Workstream 1A.2

A report on the pilot outcome measures for MSI learners

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Preface

This report was prepared using funding provided by the Department for Education under grant agreement with NatSIP, the National Sensory Impairment Partnership:

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1.   Acknowledgements

The report has been developed with support from a wide range of colleagues. Thanks go to all members of the NatSIP Working Group who contributed to the development of the draft outcomes framework, and in particular to those who piloted the final draft.

Name	School/Local Authority
Catherine Berry	Oxfordshire
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Liz Hodges	University of Birmingham/Hertfordshire
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Andrew Jones	Gwent
Claire Manford	Worcestershire
Diego Navarro	Linden Lodge, Wandsworth
Heather Murdoch	Victoria School / Birmingham
Wendy Pallant	Wigan
Vimla Ramrakhiani	Seashell Trust, Manchester
Leighton Reed	Staffordshire
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2.   Introduction

There is an increasing focus on outcomes in all areas of SEND. NatSIP's primary aim is to improve outcomes for children and young people with sensory impairments. NatSIP operates an annual benchmarking exercise addressing outcomes achieved by HI, VI and MSI learners who are in mainstream provision. Whilst there are an increasing number of MSI learners shown in this exercise, the majority of MSI learners fall out of its' scope.

The aim of this project is to develop an outcomes framework to demonstrate the progress of multi-sensory impaired (MSI) learners with a focus on the MSI specific elements of learning, development and wellbeing that allow provisions to ensure that learner needs are supported. In the future, the outcome framework may be used to benchmark progress as an 'add-on' to the wider benchmarking exercise.

This paper aims to summarise the findings from this work and to present further ideas for targeted work in the future.

This paper comprises a summary of findings from the following activities:

- An initial focus group of MSI practitioners which looked at measures, indicators and methods of demonstrating progress which are currently in use, identifying key themes for MSI learners and a possible framework for setting outcomes (Sept 2015)

- A smaller working group which prepared a set of draft outcome indicators (Nov-Dec 2015)

- Piloting the draft measures with a cohort of MSI learners (Jan-Feb 2016)

3.   Method

In September 2015, a focus group was held at The University of Birmingham. Invitations were sent out nationally and the meeting was attended by 16 MSI practitioners. The purpose of the group was to review the measures and tools currently used to measure the progress of MSI learners. Most practitioners made reference to the Victoria School MSI Unit Curriculum (Murdoch et al 2009) so it was agreed to explore the development of an outcomes framework based on the 'features of learning' from that document.

A working group was established to draft an outcome framework that focuses on the MSI specific elements of learning, development and wellbeing for those children and young people who are not included in the scope of the NatSIP annual benchmarking exercise for learners with sensory impairments. With the agreement of Heather Murdoch, the framework was based on the 'features of learning' from the Victoria School MSI Unit Curriculum, with additional content taken from Routes for Learning[1] and the Early Support VI Developmental Journal,[2] and categorised into the four 'broad areas of need' described in the SEND Code of Practice, (Sections 6.28-6.35.[3] (Appendix 1)

In January 2016, a pilot was undertaken across a range of educational settings by 13 MSI practitioners with 23 MSI learners from key stage 1 to post-16. The draft outcomes framework was piloted, focusing on the relevant phase (or phases) for the each learner using local tools to evidence progress, and a feedback form was completed. (Appendix 2)

The feedback received was analysed and informed the recommendations in this report.

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[1] http://learning.gov.wales/resources/browse-all/routesforlearning/?lang=en
[2] http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/standard/publicationDetail/Page1/ES50
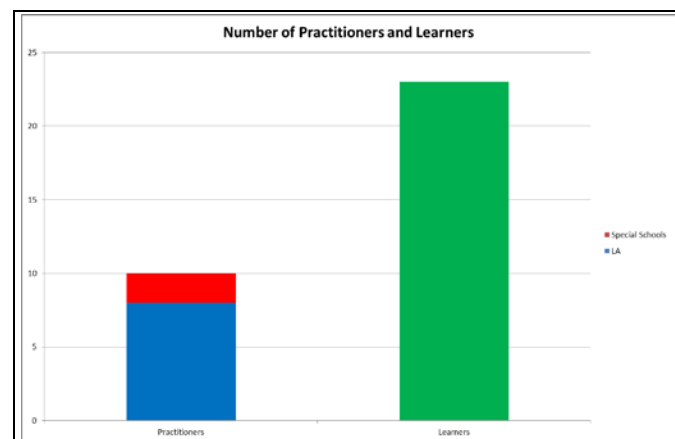[3] https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

