

Multi-Sensory Impairment Form

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Version 2 (Pre-prepared Support Allocation Matrix)

Name:	Date of Birth:	QTMSI/VI/ToD:
Educational placement:		Date:

Multi-sensory loss reference table

Mild multi-sensory loss	Dual impairment with a mild loss in both modalities
Moderate multi-sensory loss	Dual impairment with a moderate loss in both or the most affected modality
Severe multi-sensory loss	Dual impairment with a severe loss in both or the most affected modality
Profound multi-sensory loss	Dual impairment with a profound loss in both or the most affected modality
	Educationally blind and severe/profound hearing loss

NB As a unilateral loss has significant implications for CYP with MSI (i.e. they are unable to rely on the other distance sense to compensate for/support access to information as would be the case for a child with a single sensory impairment) the MSI criteria within the Framework apply to unilateral as well as bilateral CYP.

For clarification of the terms mild, moderate, severe and profound the HI and VI loss reference tables are presented below for ease of reference:

Hearing loss reference table

The British Society of Audiology descriptors have been adopted for hearing loss. These descriptors are based on the average hearing threshold levels at 250, 500, 1000, 2000 and 4000 Hz in the better ear (where no response is taken to have a value of 130 dBHL).

Mild hearing loss	Unaided threshold 21-40 dBHL
Moderate hearing loss	Unaided threshold 41-70 dBHL
Severe hearing loss	Unaided threshold 71-95 dBHL
Profound vision loss	Unaided threshold in excess of 95 dBHL

Vision loss reference table

Acuity criteria are for guidance purposes only. The professional judgement of a QTVI should be applied as necessary to decide on the classification. For example, a CYP may have a mild reduction in visual acuity but be functioning within a different visual category due to an additional ophthalmic condition, e.g. an oculomotor disorder such as nystagmus, visual field reduction, cerebral vision impairment, and/or additional learning difficulties).

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Distance vision

Mild vision loss	Within the range 6/12 - 6/18 Snellen/Kay (LogMAR 0.3 – 0.48)
Moderate vision loss	Less than 6/19 - 6/36 Snellen/Kay (LogMAR 0.5 – 0.78)
Severe vision loss	Less than 6/36 - 6/120 Snellen/Kay (LogMAR 0.8 – 1.3)
Profound vision loss	Less than 6/120 Snellen/Kay (LogMAR 1.32+)

Near vision

Refer to standardized tests such as Kays, BUST, Maclure at 33 cms. Please use professional judgement and note any additional factors such as crowding or processing.

Mild vision loss	N14-18
Moderate vision loss	N18-24
Severe vision loss	N24-36
Profound vision loss	Educationally blind/Braille user/can access small quantities of print larger than N36

NB In the following criterion tables the 'Comments' box allows the entry of any information which may have guided the option selection.

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Criterion 1: Degree of MSI (see Multi-sensory loss reference table above)		Score
a	Does not meet the minimum threshold for classification of multi-sensory impairment. (Do not continue with the completion of this form)	0
b	Mild MSI - dual impairment which has an impact on access and function. Clinical level of hearing and/or vision is uncertain and requires functional observational assessment to feedback to all agencies including parents/carers. Observational assessment indicates functional mild MSI	4
c	Moderate MSI - dual impairment which has an impact on access and function. Clinical level of hearing and/or vision is uncertain - observational assessment indicates functional moderate MSI	5
d	Severe MSI - dual impairment, with severe loss in one modality, which has a considerable impact on access and function. Clinical level of hearing and/or vision is uncertain - observational assessment indicates functional severe MSI	6
e	Profound MSI - dual impairment, with mild/moderate loss in one modality, which has a substantial impact on access and function. Clinical level of hearing and/or vision is uncertain - observational assessment indicates functional profound MSI as described above	7
f	Profound MSI - Educationally blind and severe/profound hearing loss. Clinical level of hearing and/or vision is uncertain - observational assessment indicates functional profound MSI as described above	8
Comments		CYP Score

