



Department
for Education



A toolkit for use with the Victoria School MSI Curriculum

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Preface



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2. Introduction

2.1 The Victoria School MSI Unit Curriculum

Learners with MSI are hugely disadvantaged in understanding and interacting with their environment because the information they receive is so limited, distorted and fragmented. As a result, their learning is often fragile and untidy. They need an optimal, individualised learning environment, defined broadly as the places, people, objects and activities which make up their world.

The Victoria MSI Unit Curriculum is based on a transactional model of development which focuses on the interaction between child and environment. Its purpose is to create an individual learning environment within which a pupil with MSI can successfully explore, interact, learn and generalise.

On the one hand, the MSI Curriculum provides access to more conventional curricula by developing pupils' learning skills. On the other, it addresses the impact of MSI on development and aims to help pupils overcome MSI-specific barriers to learning and development.

Whilst conventional curricula focus on **what** pupils will learn, with a clear set of linear, product-based learning outcomes on which to measure progress, the MSI Curriculum focuses on **how** children learn and especially on the development of effective learning and interaction skills. It is a process-based, branching, learner-centred curriculum, which

- specifies staff behaviour rather than learner behaviour, and
- emphasises cross-curricular working.

Whilst these aspects work well for our pupils, they provide challenges for planning, recording and evaluating progress.

2.2 Planning and recording at Victoria

2.2.1 Principles and issues

Whilst using the curriculum at Victoria we have developed and revised systems for planning and recording which work for us and allow others to understand our data. We have identified a number of principles along the way, together with a range of issues which we have tried to resolve. These are summarised below:

- **Paperwork should be useful.** Planning should show the potential of each activity for a child's learning and be written clearly enough for all staff to understand. Recording should assist in evidencing and evaluating progress and so help with future planning. Neither should duplicate information or be completed for its own sake.
- **The MSI Curriculum does not specify the detailed content of each child's learning programme.** Whilst this adds to the responsibility of teachers in planning, structure is provided by the use of annual targets. Each pupil's educational programme and timetable is based on their annual targets and the experiences they need in order to achieve them. The breadth and balance of a pupil's programme can be mapped if needed, because lesson plans specify the curriculum domains addressed.
- **Pupils with MSI often have great difficulty transferring skills and concepts** because the information they receive is so limited. Learning objectives for each activity link to the pupil's Annual Targets; the same target will be addressed in a number of different sessions and contexts.

- **Teaching sessions are cross-curricular**, to promote the development of generalisation and to reduce the prompt-dependency and context-dependency which limit the learning of many pupils with MSI. Planning for each activity specifies the range of curriculum domains addressed and identifies potential aims for each domain.
- **Pupils with MSI are likely to need activities repeated over a long period of time** to allow the consolidated learning of concepts. For this reason, medium and short-term planning are combined within detailed ongoing lesson plans to avoid repetition.
- **Pupils may still enjoy very familiar activities after the learning objectives for the activity have been achieved.** Less familiar activities, whilst valuable, may not allow the student to operate as confidently or independently as very familiar ones. Lesson plans include the long-term aims (for each curriculum domain) which the activity could support in the future as well as pupils' current priorities – so, for example, a pupil may move from participation to helping to lead a session, or from exploring sensory resources to anticipating the sequence of the session.
- **All the staff who work with a pupil should be involved in recording evidence of progress.** This includes intervenors, teaching assistants and lunchtime supervisors. All staff need appropriate training, so that they recognise significant responses from a pupil, and the recording system needs to be accessible, in all senses. We use sticky labels on which staff record pupils' achievements. Teachers later attribute these to specific Curriculum domains and targets.
- **The profiles list typical achievements for each curriculum domain** at each of the four phases of the Curriculum. The lists are not exhaustive. Accountability is most clearly achieved by 'ticks' on a pupil's profile, but this can lead to annual targets being chosen almost exclusively from Profile items. This works for some pupils but not for all; some need a focus on other targets as well in order to make the best progress. Partly for this reason, our criteria for evaluating progress reference the Profiles but also include a range of other factors.
- **Evidence of day-to-day learning is qualitative rather than quantitative, and provided by all staff.** A range of approaches are used to check and promote the quality of data, including collaborative working, triangulation and moderation.

2.2.2 Practicalities

Over the last decade at Victoria we have developed strategies, criteria and templates which allow us to plan, record and evaluate progress coherently and consistently, whilst following the principles above. Repeated in-house evaluations and three Ofsted inspections have confirmed that our approach works for students attending the Victoria MSI Unit.

A number of factors influence our approach in practice:

- The Unit has up to 15 pupils, divided into several base groups, each led by a teacher or teacher and HLTA. Pupils are grouped according to curriculum phase, age, and/or other factors – for example, those who need calm, quiet environments to access information are not well-placed with those who need lots of excitement and noise!
- Our pupils have dual hearing and visual impairments and a range of other disabilities, and operate at pre-national curriculum levels. They have some independent movement and can act directly on their world, although this movement may be very limited. In our judgement, they have the potential to progress to at least Phase 2 of the Victoria MSI Unit Curriculum.
- The Unit is all-age and at the time of writing has pupils aged 4 to 19 years. Age-appropriate activities and resources are generally used, but pupils' personal preferences – for example, for specific toys – are respected. Base groups may include pupils of differing ages if their learning needs indicate this.

- Pupils' individual learning programmes need to provide balance across curricular areas, between individual and group work and in the range of physical environments used. They are flexible when appropriate - for example, students participating in a new session, or who are ill or tired, may not stay for the full session.
- We work as closely with parents as we can, depending on their preferences, and their priorities are incorporated into planning wherever possible.
- Teaching staff work very closely together because it strengthens staff understanding of pupils' needs and responses. The Unit rooms are interconnected, helping staff awareness of other groups and flexibility of staffing when needed.
- We work collaboratively with professionals from other disciplines, including physios, speech and language therapists and OTs specialising in sensory processing. Therapy activities are incorporated within students' learning programmes.
- Timetabling must accommodate occasional needs each day for 2:1 or 3:1 staff ratios, for personal care or in response to challenging behaviour.
- Teaching sessions may be individual or group-based. In group sessions, pupils may interact with other students, or may in effect be working 1:1 with others around them engaged in parallel activity. Apart from daily greeting and goodbye sessions (held in base groups), each small group session of 2-5 pupils will include whichever pupils will benefit from it, rather than the pupils who 'belong' with a specific teacher. Factors include pupils' current targets, communication needs, awareness of others and pace of working. A larger cross-Unit group session each week (choir) provides a different social experience for most of our pupils.
- Whilst students have keyworkers, each staff member works with two or more different pupils during the week
- We have a low staff turnover and very knowledgeable and experienced teaching assistants, who receive regular in-house training.
- Some students join other classes in the main school for specific sessions and reasons, with 1:1 support from Unit staff. These sessions may each have two plans – for example, the science teacher has a science-based plan for the weekly lesson which two of our students attend; we have a plan addressing Responses to routines and changes, Sensory responses and Ownership of learning for the same session.
- The Unit has a strongly evaluative ethos and staff discuss students' responses and achievements as a matter of course, both within base groups (teachers and TAs) and between the Unit teachers.

2.3 Use of materials by other professionals

The Victoria MSI Unit curriculum¹ has been downloaded over 2,000 times since its publication in 2009, and is used in a range of settings in the UK and overseas. We did not anticipate this level of popularity, or the widespread use of the curriculum by advisory teachers working in sensory support services. It has been used flexibly to help with target setting, to monitor progress, to support non-specialist teachers and intervenors and to focus on specific aspects of learning for students with MSI. The feedback from other professionals in the field about their use of the curriculum has helped us to refine and develop our own practice at Victoria.

¹ See: <https://www.natsip.org.uk/doc-library-login/curriculum/victoria-school-msi-curriculum>

In recent years, professionals visiting the MSI Unit have increasingly asked about our paperwork and processes for planning and recording. Some of what we do is school-specific, or tied to pupils' individual needs – for example, we have a number of students with challenging behaviour, and ongoing records of their behaviour and any known triggers are evaluated and used in planning. Nevertheless, visitors have found it helpful to see how we set targets, plan, record and evaluate progress.

2.4 Review by professionals in the MSI field

As with the curriculum itself, we hope that our planning and recording materials will be useful to other professionals in the MSI field. To help revise the resources for wider use, a range of professionals already using the Victoria MSI Unit Curriculum were asked to read and comment on draft versions of the materials. We are extremely grateful to those who shared their expertise by doing so.

Of sixteen professionals or groups of professionals who expressed an interest, fourteen (87.5%) returned comments. Between them they worked:

- with learners across the age range;
- as teachers, apart from one specialist intervenor/TA4
- in specialist settings for MSI learners, in classes for pupils with MSI within generic special schools and in advisory roles supporting staff and MSI learners in mainstream, special and home education.

The respondents used the Victoria MSI Unit Curriculum in target setting (43%), to support planning (57%), in the assessment of progress (64%) and when providing advice regarding learners with MSI (43%).

They offered a wide range of helpful comments, queries and suggestions. These included ways to broaden and extend the materials, clarify ambiguities and provide useful supporting information.

The respondents' input has informed and greatly strengthened the final revision of the materials, which are in effect a toolkit for using the Victoria MSI Unit Curriculum. We hope that you will find them useful.

3. How to use the materials

The materials consist of this document and a series of Microsoft Word templates for planning, recording and evaluating progress. Together they form a toolkit for using the Victoria MSI Unit Curriculum.

This document explains the planning, recording and evaluation cycle used at Victoria and the information we record at each stage. We have developed a set of proformas which are completed each year for each student, and worked examples of these are included. There are links throughout to templates which can be edited as you please, available in a separate Microsoft Word document.

The Home learning policy and Feedback policy which we have developed at the Victoria MSI Unit are included within the planning and recording sections of this document respectively. They are included because they differ markedly from most policies used with more conventional curricula and we thought they might be of use to others. There is also a section on the additional assessment materials which we use to supplement those developed for the MSI Unit Curriculum.

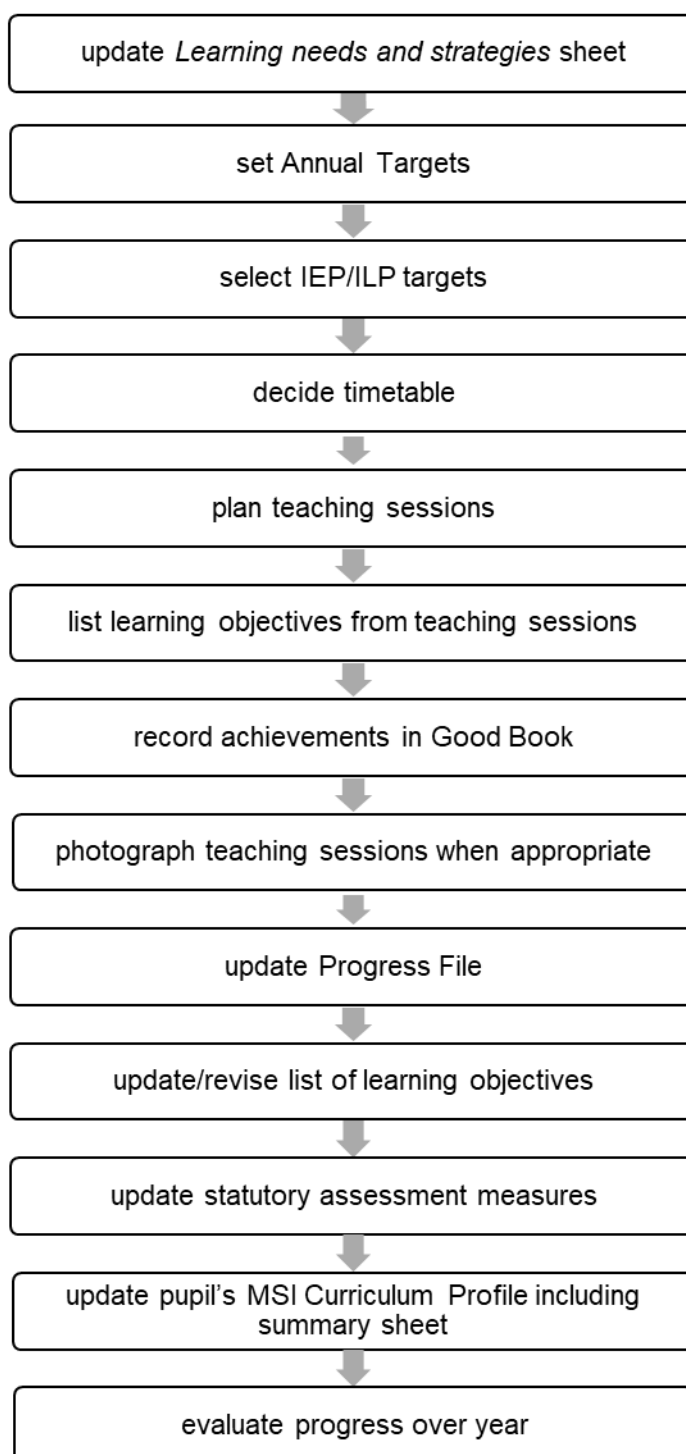
At the end of this document are a series of case studies presenting progress over time. Two are from advisory teachers and show the use of the Victoria MSI Unit curriculum in other settings and in conjunction with other approaches. Two are from Victoria and provide another set of examples of documentation in use.

The forms and other materials presented here are based on those developed at Victoria for use with our students. Although they have been revised to make them more broadly appropriate, you may well wish to select and/or adapt specific resources to meet the needs of your own students. You are welcome to use the templates however you wish. Before selecting and/or editing specific templates for your own circumstances, however, please read the explanations and examples given here, so that you know why the materials cover the content, and take the form, that they do – this will support your own adaptation.

We hope that you find the toolkit useful.

4. Planning, recording and evaluation cycle

The flowchart and table below set out the annual planning, recording and evaluation cycle for each pupil. Some of the timings and details are school-specific, and in our working version at Victoria 14-19 accreditation and challenging behaviour support systems are built into the flowchart, because these are relevant to us and ongoing. The version below has been simplified to cover teaching and learning only.



Victoria School MSI Unit: Planning, recording and evaluation cycle

When?	What?	Notes	Where to look for more information
July	Update <i>Learning needs and strategies</i> sheet	Summary of the pupil's needs and their implications for learning, together with the strategies being used in response. These are used in planning to ensure that the complexity of the pupil's needs is taken into account throughout. They are also useful at transitions and during assessments by other agencies.	Section 5.3
September	Set Annual Targets	Usually 1-3 from each domain, decided from the previous year's information on progress and needs. Most targets are taken from the Profiles, either directly or adapted for a pupil's needs. Some targets are likely to be pupil-specific, developed to support progress towards the next phase. Annual targets are used as the basis for short-term IEP outcomes.	Section 5.4
September	Select IEP/ILP targets	Each pupil's entire programme is in effect an IEP/ILP, and discussed with families in this light. If a shorter IEP/ILP is needed, targets can be selected from the list of Annual Targets (it may be easier to select the SMARTest).	
September	decide timetable	The timetable (of teaching, personal care and leisure activities) scaffolds work towards the pupil's Annual Targets. The balance of <p>daily and weekly activities class and other environments</p> <p>levels and types of support individual and group work</p> <p>familiar peers and inclusion</p> <p>will depend on the student's progress through the Curriculum. Timetabling also needs to take account of other pupils' targets, needs and preferences, staffing, room availability etc.</p>	Section 5.5

When?	What?	Notes	Where to look for more information
September	plan teaching sessions	for each activity on the student's timetable. Teaching plans combine short and medium term planning because of the need for frequent repetition. All teaching sessions are cross-curricular. Each plan includes a list of individual learning objectives for each student taking part; the objectives are steps towards the student's Annual Targets.	Section 5.6
September	list learning objectives from teaching sessions	Learning objectives are collated to show the overall planned progression towards Annual Targets and the repetition of objectives within different sessions. The list is updated termly or half-termly to show when the pupil is 25%, 50%, 75% or 100% towards achieving the objective. What constitutes 25%, for example, is not defined; this list gives only a rough quantitative measure of progress. Details of progress are qualitative and recorded in the pupil's 'Good Book'.	Section 5.7
daily	record achievements in Good Book	Despite the name, the 'Good Book' is a ziplock bag containing stickers. Any member of staff who notices a significant action from the pupil writes this on a sticker, dating each entry.	Section 6.3
ongoing	photograph teaching sessions when appropriate	Photographs are used to evidence progress when appropriate, but it is accepted that most progress happens when no one has a camera and/or taking photos would disrupt the flow of the activity. More photos are taken of pupils who find them helpful in reviewing activities. Sequences of photos or video recording may be more useful than single photos in showing achievement.	
ongoing	update Progress File	Teachers sort the pupil's 'Good Book' stickers into Curriculum domains and add them to the pupil's Progress File. This has a section for each Curriculum domain each year, showing the Annual Targets for that domain. Photos and examples of students' work, if appropriate, are also stored in the Progress File.	Section 6.4
termly or half-termly	update/revise list of learning objectives	If learning objectives are achieved, they are updated and the lesson plan changed to show this.	Section 6.5

When?	What?	Notes	Where to look for more information
at least termly	update statutory assessment measures		
at least termly	update pupil's MSI Curriculum Profile including summary sheet	The evidence for achievement comes primarily from the 'Good Book' entries; more rarely from photographs or samples of work. The evidence is moderated between teachers and discussed between teachers and TAs. The summary sheet gives an overview of progress across domains.	Section 6.6
July	evaluate progress over year	against criteria for different levels of progress. The process includes summarising changes experienced by students during the year, as these may significantly affect their learning. Judgement includes, but is not limited to, progress towards the pupil's Annual Targets. The decision is reached by discussion between teaching staff.	Section 7

In practice, planning and timetabling may begin before the end of the school year, especially for cross-group sessions. Pupils usually stay in one class group for 2-3 years; this and team-teaching limit the time needed at the start of the year to get to know pupils before target-setting.

5. Planning

5.1 Planning Files

Each base group in the Victoria MSI Unit has a *Planning File* which contains the planning documentation for each student in the group. The files are divided into sections, shown below:

1. Individual timetables
2. Learning needs and strategies
3. Annual Targets and IEP
4. Learning objectives for each student
5. Lesson plans - arranged by days of week

There is some duplication with students' *Progress Files* (see Section 6), as targets and objectives are integral to both planning and recording progress. If in doubt, photocopy!

The ***Planning File Contents Sheet*** also includes a rationale for the planning documentation used, and especially the integration of medium- and short-term planning. A copy of this for your own use is to be found in **Section 2** of the **Toolkit Templates** document.²

5.2 The planning process

Planning begins in July, when the year's progress is evaluated. The rest of this section details the approaches and templates used in planning each student's learning programme. It covers the following stages from the chart in Section 4:

- updating the *Learning needs and strategies* sheet
- setting Annual Targets
- selecting IEP/ILP targets
- deciding the timetable
- planning teaching sessions
- listing learning objectives from teaching sessions

It also includes the Victoria MSI Unit *Home learning policy*, as this forms part of our planning process.

5.3 Learning needs and strategies

For each student, planning is based on the evaluation of the previous year's progress and of factors affecting the student's best learning environment. This information is summarised in a ***Learning needs and strategies*** sheet, and used in planning to ensure that the complexity of the pupil's needs is taken into account throughout the process.

