

### 3. RECORD SHEETS

#### 3.2 CYP with MSI

Name of CYP: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Date:	Score
1	
2	
3.1	
3.2	
4.1	
4.2	
5.1	
5.2	
6.1	
6.2	
7	
8	
9	
10	
<b>TOTAL SCORE</b>	
<b>CATEGORY</b>	

Date:	Score
1	
2	
3.1	
3.2	
4.1	
4.2	
5.1	
5.2	
6.1	
6.2	
7	
8	
9	
10	
<b>TOTAL SCORE</b>	
<b>CATEGORY</b>	

Date:	Score
1	
2	
3.1	
3.2	
4.1	
4.2	
5.1	
5.2	
6.1	
6.2	
7	
8	
9	
10	
<b>TOTAL SCORE</b>	
<b>CATEGORY</b>	

#### SERVICE SUPPORT ALLOCATION MATRIX

Total Score Range	Support Category	Support Allocation

Comment for matrix adjustment (in cases where other factors not included in the Eligibility Criteria need to be taken into account):

## 2. ELIGIBILITY CRITERIA FOR SCORING SUPPORT LEVELS

### 2.3 Multi-Sensory Impaired

(N.B. If none of the criteria apply within a section/subsection, score 0 for that section/subsection on the Record Sheet)

1. Degree of multi-sensory impairment/deafblindness		
CRITERIA		SCORE
a.	Mild MSI – dual impairment with a mild loss in both modalities (i.e. hearing and vision)	3
b.	Moderate MSI – dual impairment with a moderate loss in both or the most affected modality	6
c.	Severe MSI – dual impairment with a severe loss in both or the most affected modality	7
d.	Profound MSI – dual impairment with a profound loss in both or the most affected modality	8

2. Additional factors relating to sensory impairment		
CRITERIA		SCORE
a.	Late diagnosis of permanent MSI – period from presumed onset: 6 months to 2 years	2
	Over 2 years	5
b.	Continuing assessment of MSI required e.g. fluctuating condition, deteriorating/degenerative progressive loss (e.g. metabolic disorders, Usher's Syndrome)	5
c.	Recently acquired permanent sensory loss (within last 12 months)	5

3.1 Impact of multi-sensory impairment on functional ability (language, learning and communication, including impact of EAL) – Part 1		
CRITERIA		SCORE
a.	Functional language and communication good given appropriate management strategies and service monitoring and advice. May be skilled user of alternative mode of communication (e.g. BSL)	2
b.	Functional language and communication needs targeted support in order for pupil to access the curriculum. Requires augmentative strategies to support communication, (e.g. signing approaches, symbols, photos...)	5
c.	Functional language and communication needs high level of targeted support by specialist teacher at individual pupil level to establish and develop skills for learning. Requires MSI specific/individual alternative and augmentative communication approaches (e.g. hands on signing approaches, symbols, photos, objects of reference, tactile symbols, light tech. or high-tech. aids...)	8

3.2 Impact of multi-sensory impairment on functional ability (language, learning and communication, including impact of EAL) – Part 2		
CRITERIA		SCORE
a.	Compensatory strategies well developed and student requires minimal intervention to support optimum sensory function	2
b.	Functional hearing/vision needs targeted support in order to access the curriculum. Compensatory strategies require targeted intervention to improve visual and auditory functioning	5
c.	Functional hearing/vision needs high level of targeted support by MSI/HI/VI specialist teacher at individual teacher level to establish and develop skills for learning. Compensatory strategies require high level of intervention to enable optimum sensory function and access to information	8

4.1 Use of personal hearing aids or cochlear implant		
CRITERIA		SCORE
a.	CYP uses personal aids/CI at home and/or in educational placement effectively	2
b.	CYP uses personal aids/CI effectively and consistently but does not independently manage personal aids/CI	3
c.	CYP uses personal aids/CI reluctantly/ineffectively/inconsistently or does not use prescribed amplification and this affects access to the curriculum	4
d.	CYP recently issued with personal aids/use of equipment still being assessed/established	6
e.	CYP has received CI within the last two years	6

## 2.3 Multi-Sensory Impaired *continued*

<b>4.2 Development of mobility skills</b>		
<b>CRITERIA</b>		<b>SCORE</b>
<b>a.</b>	CYP requires assessment and advice by Paediatric Mobility Officer/Paediatric Mobility Educator qualified to work with CYP	<b>2</b>
<b>b.</b>	CYP requires short term programme delivered by Paediatric Mobility Officer/Paediatric Mobility Educator	<b>4</b>
<b>c.</b>	CYP has developmental mobility issues or balance/co-ordination issues affecting independent mobility, requiring support from specialist MSI teacher and liaison with an Occupational Therapist or Physiotherapist working with Paediatric Mobility Officer/Paediatric Mobility Educator	<b>5</b>
<b>d.</b>	CYP requires long term programme delivered and maintained by Paediatric Mobility Officer/Paediatric Mobility Educator	<b>6</b>