4. Results of Outcomes Framework Pilot

4.1 Participants and demographics

MSI practitioners 13 (8 local authority services and 2 special schools)
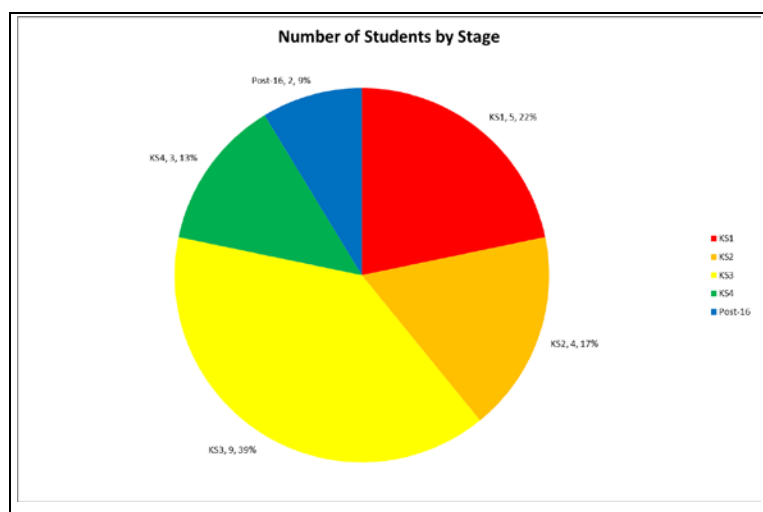
MSI learners   23

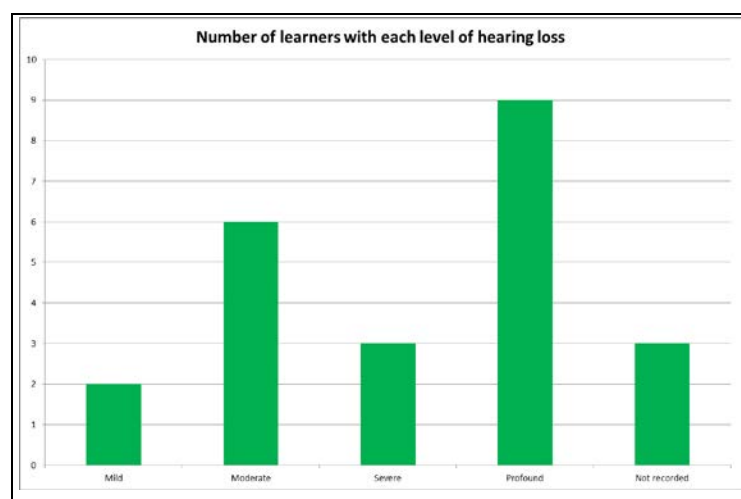### 4.1.1 Key stage

KS1: 5

KS2: 4

KS3: 9

KS4: 3

Post 16: 2

4.1.2 Hearing loss (for those recorded)

Mild: 2

Moderate: 6

Severe: 3

Profound: 9

4.1.3 Vision (for those recorded)

Registered severely sight impaired: 8

Registered sight impaired: 1

Cerebral visual impairment: 5

Level of Visual Impairment

Not recorded, 9

Registered severely sight impaired, 8

Registered sight impaired, 1

Cerebral vision impairment, 5
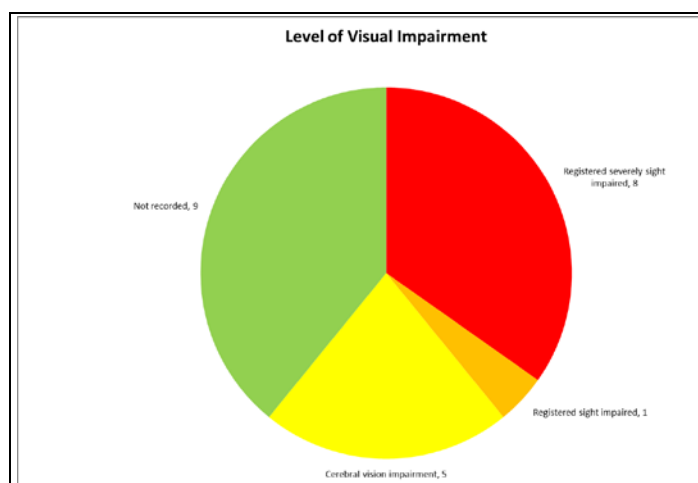
4.1.4 Diagnosis (for those recorded)