For each pupil, the sheet will include some or all of the following areas of need:

- visual impairment
- hearing impairment
- other sensory needs and sensory processing difficulties

² See <https://www.natsip.org.uk/doc-library-login/curriculum/victoria-school-msi-curriculum/toolkit-downloadable-files/1399-victoria-school-msi-curriculum-toolkit-templates>

- multi-sensory impairment
- communication needs
- emotional and behavioural needs
- medical needs
- learning needs
- complexity of need

An example is shown overleaf for a teenage pupil operating at Phase 2. A Word version of the template can be found in the **Toolkit Templates Section 3**.³

³ See <https://www.natsip.org.uk/doc-library-login/curriculum/victoria-school-msi-curriculum/toolkit-downloadable-files/1399-victoria-school-msi-curriculum-toolkit-templates>

Vasile: Learning needs and strategies: 20XX-XX

Area of need	Details	Implications for learning and teaching strategies
medical needs	Type 1 diabetes; insulin-dependent multiple health needs [detailed in school file]	<ul style="list-style-type: none"> • Health difficulties affect comfort, mood and behaviour; significantly affect ability to learn; • Staff aware of impacts of conditions, especially symptoms of high and low blood sugar, and vigilant about health at all times; • Blood sugar level checked twice a day by nursing staff and insulin given if needed; • Sudden pain or mood changes causing severe challenging behaviour (self-injury and aggression) – all staff familiar with Behaviour Plan; Team Teach trained; protective clothing worn
visual impairment	blind – possible intermittent light perception reliant on hearing and/or touch for information and learning isolated because cannot monitor what is happening in environment	<ul style="list-style-type: none"> • Staff aware that Vasile’s world is often frightening and confusing; he may suddenly reach for, grab, pinch or bite people in response to triggers we are not aware of; • Talk through activities, explaining others’ actions and Vasile’s own actions; • Ensure that effects can be linked to causes; • Always use names first when talking to people;
hearing	mild hearing loss; fluctuates with frequent respiratory tract infections does not understand many sounds, causing confusion extremely distressed by some sounds	<ul style="list-style-type: none"> • Identify sources and meanings of sounds; • Encourage use of sound for orientation, anticipation, communication; • Use music as channel for learning and for reassurance • Bathroom must be cleared of other students and staff while Vasile is changed – he cannot tolerate noise from others in echoing environment • 3:1 ratio for changing by familiar staff as Vasile’s behaviour may be very challenging in the bathroom
multi-sensory impairment	limited experience of world – little information received; consequent very limited understanding of concepts and experiences.	<ul style="list-style-type: none"> • base new concepts on repeated concrete experiences; • be aware that Vasile can often access but not learn from incidental auditory information; • use routines so that he can learn sequences of movements • emphasise choice-making and negotiation at all times; • specialist curriculum with activities specifically chosen to be accessible given his blindness and hearing issues; • specialist setting providing security, predictability, good visual and acoustic environment, permanent secure individual base area

Area of need	Details	Implications for learning and teaching strategies
motor skills	<p>gross motor skills limited; feels secure in wheelchair when out of chair needs sighted guide and physical support; may very suddenly need to get back in chair</p> <p>good fine motor skills when constantly encouraged</p> <p>little spontaneous exploration using hands</p>	<ul style="list-style-type: none"> • Encourage and support movement out of wheelchair; • Use motivating activities requiring manual dexterity; • Provide leisure activities reinforcing spontaneous hand use
sensory processing difficulties	<p>seeks deep pressure, sometimes forcefully</p> <p>difficulty maintaining optimal arousal levels</p> <p>over-arousal causes fatigue and distress</p>	<ul style="list-style-type: none"> • Needs to work with skilled trained staff who know him well and can read first signs of fatigue or distress • Use calming routine and deep pressure 'squeezes' to hands or shoulders to help maintain appropriate arousal levels;
communication needs	<p>relies on routine to understand and predict events</p> <p>responds to intonation and some familiar clear spoken language in context</p> <p>uses facial expression, whole-body movements, vocalisations and 'finished' sign to communicate</p>	<ul style="list-style-type: none"> • Needs consistent familiar skilled staff who know him well and can read his communication and rapid mood changes • Include Vasile in conversations around him when he wishes; identify from his responses when he wants to be left in peace • Treat all responses as communicative (responses may be very small-scale); • Follow Vasile's lead (eg: if he wants to continue or end an activity); • Don't talk about him in front of him; • Offer choices through switches, objects; facial expression (smile or not) in response to options
learning needs	<p>severe developmental delay due to learning disabilities and complex needs;</p> <p>behaviour may be unpredictably and severely challenging</p>	<ul style="list-style-type: none"> • long-term aims concern: communication; functional skills; sensory modulation; leisure choices; choice-making; social awareness • make Vasile's world understandable and controllable for him; this requires specialist curriculum and learning environment with consistent skilled staff; • use daily calming routine and massage as needed to maintain appropriate arousal levels; • maintain contact and encouragement through voice (intonation) and if necessary physical contact; • emphasise and praise achievements; offer choices within all activities; emphasise negotiation • detailed Behaviour Plan in place; protective clothing available and worn; all staff TeamTeach trained;

Area of need	Details	Implications for learning and teaching strategies
complexity of need	implications for staffing, environment and activities	<ul style="list-style-type: none"> • 1:1 staffing as a minimum at all times; 2nd member of staff always to be within earshot and available. 3:1 minimum for bathroom; • consistent staffing – maximum 4 staff in total working with Vasile including cover staff, all familiar and trusted by Vasile; • all staff TeamTeach trained, specialist training in MSI, led by staff with specialist qualifications in MSI and VI; • nursing staff available for diabetes management including daily blood tests and administration of insulin if needed. Under care of Diabetes Care Team; • Needs input from physio and SALT • consistency of environment and curriculum with emphasis on Vasile understanding his world and making significant life choices.

5.4 Annual Targets

Each student usually has between one and three **Annual Targets** from each of the eight curriculum domains. The targets are decided on the basis of progress during the previous year and any changes in needs. They drive the student's timetable and learning programme, so are central to the planning process.

At Victoria, short-term EHCP outcomes are based on the student's current annual targets, which are developed in conjunction with parents. Although IEPs are no-longer required by the SEND Code of Practice, many schools use this or a similar approach. We select a few appropriate targets from the longer list – in practice, often the SMARTest ones. Annual targets are more usually SCRUFFY (Student-led, Creative, Relevant, Unspecified, Fun For Youngsters)⁴ as these fit naturally with a child-centered curriculum.

Most targets are taken from the MSI Curriculum Profiles, either directly or adapted for a pupil's needs, but we are conscious that the Profiles consist of *typical* achievements at a given level, not an exhaustive list of abilities that will develop at that stage. For this reason some targets are likely to be pupil-specific.

Most pupils will work at one Phase across all curriculum domains. Some pupils, however, may have islands of strength or need (a couple of our ambulant students, for example, have very good mobility and orientation skills). Other pupils may be reaching the end of one Phase and beginning the next. These students may have targets drawn from two Phases.

Two examples of Annual Targets are shown below. The first is for a young child who has recently begun attending the MSI Unit and who is currently working at Phase 1. The second is for a teenage student working primarily at Phase 4.

A Word template can be found in the **Toolkit Templates** document, **Section 4**.⁵

⁴ Lacey, P. (2010) Smart and scruffy targets. *SLD Experience*, 57, 16-21. See: <http://www.bild.org.uk/our-services/journals/sld-experience/>

⁵ See <https://www.natsip.org.uk/doc-library-login/curriculum/victoria-school-msi-curriculum/toolkit-downloadable-files/1399-victoria-school-msi-curriculum-tookit-templates>

Leroy: Annual targets for 20XX-XX (Phase 1)

Social relationships and emotional development

- Leroy will differentiate between very familiar adults (showing stronger responses to Amelia)

Communication

- Leroy will use intentional non-symbolic communication (eg: consistently bouncing for 'more', pushing away objects that are not wanted, looking or moving towards wanted items or people)

Conceptual development

- With support and reassurance from familiar adult, Leroy will explore items briefly using repetitive strategies

Sensory responses

- Leroy will show some consistent preferences for specific colours, textures or sounds

Understanding of time and place

- Leroy will anticipate some steps within motivating, very familiar daily routines (eg: welcome, greeting, snack, singing)

Orientation, movement and mobility

- With encouragement from a familiar adult, Leroy will consistently find a preferred item in his individual base area within the classroom

Ownership of learning

- Leroy will act intentionally on objects or physical environment (repeating movements or exploring)

Responses to routines and changes

- Leroy will anticipate daily routine events (eg: snack, dinner, bathroom, home) from contextual clues emphasised by an adult

Nancy: Annual targets for 20XX-XX (Phase 4)

Social relationships and emotional development

- With support Nancy will use taught strategies to deal with frustration and other sources of stress
- In very familiar activities Nancy will work as part of a group, taking turns, sharing and listening to others

Communication

- When her health and mood allow, Nancy will begin to understand and participate in shared humour
- Nancy will begin to hold extended conversations with familiar adults without support

Conceptual development

- Nancy will draw her daily timetable independently using CiP symbols as prompts, and will be able to read it back later in the day
- Nancy will recognise, use and name quantities to at least 10 in familiar activities.
- With support Nancy will fingerspell and attempt to write her name
- Nancy will begin to use simple forms of data representation within familiar practical activities

Sensory responses

- Nancy will seek information appropriately from others or the environment
- When her health and mood allow, Nancy will be aware of other group members' parts in an activity
- With support Nancy will increasingly manage her sensory arousal levels and sensory processing needs, initiating calming strategies before she becomes overloaded.

Understanding of time and place

- Nancy will complete and use daily timetables independently and weekly timetables with some support
- With support Nancy will make and discuss books representing her experiences in school

Orientation, movement and mobility

- Nancy will actively participate in a range of gross motor activities designed to support her sensory processing and function
- With support Nancy will make and use simple maps of the school environment using photos and symbols

Ownership of learning

- Nancy will prepare a drink and/or snack with minimal support
- Nancy will actively assist with self-care activities when her health and mood allow

Responses to routines and changes

- With support Nancy will identify when familiar skills can appropriately be used in a new context
- With support Nancy will begin to discuss with an adult the similarities and differences between people, objects and/or events

5.5 Timetabling

Each pupil's timetable is designed to support their specific learning needs and provide a broad, balanced, relevant and motivating learning environment. The factors influencing timetabling include:

- **the student's annual targets** – some targets (for example, those involving choice-making) will feature in almost every session of the week. The rest will each be addressed in several sessions, to support learning in different contexts.
- **individual staffing** – pupils at early stages generally work with fewer different staff, but all pupils work with at least two staff members to minimise problems when keyworkers are absent. Students approaching school-leaving usually work with a broader range of staff provided this will not cause them significant anxiety.
- **staffing ratios** – personal care and challenging behaviour can require 2:1 or 3:1 ratios, sometimes unpredictably. Staff and timetables both need to be flexible enough to meet these needs.
- sessions may be planned to include **therapy activities** (usually physio or sensory processing)
- **inclusion** for some sessions with Victoria main school groups *if* this provides specific benefits for the MSI Unit student. Unit staff support students who are included with other classes. Some students from the main school at Victoria also participate in some MSI Unit activities.
- **students' preferences** – some students, for example, love movement and find it easier to attend during movement activities. Others may feel the same about music. We use such preferences wherever possible, especially to introduce new learning or revisit areas of particular difficulty.
- any **changes in pupils' needs** or Unit circumstances or opportunities during the year – if need be, timetables are modified appropriately.

Timetables need to provide a balance between:

- **the range of curricular domains.** All teaching activities are cross-curricular, to support generalisation and the transfer of skills. The range of domains covered overall can be assessed from the student's list of learning objectives (see Section 5.7 below) or mapped from lesson plans (see Savita and Tommy's case studies in Section 9). Some domains – for example, communication – are likely to be emphasised more than others.
- **individual and group activities.** Group sessions may be designed to encourage pupils to interact with other students, or they may in effect consist of a series of separate staff:student pairs working on the same activity in the same location – it depends on students' abilities and the purpose of the session. For many students, social awareness and interaction is a specific learning goal rather than a by-product of group teaching.
- **daily, weekly and occasional activities** – the variety and complexity of students' timetables usually increases with their ability to remember and anticipate activities. Daily greeting and goodbye sessions are always held in pupils' base groups, to support social awareness and a sense of belonging.
- **familiar and less familiar activities or environments.** For pupils at earlier stages, this may involve small changes to routines. For other students, the content of an activity may alter within a familiar structure – for example, cooking a new recipe in food tech but using familiar ingredients, utensils, photo prompts and symbol cues.

- **more and less demanding activities**, in sensory, cognitive and physical terms – a student using limited residual vision to follow a recipe in food tech, for example, may need a less visually demanding activity to follow.
- **the physical environments** used – students at earlier stages, or who are facing other changes, for example, may use a more limited range of physical environments.

Timetabling is co-ordinated across the Unit rather than within base groups, to ensure that resources and staff expertise are fully shared and that group sessions include whichever pupils will benefit, rather than those who ‘belong’ with a specific teacher. This makes it a lengthy and complex process, justified by the results.

5.6 Lesson plans

Each activity, whether group or individual, has a detailed lesson plan. This includes:

- the student/s and staff involved
- the curriculum domains addressed
- the resources, communication and/or teaching strategies used
- the context of the activity in terms of students’ needs and learning histories
- long-term aims, linked to Annual Targets and/or MSI Curriculum Profiles, and including aims which the activity could support in the future as well as students’ current priorities
- individual learning objectives for each student
- detailed plan of how the activity will run
- recording and evaluation arrangements

Medium- and short-term planning are combined because of the information deficits created by MSI and the consequent need for considerable repetition. Most plans are designed to last for at least a term, although they are reviewed frequently and minor changes made to accommodate students’ progress or other responses. The plans are written to allow some flexibility in delivery, as students’ needs and performance are often affected day-to-day by medical and sensory issues. Evaluations, updates, additional objectives etc. are usually written onto existing plans so that we can easily see changes to planning over time.

All teaching sessions are cross-curricular in order to promote the development of generalisation and reduce problems of prompt-dependency and context-dependency. Each lesson plan lists the individual learning objectives for each student taking part. These are regularly reviewed – at least half-termly, and more frequently if students make more or less progress than anticipated. The individual objectives are steps towards students’ Annual Targets.

Students aged 14-19 continue to follow the MSI Unit Curriculum. For these students, two or three activities are selected each year as the basis for AQA UAS accreditation, with lesson plans and learning objectives the sources for developing Units (see Section 8 for more details).

Two examples of lesson plans are shown below, one for a primary aged group, working at Phase 2, arriving at school, and one for a food tech session for a group of older students working at Phase 3-4. A Word version of the template can be found in the **Toolkit Templates** document, **Section 5**.⁶

⁶ See <https://www.natsip.org.uk/doc-library-login/curriculum/victoria-school-msi-curriculum/toolkit-downloadable->

Pupil/s: Omar, Charlie, Selena

Day/time: Daily approximately 8.55 – 9.50 am

Staff: Amelia, Louise, Sam

Curriculum domain: Communication

MSI Unit Curriculum: Cross-curricular links, Social relationships and emotional development; Understanding of time and place; Ownership of learning

National Curriculum: Cross-curricular links, English; PSHE and citizenship; RE; History, Geography

Resources: Tactile cards, switches, ORs, Widgit symbols, calendar boards, tray

Communication/teaching approaches: symbols, signs; objects, speech, switch, gesture, environmental cues, Intensive Interaction, contingent and coactive exploration and response.

Context: This is a daily session supporting pupils to have a calm arrival at school and an understanding of the day ahead. The pupils work 1:1 with their keyworkers and each need a calm, quiet environment to do so, so bathrooming and mobility are staggered to allow a quiet time in the classroom for each pupil. This session is followed by the group greeting session where pupils interact socially with support.

Aims (from Annual Targets and Profile): Phase 2

Social relationships and emotional development

- greets familiar adults using non-symbolic communication (eg: facial expression; taking hand)
- sustains interaction with familiar adult over several turns, using non-symbolic utterances (vocalisations /movements /facial expressions) - adult may structure interaction and repair breakdowns

Communication

- responds expressively to daily timetable (eg: indicating that an activity is preferred using timetable symbol)

Understanding of time and place

- consistently anticipates steps in familiar sequences (eg: when making drink with support from adult)
- actively anticipates and/or rSelenaws activities using timetable symbols (eg: takes symbol for preferred activity)
- responds consistently to range of environmental features (eg: entry to building; grass underfoot; sound of windchimes)

Orientation, movement and mobility

- recognises familiar routes around school (eg: from bus to classroom and from classroom to bus)
- locates or avoids objects using sight, hearing, touch or vibration (eg: on resonance board)

Differentiated objectives:

- Omar:** To use a daily calendar wall with Widgit symbols for 'what' he will be doing that day (and in time for 'who with' and 'where')
- To cross off the day of the week on his sequencing board co actively with his key worker
- To complete a register board of who is present in class
- Charlie:** To find the object of reference for classroom on the door and understand its significance
- To explore a series of objects of reference with his key worker signifying the activities in his day
- Selena:** To find the object of reference for classroom on the door and understand its significance
- To locate a series of objects of reference (presented in a tray) which correspond to the activities in her day - to place these on a sequencing calendar board and know what they refer to
- To sign and vocalize for each activity of the day as she goes through her calendar sequencing board

Planned programme:

Note: The timings within this session are deliberately flexible to allow staff to work contingently upon the pupils' responses. The session itself needs to be very flexible to accommodate the arrival times, mood, health and fatigue levels of the pupils.

Pupils are met from their respective transport by a familiar member of staff, usually their key worker. Staff greet the pupils and identify themselves by the most appropriate means – voice, sign and by allowing the pupil to find their personal signifier.

At the door to the classroom pupils find the object of reference and enter the room where they are greeted by other members of staff to let them know who is in the room.

At this point in the day they are given space and time to orientate themselves, and to adjust to the sounds of the classroom.

Each pupil needs the room to be quiet in order to access and absorb key information about the day ahead. Staff work together to ensure that other pupils and staff are listening quietly in turn to allow these conditions to be in place for each pupil as this information is shared.

Omar

Upon arrival in class Omar initially remains in his buggy for a few moments to orientate himself before staff unstrap him and he gets out in his own time. During this time his key worker sits in front of him and together they look through his bag from home. Staff talk with him about what has happened the night before. Omar then moves towards his small wooden chair and sits at a low table while staff talk him through his day using his calendar wall opposite him. Each Widgit symbol is shown to Omar in turn, giving him time to absorb each one and then placed from left to right across the wall. They talk about the day of the week and Omar crosses off the day of the week on his sequencing board. He uses a register board with photos of the pupils and places them on the board to indicate they are in school.

Omar then spends approx 15 minutes doing activities from his 'Skills' box (see separate sheet for activities and aims) before other pupils arrive. These can be done standing, seated or on the floor. The content of this session will depend very much upon Omar's mood and physical state. It is important that he alternates sitting activities with movement in order to regulate his proprioceptive sense. He then works on some aspects of his physical programme or walks to the bathroom, depending on need. He is then cued into the Greeting session with the appropriate photo and goes to join the group.

Charlie

Charlie is met off the bus and immediately goes into the 'soft' room. This is equipped with a large physio ball, soft cubes, cushions etc. He is given time to move around, jump, roll etc as he regains his proprioceptive sense of himself after sitting on the bus, and before any concentrated work is required of him.

After a period of approx 10 mins Charlie is usually ready to sit down, still in the 'soft' room and go through his day with his key worker. He is first shown a tactile card and a pre-recorded button switch which indicates the day of the week. He is talked through the events of the day ahead while he explores a series of corresponding objects of reference. This is followed up in the Greeting session when he is again shown the card and objects. He then enjoys a series of poems and rhymes before joining the older MSI group for their 'Wake and Shake' session.

Charlie is then shown the object of reference for Greeting and goes to join his peers.

Selena

Selena walks her route from the school entrance to the bathroom on her rolator. She then walks to her classroom and finds the object of reference on the door. Upon arrival she finds her corner and sits on her chair listening while Omar finishes his quiet 1:1 concentrated calendar and 'Skills' session. Listening is an important activity in itself and gives Selena time to adjust to her surroundings while her key worker can read notes from home etc.

Once Omar has finished Selena explores her day. She is first shown a tactile card and a pre-recorded button switch which indicates the day of the week. She sits on the blue wooden bench at a table with the key worker sitting behind her and explores her daily calendar co actively with her key worker through on body sign, voice and objects of reference.

Selena's objects of reference are presented in a tray. She now signs the activity and vocalises before locating the corresponding object of reference and placing it on a sequencing board in front of her, moving left to right.

She then spends some time enjoying poems and stories that encourage her to listen and use her voice.

Selena then finds the object of reference for Greeting and goes to join her peers.

