's personal communication mode/ programme/ strategies as identified by the QTMSI to signal a clear beginning and end of the lesson
- Provide the learner with concrete experiences whenever possible as MSI learners miss out on incidental learning.
- Differentiation may include pre working, over working or prioritising the tasks required of the learner to take into account the slower rate of processing the distorted or missing information that the learner is receiving
- Break tasks into manageable chunks and for some learners a small steps approach is appropriate
- Use appropriate compensatory strategies such as visual, auditory and tactile prompts and cues, modelling, hand under hand to ensure that the learner has enough information to operate as independently as possible

5. Intervenors/ Keyworkers/ Teaching Assistants should be used effectively to support the learner's access in the lesson while promoting and developing independent learning. They should:

- be suitably trained /qualified in working with pupils with MSI
- have a daily routine to check that glasses are clean and that hearing aids are working, encouraging independence wherever possible

- have time provided to
 - attend training in the use of new specialist equipment
 - discuss and plan appropriate modifications of tasks & activities with the class teacher and QTMSI
 - sufficient time to make modifications in advance of lessons
- be able to adapt the learning environment to meet the learner's sensory needs and minimise unwanted distractions
- be able to pre-empt fatigue and encourage short sensory breaks
- support the learner's socialisation, confidence and self advocacy

6. Learner's voice should be sought to monitor their engagement with learning

7. School policies and guidelines take into account the needs of the CYP with multi sensory impairment

8. School should be able to provide evidence that they have followed the advice/recommendations of the QTMSI, QTVI, QTHI and RQHS.