Charge Syndrome: 8

Cerebral Palsy: 2

Down's Syndrome: 2

Neuroblastoma: 1

CMV: 1

Microcephaly: 1

Chromosome Abnormality: 1

Wolf Hirschhorn Syndrome: 1

Joubert Syndrome: 1

ODHO syndrome: 1

Diagnosis
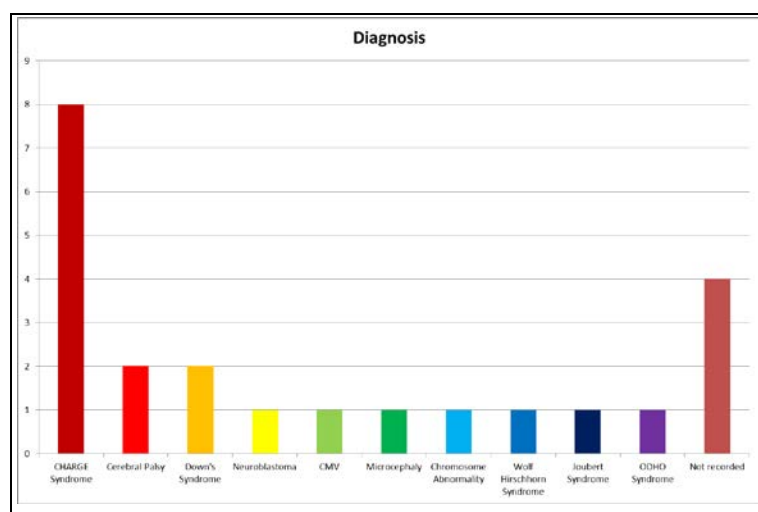
4.2 Tools used

The MSI practitioners used a range of tools with which to evidence the outcomes for individual MSI learners. The total number of tools used by pilot participants was 24.

The most common reported were observations (10) and discussions with class teacher/adult who know the learner well (8).

Other tools used were as follows:

- Victoria Curriculum: 5

- P levels: 4

- Session evaluations; videos; photos: 3 each

- Discussions with families; Day to day formative assessments; Bsquared: 2 each

- Pragmatics profile; Communication Matrix; Callier Azusa; Reviewing record of achievements; Vision for Doing; PIVATS; Early Support materials; Gleason levels of hearing awareness; Positive Eye activities; Solar assessment; Functional vision assessment; Sensory Profile; Deafblind assessment; Direct work with the child: 1 each

4.3   Ease of use

All respondents were able to evidence the outcomes without undertaking additional assessments, although there were some suggestions made for improvements especially in the communication section (see Recommendations section for further details). A number of respondents commented positively on the ease of completion of the framework.

4.4   Suggestions for improvements

The most common comments were:

- Include more detailed information in the communication section
- Include more specific links to Routes for Learning, B squared and P scales

Other suggestions:

- Exemplars would be useful to clarify the meaning of some of the descriptors
- Break down the descriptors to make them less broad especially for the earlier phases
- Include a separate section for features of learning for Independent Living Skills rather than include them under different areas of need
- Combine the Beyond Phase 4 features of learning into each area of need section rather than list at the end of the document
- Include an A4 recording grid on which achievements can be mapped to show progress at a glance

Other comments

> I can see that this document could create a helpful way of 'moderating' assessment across the range of assessment tools being used – so making the ability to mark progress across populations of MSI children more possible.

> The interpretation of the MSI outcomes framework will no doubt vary between professionals in the field of MSI….Is there a need for moderation and sharing between colleagues to ensure consistency of use?

> One respondent reported applying the framework in a practical way by using it to set short term targets and long term outcomes (i.e. for the next 3 years).

> This is the most useful piece of work I have seen to support professionals in thinking about areas of need for individuals when setting outcomes for the EHC Plan. It enabled the professionals to check and discuss and examine the impact of successful input, working from the end goal backwards.

5.   Conclusions

The pilot was piloted with a larger cohort of learners (23) than the initial target of 10 learners

The outcomes framework was generally well received with all respondents reporting they were able to evidence the outcomes without undertaking additional assessments

The pilot participants were able to demonstrate levels of achievement in relation to the outcomes identified in the framework.

Feedback suggests that with moderation in place it may be possible to use the framework for benchmarking across groups of MSI learners

Additional work could be undertaken to develop the framework further, breaking some sections down into further detail.

6.   Recommendations from the pilot

The layout of the draft framework to be amended to include beyond phase 4 features of learning in the main body of the document. (This has been completed within the timescale of the project)

Further development work on the framework could be undertaken in the following areas:

- including more detailed information in the communication section

- clarifying some of the descriptors, possibly including some exemplars

- including an A4 recording grid

- investigating the inclusion of features of learning in a section for Independent Living Skills

- investigating the inclusion of links to P scales, Routes for Learning etc.