Recording: ongoing observation and recording of significant responses

Evaluation: when needed or at least termly

Pupil/s: Abdullah, Anya, Freddie

Day / Time: Monday 11.05-12.00

Staff: Joe, Miriam, Hannah

Main Curriculum domain: Conceptual development

MSI Curriculum – Cross-curricular links: Social relationships and emotional development; Sensory responses; Ownership of learning

National Curriculum – Cross-curricular links: DT, ICT, English; Maths; Science; PSHE

This session will be accredited as an AQA Sign and symbol numeracy Unit

Resources: Ingredients and equipment for making snack; symbol recipe folders; safety warnings

Teaching/Communication approaches used: photos, symbols, signs; objects, speech, gesture, environmental cues

Context: Abdullah, Freddie and Anya are highly motivated by food and food tech offers a chance to work on cognitive, independence and social skills in an integrated way, using a different room (this is hard for all three students because of their sensory impairments and SPD). Abdullah and Anya are used to following very familiar recipes using symbol recipe folders; this year they will follow a wider range of recipes as independently as possible. For Freddie, working from a symbol recipe folder is wholly new.

Aims: from Annual Targets and Profiles: Phases 3-4

Social relationships and emotional development

- take turns with at least one peer without constant support
- work as part of group, taking turns, sharing, listening to others

Conceptual development

- recognise and use quantities to 10 in functional contexts
- discriminate and identify properties of objects and materials

Sensory responses

- shift attention appropriately between different people in small group
- search successfully for items using sight/touch/verbal directions
- be aware of other group members' parts in an activity

Ownership of learning

- show awareness of safety and danger in familiar settings
- complete familiar activities independently when possible; seek help appropriately
- use photos, symbols or objects as prompts for steps in activity sequence

Individual learning objectives:

- Abdullah:** match ingredients and measures, counting and measuring accurately
understand when items are hot and dangerous and he must be careful
use photo/symbol recipe prompts, moving independently to next photo/symbol
- Anya:** use photo/symbol recipe prompts, moving independently to next photo/symbol
anticipate heat (from oven, hot water), signing appropriately and showing awareness of danger
follow recipe as independently as possible, asking for specific help when needed
- Freddie:** match ingredients to symbols independently
show awareness of the actions of others in the group
measure with support and follow gestural instructions to mix, pour etc.
understand when items are hot and dangerous and he must be careful

Planned Programme:

Talk through with students what will happen – go to Food Tech room, cook snack. Show them what we will make this week. Ask them what we need to take – ingredients (*sign: food*) and recipe (*list*).

Travel to Food Tech room – students to take own recipe books and ingredients as far as possible. **See list of recipes overleaf.**

Remind students they are making snack, look at and talk through what they will make. Everyone to wash hands, put on aprons.

Encourage Abdullah and Anya to take the lead - look at recipe and tell adult what they need to do next. Leave ingredients and utensils grouped together for them to find what they need. Encourage them in:

- reading and matching symbols to those on ingredients,
- measuring ingredients using number with support,
- following photo and symbol prompts for actions;
- draw attention when possible to other students' actions and the need to take turns with ingredients and equipment.

Support Freddie as much as needed to do the same.

Using the oven is a new venture this year – emphasise that it is *hot* and *dangerous* and they must *stand back* and *wait calmly*. Use Widgit/Sign & Write cards to reinforce.

Make washing up a team effort - ask one student to wash, another to dry etc. Thank them for their help.

Taking food from oven: remind students as before. Put food to cool next to students' individual containers.

Talk through students' achievements and thank them for their work. Return to classroom.

Students to help collect food later. Emphasise sharing and handing round food at later snack times.

Recording: Ongoing observation and recording of significant responses

Evaluation: When needed or at least termly.

5.7 Learning objectives

Each student's learning objectives are collated from their lesson plans to show both the repetition of objectives within different sessions and the overall planned progression towards Annual Targets. The list is also used to provide an approximate quantitative measure of progress and this aspect is discussed in Section 5.5.

One student's learning objectives are shown as an example below. A Word version of the template can be found in the **Toolkit Templates** document, **Section 6**.⁷

Tommy: Learning Objectives 20XX-XX

Tommy's learning objectives for each session link to his Annual targets. The objectives are listed here by session and the four columns reflect increasing progress towards their achievement. Whilst the columns are a very rough judgement, they provide useful information for evaluating planning.

Session and objectives:	Progress:	25%	50%	75%	Ach.
Welcome and calendar <ul style="list-style-type: none"> • create and understand each day's timetable using symbols and drawing • discuss the day's activities with an adult, maintaining the topic over several turns • use monthly calendar with understanding to mark passing of days and anticipate weekends, holidays and other special events 					
Greetings <ul style="list-style-type: none"> • join in with familiar verbal sequences (eg: familiar signed song) • maintain attention to other group members during their turns • with support, use a numberline to count peers and staff present • lead parts of core greeting session with support (eg: choose photos, prompt others) 					
Morning snack <ul style="list-style-type: none"> • negotiate calmly about what he wants to eat • spread his own toast using a knife appropriately • respect others' personal space and belongings, including their food and drink • choose a leisure activity and share it with a peer if it's appropriate 					

⁷ See <https://www.natsip.org.uk/doc-library-login/curriculum/victoria-school-msi-curriculum/toolkit-downloadable-files/1399-victoria-school-msi-curriculum-toolkit-templates>

Session and objectives:	Progress:	25%	50%	75%	Ach.
<p>Free reading</p> <ul style="list-style-type: none"> • develop an independent leisure routine of choosing and reading books • develop appropriate reading behaviours and handle books carefully • experience a range of books, discovering them at his own pace 					
<p>Review the day</p> <ul style="list-style-type: none"> • with support discuss some of his day's activities with an adult over several turns • with an adult, sequence his day's activities and Velcro them into his 'My School Day' diary • make a clear choice of activity to present at Meeting, and remember his choice 					
<p>Meeting</p> <ul style="list-style-type: none"> • copy-sign parts of the prayer, confidently signing 'Amen' • tell the group his chosen activity and show the symbol with support • shift attention between others in the group and maintain attention with support • prompt an adult to move to each new part of the Meeting sequence 					
<p>Music</p> <ul style="list-style-type: none"> • explore new instruments using effective trial and error plus prior knowledge, rather than trying the same strategies for every instrument • maintain 'conversation' by playing instruments in turn, attending to communication partner, adapting his actions in response to their turn etc. • sign and respond to the signs for 'quick' and 'slow' without additional prompts • with support, recreate simple (two-beat) rhythms using percussion instruments and/or the resonance board 					
<p>Skills activities</p> <ul style="list-style-type: none"> • trace over 'Tommy' using straight lines and curves in approximately the right places • sign number and match photo number signs and objects for 1-3 (not presented in order) • match Sign& Write pic to Widgit symbol given choice of 3 (drink, home, dinner) • name and sort photos of 3 different people into sets 					

Session and objectives:	Progress:	25%	50%	75%	Ach.
Mobility and bikes <ul style="list-style-type: none"> • identify 'his' bike from a selection • show an adult exactly what help he needs to get onto bike • travel short distances independently, pedalling, looking and steering 					
Food technology <ul style="list-style-type: none"> • understand when items are <i>hot</i> and <i>dangerous</i> and he must <i>be careful</i> and <i>stay away</i> • maintain awareness of Elijah's actions as well as his own and take turns when needed • read, match and sign ingredients- print, Widgit symbols and Sign & Write available. • follow sign/gesture instructions to measure out ingredients, using signs for '1' and '2' 					
Signing choir <ul style="list-style-type: none"> • recognise and follow familiar verbal sequences, intermittently copying signs • maintain attention throughout session despite distractions 					
Mark-making <ul style="list-style-type: none"> • make marks on paper which have meaning for him • explore, use and combine different materials creatively, showing awareness of their different properties • spontaneously use a range of hand and arm movements and levels of pressure 					
Art and craft <ul style="list-style-type: none"> • interpret photos in terms of what he needs to get and do • attend to Elijah's work with support • work as independently as possible, only asking for help when needed • when necessary, indicate exactly what help he needs 					
ICT - iPad <ul style="list-style-type: none"> • explore new apps purposefully, using range of strategies to find out what they do • ask an adult for help if needed, showing adult exactly what help he wants 					
Maths games <ul style="list-style-type: none"> • with support, know and follow the rules of Snap!, lotto, dominoes and/or similar games • understand the concepts of winning or losing a game • take turns with Elijah competently, without support 					

Session and objectives:	Progress:	25%	50%	75%	Ach.
Sensory movement <ul style="list-style-type: none"> • anticipate the different activities and show an adult how to begin each one • move calmly through the circuit, working with an adult to the best of his ability 					
Mobility and weather project <ul style="list-style-type: none"> • with support, identify junctions on route and <i>look</i> to check it's <i>safe to walk</i> • with support use simple map of school corridors with photo landmarks • recognise and choose appropriate clothing etc. for different weather conditions • understand and participate in scavenger and treasure hunts, searching visually for items or landmarks 					
Library <ul style="list-style-type: none"> • actively participate in the session without constant 1:1 support • discuss story with an adult with support to structure discussion • shift attention between group members and attend to their actions as well as his 					
Diary / Profile <ul style="list-style-type: none"> • show interest in others' diary/profile items whilst respecting their ownership • with support, discuss his diary activities or profile entries with an adult, maintaining the topic of conversation over several turns • with support, make and read word-and-symbol captions about his own experiences • use a monthly calendar to identify special events, weekends and school holidays 					

5.8 Home learning policy

The **Home learning policy** developed at Victoria differs markedly from most policies used with more conventional curricula. It is included below because it forms part of our planning process.

Victoria School MSI Unit: Home learning policy

Pupils in the MSI Unit follow a specialised curriculum designed to meet their complex learning needs. MSI creates specific barriers to learning because of the very limited, fragmentary and distorted sensory information which pupils receive, and children with MSI are hugely disadvantaged in accessing, exploring and interacting with the world and people around them.

To meet these needs, MSI Unit pupils have individual learning programmes with a focus throughout on communication and recognition by pupils that they can influence their experiences. The Unit has a 1:1 staff:pupil ratio to enable pupils to access and learn from activities.

Home learning is similarly individual in approach. School staff work with parents/carers to identify activities, strategies and resources which will benefit pupils and their families. These often focus on communication. Examples include:

- Switches recorded in school about a pupil's activities during the day, to use as a basis for conversation
- 'My diary' folders, using the pupil's individual photo/symbol cards, to record the day's activities, again as a basis for conversation
- The provision of symbol/photo/tactile resources linked to the pupil's home activities, so that families can help pupils to anticipate events at home
- Choice-making resources similar to those used by pupils in school, so that families can use similar approaches to choice-making at home
- Discussion of strategies to manage challenging behaviour – either reflecting those used in school, or devised specifically to meet needs in the home situation
- Activities and resources to help with pupils' sensory processing difficulties
- Parallel calendars (usually monthly), using symbols to help students identify upcoming key events at school and/or at home
- Photos of specific events or people at school
- Liaison with families regarding third-party activities which may be relevant to pupils – for example, Sense's social and physical activity sessions.

Discussions with families may take place at parents' evenings and/or through phone calls or visits to school by parents/carers. Home-school diaries are used to share information daily.

Families vary considerably in the amount and specificity of suggestions for home learning which they find useful. We follow their lead.

6. Recording

6.1 Progress files

Each student in the Victoria MSI Unit has a *Progress File* which contains evidence regarding the student's progress. The files are divided into sections, shown below:

1. MSI Curriculum Profile summary
2. MSI Curriculum Profile: Annual targets and evidence of progress:
 - Social relationships and emotional development
 - Communication
 - Conceptual development
 - Sensory responses
 - Understanding of time and place
 - Orientation, movement and mobility
 - Ownership of learning
 - Responses to routines and changes
3. Learning objectives from lesson plans - recording sheets
4. IEP targets with outcomes
5. Additional records if appropriate – including Behaviour tracking (Students with Positive Behaviour Plans only)
6. Annual reports
7. Awards and certificates
8. AQA UAS qualifications (14-19 students only)

There is some duplication with students' *Planning Files* (see Section 4), as targets and objectives are integral to both planning and recording progress. If in doubt, photocopy!

The ***Progress File Contents Sheet*** also includes a rationale for the documentation used.

A Word version of the Contents sheet can be found in **Section 7** of the **Toolkit Templates** document.⁸

⁸ See <https://www.natsip.org.uk/doc-library-login/curriculum/victoria-school-msi-curriculum/toolkit-downloadable-files/1399-victoria-school-msi-curriculum-toolkit-templates>

6.2 The recording process

We have tried to develop a recording process which is primarily driven by students' learning rather than by teachers' accountability and the achievement of outcomes. The rest of this section details the approaches and templates used in recording each student's achievements and progress (or otherwise). It covers the following stages from Section 3 above:

- recording achievements
- updating Progress Files
- updating and/or revising learning objectives
- updating MSI Curriculum Profiles

It also includes the Victoria MSI Unit *Feedback policy*, as this supports our recording process.

6.3 Recording achievements

All the staff who work with a pupil are involved in recording that pupil's achievements. We focus day-to-day on recording significant initiations and responses from students, rather than on the outcomes of every session. Each student has a 'Good Book' (actually a plastic ziplock bag) containing sticky labels, on which staff record actions or responses which are significant in the context of the student's usual behaviour. As well as providing evidence, the act of recording often sparks discussions between staff about a student's learning; these in turn feed in to lesson evaluation and planning.

The use of sticky labels has its roots in the *Learning journey* approach, but we diverge in making less use of photos. Photos are only taken when they:

- can be taken without disturbing the flow of an activity (usually only when an extra member of staff is available), and
- show achievement rather than participation. We do not take photos to show what an activity looks like, unless students use them to review activities.

Sequences of photos or video recording may be more useful than single photos in showing achievement.

Examples or photos of students' work are also collected if appropriate. This is usually only for students working at Phase 3 or above, as earlier Phases focus on process, not product. Work is only used in this way if it shows specific achievement.

6.3.1 Quality of evidence

A range of approaches are used to check and promote the quality of evidence, including:

- staff training
- collaborative working within and across base groups
- triangulation of method and context through the repetition of similar learning objectives across different teaching activities
- triangulation of assessor through recording by all the staff who work with a student
- triangulation of data source through multiple sources of evidence
- moderation by teachers and discussion between teachers and TAs
- feedback from parents and other professionals involved with students over time

6.4 Updating Progress Files

Each pupil's Progress File has a section for evidence relating to their Annual targets, subdivided into the eight curriculum domains.

Teachers sort each pupil's 'Good Book' stickers, photos and/or work samples into curriculum domains and add them to the relevant subsection. Examples are shown in Savita and Eddie's case studies in Section 10.

6.5 Learning objectives

The listing of each student's learning objectives is described, with an example, in Section 4.7.

Teachers update the list termly or half-termly to show when the pupil is 25%, 50%, 75% or 100% of the way towards achieving each objective.

What constitutes 25%, for example, is not defined; this list gives only a rough quantitative measure of progress. Progress, in these terms, may involve increasing the frequency or consistency of responses, a reduction in the support needed, an increase in the student's understanding of the activity or (most frequently) a combination of these. (See Section 8 – additional assessment measures – for means of assessing progress quantitatively.)

At Victoria we keep detailed qualitative accounts of students' achievements via their 'Good Books' and rely on these and frequent discussion between staff members to estimate the percentage. This works for us because our primary focus is on student learning as it happens. The achievement of objectives confirms learning and indicates that we have correctly identified what the student was ready to learn (and therefore set the right objectives), but their achievement follows rather than leads student progress.

The list of learning objectives is modified as needed – when a student achieves an objective, for example, or when circumstances change (a pupil unable to wear their glasses after eye surgery, for instance). Sometimes students show unanticipated interest or learning linked to a specific activity, and additional objectives become relevant.

6.6 MSI Curriculum Profiles

Each item on the MSI Curriculum Profile is recorded at three levels of achievement:

- *Aware:* The pupil shows clear signs of being ready to learn the ability.
- *Achieved in specific contexts:* The pupil consistently uses this ability in some, but not all, of the situations in which it could be used.
- *Generalised:* The pupil consistently uses this ability in all appropriate situations, although s/he may need prompting in unfamiliar settings or activities.

For each step of progress, the learning environment and opportunities are briefly described with evidence of the student's achievements. The evidence comes primarily from 'Good Book' entries; more rarely from photographs or samples of work. Judgements are moderated informally and formally.

The Profile summary sheets for each Phase give an overview of progress across domains.

Most Annual targets are linked to Profile items, and most progress on Profiles links to Annual targets. The map between the two is not exact, however, for two reasons:

- the Profile items at each Phase describe *typical* achievements at that stage, not an exhaustive list. Students' Annual targets are likely to include some items at the same level, which are priorities for that student, but which are not included on the Profile.
- students may make significant progress and achieve an Annual target without necessarily achieving a full step on the Profile – for example, they may significantly extend their receptive vocabulary from the 25+ symbols needed for Phase 2, without achieving the 70+ needed for Phase 3, even at *Awareness* level.

6.7 Feedback policy

The **Feedback policy** developed at Victoria differs markedly from most policies used with more conventional curricula. It is included below because it is relevant to our recording process, and in case it is useful to others.

Victoria School MSI Unit: Feedback Policy

Pupils with MSI generally have difficulty accessing and understanding the consequences of their actions, because of their sensory and other impairments. At Phases 1 and 2 of the MSI Curriculum, feedback is primarily geared towards showing them these consequences, as a basis for reflecting on their own learning.

Identifying one response as qualitatively better than another (when appropriate) comes at a later stage – usually from Phase 3 of the Curriculum onwards.

Whenever possible, activities include intrinsic feedback, to increase students' ownership of their learning. This approach includes:

- choice-making – students are given real choices within activities, for example to choose which poem should be read next to the group, or which music track played. Choosing may involve words, objects, signs, symbols and/or actions, and takes as long as the student needs to understand the options and respond.
- continuing an interaction by taking turns with a pupil and following his or her choice of topic, routine, object, sound and/or action. For example, when a pupil presses a switch which says 'Good morning everyone!', the adults present say 'Good morning [name]!', and this sequence may be repeated again and again, for as long as the pupil continues to press the switch with intention.
- adapting the environment to provide enhanced sensory feedback – for example, using a resonance board for musical activities, or textured wallpaper instead of plain paper for mark-making, or tethering toys to a pupil's wheelchair so that they can be found again if dropped.

Staff also provide feedback to pupils about their actions and achievements, to reinforce pupils' own awareness and promote their self-esteem. The form which feedback takes varies with pupils' needs and preferences. For instance:

- Some students have particular ways of indicating their own achievements, and staff will use the same indicators – for example, if a student claps him- or herself, staff may copy and continue clapping.
- For many pupils, idiosyncratic and/or non-verbal feedback is the most appropriate. It may be an individual signal developed between a pupil and his or her keyworker, such as a light touch on the shoulder. It may be a tone of voice, or a line from a song – anything that has a shared meaning for pupil and staff member.

- Some students enjoy stories about their activities, with the student in the role of hero. These are recorded on switches for them to replay when they want, and help to build self-esteem.
- Some pupils enjoy extrinsic rewards, such as smiley faces, or stickers with their name and photo to 'name' their work. Extrinsic rewards are also used for actions with no intrinsic payoff – for example, a pupil who enjoys smearing waste products earns edible rewards by calm co-operation in the bathroom, as otherwise this would have little motivation for her.

Most immediate feedback to pupils is delivered individually, usually by an adult working 1:1 with a pupil. Public feedback within a group normally occurs at the end of a session or the end of the day, to avoid confusing other pupils:

- most group sessions end with the leader thanking each pupil individually for their specific contribution;
- end-of-day group meetings (collective worship) include reference to the day's events and the achievements of each pupil.

Feedback from pupils to staff is as important as feedback from staff to pupils. We encourage pupils to show us which activities, approaches, environments and people they like, and which they don't. This is partly so that staff can model identifying and responding to feedback, and also because the MSI Curriculum emphasises negotiation between staff and students as the basis for pupils' ownership of learning and independence.

7. Evaluation of progress

Students' progress each year is evaluated using criteria which judge their responses to the learning environment provided. Good or outstanding progress, for MSI Unit students, occurs when they develop concepts, skills or learning strategies which reduce the impact of their disabilities on their understanding and interactions.

Factors which affect students' ability to respond are also recorded – usually changes to their health or social circumstances. Significant change often has a catastrophic effect on MSI students' ability to learn, because they receive so little sensory input that the impact of change is usually overwhelming.

The criteria and processes used to evaluate a student's progress over a year and plan for the future are shown in the example below, and further examples can be found in Tommy and Savita's case studies in Section 10. An editable Word version of the template can be found in **Section 8** of the **Toolkit Templates** document.⁹

⁹ See <https://www.natsip.org.uk/doc-library-login/curriculum/victoria-school-msi-curriculum/toolkit-downloadable-files/1399-victoria-school-msi-curriculum-toolkit-templates>

Gemma: Evaluation of progress 20XX-XX

Students' progress each year is evaluated using criteria which judge their responses to the learning environment provided. Factors which affect their ability to respond are also recorded – usually changes to their health or social circumstances. Significant change has a catastrophic effect on MSI students' ability to learn, because they receive so little sensory input that the impact of change is usually overwhelming.

Factors affecting pupils' capacity to respond to the learning environment 20XX-XX

	Summary of changes in last twelve months	Effects on pupil's ability to respond and learn	Action taken or liaison with other agencies
Changes in health needs	No major changes but complex health needs continue – many hospital appointments, one in-patient stay, frequent sudden pain	Gemma is usually unsettled for several days following hospital appointments. Unpredictable pain linked to distressed behaviour.	Family, school nurses and class staff communicate and work well together. Input from transition team as Gemma transfers to adult health services.
Changes in social circumstances	Leaving school this July; transferring to specialist day provision.	Gemma finds change very difficult; focus for last two terms has been on transition and maintaining security in school.	Detailed transition programme – 2:1 staffing agreed at new setting for transition; staff appointed and have spent one day a week in school for a term, getting to know Gemma and her routines.
Other changes		-	-

Does the student have a Positive Behaviour Plan? YES / NO

We work closely with families and other agencies as a matter of course, and especially when there are changes to pupils' health or circumstances.

Progress on Annual Targets

List Annual Targets and record types of evidence and any linked progress on MSI Profile.

Date outcomes recorded: July 20XX	Progress evidenced in Section 3 of Progress File?	Progress on MSI Profile? record Phase and A/S/G
Social relationships and emotional development		
Gemma will be clearly aware of and responsive to adult reactions such as praise and concern	<u>stickers</u> / photos / other / no	
Gemma will sustain interactions with familiar adults over several turns	<u>stickers</u> / <u>photos</u> / other / no	<i>Phase 2 (S)</i>
Communication		
Gemma will make clear informed choices between 2 options using switches and/or objects of reference when her health and mood allow	<u>stickers</u> / photos / other / no	<i>Phase 2 (G)</i>
Gemma will take the initiative in actively communicating her needs or preferences using non- verbal methods	<u>stickers</u> / <u>photos</u> / other / no	<i>Phase 2 (S)</i>
Conceptual development		
Gemma will understand cause and effect and intentionally act to produce specific effects in familiar motivating activities	<u>stickers</u> / photos / other / no	<i>Phase 2 (A)</i>
Gemma will use a range of strategies to manipulate objects – the strategies may be the same each time and/or highly repetitive	<u>stickers</u> / photos / other / no	
Sensory responses		
Gemma will work with adults to develop a bank of activities which help her sensory modulation needs	<u>stickers</u> / <u>photos</u> / other / no	
Gemma will recognise very familiar sounds and other sensory input out of context	<u>stickers</u> / photos / other / no	

Understanding of time and place		
Gemma will actively anticipate or review familiar motivating activities using timetable symbols and switches.	<u>stickers</u> / photos / other / no	
Gemma will anticipate steps in her familiar daily routines when her health and mood allow	<u>stickers</u> / photos / other / no	<i>Phase 2 (G)</i>
Orientation, movement and mobility		
Gemma will explore and map new environments with support from a familiar trusted adult	<u>stickers</u> / <u>photos</u> / other / no	
Gemma will locate or avoid objects used in her familiar daily routines, using hearing, touch and/or smell	<u>stickers</u> / photos / other / no	<i>Phase 2(S)</i>
Ownership of learning		
Gemma will take turns with an adult in familiar motivating activities.	<u>stickers</u> / photos / other / no	
Gemma will work with adults to develop a resource pack for her new setting detailing her likes, dislikes, communication etc.	<u>stickers</u> / <u>photos</u> / other / no	
Responses to routines and changes		
Gemma will become attentive to new environments and activities with support whenever her health and mood allow	<u>stickers</u> / photos / other / no	
Gemma will initiate motivating routines with familiar trusted adults when her health and mood allow	<u>stickers</u> / <u>photos</u> / other / no	<i>Phase 2 (G)</i>

Evaluation of progress

Pupils' progress is measured against a range of criteria reflecting their responses to the learning environment. For each criterion below, tick the relevant box (achieved at *outstanding* / achieved at *good* / not achieved) and identify where evidence can be found.

ach.	Criteria for outstanding progress:	ach.	Criteria for good progress:	not ach.	Where to find evidence:
X	Students achieve all their IEP targets.		Students make progress towards all of their IEP targets and achieve most of them.		<i>On IEP documents, in Progress File, Section 5</i>
X	Students achieve progress on all their Annual Targets by the end of the year.		Students achieve progress on most (>60%) of their Annual Targets by the end of the year.		<i>See table above</i>
X	Students make at least one level of progress on the MSI Curriculum Profiles for 30% or more of their Annual Targets.		Students make at least one level of progress on the MSI Curriculum Profiles for 20% or more of their Annual Targets.		<i>Profile summary, Progress File Section 2; Moderation sheets, Progress File Section 3 under curriculum domains</i>
X	Breadth of achievement – progress is seen across the full range of curriculum domains.		Breadth of achievement – progress is seen across most but not all curriculum domains.		<i>Good Book stickers completed for every curriculum domain, Progress File Section 3</i>
	Balance of progress - evidence of achievement is seen in:		Balance of progress - evidence of achievement is seen in a limited range of contexts: some of:		

X	•group and individual sessions;		• group and individual sessions;		<i>see Good Book stickers in Communication and Understanding time and place, Progress File Section 3</i>
X	• daily and weekly activities;		• daily and weekly activities;		<i>see Good Book stickers in Conceptual development and Sensory responses, Progress File Section 3</i>
X	• familiar and unfamiliar environments;		• familiar and unfamiliar environments;		<i>see Good Book stickers in Communication and Orientation, movement and mobility, Progress File Section 3</i>
	• highly supported and less supported work.		• highly supported and less supported work..	X	
X	14-19 students make evidenced progress towards gaining an AQA UAS award, completing at least one Unit.		14-19 students make evidenced progress towards gaining an AQA UAS award.		<i>Record sheets, Progress File Section 9</i>
X	There is agreement from parents, teaching staff and other professionals regarding the student's progress.		There is agreement from parents, teaching staff and other professionals regarding the student's progress.		<i>Summary statement in Progress File, Section 6</i>
n/a	Students who are included for one or more lessons receive positive reports from the teachers involved.				

Overall judgement: Progress is **OUTSTANDING / GOOD / NEITHER**

Action following evaluation

If a student's progress is outstanding on these criteria then we continue the cycle of target setting, planning recording and evaluation.

If progress is good then we consider what changes are needed to the kind of learning environment provided, especially in the light of any changes experienced by the student.

If a student does not meet either set of criteria above then we consider:

- how we are working with the family and other agencies
- radically changing the learning environment, usually in terms of increasing support and reducing demand while the student copes with changes to health or circumstances
- whether we are the appropriate placement for the student

8. Additional assessment measures

8.1 Accreditation for 14-19 students

For MSI Unit students aged 14-19, two or three timetabled learning activities are selected each year as the basis for AQA UAS accreditation. Other accreditation systems have worked well for us in the past, but AQA is our current preference because it can be tailored so exactly to our students' specific achievements.

The activities chosen for accreditation will be ones which provide a clear snapshot of students' abilities and responses, and the type and level of support they need. If there already exists an AQA Unit covering these responses, then this is used, but more usually we write a new Unit reflecting our students' specific needs and strengths.

The AQA system serves two functions for our students:

- it recognises their efforts and achievements, and
- it provides a certificate which lists their specific achievements in detail and is passed on to parents and post-school settings.

Two examples of AQA Units are given below.

Example 1: Interaction through hearing and touch: Poetry

This Unit records the achievements in a daily poetry session of a group of students working at Phase 2. None of the students have any useful vision and all use non-symbolic communication. The content of the Unit is below. It can also be found online.¹⁰

In successfully completing this unit, the Learner will have	Evidence needed
Demonstrated the ability to	
1. Attend to spoken poems, showing this by stilling or changing posture or movements	Teacher completed checklist
2. Respond to favourite poems by smiling, vocalising, rocking, stilling or another nonverbal response	Teacher completed checklist
3. Anticipate favourite familiar poems from the first few words, showing this by a change in alertness	Teacher completed checklist
4. Choose between two familiar poems by responding differentially to spoken extracts, switches or Objects of Reference	Teacher completed checklist
5. Respond to the use of the student's name in their personal poem by smiling, vocalising and/or changing posture or movements	Teacher completed checklist
Experienced	
6. Hearing a range of poems with different styles and rhythms, read by individual adults or a group	Teacher completed checklist

¹⁰ See: <http://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=108127>

Example 2: Sign and symbol literacy: Diary Entries

This Unit records the achievements in a weekly diary session of a group of students working at Phases 3-4 and using sight as their primary sense. The content of the Unit is below; it can be found online here.¹¹

In successfully completing this unit, the Learner will have	Evidence needed
Demonstrated the ability to	
1. Choose which photos the student wants to use from a selection showing a specific activity	Teacher completed checklist
2. Crop the photos if the student wants by cutting with support (paper held by helper)	Teacher completed checklist
3. Stick the photos into the student's diary with support if needed	Teacher completed checklist
4. Sign information about the photos, answering at least one direct question (eg: 'who's this?' 'what's happening?')	Teacher completed checklist
5. Add pictures of the signs the student has used to their diary entry, placing the sign pictures appropriately	Teacher completed checklist
6. Read back these sign pictures	Teacher completed itemised checklist
Experienced	
7. Looking back over past diary entries, looking at the photos and sign pictures	Teacher completed checklist
8. Looking at another student's diary with support	Teacher completed checklist

¹¹ See: <http://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=108125>

8.2 Extending and supporting global assessment information

On the whole we use only the systems that we have developed and the school's statutory assessment procedures. Sometimes, however, additional measures add valuable depth or breadth to assessment.

8.2.1 *Routes for Learning*

*Routes for Learning*¹² was developed at the same time as the Victoria MSI Unit Curriculum and from a very similar developmental perspective. It is especially useful for pupils who continue to work at very early stages of the Victoria MSI Curriculum for a long time. The MSI Curriculum emphasises interaction with the environment and hence the adaptation of the environment to increase accessibility for learners with MSI. For students who respond long-term primarily to internal states rather than external stimuli, the MSI Curriculum is unlikely to offer detailed enough assessment on its own. *Routes for Learning* works well in tandem with the MSI Curriculum Profiles.

8.2.2 Specific assessments

We sometimes use specific assessments to collate or clarify information about a student's needs – for example, using the *Pragmatics Profile*¹³ to pull together our understanding of a pupil's communication. We draw from the wide range of assessments available, depending on what we want to know.

8.2.3 Detailed quantitative measures

We do not use detailed quantitative measures of day-to-day progress, but there are instruments available to help quantify progress in more detail if other settings want to do this. *Mapping and Assessing Personal Progress* (MAPP), for example, was developed at the Dales School to support assessment of skill development over time in terms of prompting, fluency, maintenance and generalisation.¹⁴ It allows detailed summative assessment of each of these aspects for any skill learned, moving from emergence to competence.

¹² See: <http://learning.gov.wales/resources/browse-all/routes-for-learning-assessment-booklet/?lang=en>

¹³ See: http://complexneeds.org.uk/modules/Module-2.4-Assessment-monitoring-and-evaluation/All/downloads/m08p080c/the_pragmatics_profile.pdf

¹⁴ See: <http://www.thedalesschool.org/article/assessment-progression-mapp/275>

9. Case studies – learners supported by advisory teachers

9.1 Introduction

Two case studies are presented below as examples of the wider use of the Victoria MSI Unit Curriculum. Both are of learners supported by advisory MSI teachers within less specialist settings. Each case study covers:

- a pen portrait of the learner
- how the Victoria MSI Curriculum is used to support her
- her learning environment
- her progress over time

9.2 Rosie

9.2.1 Rosie: a pen portrait

Rosie is currently in Year 6 at her mixed complex needs school. She is profoundly deaf and severely visually impaired due to congenital cytomegalovirus. She had cochlear implant surgery just before her second birthday and wears her sound processor intermittently. Her visual impairment is complex and she wears glasses which help, but do not correct, her sight. She has a patchy functional visual field which changes from day to day. Under the NatSIP sensory classification Rosie has a *profound multi-sensory loss* made up of profound hearing loss and severe functional vision loss.

Rosie learned to walk independently while she was at nursery, at around 3 years of age. She is a resilient learner, who knows what she wants to do, and will use the adults in her environment to achieve her ends (by climbing up them if not discouraged). Rosie is making good progress, evidenced by a combination of the Victoria MSI Curriculum Profiles and B Squared assessment. She develops good relationships with the intervenors and other staff working with her, in spite of the evident barriers that exist for her and could impede her communication.

9.2.2 Use of the Victoria MSI Unit Curriculum in supporting Rosie

Rosie's achievements have been assessed against the Victoria MSI Curriculum Profiles since she was in nursery pre-school, starting at Phase 1. When she transferred from nursery to school, only three ticks were recorded on her EYFS profile but the Victoria Curriculum allowed staff to capture a lot more information. This was a more positive experience for staff and parents who felt that the assessment really reflected Rosie, instead of being a list of things she could not do.

At present, B Squared assessment is used alongside the Victoria Profiles to assess Rosie's work at school. Using the specialist MSI curriculum alongside a more standard P Levels-based curriculum has enabled staff to track Rosie's progress and to identify areas where extra input or consolidation of skills is required. Rosie's class teachers work with input from the Sensory Support MSI teacher, and have commented that they find this approach very useful in helping them to plan appropriately for Rosie. The Victoria Curriculum has been used to help staff to create a suitable learning environment for Rosie as she progresses through school and to decide whether she is ready to progress to the next Phase. As she reached the end of Phase 2, for example, the *Features of learning on entry to Phase 3* were used in deciding that Rosie needed further consolidation time (nearly a year) before starting Phase 3.

9.2.3 Rosie's learning environment

Rosie works with a small team of teaching assistants, two of whom are trained intervenors. She is in a class of nine pupils, some of whom have challenging behaviour, with one teacher and five teaching assistants usually present. Rosie has an allocation of 1:1 support throughout the school day.

Rosie knows her way around the school site well, especially how to find favourite areas such as the sensory studio and the swimming pool. Her classroom has changed this year, but staff made great efforts to transfer all her communication materials and to present them in familiar ways, to ease the transition.

Rosie takes part in a wide range of activities and is included with her class wherever possible. She has some key favourite activities including the sensory studio sessions and swimming. Her intervenors have provided long-term 1:1 and occasionally 2:1 sessions of *Listening to sounds* and *Sensory story*, where attention has been given to encouraging Rosie to wear her cochlear implant sound processor consistently. This is now improving. The same sensory story was repeated over many months at the same time each day (on arriving at school) to give Rosie the chance to anticipate the event and items within the story and this worked well.

Rosie has used a range of concrete object cues since joining the school in Reception. These have increased year on year and Rosie currently uses around 20 objects, mounted on cards and attached to lanyards for ease of carrying them around. She will independently find the relevant object cue for some activities, and staff try to respond positively to these requests within the confines of a complex needs school timetable and the demands of other pupils.

The use of the Victoria MSI Curriculum in supporting Rosie has impacted on practice with other pupils. An approach including hand-under-hand working and the use of Intensive Interaction techniques, delivered by a small team of intervenors, has been advocated by the Sensory Support MSI teacher and supported by the use of the Victoria Curriculum. This has given class teachers more confidence in insisting on certain approaches and sufficient staffing. The existence of a separate dedicated MSI Curriculum gives credence to the MSI issues raised by staff and encourages senior staff within schools to approach and tackle these seriously.

Rosie's progress

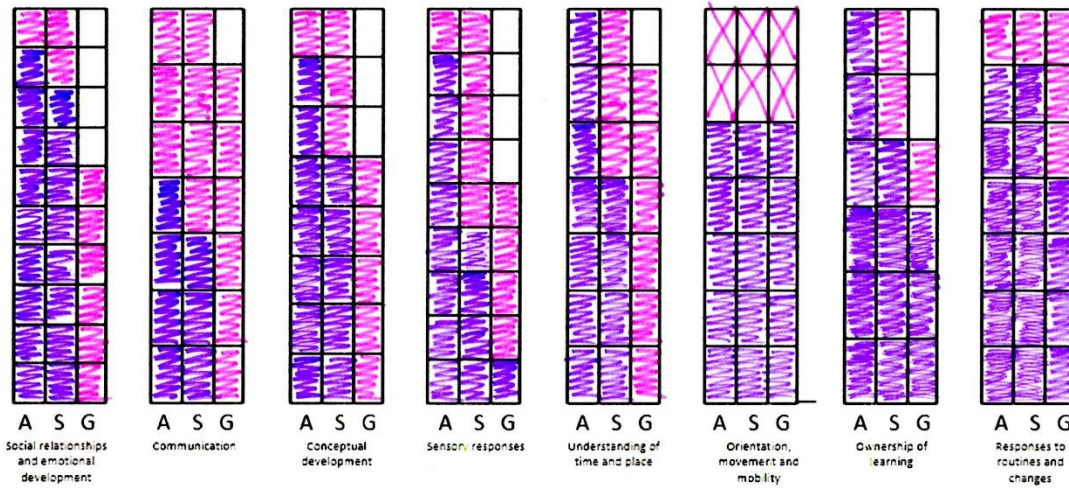
Rosie's class teacher is supported by the Sensory Support MSI teacher in setting targets, planning activities and recording progress. The MSI teacher takes the lead in recording Rosie's progress on the Victoria Curriculum Profiles. Rosie's progress over time is summarised on the Profile summary sheets below.

Profile Summary Sheet: Phase 2

Name: Rosie

Date/s: Y1 Y2

A = aware / emergent
S = achieved in specific contexts
G = generalised

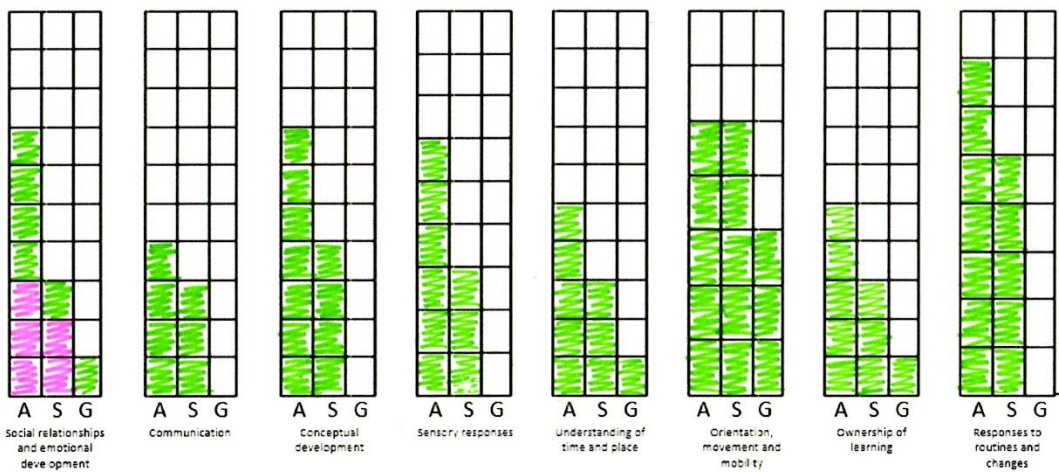


Profile Summary Sheet: Phase 3

Name: Rosie

Date/s: Y2 Y5

A = aware / emergent
S = achieved in specific contexts
G = generalised



9.2.4 Report from Rosie’s MSI advisory teacher

The report below was written when Rosie was in Year 1 and offers a snapshot of her learning environment at that point:

I have worked as Rosie’s Advisory MSI Teacher since she was at nursery. I visited her there and at home to offer advice around Rosie’s multi-sensory impairment in conjunction with Rosie’s Teacher of the Deaf. This included commissioning intervenor training for the person working 1:1 with Rosie at nursery. Throughout her N2 and Reception years I worked with Rosie, her family and the staff working with her in order to offer a smooth transition from her nursery setting to a local Complex Needs School. This was chosen by Rosie’s parents with support and advice from the Teacher of the Deaf and myself. Rosie began Year 1 this September, after settling in well during her Reception Year and making lots of progress during the year.