Criterion 2: Additional factors relating to MSI		Score
a	No additional factors	0
b	Additional physical/vestibular needs/learning difficulty/executive dysfunction which reduce(s) ability to use compensatory/adaptive strategies	5
c	Continuing assessment of MSI required e.g. fluctuating conditions, deteriorating/degenerative/progressive loss (e.g. metabolic disorders, Usher's Syndrome)	5
d	Recently acquired secondary sensory loss of hearing or vision	5
e	Late diagnosis of permanent MSI	5
Comments		CYP Score

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Criterion 3.1: Impact of MSI on language and communication development		Score
a	Language and communication skills in English are within an age/development appropriate range	0
b	Language and communication skills in English are broadly within an age/development appropriate range but require additional input around curriculum-related vocabulary/concepts	2
c	Language and communication skills are delayed and require targeted support to consolidate emerging communication Or The child communicates effectively in sign (BSL, SSE) or another augmentative mode e.g. symbols, objects of reference etc	6
d	Language and communication needs a high level of targeted support by specialist teacher at individual learner level to establish and develop a mode of communication appropriate to the learner	8
Comments		CYP Score

Criterion 3.2: Impact of the CYP's MSI on access to learning and the curriculum (particularly English, mathematics and science)		Score
a	Expected/better than expected progress that does not need additional input	0
b	Compensatory strategies and adaptations well developed. Learner requires monitoring to ensure access to learning	2
c	Compensatory strategies and adaptations require targeted intervention to ensure access and achieve learning outcomes	5
d	Frequent intervention required to maximize sensory function, develop compensatory strategies and ensure adaptations are effectively implemented to ensure access and achieve learning outcomes	8
Comments		CYP Score

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Criterion 4.1: Use of personal hearing aids or cochlear implant		Score
a	No personal amplification	0
b	Personal hearing aids/CI are used effectively and consistently	2
c	Personal hearing aids/CI are used effectively and consistently but needs support (to check them and put them in/on)	3
d	Personal hearing aids/CI are not worn consistently and adults need training and support to establish effective use of residual hearing	4
e	Personal hearing aids recently issued and effective use of residual hearing is still being established	6
f	A cochlear implant has been recently issued and effective listening skills are still being established	6
Comments		CYP Score

Criterion 4.2: Development of movement and orientation		Score
a	The learner is independently mobile in familiar and unfamiliar environments and requires no intervention	0
b	The learner is independently mobile in a familiar environment but needs support from a specialist teacher to develop skills in unfamiliar environments	2
c	The combined impact of the visual/hearing impairment requires intervention to structure the environment to motivate the CYP's movement and learning about their immediate environment	4
d	The learner requires intervention in collaboration with a physiotherapist and OT to develop independent mobility and orientation within familiar environments	5
e	The learner is independently mobile (by walking or wheelchair). Learner receives input from a Habilitation Specialist and requires advice and support from a Specialist SI Teacher (MSI/HI/VI) to embed the skills in a range of contexts	6
Comments		CYP Score

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Criterion 4.3: Independence, self-organisational skills and functional life skills		Score
a	The learner has age/development appropriate skills in all areas	0
b	The learner has acquired some skills but needs planned intervention to generalise these to a range of contexts	2
c	The learner needs a structured approach to develop skills in independence and personal hygiene	3
d	The learner requires some intervention from a specialist teacher to develop and apply their self-organisational skills	5
Comments		CYP Score

Criterion 5.1: Training and mentoring requirement		Score
a	Key staff/parents/carers have knowledge and understanding of the CYP's diagnosis (e.g. CRS, CHARGE, Usher etc.) and the impact of MSI on all key areas	0
b	Key staff/parents/carers require additional or continuing training on MSI and the CYP's diagnosis	2
c	Key staff/parents/carers new to MSI	4
d	Key staff/parents need tuition in Braille/mobility/augmentative or alternative communication/use of specialist equipment	6
Comments		CYP Score

Criterion 5.2: Transition support (i.e. change of placement)		Score
a	No additional training required	0
b	Low contribution (front loaded input) required as the service is confident that the learner can make a successful transition with minimal additional support	2
c	Moderate contribution (front loaded input) requiring enhanced transition arrangements	4
d	High contribution required (front loaded input) as a high level of training is needed and the learner requires a high level of support from the service to make a successful transition	6
Comments		CYP Score