<b>5.1 Training requirement</b>		
<b>CRITERIA</b>		<b>SCORE</b>
<b>a.</b>	Qualified Teacher of the MSI available within educational placement	<b>2</b>
<b>b.</b>	Key staff/parents/carers have knowledge and understanding of the impact of MSI	<b>4</b>
<b>c.</b>	Key staff/parents/carers require additional or continuing training on MSI	<b>6</b>
<b>d.</b>	Key staff/parents/carers new to MSI	<b>7</b>
<b>e.</b>	Key staff need tuition in Braille/mobility/augmentative or alternative communication/use of specialist equipment	<b>8</b>

<b>5.2 Additional training requirement relating to change of placement</b>		
<b>CRITERIA</b>		<b>SCORE</b>
<b>a.</b>	Low contribution required	<b>3</b>
<b>b.</b>	Moderate contribution required	<b>5</b>
<b>c.</b>	High contribution required	<b>9</b>

<b>6.1 Support for effective use of specialist HI equipment by child/young person (e.g. FM systems)</b>		
<b>CRITERIA</b>		<b>SCORE</b>
<b>a.</b>	Low level of support – e.g. equipment checks needed 3 x 1 year	<b>2</b>
<b>b.</b>	Moderate level of support – e.g. equipment checks needed 6 x 1 year	<b>4</b>
<b>c.</b>	New user of equipment	<b>6</b>
<b>d.</b>	High level of support – e.g. monthly equipment checks and support for use of equipment needed	<b>8</b>

<b>6.2 Support for effective use of specialist VI equipment by child/young person (may include CCTVs, LVAs, Braille, tactile and speech access)</b>		
<b>CRITERIA</b>		<b>SCORE</b>
<b>a.</b>	Low level of support including short term programme	<b>2</b>
<b>b.</b>	Moderate level of support including short term programme and some regular monitoring	<b>4</b>
<b>c.</b>	New user of equipment requiring longer term programme and refresher programmes	<b>6</b>
<b>d.</b>	High level of support including Braille equipment	<b>8</b>

### 2.3 Multi-Sensory Impaired *continued*

<b>7. Physical Learning environment (N.B. Factors affecting the quality of acoustic environment are outlined in the Appendix at 2.4)</b>	
<b>CRITERIA</b>	<b>SCORE</b>
<b>a.</b> Contained learning environment which supports inclusive learning for the pupil with MSI and which will include reasonable adjustments in relation to acoustics, lighting, carpets and blinds, minimal reflections off surfaces and visual reinforcement (e.g. interactive whiteboards), as well as opportunities built into the day to address sensory integration needs	<b>2</b>
<b>b.</b> Contained learning environment which supports aspects of inclusive learning for the pupil with MSI and which will include some reasonable adjustments in relation to acoustics, lighting, visual contrast, and visual reinforcement (e.g. interactive whiteboards)	<b>4</b>
<b>c.</b> Learning environment which needs considerable improvement (e.g. highly reverberant, high level of noise-interference, inconsistent room layout, poor lighting and technology for visual reinforcement, physical hazards)	<b>6</b>

<b>8. Impact of multi-sensory impairment on personal/social learning needs</b>	
<b>CRITERIA</b>	<b>SCORE</b>
<b>a.</b> Short term specialist intervention to develop personal/social learning skills	<b>2</b>
<b>b.</b> Long term specialist intervention required to develop personal/social learning skills	<b>4</b>
<b>c.</b> Intensive and significant specialist interventions required because sensory impairment severely inhibits motivation, attention, interaction and relationships with others	<b>6</b>

<b>9. Additional factors relating to family support</b>	
<b>CRITERIA</b>	<b>SCORE</b>
<b>a.</b> Family requires a low level of additional support	<b>2</b>
<b>b.</b> Family requires a moderate level of support	<b>4</b>
<b>c.</b> Family requires a high level of support	<b>6</b>

<b>10. Multi-agency liaison/role</b>	
<b>CRITERIA</b>	<b>SCORE</b>
<b>a.</b> Specialist SI teacher (MSI/HI/VI) contributes to multi-agency working for CYP	<b>2</b>
<b>b.</b> Specialist SI teacher (MSI/HI/VI) contributes to multi-agency working for CYP with complex needs	<b>4</b>
<b>c.</b> Specialist SI teacher (MSI/HI/VI) is lead professional identified for school-aged CYP	<b>5</b>
<b>d.</b> Specialist SI teacher (MSI/HI/VI) is lead professional for early years setting or lead support worker for nursery/school aged CYP, with high level of liaison and joint working with other professionals	<b>6</b>
<b>e.</b> Specialist SI teacher (MSI/HI/VI) is lead professional for CYP with complex needs requiring a high level of liaison and joint working with other professionals	<b>8</b>