[Details of Rosie’s medical needs are given here in the original report]

I have used the Victoria Curriculum in a variety of ways with Rosie. The Victoria Curriculum is a specialist curriculum for children and young people with Multi-Sensory Impairment. It includes eight ‘domains’ selected for their particular relevance for children with Multi-Sensory Impairment: Social

relationships and emotional development; Communication; Conceptual Development; Sensory responses; Understanding of time and place; Orientation, movement and mobility; Ownership of learning and Responses to routines and changes. It covers levels of achievement equivalent to P1-P8. I assessed Rosie according to this curriculum in June of her last year at nursery with her 1:1 workers, to give a useful assessment of Rosie's levels of achievement on leaving. The 1:1 workers agreed that the document gave a realistic picture of Rosie and was very useful for the purpose of passing on information. This assessment was more appropriate and thorough than the EYFS profile for which Rosie only achieved ticks in three areas. The EYFS did not cover the developmental levels at which Rosie was working.

Sharing the Victoria Curriculum with Rosie's new class teacher at her Complex Needs School has enabled us: to identify a baseline for Rosie's progress in school; to describe the progress that Rosie is making and to have access to sensible ideas about the likely next areas of progress for a child with MSI. Her class teacher and the Sensory Support MSI teacher check in with the Victoria Curriculum Profiles together approximately termly, adding ticks to demonstrate the progress that Rosie has made. The Speech and Language Therapist working with Rosie has also requested a copy of Rosie's current levels in the Victoria Curriculum, as this will help her to plan her work with Rosie.

Rosie is now working at Phase 2 of four phases in the curriculum. She has made tremendous progress since starting at school in a wide variety of areas, such as using more than 10 tactile symbols to identify activities within the school day. She was very lucky that her school management had had the foresight to train some members of staff as intervenors in advance of needing them specifically for MSI children, so an intervenor was available for Rosie as she started at school and she has had input from the same intervenor since then. This intervenor works in a small team of other adults who provide support to Rosie. The small team allows Rosie to benefit from a consistent approach and good knowledge of her responses, whilst avoiding the pitfalls that can come from a child working with only one support worker. The presence of a trained intervenor in the team allows other staff working with Rosie to benefit from the insight into MSI that the intervenor training allows. Currently, I am visiting Rosie at school approximately monthly, which fits in well with Rosie's needs and staff requirements at school. I maintain contact with Rosie's parents through phone calls and texts, as necessary.

Rosie is clearly happy and settled at school and parents' comments reflect this. I believe that the specialist advice and support that the Sensory Support Service is able to offer to children and young people has been instrumental in ensuring that Rosie has settled well into school and is making demonstrable progress.

9.3 Aisha

9.3.1 Aisha: a pen portrait

Aisha is nineteen and attends a specialist further education college on a residential placement. She has combined hearing and visual impairments and uses sight as her primary sense. She has complex health needs and bouts of pain, which affect her ability to learn and communicate. Her arousal levels fluctuate, but she is beginning to regulate her sensory needs by asking to go to her quiet area, or asking for a massage. She is independently mobile in familiar settings and enjoys going out in the community (for example to go shopping or horse-riding) with adult support.

Aisha communicates using photographs and sign, and is able to gain an adult's attention by signing 'help'. She depends on a sensitive communication partner who knows her well to interpret her behaviours and emotional state. She is dependent on consistent routine and structure to support her understanding of what is happening around her, and to anticipate what is to happen next.

9.3.2 Use of the Victoria MSI Unit Curriculum in supporting Aisha

When the advisory teacher for MSI first met Aisha, she was in Year 9 and attending a class for learners with PMLD in a generic special needs school. The advisory teacher worked with school staff to explore the possibility of using the MSI Curriculum for Aisha alongside the school's own curriculum. She felt this would be beneficial because:

- The Victoria Curriculum was developed specifically for learners with MSI, like Aisha.
- It would support the school to establish a baseline and subsequently identify Aisha's progress and achievements.
- It describes abilities rather than specific behaviours and there is an emphasis on what the learner can do.
- It helps reflect on global development and identifies areas of strength, but also considers the need for further work to 'fill the gaps' and provide a more secure foundation for future learning and development.
- It would support future planning and implementation of learning activities for Aisha, in response to her MSI.

Aisha was assessed as working within Phases 1 and 2 and the Victoria MSI Curriculum was used to identify learning targets for the forthcoming year. Time was spent with involved staff to explain the Curriculum, and to explore strategies that could be implemented to support Aisha's learning, using the MSI Curriculum as guidance.

This proved beneficial in raising the profile of Aisha as a multi-sensory impaired learner, and highlighted other aspects of established MSI practice, such as the importance of consistent routine and structure and the use of concrete visual calendar systems. The system for recording progress was also helpful in supporting staff to understand the importance of generalisation of skills for a learner who has MSI.

Aisha now attends an independent specialist further education college on a residential placement. The college supports learners who have severe or profound learning difficulties and disabilities, but also has expertise in meeting the needs of young people who are multi-sensory impaired. The Victoria MSI curriculum is used alongside the college Sensory/pre-Entry level course. It is used to address the contexts in which activities occur, to monitor progress and to inform target-setting and decisions on learning strategies.

9.3.3 Aisha's learning environment

Aisha's class in the special school had seven pupils, with a class teacher and two other members of staff. Aisha had 1:1 support although initially this was not from one consistent person. With the advisory teacher's involvement, an intervenor was trained to work with Aisha.

With support from her intervenor Aisha continued to join the class for the morning hello session, but then followed an individualised programme with her own work station, a designated safe space in the classroom and the development and use of concrete visual supports (objects, photos and symbols).

It was decided that Aisha should stay in the same class over time, as she was familiar with the environment, adults and other pupils, and to continue to deliver her individualised programme within this setting.

The class teacher recognised that strategies identified within the MSI Curriculum, such as the use of personal identifiers and consistency of staffing for activities, would also be beneficial for other pupils in the class, and this reinforced the consistent use of these strategies with Aisha. In practical terms, the school curriculum became more effectively differentiated for Aisha, responding to her strengths and needs as a multi-sensory impaired learner.

At Aisha's specialist further education college, there are 7 students in Aisha's tutor group. They spend time together each morning before moving to other locations within college or the local community, depending on their individual timetables. Aisha has an identified key worker who supports her for parts of the timetable, but she is also supported by different staff who are familiar with her. An MSI teacher oversees Aisha as a learner who is multi-sensory impaired, and provides support to her tutor and other involved staff.

Aisha's learning activities are planned by her tutor, or the teacher who is leading other sessions, with input from the MSI teacher. There is an emphasis on discovering activities which motivate Aisha and building upon these.

Much of Aisha's learning is undertaken in a group situation, with activities and resources differentiated according to each student's strengths and needs. There are daily routines and mini routines and these are maintained as far as possible to ensure Aisha is able to understand what is happening around her, anticipate what is to happen next, and be as independent as possible.

Aisha's progress

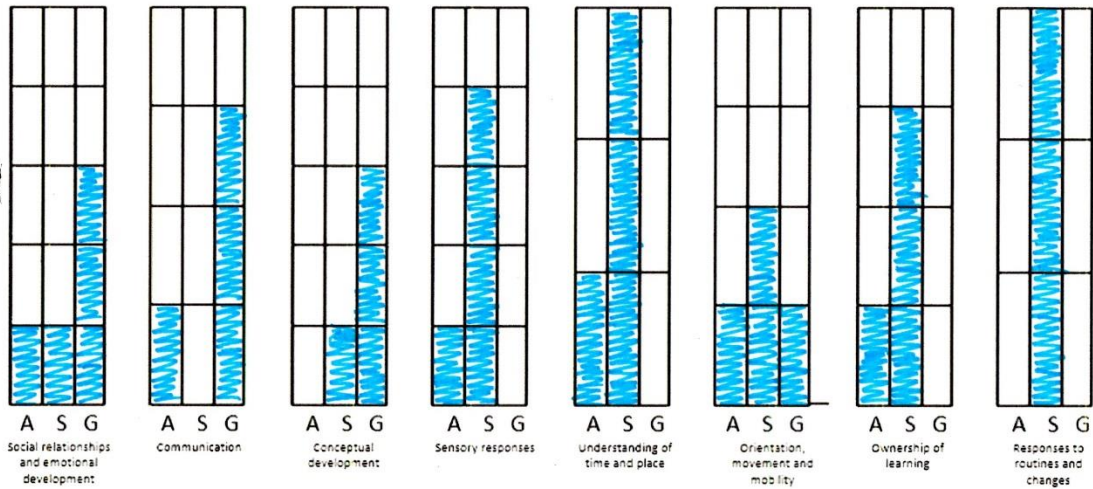
In Year 9 Aisha was baselined on the MSI Curriculum Profiles as working between Phases 1 and 2. Her baseline summary sheets are shown below:

Profile Summary Sheet: Phase 1

Name: Aisha

Date/s: Y9

A = aware / emergent
S = achieved in specific contexts
G = generalised

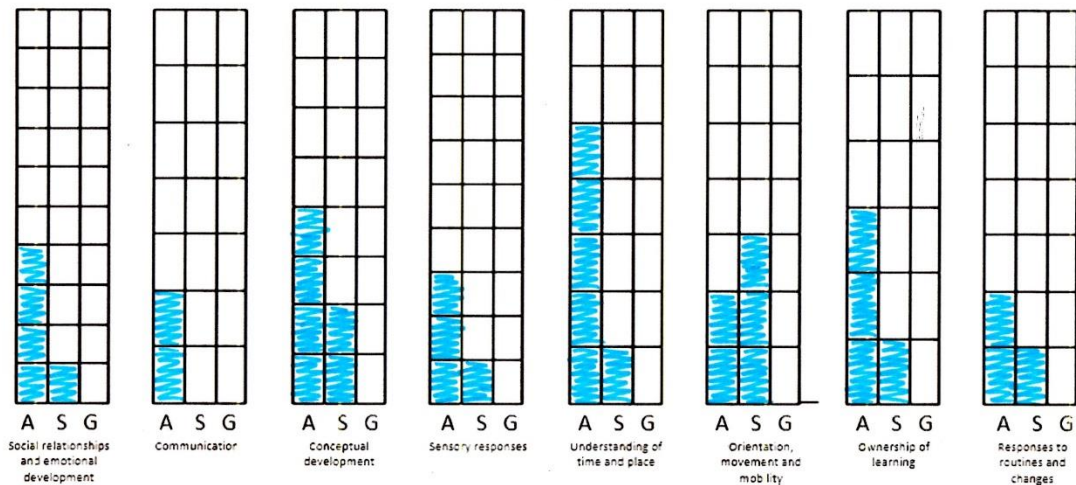


Profile Summary Sheet: Phase 2

Name: Aisha

Date/s: Y9

A = aware / emergent
S = achieved in specific contexts
G = generalised



At the end of the school year her progress was reviewed by the advisory teacher and class teacher, working together with Aisha’s parents. The review showed that Aisha had generalised much of her learning within Phase 1 (this had not previously been recognised as progress) and was achieving a wider number of items from Phase 2 in specific contexts. Staff reported that the Profiles more readily enabled them to identify where Aisha had made progress, where further work was needed to consolidate learning or ‘fill the gaps’, and the next steps.

Aisha has continued to make progress and is currently working at Phases 3-4. Targets are set in response to the outcomes in her EHC plan, and building on the strengths and needs highlighted using the MSI Curriculum Profiles. Targets are agreed jointly between her tutor and other members of staff, the MSI teacher and the family.

Progress is recorded by Aisha's tutor using the College's own recording system, supplemented by the MSI teacher's records using the MSI Curriculum. It is evaluated using the college's established systems, supplemented by use of the MSI Curriculum framework. This is used both to evaluate progress in terms of new learning and in terms of how existing learning has been extended

The use of the MSI Curriculum has demonstrated Aisha's clear progression since it was first introduced in Year 9. In addition to providing evidence of the need for its continued use, it has demonstrated to Aisha's home authority that Aisha is not only making progress, but that she will continue to do so, and that her EHC plan therefore needs to be continued and her current placement supported.

9.3.4 Aisha's current targets

Aisha's current performance and targets are given below:

Social relationships and emotional development

Aisha is working well within Phase 3 and demonstrating a number of aspects of Phase 4. In the forthcoming year, Aisha should:

Engage in a range of group activities. Most activities will require a high level of support and structure, but mini routines should also be established that **encourage Aisha to interact directly with her peers**. For example, for Aisha to get up and greet her peers in the circle during registration time.

Aisha should also be encouraged to **engage in turn-taking activities with a peer**.

Communication

Aisha is working well within Phase 3 and beginning to demonstrate a few skills from Phase 4. In the forthcoming year, Aisha should:

Extend her use of a visual calendar system (showing where and with whom an activity is to take place).

To **consistently make a choice when offered 3 options, in a range of situations**.

To **engage in simple stories with a repetitive element** to support Aisha's ability to anticipate and independently join in.

Conceptual development

Aisha is working well within Phase 3 and beginning to demonstrate a few skills from Phase 4. In the forthcoming year, Aisha should:

Consolidate her use of photo task lists, and **follow the steps to complete it with increasing independence**.

Create an account of her experiences (e.g. use of photographs) that Aisha can then be supported to share with others.

Have the opportunity to **count and sort objects linked to practical activities**.

Sensory responses

This is an area of relative strength for Aisha, and she is secure in Phase 3 and working well within

Phase 4. In the forthcoming year, Aisha should:

Be encouraged to regulate her sensory state, by **asking/choosing to go to an identified safe quiet space or to have a hand massage** when she needs help to remain in a well-regulated state.

Understanding of space and time

Aisha is working well within Phase 3 and demonstrating a number of aspects of Phase 4. In the forthcoming year, Aisha should:

Consolidate and expand her use of a daily calendar to cover a whole day.

Establish use of the weekly calendar, that initially will emphasis one key activity for each morning/afternoon.

Be involved in an increasing range of activities that move from a focus on the process, to **a focus on process and the end product.**

Orientation, movement and mobility

This is the area of greatest strength for Aisha, and she is secure in Phase 3 and also in Phase 4. In the forthcoming year, Aisha should:

Walk from college to Number 1 independently, including negotiating exits/entrances and gates.

Have the opportunity to travel outside college, and develop mappings for repeated journeys.

Ownership of learning

Aisha is working well within Phase 3 and demonstrating a number of aspects of Phase 4. In the forthcoming year, Aisha should:

Use a sequence of photographs for an activity, encouraging greater independence, and also being used to anticipate what is to happen next, and to review the activity.

Timetabling should allow additional time within familiar activities to encourage Aisha to engage in them as independently as possible.

Be given responsibility for specific roles in college (e.g. setting out the cups for snack time) to be undertaken on a daily basis (and included in her visual calendar).

Responses to routines and changes

Aisha is working well within Phase 3 and beginning to demonstrate a few skills from Phase 4. In the forthcoming year, Aisha should:

Have established key daily routines to regulate her day, but with the opportunity to **use a learned skill in a new context**

10. Case studies – learners attending the Victoria MSI Unit

10.1 Introduction

Two case studies are presented below to provide further examples of planning, recording and evaluating progress using the Victoria MSI Unit Curriculum. Both are of learners attending the Victoria MSI Unit. Each case study covers:

- a pen portrait of the learner
- a longitudinal view of progress over several years
- examples of the planning, recording and evaluation of progress in one year

Most of the information provided here is kept routinely – the exceptions are the maps of curriculum balance across domains and subjects, which were generated for these case studies.

10.2 Savita

This case study follows Savita from her entry to the MSI Unit in Reception to the end of Year 3.

10.2.1 Savita: a pen portrait

Savita has a progressive life limiting condition. She has a number of visual and hearing conditions associated with the diagnosis as well as associated vestibular and proprioceptive difficulties. She has no functional vision and a progressive severe sensorineural hearing loss; she wears a cochlear implant (fitted when she was in Year 2) and hearing aids, which give her some useful hearing, particularly in quiet optimal listening conditions. Savita has to work hard to use her residual hearing and needs time and breaks. She can only focus on input from one sensory channel at a time.

Savita learns through predominantly tactile means, using a hand-under-hand approach. We use a combination of on-body sign, objects of reference, voice and body language to communicate with her. Her expressive communication is through body language, sign and voice, and she relies on routines for much of her understanding and security. She now uses a wheelchair for mobility. This is another factor which affects her ability to find out about the world.

Savita lives at home and her family work very closely with us and with the health agencies involved with Savita's care.

Like many pupils with MSI, Savita's understanding of the world is very limited, because the sensory information she has received has always been limited, fragmentary and distorted. This has severely affected her ability to learn and communicate.

10.2.2 Savita: Progress over time

Savita entered the MSI unit as a Reception pupil. She was baselined as working across Phase 1 and Phase 2 of the MSI Curriculum. On statutory achievement measures, her P Levels were recorded as P1(ii) – P2(ii) on entry to the MSI Unit. Savita had achieved these levels with the aid of a wide range of splinter skills and her understanding of concepts was not secure.

Savita's progress through Phase 2 of the MSI Unit curriculum is shown on the summary sheet below.

Reception

Savita joined a group of three pupils. She developed a strong trusting relationship with her main keyworker but was willing to be supported by other very familiar members of staff for some sessions. She was introduced to a calendar sequencing board, working hand-under-hand. By the end of the year she recognised and understood objects of reference for daily activities and was beginning to recognise

weekly ORs. She quickly recognized and anticipated the daily routines of her class group. Signing was hand-under-hand and Savita’s independent expressive signing was very limited. She was encouraged to vocalize and this was almost wholly ‘aah’.

Year 1

Savita remained in the same base group and staff remained consistent. She now worked with her original key worker and one other across the week. She began to explore her calendar sequencing board independently, moving her hands from left to right across the board, and understanding the ORs. Her signing was still mainly hand-under-hand but she was now guided to form key signs herself by gentle wrist support. By the end of the year when asked ‘Who shall we sing to next?’ in the greetings session she could sign the first letter of each pupil’s name herself, and some of the days of the week. Her understanding of speech increased and her own vocalizations increased in variety and length. She distinguished between speech and song and began to ‘sing’ the Goodbye song.

Year 2

Savita remained with the same base group but in a different room. She started to be part of a larger group occasionally, joining the whole MSI unit weekly sessions for drumming and signing choir. Savita had a cochlear implant during the year and responded very well, rapidly gaining and using more information from environmental sounds and from speech. Her expressive communication increased both vocally and through sign and gesture. Savita now signed key known signs independently when supported at the wrist in very familiar formats and could vocalize and sign a song response in a daily session. She began to vocalise to attract an adult’s attention and took a more active role in her calendar work, locating specific ORs. Her interactions with peers were still mainly supported but when close to them she became far more persistent in her bids to get their attention. Due to the progressive nature of her condition she now used a rolator for walking.

Year 3

Savita continued with the same base group, working primarily with the same keyworkers but with other staff introduced for some sessions to broaden her range of communication partners. She continued to attend two large group sessions each week, including a new dance session sited in a different room. Savita began to use a radio aid in school with her cochlear implant and hearing aid, and continued to develop her use of sound. Her communication continued to develop well - for example, she began with support to discuss what she had done at home the previous evening, rather than sticking to the here-and-now. Her motor control, however, deteriorated, and she began to use a wheelchair for longer journeys. Her primary communication mode (signing within an adult’s hands) was assessed in terms of the motor control required, and found to be flexible enough for her continuing needs. She continued to increase her use of her voice in communication.

Progress on statutory assessment measures

Savita’s P Scales data are incorporated into those of the school as a whole. Since Reception she has worked at the following range of levels (with many splinter skills):

year group	range of levels
Reception	P1(ii)-P2(ii)
Year 1	P2(i) – P2(ii)
Year 2	P2(ii) – P3(i)
Year 3	P2(ii) – P3(i)

Progress on the MSI Unit Curriculum Profiles

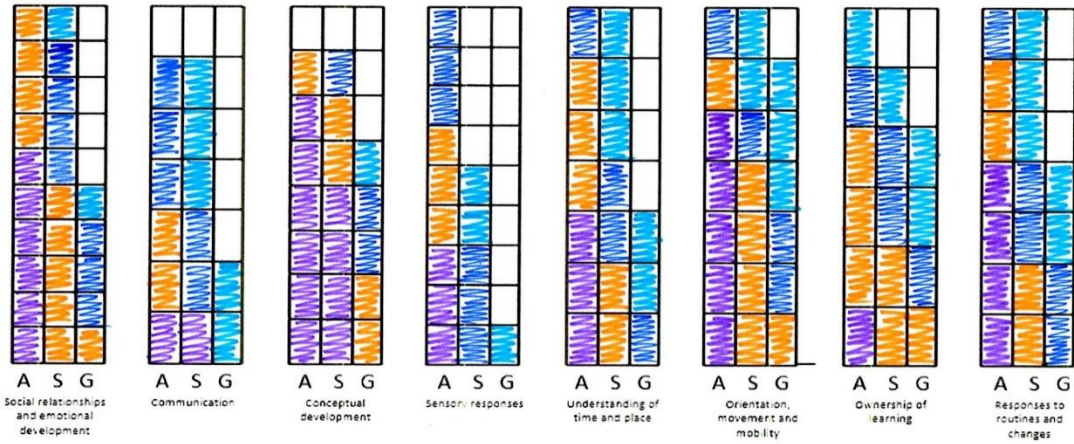
Savita's progress through Phase 2 of the MSI Unit Curriculum is shown on the summary sheets below:

Profile Summary Sheet: Phase 2

Name: Savita

Date/s: YR Y1 Y2 Y3

A = aware / emergent
S = achieved in specific contexts
G = generalised



10.2.3 Savita in Year 3: Planning

Savita's *Learning needs and strategies* sheet for Year 3 is shown below

Savita: Learning needs and strategies: Year 3

Area of need	Details	Implications for teaching strategies
visual impairment	No functional vision	<ul style="list-style-type: none"> • Always use Savita’s name first so she knows you are talking to her • Use of objects of reference • On-body and hand-under-hand signing • Consistent environmental markers so Savita can orientate herself
hearing impairment	Progressive bilateral severe sensori neural hearing loss and glue ear. Savita wears a powerful hearing aid in her left ear and in Y2 was fitted with a cochlear implant on her Right side. She also uses a radio aid in conjunction with these. She has useful hearing function, bringing her into the spectrum of speech sounds, particularly in quiet optimal listening conditions.	<ul style="list-style-type: none"> • Always use Savita’s name first so she knows you are talking to her • Keep vocabulary and language structures clear and consistent • Quiet 1:1 listening conditions for concentrated tasks • Use of radio aid as appropriate • Provide a model and encourage use of voice • Name environmental sounds and make them explicit
sensory processing difficulties	Hearing and listening in themselves require significant effort and Savita may need to focus on input from one sensory channel at a time. Integration of information from different sensory channels is very challenging and Savita requires plenty of time to process this information.	<ul style="list-style-type: none"> • Needs to work with staff who know her well and can recognize signs of fatigue • Allow Savita plenty of time to process information and respond • Allow Savita time when nothing is demanded of her • Create a mixture of active and passive activities
multi-sensory impairment	Limited experience of world – little information received; Consequent limited understanding of concepts and experiences.	<ul style="list-style-type: none"> • Base new concepts on repeated concrete experiences • Numeracy and literacy activities: focus on Savita’s own experiences and on repeated activities • Ensure that routines and learning opportunities enable Savita to make sense of her world – learning takes place in context.
communication needs	Uses Objects of Reference, on-body and hand-under-hand signing, supported sign formation and speech	<ul style="list-style-type: none"> • (see ‘hearing impairment’ above) • Someone who Savita knows well and who can read her communication • New signs and actions are best introduced using a hand-under-hand approach

Area of need	Details	Implications for teaching strategies
learning needs	Developmental delay	<ul style="list-style-type: none"> • Long-term aims focus on empowering Savita to have some control over her life through: functional skills, independence wherever possible, developing interaction with adults and peers, making her needs known (through sign and voice), meaningful choices

Savita: Annual targets for Year 3: Phases 2-3

Social relationships and emotional development

- Savita will anticipate the adult's reaction to her own vocalizations / actions
- With support she will interact with peers as part of familiar structured activities

Communication

- Savita will make clear informed choice from two simultaneously available options, attending to both options and indicating choice. She will do this across a range of contexts.
- Savita will take the initiative in communicating her needs or preferences using verbal or non-verbal means
- She will use her voice to indicate a need or to make something happen across a wider range of contexts

Conceptual development

- Savita will notice and respond to changes in material
- With support, she will use a range of strategies to explore objects
- With encouragement, she will explore objects with greater independence

Sensory responses

- With support Savita will tolerate less preferred sensory input (with the long term goal of enjoyment)
- Savita will accommodate the increased range and quality of sound from her cochlear implant into her understanding of her environment – integrating information from different senses
- With support, Savita will actively explore the range of sounds or vibrations that can be made by an instrument or other object.

Understanding of time and place

- Savita will consistently anticipate elements within set group routines and activities within her day
- She will actively anticipate and rSavitaw daily activities with an adult through her objects of reference and speech

Orientation, movement and mobility

- Savita will maximize her independent and supported mobility
- She will use sensory input to orientate herself in familiar environments
- She will locate objects using hearing, touch or vibration

Ownership of learning

- Savita will complete self-care routines as independently as possible eg. assisting with dressing, hand washing routines etc
- She will take turns with an adult in familiar motivating activities
- She will move independently in familiar settings where possible

Responses to routines and changes

- Savita will show awareness of changes in routine eg. by pausing, showing interest or distress
- She will show interest in new objects, experiences or environments with the support of a trusted adult

Savita: Learning objectives 20XX-XX

Savita's learning objectives for each session link to her Annual targets. The objectives for some of her daily activities are listed here by session and the four columns reflect increasing progress towards their achievement. Whilst the columns are a very rough judgement, they provide useful information for evaluating planning.

Session and objectives:	Progress:	25%	50%	75%	Ach.
<p>Arrival and calendar</p> <p>to find the OR for 'classroom' on the door and understand its significance</p> <p>to locate a series of ORs (presented in a tray) which correspond to the activities of her day – to place these on a sequencing calendar board</p> <p>to learn ORs and on-body signs for new activities</p> <p>to sign and vocalise for each activity of the day as she goes through her calendar sequencing board</p>					
<p>Greetings</p> <p>to attend to the contributions of others and recognise when it is her turn within the routine</p> <p>to vocalise at her turns within the session</p> <p>to take ownership of key signs through supported sign formation</p> <p>to indicate by sign and/or vocalisation: Who's next? Who's left? What day is it today?</p> <p>to listen and vocalise for corresponding words in the spoken and sung responses</p>					
<p>Goodbye session</p> <p>to review daily activities through sign, voice and ORs</p> <p>to choose which activity she liked best and indicate her choice through sign, voice or ORs</p> <p>to sing and/or sign the Goodbye songs</p>					

Savita's timetable for Year 3 is shown below.

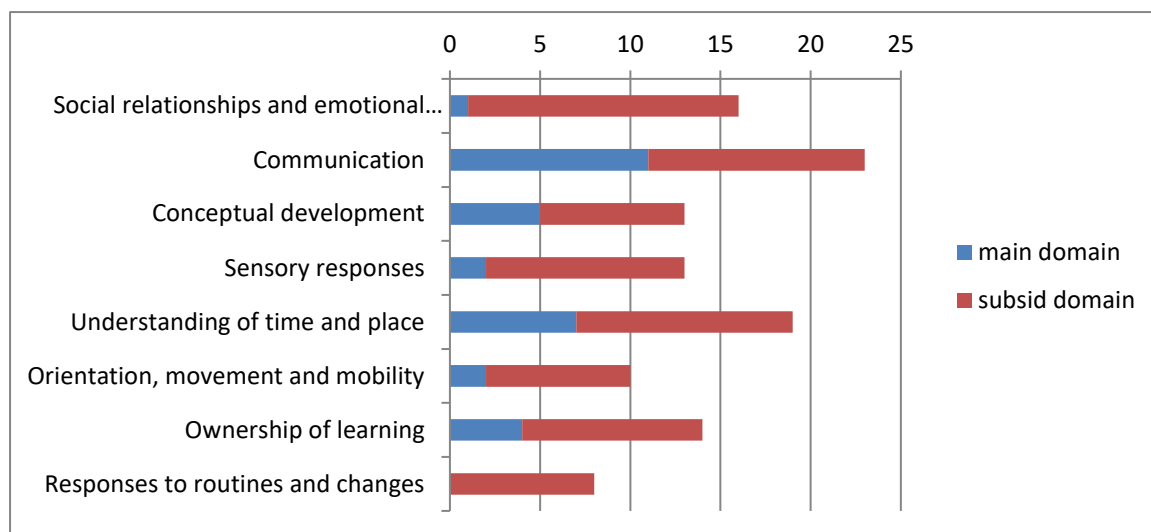
Savita: Timetable: Year 3

	9:00	9.50	10:30	11:00	12:00	13:30	14:30	15:15
		greetings	PHSE		PHSE			
M	arrival and calendar <i>Amelia</i>	greetings <i>Amelia</i>	S	hand class <i>Amelia</i>	L	drumming <i>Louise</i>	review the day and meeting <i>Amelia</i>	
T	arrival and calendar <i>Amelia</i>	greetings <i>Amelia</i>	N	sensory story <i>Amelia</i>	U	signing choir <i>Louise</i>	review the day and meeting <i>Amelia</i>	
W	arrival and calendar <i>Debbie</i>	greetings <i>Debbie</i>	A	dance <i>Debbie</i>	N	messy play <i>Debbie</i>	review the day and meeting <i>Amelia</i>	
Th	arrival and calendar <i>Amelia</i>	greetings <i>Amelia</i>	C	exploring outside <i>Amelia</i>	C	music <i>Amelia</i>	review the day and meeting <i>Amelia</i>	
Fr	arrival and calendar <i>Debbie</i>	greetings <i>Debbie</i>	K	circle time <i>Debbie</i>	H	library <i>Debbie</i>	review the day and meeting <i>Debbie</i>	

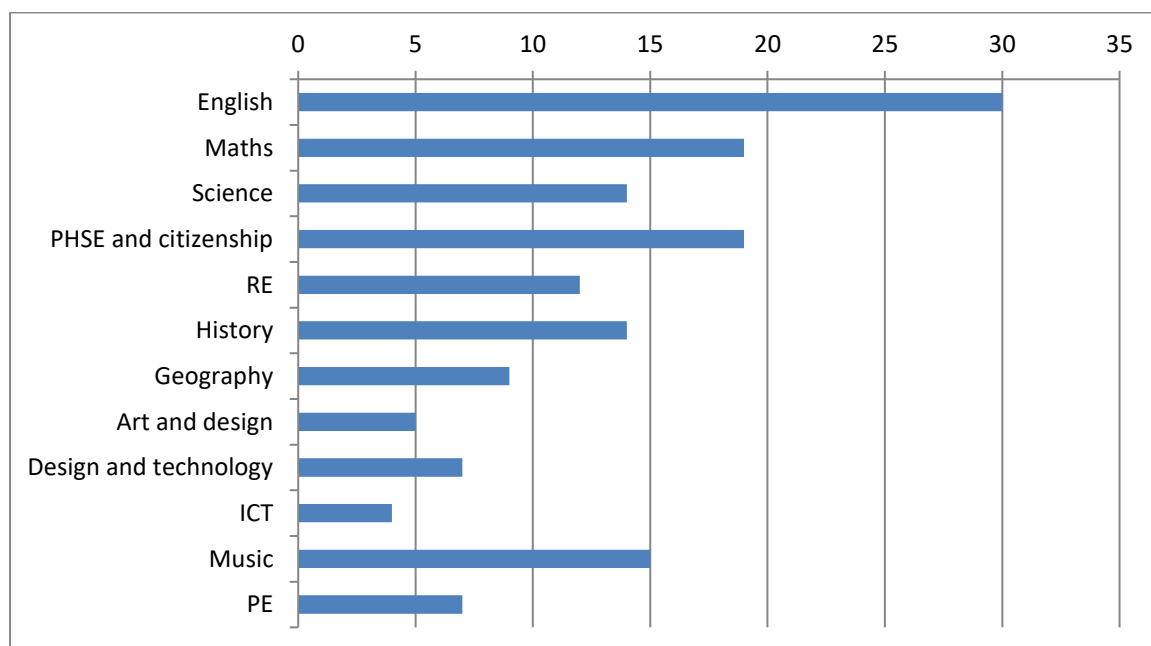
It is possible to map the curriculum domains shown on lesson plans to give a very approximate idea of the balance across MSI Curriculum domains, and across national curriculum areas. (We don't routinely do this.) Savita's curriculum map for Y3 is shown below:

MSI Curriculum domains

(number of sessions each week - taught sessions vary in length between 20-45 mins)



NC subjects



10.2.4 Savita in Year 3: Recording

An example of Savita's 'Good Book' stickers collected as evidence of achievements during Year 3 are shown below.

Communication

Savita will make clear informed choice from 2 simultaneously available options, attending to both options and indicating choice. She will do this across a range of contexts.

Savita will take the initiative in communicating her needs or preferences using verbal or non-verbal means

She will use her voice to indicate a need or to make something happen across a wider range of contexts

14/9
Savita shouted for attention when I moved away from her bench this morning.

5/10
Savita coactively signed with my hands 'carrots' & 'broccoli' today (which she was having for lunch).

15/10
Sensory story - Savita was listening to the cueing-in scary music + after a minute signed 'Ready' - wanted to start the story

8/10
I greeted Savita at the classroom door this morning - she smiled and signed 'Amelia?'

14/10
Savita really made it clear she wanted to stay in her chair for massage - doing the straps up again herself!

19/10
When asked her favourite activity of the day, Savita clearly signed and said 'library?'

23/10
Upon arrival in class we did some v. familiar poems/trongs to settle her in. I did very little - Savita took the initiative in signing hand under hand.

20/10
Savita has been very vocal all day + said 'Thursday' very clearly when we were recording her switch to take home.

10.2.5 Savita in Year 3: Evaluation of progress

The evaluation of Savita's progress in Year 3 is shown below. This includes the outcomes for her Annual Targets.

Savita: Evaluation of progress 20XX-XX

Students' progress each year is evaluated using criteria which judge their responses to the learning environment provided. Factors which affect their ability to respond are also recorded – usually changes to their health or social circumstances. Significant change often has a catastrophic effect on MSI students' ability to learn, because they receive so little sensory input that the impact of change is usually overwhelming.

Factors affecting pupils' capacity to respond to the learning environment 20XX-XX

	Summary of changes in last twelve months	Effects on pupil's ability to respond and learn	Action taken or liaison with other agencies
Changes in health needs	Motor control reducing as part of progressive condition. Introduction of radio aid to supplement other amplification	Restricted large movements and hand control. Use of wheelchair for longer journeys. Increased vocalisation and responses to sound.	Communication methods and opportunities for exploration and learning reviewed in light of reducing motor control. Introduction of wheelchair mobility and orientation skills. Three-way liaison with family and physio.
Changes in social circumstance	nothing major		
Other changes	nothing major		

Does the student have a Positive Behaviour Plan? **YES / NO**

We work closely with families and other agencies as a matter of course, and especially when there are changes to pupils' health or circumstances.

Progress on Annual Targets

List Annual Targets and record types of evidence and any linked progress on MSI Profile.

Date outcomes recorded: July 20XX	Progress evidenced in Section 3 of Progress File?	Progress on MSI Profile? record Phase and A/S/G
Social relationships and emotional development		
Savita will anticipate the adult's reaction to her own vocalizations / actions	<u>stickers</u> / photos / other / no	Phase 2 (G)
With support she will interact with peers as part of familiar structured activities	<u>stickers</u> / <u>photos</u> / other / no	Phase 2 (S)
Communication		
Savita will make clear informed choice from 2 simultaneously available options, attending to both options and indicating choice. She will do this across a range of contexts.	<u>stickers</u> / photos / other / no	Phase 2 (G)
Savita will take the initiative in communicating her needs or preferences using verbal or non-verbal means	<u>stickers</u> / photos / other / no	
She will use her voice to indicate a need or to make something happen across a wider range of contexts	<u>stickers</u> / photos / other / no	
Conceptual development		
Savita will notice and respond to changes in materials	<u>stickers</u> / photos / other / no	Phase 2 (G)
With support, she will use a range of strategies to explore objects	<u>stickers</u> / <u>photos</u> / other / no	
With encouragement, she will explore objects with greater independence	<u>stickers</u> / photos / other / no	
Sensory responses		

Date outcomes recorded: July 20XX	Progress evidenced in Section 3 of Progress File?	Progress on MSI Profile? record Phase and A/S/G
With support Savita will tolerate less preferred sensory input (with the long term goal of enjoyment)	<u>stickers</u> / photos / other / no	
Savita will accommodate the increased range and quality of sound from her cochlear implant into her understanding of her environment – integrating information from different senses	<u>stickers</u> / photos / other / no	
With support, Savita will actively explore the range of sounds or vibrations that can be made by an instrument or other object.	<u>stickers</u> / photos / other / no	Phase 2 (G)
Understanding of time and place		
Savita will consistently anticipate elements within set group routines and activities within her day	<u>stickers</u> / photos / other / no	
She will actively anticipate and rSavitaw daily activities with an adult through her objects of reference and speech	<u>stickers</u> / photos / other / no	Phase 2 (G)
Orientation, movement and mobility		
Savita will maximize her independent and supported mobility	<u>stickers</u> / <u>photos</u> / other / no	Phase 2 (G)
She will use sensory input to orientate herself in familiar environments	<u>stickers</u> / photos / other / no	
She will locate objects using hearing, touch or vibration	<u>stickers</u> / photos / other / no	
Ownership of learning		
Savita will complete self-care routines as independently as possible eg. assisting with dressing, hand washing routines etc	<u>stickers</u> / photos / other / no	
She will take turns with an adult in familiar motivating activities	<u>stickers</u> / photos / other / no	
She will move independently in familiar settings where possible	<u>stickers</u> / photos / other / no	Phase 2 (G)

Date outcomes recorded: July 20XX	Progress evidenced in Section 3 of Progress File?	Progress on MSI Profile? record Phase and A/S/G
Responses to routines and changes		
Savita will show awareness of changes in routine eg. by pausing, showing interest or distress	<u>stickers</u> / photos / other / no	
She will show interest in new objects, experiences or environments with the support of a trusted adult	<u>stickers</u> / <u>photos</u> / other / no	

Evaluation of progress

Pupils' progress is measured against a range of criteria reflecting their responses to the learning environment. For each criterion below, tick the relevant box (achieved at outstanding / achieved at good / not achieved) and identify where evidence can be found.

ach.	Criteria for outstanding progress:	ach.	Criteria for good progress:	not ach.	Where to find evidence:
X	Students achieve all their IEP targets.		Students make progress towards all of their IEP targets and achieve most of them.		<i>On IEP documents, in Progress File, Section 5</i>
X	Students achieve progress on all their Annual Targets by the end of the year.		Students achieve progress on most (>60%) of their Annual Targets by the end of the year.		<i>See table above</i>
X	Students make at least one level of progress on the MSI Curriculum Profiles for 30% or more of their Annual Targets.		Students make at least one level of progress on the MSI Curriculum Profiles for 20% or more of their Annual Targets.		<i>Profile summary printed from SOLAR, Progress File Section 2; Moderation sheets printed from SOLAR, Progress File Section 3</i>

ach.	Criteria for outstanding progress:	ach.	Criteria for good progress:	not ach.	Where to find evidence:
X	Breadth of achievement – progress is seen across the full range of curriculum domains.		Breadth of achievement – progress is seen across most but not all curriculum domains.		<i>Good Book stickers completed for every curriculum domain, Progress File Section 3</i>
	Balance of progress - evidence of achievement is seen in :		Balance of progress - evidence of achievement is seen in a limited range of contexts: some of:		
X	<ul style="list-style-type: none"> • group and individual sessions; 		<ul style="list-style-type: none"> • group and individual sessions; 		<i>see Good Book stickers in Communication and Responses to routines and changes, Progress File Section 3</i>
X	<ul style="list-style-type: none"> • daily and weekly activities; 		<ul style="list-style-type: none"> • daily and weekly activities; 		<i>see Good Book stickers in Conceptual development and Sensory responses, Progress File Section 3</i>
X	<ul style="list-style-type: none"> • familiar and unfamiliar environments; 		<ul style="list-style-type: none"> • familiar and unfamiliar environments; 		<i>see Good Book stickers in Communication and Ownership of Learning, Progress File Section 3</i>
X	<ul style="list-style-type: none"> • highly supported and less supported work. 		<ul style="list-style-type: none"> • highly supported and less supported work. 		<i>see Good Book stickers in Ownership of learning and Orientation, movement and mobility, Progress File Section 3</i>
n/a	14-19 students make evidenced progress towards gaining an AQA UAS award, completing at least one Unit.		14-19 students make evidenced progress towards gaining an AQA UAS award.		

ach.	Criteria for outstanding progress:	ach.	Criteria for good progress:	not ach.	Where to find evidence:
X	There is agreement from parents, teaching staff and other professionals regarding the student's progress.		There is agreement from parents, teaching staff and other professionals regarding the student's progress.		<i>Summary statement in Progress File, Section 6</i>
n/a	Students who are included for one or more lessons receive positive reports from the teachers involved.				

Overall judgement: Progress is **OUTSTANDING / GOOD / NEITHER**

Action following evaluation

If a student's progress is outstanding on these criteria then we continue the cycle of target setting, planning recording and evaluation.

If progress is good then we consider what changes are needed to the kind of learning environment provided, especially in the light of any changes experienced by the student.

If a student does not meet either set of criteria above then we consider:

- how we are working with the family and other agencies
- radically changing the learning environment, usually in terms of increasing support and reducing demand while the student copes with changes to health or circumstances
- whether we are the appropriate placement for the student

10.3 Tommy

This case study follows Tommy from his entry to the MSI Unit in Year 5 to the end of Year 10.

10.3.1 Tommy: a pen portrait

Tommy is profoundly deaf and severely visually impaired. He wears glasses for much of the time; these help but do not correct his vision. He has learning difficulties and developmental delay. He communicates using BSL signs, gesture, facial expressions, whole body movements, photos, Widgit symbols, Sign and Write pictures and contextual cues, and relies on routines for much of his understanding and security. He is ambulant but hypotonic, with poor balance and poor body awareness; these factors also affect his signing. He has difficulty controlling his arousal levels and processing complex information such as detailed pictures. He has frequent colds and ear infections which affect his ability to learn, and his behaviour can be challenging, especially when he is ill or over-aroused or there are changes to his routine.

Tommy lives at home and spends two nights each month at respite. His family work very closely with us and we have good three-way links with the health, social care and voluntary agencies who support him.

Like many pupils with MSI, Tommy's understanding of the world is very limited, because the sensory information he has received has always been limited, fragmentary and distorted. This has severely affected his ability to learn and communicate and in the past has prevented him from reaching his potential. When Tommy entered the MSI Unit he lacked familiarity with many everyday concepts and also lacked the learning skills and structures needed to benefit from experiences.

10.3.2 Tommy: Progress over time

Tommy entered the MSI unit as a Year 5 pupil and was baselined as working within Phase 2 of the MSI Curriculum. On statutory achievement measures, his P Levels were recorded as P3i-P4 on entry to the MSI Unit. Tommy had achieved these levels with the aid of a wide range of splinter skills and his understanding of concepts was not secure.

Tommy's progress since entry to the MSI Unit is summarised year by year below.

Year 5

Tommy worked 1:1 in a small group, focusing on building relationships with his two key workers. A breakthrough was his interest in watching an adult draw round his soft toys, which encouraged him to watch and to interact, albeit on his own terms. He showed little interest in his peers. He quickly recognised and anticipated the daily routines of his class group and began to understand a few timetable symbols. By the end of the year he used about 10 signs, all for things he wanted, and understood about 20 signs and/or symbols. He was reaching the end of Phase 2 of the MSI Curriculum and beginning to work on Phase 3.

Year 6

Tommy moved to a different class group working largely at Phase 3 of the MSI Curriculum. To maintain stability, his keyworker moved with him to the new group. His timetable changed from a daily routine to a series of weekly activities, with more emphasis on planning and reviewing the activities of each day. His interest in drawing round soft toys was used to engage him with timetable symbols (by drawing round them). This year Tommy realised that his glasses improved his sight considerably, and began to wear them much more willingly. This in turn enabled the development of joint attention (because with his glasses he could see both an adult and an object at the same time).

Year 7

Tommy's understanding of his weekly school routine became secure and he began to show interest in his peers' activities. His confidence in interaction grew and he began to communicate for social purposes as well as to get what he wanted. He began to recognise and be pleased by his achievements. His behaviour became calmer as his communication improved and his interactions with the physical world became more measured and purposeful.

Year 8

Tommy developed a friendship with an older boy in the same group, often copying his actions and using him as a role model. His sign and symbol vocabulary continued to grow and he began to link two signs together. He enjoyed books made up of photos and symbols about his own activities and began to use symbols and photos as prompts for actions (for example, in art and craft). His understanding of abstract concepts improved – he learned to sort objects by different properties and began to join in with song signing. He became less impulsive, but continued to be reliant on routine and to find changes difficult to manage.

Year 9

Tommy began to draw with meaning, initially adding hair to pictures of faces and gradually extending his mark-making to include tracing over a large-print 'T' for 'Tommy'. He learned to quantify 1 and to make a good shot at 2. He began to seek and enjoy responsibility – for example, in mobility work, he delivered messages to staff around school, deciding which order to deliver them in and carrying the messages carefully before handing them over. Following OT assessment of his sensory processing, he began a daily massage and weekly movement programme which seemed to help him maintain stable arousal levels, although this remained a difficult area for him. He became more able to manage changes to his routine, accepting explanations and alternatives.

Year 10

Tommy began to work at Phase 4 in some areas, although still mainly at Phase 3. He learned to read his first name and began to copy his timetable symbols, for instance representing *drumming* by a red scribble-circle for the red drum. He learned to quantify to 3 in familiar contexts and to use an iPad in a structured way with support. Tommy began to attend a weekly main school 14-19 science lesson, initially exploring the science room repeatedly but then beginning to attend to the lesson content and to interact with other staff and pupils with support. His sensory processing issues were reviewed by the OT, who was pleased with his progress and extended his programme. Tommy began occasionally to ask for specific support (pressure on his feet or head) when anxious or overloaded. He also started to use his rug (unrolled at break and leisure times) as a portable 'safe space'. These coping strategies helped him to maintain stable arousal levels more often in difficult situations. He continued to need routines for security and communication and to be easily distracted, especially by food.

Progress on statutory assessment measures

Tommy's P Scales / Milestones data are incorporated into those of the school as a whole. Since Y5 he has worked at the following range of levels (with many splinter skills);

year group	range of levels
Y5	P3ii - P5
Y6	P3ii - P6
Y7	P4 - P6
Y8	P4 - P6
Y9	P5 - P6
Y10	M4 - M5

Progress on the MSI Unit Curriculum Profiles

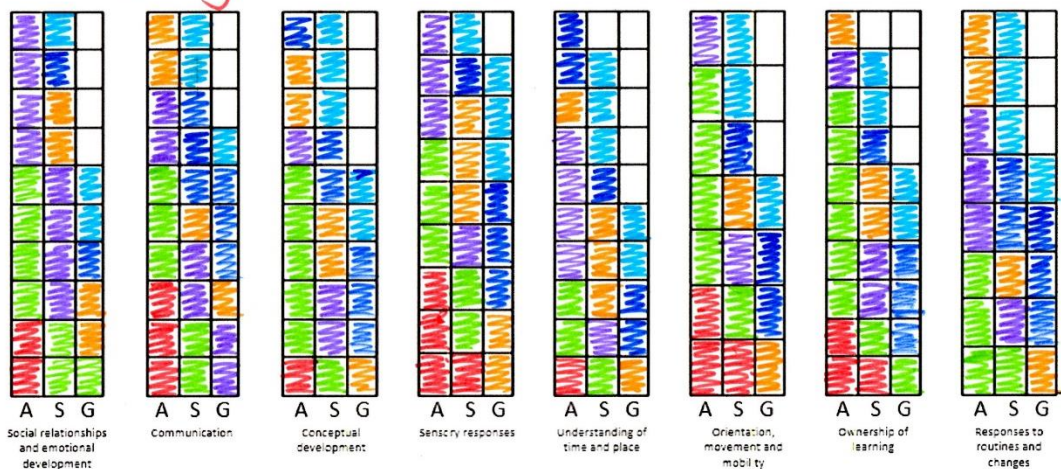
Tommy's progress through the MSI Unit Curriculum is shown on the summary sheets below:

Profile Summary Sheet: Phase 3

Name: Tommy

Date/s: Y5 Y6 Y7 Y8 Y9 Y10

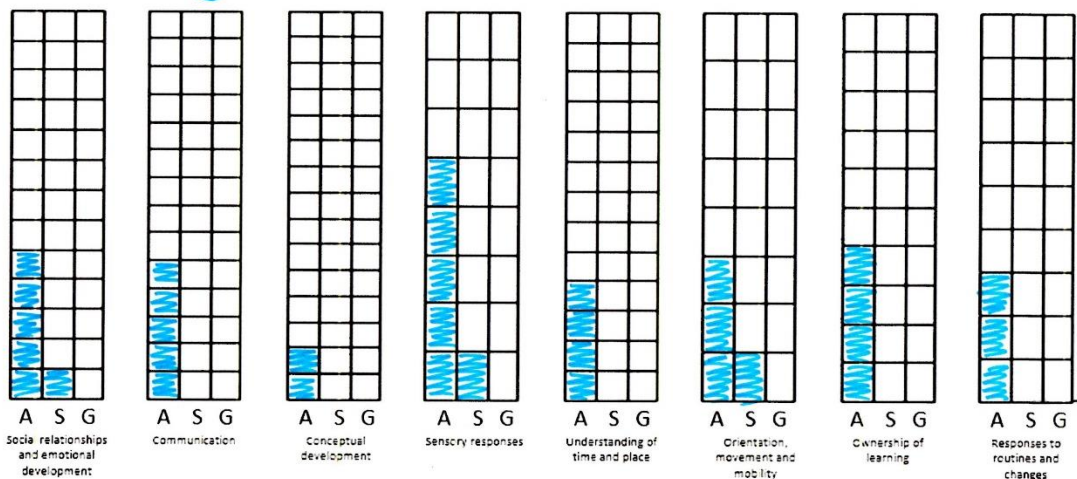
A = aware / emergent
S = achieved in specific contexts
G = generalised



Name: Tommy

Date/s: Y10

G = generalised



10.3.3 Tommy in Year 10: Planning

Tommy's *Learning needs and strategies* sheet for Year 10 is shown below.

Tommy: Learning needs and strategies: Year 10

area of need	details	implications for literacy and numeracy work
visual impairment	myopia; nystagmus; strabismus wears glasses intermittently; enjoys pictures and photos but cannot interpret unfamiliar photos; visually curious but tires quickly.	<ul style="list-style-type: none"> • offer glasses repeatedly • needs strong clear light for best vision • provide frequent breaks from visually challenging activities • provide visual prompts and use symbols to support signs, especially for complex information • materials need to be high contrast, appropriate size, visually straightforward • use Comic Sans minimum 60pt • use Widgit symbols at min. 34pt for familiar coloured symbols, much larger for new ones • use Sign and Write pictures in black and white only, minimum size 46pt, preferably 60pt • encourage use of sloping desk • use iPad or computer monitor (back-lit) for experience of more visually complex work
hearing impairment	profoundly deaf; no access to sound including spoken language; language delay greater than predicted by learning difficulties.	<ul style="list-style-type: none"> • avoid phonic approaches altogether; • focus on whole words for awareness; break down letters in his name for recognition; • use relevant key words only in texts (not articles, pronouns, conjunctions etc); • keep vocabulary and language structures within Tommy's signing competence and use BSL word order when appropriate.

area of need	details	implications for literacy and numeracy work
multi-sensory impairment	limited experience of world – little information received; consequent limited understanding of concepts and experiences.	<ul style="list-style-type: none"> • base new concepts on repeated concrete experiences; • use school-made symbol, sign and photo resources to support anticipation and review of events; • numeracy and literacy activities: focus on Tommy’s own experiences and on familiar people; • use prompt /photo books to support organisation and review of information; • emphasise choice-making and negotiation at all times; • repetition and routine are very important; support Tommy in dealing with changes in routines • specialist curriculum with activities specifically chosen to be accessible given his deafness and severe VI; • specialist setting providing security, predictability, good visual and acoustic environment, permanent secure individual base area with opportunity to rest when needed
sensory processing difficulties	difficulty maintaining optimal arousal levels; poor body awareness, affecting signing - many signs mirrored and/or misplaced; difficulties with posture and movement.	<ul style="list-style-type: none"> • use daily calming routine as needed to maintain appropriate arousal levels; • adapt sensory strategies from OT appropriately for Tommy’s visual and hearing impairments • targeted movement sessions to develop sensory processing abilities; • clear visual models for signs and use of Sign and Write pictures to support signing; • base learning on motor experiences eg: tracing over words to help learn to read them
communication needs	uses BSL signs, Widgit symbols and photos; also responds to Sign and Write.	<ul style="list-style-type: none"> • (see ‘hearing impairment’ above); • all staff BSL Level 1 minimum; signing used for ALL communication to and around Tommy; • encourage negotiation; social communication; repair of breakdowns; use of abstract functions; • use Widgit symbols and/or Sign and Write to accompany text –he finds both helpful; • notices, lists, literacy resources etc. will almost wholly need to be made specifically for Tommy

area of need	details	implications for literacy and numeracy work
medical needs	annual checks for heart and thyroid; frequent ear infections; asthma and eczema	<ul style="list-style-type: none"> • ear infections have sudden onset signalled by severe head-hitting due to pain– all staff familiar with Behaviour Plan and alert for possibility of ear infection
learning needs	developmental delay; attention affected by impulsivity – can be easily distracted; self-injury linked to ear/face pain	<ul style="list-style-type: none"> • long-term aims concern: functional skills; independence; reading sight vocabulary; functional number use; planning and recording own activities; leisure choices. • make Tommy’s world understandable and controllable for him • detailed Behaviour Plan in place • offer choices within activities; emphasise negotiation
complexity of need	implications for staffing, environment and activities	<ul style="list-style-type: none"> • 1:1 staffing available at all times as Tommy cannot communicate or learn without appropriate support close to him and directly in front; • consistent staffing –normally maximum of 5 staff in total working with Tommy; • all staff TeamTeach trained, Level 1 BSL, specialist training in MSI, led by staff with specialist qualification in MSI; immediate access to specialist teachers for HI and VI; • nursing staff available + support for family with medical appointments. • consistency of environment and curriculum with emphasis on Tommy understanding his world and making significant life choices.

Tommy's Annual Targets for Y10 are given below, followed by his learning objectives for daily sessions. (A full list of his learning objectives for the year is given in Section 5.7.)

Tommy: Annual targets for Year 10: Phases 3-4

Social relationships and emotional development

- With support, Tommy will talk about his feelings and emotions with a familiar adult, jointly developing strategies for responding to his emotions.
- With support, he will recognise and respond to others' emotions and achievements.
- In structured settings Tommy will take turns and play co-operatively with a peer.

Communication

- Tommy will extend his receptive and expressive vocabulary of signs, photos and symbols.
- He will attempt to repair breakdowns in communication (for example: by using different words to express the same meaning)
- With support, Tommy will sustain a conversation over several turns - not solely to ask for something he wants, but to communicate with an adult.

Conceptual development

- Tommy will make marks on paper (drawing or early writing) which have meaning for him and which he recognises as his own work.
- With support he will match and read 3+ printed words with Sign&Write symbols including his name.
- Tommy will help an adult to make and read simple symbol-and-word captions relating to his own experiences.
- Tommy will recognise, use and name quantities to at least 3.

Sensory responses

- Tommy will actively respond to the sensory routines, choices and circuits used in his school programme; participating, copying an adult model and making choices as appropriate.
- He will shift attention between different people in a small group and maintain attention to the other group members.
- Tommy's sensory function will be assessed with particular attention to how he interprets sensory information in school.

Understanding of time and place

- Tommy will use a monthly calendar to identify special events, weekends and school holidays.
- With support, Tommy will record his past activities and review past events with an adult.
- Tommy will know the appropriate responses to different weather conditions (eg: wearing appropriate clothing, needing suncream)

Orientation, movement and mobility

- Tommy will actively participate in a range of gross motor activities designed to support his sensory processing and function.
- Tommy will travel independently (with supervision) around the school, looking where he is going and pausing at junctions to check that the route is clear.
- Tommy will use photos of landmarks and destinations, embedded in simple maps, to travel different routes around the school and grounds.

Ownership of learning

- Tommy will complete familiar activities, especially self-care routines, as independently as possible.
- Within familiar activities he will understand when and how to ask for help from an adult, and indicate what help is needed
- Tommy will lead familiar small group sessions with support (eg: regular classroom greeting or worship ritual)

Responses to routines and changes

- If an adult delays or makes a deliberate error in a routine, Tommy will prompt the adult or continue with the next steps.
- With support, he will identify when familiar skills can appropriately be used in a new context.
- Tommy will attempt to solve simple problems with one-step solutions (for example: fetching a missing item of equipment in a food technology session).

Tommy: Learning Objectives 20XX-XX

Tommy's learning objectives for each session link to his Annual targets. The objectives for his daily activities are listed here by session and the four columns reflect increasing progress towards their achievement. Whilst the columns are a very rough judgement, they provide useful information for evaluating planning.

Session and objectives:	Progress:	25%	50%	75%	Ach.
Welcome and calendar <ul style="list-style-type: none"> • create and understand each day's timetable using symbols and drawing • discuss the day's activities with an adult, maintaining the topic over several turns • use monthly calendar with understanding to mark passing of days and anticipate weekends, holidays and other special events 					
Greetings <ul style="list-style-type: none"> • join in with familiar verbal sequences (eg: familiar signed song) • maintain attention to other group members during their turns • with support, use a numberline to count peers and staff present • lead parts of core greeting session with support (eg: choose photos, prompt others) 					
Review the day <ul style="list-style-type: none"> • with support discuss some of his day's activities with an adult over several turns • with an adult, sequence his day's activities and Velcro them into his 'My School Day' diary • make a clear choice of activity to present at Meeting, and remember his choice 					
Meeting <ul style="list-style-type: none"> • copy-sign parts of the prayer, confidently signing 'Amen' • tell the group his chosen activity and show the symbol with support • shift attention between others in the group and maintain attention with support • prompt an adult to move to each new part of the Meeting sequence 					

Tommy's timetable for Year 10 is shown below.