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Criterion 6.1: Support for effective use of HI specialist equipment by the learner and key staff (e.g. radioaid/soundfieldsystems)		Score
a	No additional assistive listening technology required	0
b	Low level of support needed to check and support the independent use of specialist equipment and awareness of functioning e.g. 3 x per year	2
c	Moderate level of support needed to check and support the independent use of specialist equipment and awareness of functioning e.g. hearing aid testing 6 x per year	5
d	High level of support needed e.g. at least monthly equipment checks and support for the independent use of equipment and for combining the technologies required, or for a new user of equipment	6
Comments		CYP Score

Criterion 6.2: Support for effective use of specialist VI equipment by learner and key staff (may include CCTVs, LVAs, Braille, tactile and speech access and adaptation of print materials)		Score
a	No equipment or modification required	0
b	Monitoring of modifications of printed materials and access to whiteboards and other AV technology	2
c	Low level of support including short-term programme	2
d	Moderate level of support including short-term programme and some regular monitoring	4
e	New user of equipment requiring longer-term programme and refresher programmes	6
f	High level of support including Braille equipment	8
Comments		CYP Score

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Criterion 7: Physical learning environment (following a learning environment audit by Specialist SI Teacher [MSI/HI/VI]). NB factors affecting the quality of the acoustic and visual environment are outlined in the Appendix at 2.4		Score
a	Learning environment which meets appropriate acoustic and visual standards for MSI pupils and supports inclusive learning for the MSI learner	0
b	Learning environment which supports inclusive learning for the MSI learner. This will include a distraction-free learning environment with reasonable adjustments in relation to acoustics, lighting and visual reinforcement, as well as opportunities built into the day to address the learner's sensory integration needs	2
c	Learning environment which needs some improvements to support 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 white boards)	5
d	Learning environment which needs considerable improvement to meet appropriate acoustic and visual standards (e.g. high ambient noise levels, inappropriate lighting and visual clutter)	8
Comments		CYP Score

Criterion 8: Impact of the CYP's MSI on personal, social and emotional learning		Score
a	The level of impact on personal, social and emotional learning is such that support from a specialist teacher is not required	0
b	Low level of impact upon the development of personal, social and emotional learning skills	2
c	Moderate level of impact upon the development of personal, social and emotional learning skills	4
d	High level of impact upon the development of personal, social and emotional learning skills (e.g. CYP displays a low level of emotional resilience requiring a high level of additional support; long term support required for personal, social and emotional learning needs)	6
Comments		CYP Score

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Criterion 9: Additional factors relating to family support (e.g. acceptance of SI; family speaks English as an additional language; LA as corporate parent)		Score
a	No additional factors relating to family support	0
b	Family requires a low level of additional support	2
c	Family requires a moderate level of additional support	4
d	Family requires a high level of additional support	6
Comments		CYP Score

Criterion 10: Multi-agency liaison/role (including Safeguarding)		Score
a	Minimal multi-agency liaison/role requirement	0
b	Specialist SI Teacher (MSI/HI/VI) contributes to multi-agency working for learner	2
c	Specialist SI Teacher (MSI/HI/VI) contributes to multi-agency working for learner with complex support needs	4
d	Specialist SI Teacher (MSI/HI/VI) is the keyworking professional identified for EY/school aged/post-16 learner	6
e	Specialist SI Teacher (MSI/HI/VI) is the keyworking professional for learner with complex support needs requiring a high level of liaison and joint working with other professionals	8
Comments		CYP Score

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SCORING SUMMARY SHEET

NAME OF CYP:

CYPSCORETABLE

Criterion	Score
1	
2	
3.1	
3.2	
4.1	
4.2	
4.3	
5.1	
5.2	
6.1	
6.2	
7	
8	
9	
10	
Total Score	

PRE-PREPARED 2015 SUPPORTALLOCATIONMATRIX

Total Score Range	Support Category	Support Allocation
70% and above	A1	2 or more visits per week
50 – 69%	A2	Weekly
40 – 49%	A3	Fortnightly
30 – 39%	B1	Monthly
25 – 29%	B2	Twice termly (3 term year)
20 – 24%	C1	Termly (3 term year)
15 – 19%	C2	Twice yearly visit
5 – 14%	C3	Annual check or visit
Less than 5%	NFA	Off caseload

Evidence underpinning any professional adjustment made to the CYP's matrix support allocation: