

**Sensory and Physical Needs:  
Multi-Sensory Impairment**

Range 1 (Quality First Teaching and arrangements within classroom setting)	Range 2 (Additional support from outside agencies increased level of support)	Range 3 (Higher level of support in school and additional support from outside agencies)
See HI and VI guidance	See HI and VI guidance	<p><b>Assessment and planning</b></p> <ul style="list-style-type: none"> <li>• Part of school and class assessments</li> <li>• Visual and hearing assessments</li> <li>• Functional sensory assessment</li> <li>• As appropriate to needs; ongoing assessment of communication, cognition, mobility, social and emotional development</li> <li>• Curriculum plan closely tracks levels of achievement</li> <li>• IEP targets are individual, short term and specific</li> <li>• IEP targets jointly formulated and monitored with QTMSI</li> </ul> <p><b>Grouping for teaching</b> 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> <p><b>Curriculum &amp; Teaching Methods</b></p> <ul style="list-style-type: none"> <li>• Significant modification to learning materials and curriculum delivery</li> <li>• Individual mobility and independence/life skills programmes</li> </ul> <p><b>Human Resource and Staffing</b></p> <ul style="list-style-type: none"> <li>• Daily access to individual support, trained to meet the needs of pupils with MSI</li> <li>• Frequent visits from QTMSI</li> <li>• Input from mobility/rehabilitation officer</li> <li>• Input from other educational and non-educational professionals as appropriate</li> <li>• Need for balanced approach to support and intervention to facilitate social inclusion</li> </ul>