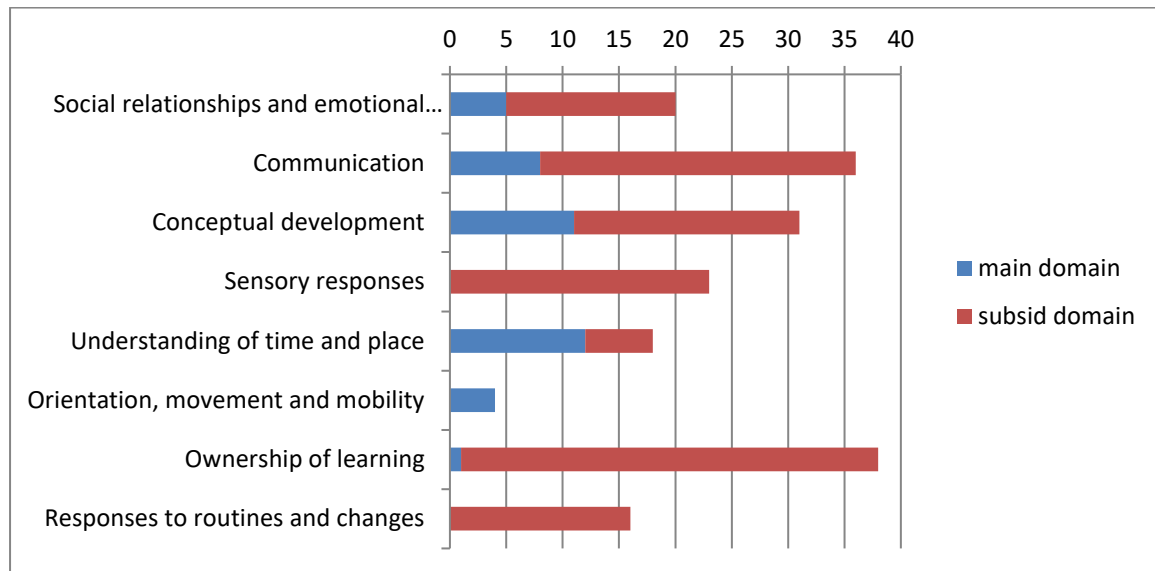
Tommy: Timetable: Year 10

	09:00	09:30	10:00	10:30	11:00	11:15	12:00	13:30	14:30 – 15:15	
		Greetings		PHSE			PHSE			
M	Welcome and calendar games <i>Frances</i>	Greetings <i>Frances</i>	Music <i>Ellie</i>	S	Free reading	Skills <i>Frances</i>	L	Mobility and bikes <i>Amanda</i>	Review the day and meeting <i>Frances</i>	
T	Welcome and calendar games <i>Frances</i>	Greetings <i>Frances</i>	Skills <i>Frances</i>	N	Free reading	Food tech <i>Frances</i>	U	Signing choir <i>Ellie</i>	Review the day and meeting <i>Frances</i>	
W	Welcome and calendar games <i>Frances</i>	Greetings <i>Frances</i>	Skills <i>Frances</i>	A	Free reading	Art and craft <i>Frances</i>	N	iPAd <i>Amanda</i>	Mark making <i>Amanda</i>	Review the day and meeting <i>Frances</i>
T	Welcome and calendar games <i>Frances</i>	Greetings <i>Frances</i>	Maths games <i>Frances</i>	C	Free reading	Sensory movement <i>Jane</i>	C	Mobility and weather project <i>Amanda</i>	Review the day and meeting <i>Frances</i>	
F	Welcome and calendar games <i>Frances</i>	Greetings <i>Frances</i>	Library <i>Frances</i>	K	Free reading	Sensory movement <i>Jane</i>	H	Diary/profile <i>Jane</i>	Review the day and meeting <i>Frances</i>	

It is possible to map the curriculum domains shown on lesson plans to give a very approximate idea of the balance across MSI Curriculum domains, and across national curriculum areas. (We don't routinely do this.) Tommy's curriculum map for Y10 is shown below:

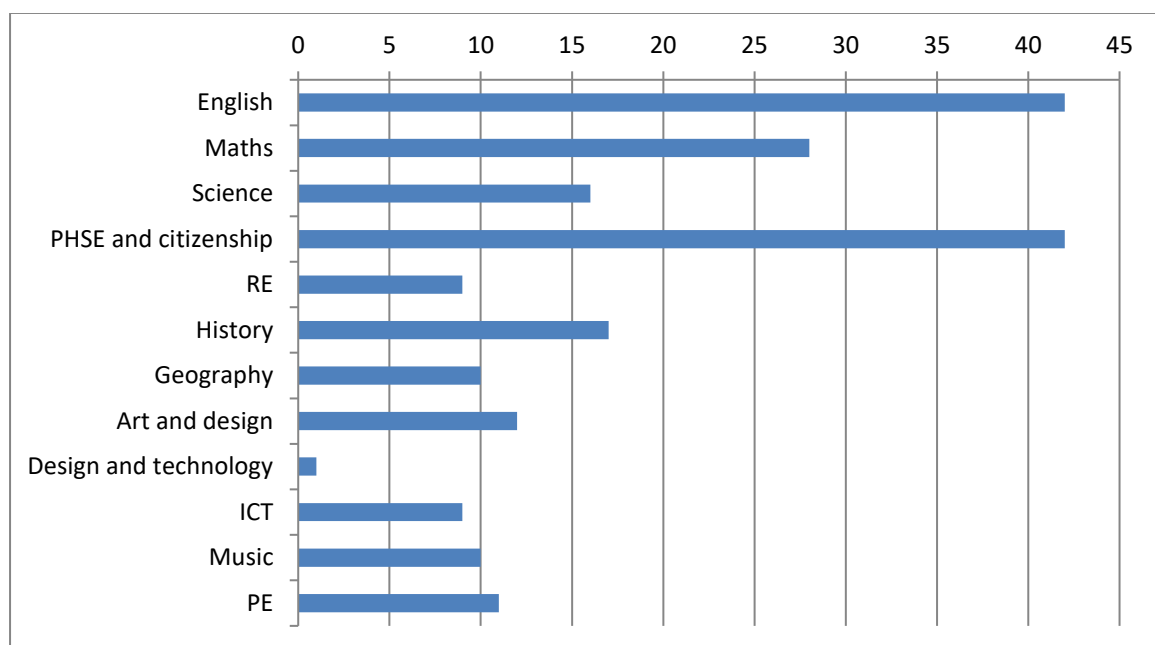
MSI Curriculum domains

(number of sessions each week - taught sessions vary in length between 20-45 mins)



National curriculum subjects

(number of sessions each week - taught sessions vary in length between 20-45 mins)



10.3.4 Tommy in Year 10: Recording

Samples of evidence collected during Year 10 are shown below. These include 'Good Book' stickers collected in his Progress File, a sample of his work and a sheet used in moderation of his achievements (we no longer use this last format as we now record online).

Stickers from 'Good Book', sorted into curriculum domains:

Ownership of learning

Tommy will complete familiar activities, especially self-care routines, as independently as possible.

Within familiar activities he will understand when and how to ask for help from an adult, and indicate what help is needed

Tommy will lead familiar small group sessions with support (eg: regular classroom greeting or worship ritual)

18/9
Tommy tapped my arm then signed 'help' to get me to cut up his toast.

1/10
Tommy's ears are painful and he's not well. After looking at his calendar, instead of following his usual routine he pushed the table away to make space for his message instead - recognising & signalling that this was what he needed.

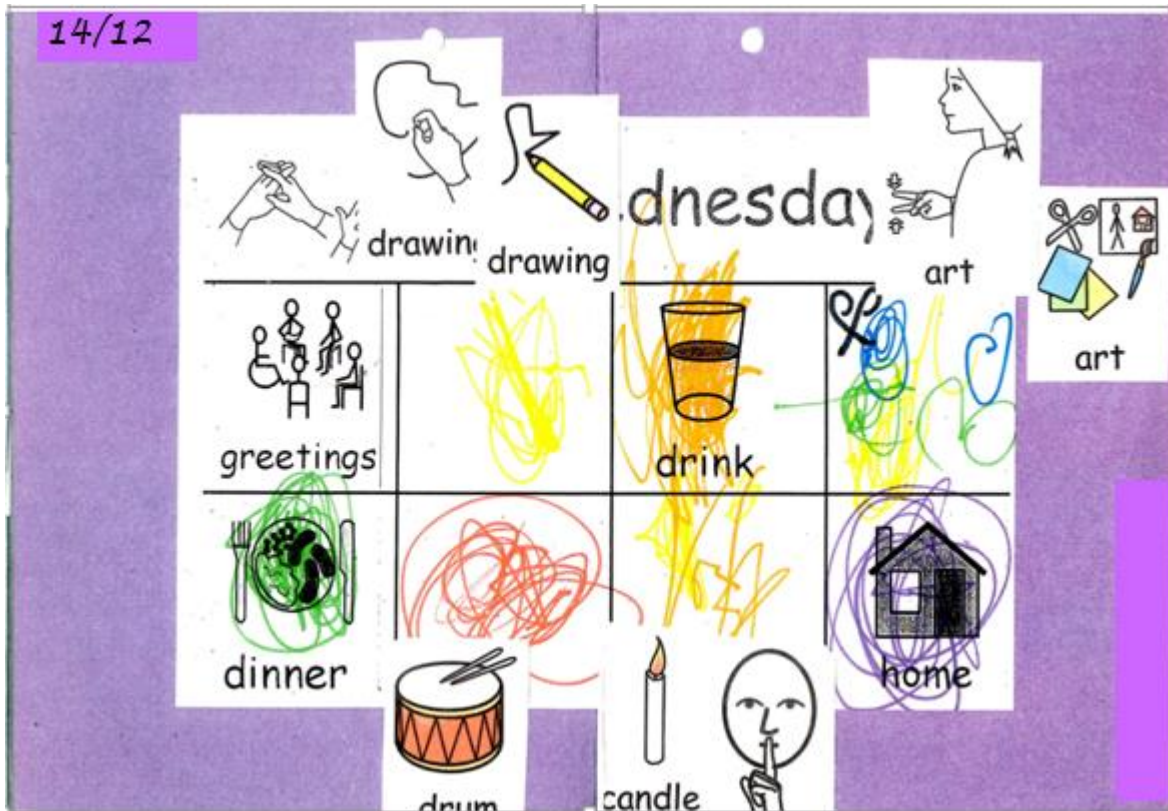
21/10 Choosing photos/symbols of things he liked, chose 'brush teeth'. I said 'do you really like brushing your teeth?' (he doesn't) - Tommy signed 'help' - he needs help to brush his teeth.

25/9 Tommy went to the bathroom independently on arrival, pushed toilet, managed clothes, washed + dried hands, then turned taps back on, but we'll work on that.

14/10
Asked Tommy to 'be the teacher' in Greetings - he copied 'teacher'. He didn't notice me signing 'Good morning everyone' - when I sat down again he turned to me + signed 'Everyone', clearly for me to copy him.

22/10
In signing choir - sharing the card to show which song had been chosen, I asked Tommy to pass the card to Louise (I signed 'shas Louise next'). When we got to the next song Tommy passed the card to Louise without being asked again.

Sample of work from 'Welcome and calendar' – signing and drawing his own timetable, then reading it back later:



Moderation sheet (old format):

Sample of work for moderation MSI Unit	
Curriculum domain and Phase Conceptual development Phase 3	Teacher
Date of activity January 20XX	Name and year group of pupil Tommy Y10
Individual outcome(s) from planning for this domain Working towards Phase 3 target: makes use of print/Moon/Braille/another formal recording system (eg: Writing With Symbols or use of a voice recorder) in functional settings Current target: Tommy will help an adult to make and read symbol-and-word captions relating to his own experiences.	
Brief description of activity Students cut out photos or pictures of key events from the preceding week and stick them into their diary. Staff-student pairs talk about the activity, recalling it and what was special about it. Encourage students to sign something about the pictures, and print this out (with Sign and Write signs added) as a caption.	
Evaluation of pupil's performance and level of support given <p style="text-align: center;">[photos here in original]</p> Tommy loves diary work, especially looking back through his diary. He cuts using spring scissors, with guidance when needed, but is gaining confidence (not accuracy yet!) when cutting independently. He has difficulty identifying people or activities in photos unless he already knows the subject or there are clear visual cues (such as his red jumper). We cut round the outlines of key people to help his identification. Tommy gets engrossed in cutting, sticking and looking and needs the adult to structure any conversation. He often tries to answer key questions such as 'Who's this?' or 'What's happening?', and we then print the S&W symbol, which he reads and sticks in. Sometimes, when tired, he needs a choice of S&W symbols to support his communication. His best achievement was with a very clear photo of himself at the German Market; he spontaneously signed 'mouse', 'hat', 'Tommy' – all correct.	
Staff completing form	Signature
Level suggested by class teacher Working at Phase 3; achieved in specific contexts	Level agreed at Moderation
Any other comments -	

10.3.5 Tommy in Year 10: Evaluation of progress

The evaluation of Tommy's progress in Year 10 is shown below. This includes the outcomes for his Annual Targets

Tommy: Evaluation of progress 20XX-XX

Students' progress each year is evaluated using criteria which judge their responses to the learning environment provided. Factors which affect their ability to respond are also recorded – usually changes to their health or social circumstances. Significant change has a catastrophic effect on MSI students' ability to learn, because they receive so little sensory input that the impact of change is usually overwhelming.

Factors affecting pupils' capacity to respond to the learning environment 20XX-XX

	Summary of changes in last twelve months	Effects on pupil's ability to respond and learn	Action taken or liaison with other agencies
Changes in health needs	Progress with managing arousal levels using strategies recommended by specialist OT last year	Happier, more relaxed, slightly more focused.	Re-assessment of SPD by specialist OT, more strategies recommended and implemented
Changes in social circumstances	nothing major		
Other changes	nothing major		

Does the student have a Positive Behaviour Plan? YES / NO

We work closely with families and other agencies as a matter of course, and especially when there are changes to pupils' health or circumstances.

Progress on Annual Targets

List Annual Targets and record types of evidence and any linked progress on MSI Profile.

Date outcomes recorded:	Progress evidenced in Section 3 of Progress File?	Progress on MSI Profile? record Phase and A/S/G
Social relationships and emotional development		
With support, Tommy will talk about his feelings and emotions with a familiar adult, jointly developing strategies for responding to his emotions.	<u>stickers</u> / photos / other / no	Phase 4 (A)
With support, he will recognise and respond to others' emotions and achievements.	<u>stickers</u> / photos / other / no	
In structured settings Tommy will take turns and play co-operatively with a peer.	<u>stickers</u> / photos / other / no	Phase 4 (S)
Communication		
Tommy will extend his receptive and expressive vocabulary of signs, photos and symbols.	<u>stickers</u> / <u>photos</u> / other / no	
He will attempt to repair breakdowns in communication (for example: by using different words to express the same meaning)	<u>stickers</u> / photos / other / no	Phase 4 (A)
With support, Tommy will sustain a conversation over several turns - not solely to ask for something he wants, but to communicate with an adult.	<u>stickers</u> / photos / other / no	Phase 3 (G)
Conceptual development		
Tommy will make marks on paper (drawing or early writing) which have meaning for him and which he recognises as his own work.	<u>stickers</u> / photos / <u>other</u> / no	Phase 3 (G)
With support he will match and read 3+ printed words with Sign&Write symbols including his name.	<u>stickers</u> / photos / other / no	

Date outcomes recorded:	Progress evidenced in Section 3 of Progress File?	Progress on MSI Profile? record Phase and A/S/G
Tommy will help an adult to make and read simple symbol-and-word captions relating to his own experiences.	<u>stickers</u> / <u>photos</u> / other / no	
Tommy will recognise, use and name quantities to at least 3.	<u>stickers</u> / photos / other / no	Phase 3 (S)
Sensory responses		
Tommy will actively respond to the sensory routines, choices and circuits used in his school programme; participating, copying an adult model and making choices as appropriate.	<u>stickers</u> / <u>photos</u> / other / no	
He will shift attention between different people in a small group and maintain attention to the other group members.	<u>stickers</u> / photos / other / no	Phase 3 (G)
Tommy's sensory function will be assessed with particular attention to how he interprets sensory information in school.	<u>stickers</u> / photos / other / no	
Understanding of time and place		
Tommy will use a monthly calendar to identify special events, weekends and school holidays.	<u>stickers</u> / photos / other / no	Phase 4 (A)
With support, Tommy will record his past activities and review past events with an adult.	stickers / <u>photos</u> / <u>other</u> / no	
Tommy will know the appropriate responses to different weather conditions (eg: wearing appropriate clothing, needing suncream)	<u>stickers</u> / photos / other / no	Phase 3 (S)
Orientation, movement and mobility		
Tommy will actively participate in a range of gross motor activities designed to support his sensory processing and function.	<u>stickers</u> / <u>photos</u> / other / no	

Date outcomes recorded:	Progress evidenced in Section 3 of Progress File?	Progress on MSI Profile? record Phase and A/S/G
Tommy will travel independently (with supervision) around the school, looking where he is going and pausing at junctions to check that the route is clear.	<u>stickers</u> / photos / other / no	Phase 3 (S)
Tommy will use photos of landmarks and destinations, embedded in simple maps, to travel different routes around the school and grounds.	<u>stickers</u> / <u>photos</u> / other / no	Phase 4 (A)
Ownership of learning		
Tommy will complete familiar activities, especially self-care routines, as independently as possible.	<u>stickers</u> / photos / other / no	Phase 3 (G)
Within familiar activities he will understand when and how to ask for help from an adult, and indicate what help is needed	<u>stickers</u> / photos / other / no	Phase 3 (G)
Tommy will lead familiar small group sessions with support (eg: regular classroom greeting or worship ritual)	<u>stickers</u> / <u>photos</u> / other / no	Phase 4 (A)
Responses to routines and changes		
If an adult delays or makes a deliberate error in a routine, Tommy will prompt the adult or continue with the next steps.	<u>stickers</u> / <u>photos</u> / other / no	Phase 3 (G)
With support, he will identify when familiar skills can appropriately be used in a new context.	<u>stickers</u> / photos / other / no	
Tommy will attempt to solve simple problems with one-step solutions (for example: fetching a missing item of equipment in a food technology session).	<u>stickers</u> / photos / other / no	Phase 3 (S)

Evaluation of progress

Pupils' progress is measured against a range of criteria reflecting their responses to the learning environment. For each criterion below, tick the relevant box (achieved at outstanding / achieved at good / not achieved) and identify where evidence can be found.

ach.	Criteria for outstanding progress:	ach.	Criteria for good progress:	not ach.	Where to find evidence:
X	Students achieve all their IEP targets.		Students make progress towards all of their IEP targets and achieve most of them.		<i>On IEP documents, in Progress File, Section 5</i>
X	Students achieve progress on all their Annual Targets by the end of the year.		Students achieve progress on most (>60%) of their Annual Targets by the end of the year.		<i>See table above</i>
X	Students make at least one level of progress on the MSI Curriculum Profiles for 30% or more of their Annual Targets.		Students make at least one level of progress on the MSI Curriculum Profiles for 20% or more of their Annual Targets.		<i>Profile summary printed from SOLAR, Progress File Section 2; Moderation sheets printed from SOLAR, Progress File Section 3</i>
X	Breadth of achievement – progress is seen across the full range of curriculum domains.		Breadth of achievement – progress is seen across most but not all curriculum domains.		<i>Good Book stickers completed for every curriculum domain, Progress File Section 3</i>
	Balance of progress - evidence of achievement is seen in :		Balance of progress - evidence of achievement is seen in a limited range of contexts: some of:		
X	<ul style="list-style-type: none"> group and individual sessions; 		<ul style="list-style-type: none"> group and individual sessions; 		<i>see Good Book stickers in Conceptual development and Sensory responses, Progress File Section 3</i>

ach.	Criteria for outstanding progress:	ach.	Criteria for good progress:	not ach.	Where to find evidence:
X	• daily and weekly activities;		• daily and weekly activities;		<i>see Good Book stickers in Communication and Ownership of Learning, Progress File Section 3</i>
X	• familiar and unfamiliar environments;		• familiar and unfamiliar environments;		<i>see Good Book stickers in Communication and Responses to routines and changes, Progress File Section 3</i>
X	• highly supported and less supported work.		• highly supported and less supported work.		<i>see Good Book stickers in Ownership of learning, Progress File Section 3</i>
X	14-19 students make evidenced progress towards gaining an AQA UAS award, completing at least one Unit.		14-19 students make evidenced progress towards gaining an AQA UAS award.		<i>Record sheets, Progress File Section 9</i>
X	There is agreement from parents, teaching staff and other professionals regarding the student's progress.		There is agreement from parents, teaching staff and other professionals regarding the student's progress.		<i>Summary statement in Progress File, Section 6</i>
X	Students who are included for one or more lessons receive positive reports from the teachers involved.				<i>Summary statement in Progress File, Section 6</i>

Overall judgement: Progress is **OUTSTANDING / GOOD / NEITHER**

Action following evaluation

If a student's progress is outstanding on these criteria then we continue the cycle of target setting, planning recording and evaluation.

If progress is good then we consider what changes are needed to the kind of learning environment provided, especially in the light of any changes experienced by the student.

If a student does not meet either set of criteria above then we consider:

- how we are working with the family and other agencies
- radically changing the learning environment, usually in terms of increasing support and reducing demand while the student copes with changes to health or circumstances
- whether we are the appropriate placement for the student

-- End of document --