Piloting the use of the framework to benchmark achievements across a small cohort of MSI learners between services

7.   Outcomes Framework for Children & Young People with MSI – Pilot Version

The purpose of this document is to provide a framework that focuses on the MSI specific elements of learning, development and wellbeing for those children and young people who are not included in the scope of the NatSIP annual benchmarking exercise for learners with sensory impairments.

In agreement with Heather Murdoch, the framework has been based on the 'features of learning' from the Victoria School MSI Unit Curriculum, with additional content taken from Routes for Learning and the Early Support VI Developmental Journal, and categorised into the four 'broad areas of need' described in the SEND Code of Practice (Sections 6.28-6.35).

Pupils at Phase 1 are generally working between P Levels P1(i)-P2(ii).

Pupils at Phase 2 are generally working between P Levels P2(i)-P3(ii)**.**

Pupils at Phase 3 are generally working between P Levels P3(ii)- P6**.**

Pupils at Phase 4 are generally working between P Levels P5-P8**.**

7.1   Communication and interaction

MSI Unit Curriculum Phase	MSI Unit Curriculum Domain	Features of learning at start of Phase
1	Communication	• Pupil's communication is pre-intentional (reflexive or reactive): • Pupil cries but settles when given attention. • Pupil anticipates within very familiar social routines.
2	Communication	• Pupil uses intentional, non-symbolic communication (for example, whole body gestures, facial expressions, actions on objects). S/he understands symbols for some familiar activities and people and with support may use these expressively in specific contexts.
3	Communication	• Pupil understands and uses some symbolic communication (speech, signs, symbols, pictures or objects of reference, accessed directly or through ICT).
4	Communication	• Pupil understands and uses symbolic communication (speech, signs, symbols, pictures or miniaturised/partial objects of reference, accessed directly or through ICT), supplemented by non-verbal communication.

Beyond Phase 4		• Pupil can communicate fluently with familiar others, using a combination of verbal and non-verbal means
		• Pupil is able to express self, using 3+ signs, symbols or words together, including:
		   o using language functions which require symbolic communication (e.g.: describing, questioning, commenting)
		   o giving a running commentary on own actions when problem-solving
		   o uses different question forms to seek information
		   o can retell a simple story
		   o communicating their free choices clearly
		• Pupil is able to respond to requests with 4+ key elements and a range of question forms (e.g.: who, where, when, why)
		• Pupil can maintain an extended conversation with familiar adults including:
		   o changing topics appropriately
		   o attempting to repair any breakdowns in communication
		   o adjusting their communication appropriately for different listeners
		• Pupil is able to participate in small group discussions, taking turns, sharing, and listening to others
		• Pupil participates in shared humour

7.2 Cognition and learning

MSI Unit Curriculum Phase	MSI Unit Curriculum Domain	Features of learning at start of Phase
1	Conceptual development	• Pupil's behaviour is largely state-driven and highly repetitive. • Pupil responds to a range of obvious stimulus. S/he responds consistently to one stimulus.
	Understanding of time and place	• Pupil responds positively, negatively or passively to immediate sensations. S/he respond to rhythm through available sensory channels and their activity has bursts and pauses. • Pupil engages with a familiar adult in aided exploration of the environment. • Pupil repeats an action after incidental contact with stimuli within a reactive environment.
2	Conceptual development	• Pupil discriminates between self and environment. S/he uses repetitive strategies to explore objects and familiar adults and understand simple, context-specific cause and effect.
	Understanding of time and place	• Pupil's understanding is generally limited to the immediate here-and-now.
3	Conceptual development	• Pupil uses a range of strategies to explore and manipulate objects, and understand the function of many familiar items.
	Understanding of time and place	• Pupil is beginning to move beyond the immediate here-and-now in their understanding of the world.
4	Conceptual development	• Pupil understands and participates in early academic work with support (for example, reading key words with symbols attached; counting to five). S/he is aware of print, braille, Moon or another formal recording system.
	Understanding of time and place	• Pupil refers to past and future events and talks about people who are not present.

Beyond Phase 4		• Pupil uses prior experience and logic in exploring new items
		• Pupil:
		  o has a range of well-established concrete concepts (tangible objects- e.g. a car, a chair)
		  o has an understanding of a range of semi-concrete concepts (relating to actions, position, colour etc. that can be demonstrated but not held in one's hand)
		  o has an understanding of some abstract concepts including:
		    – the concept of money and the relative value of individual coins and with support uses money in functional situations
		    – understanding and use of quantities to 10 in functional situations

| | | – is able to set events in the context of time (e.g. last week, tomorrow) and knows the pattern of the year |
| | | – recognition of key times shown on a clock face and understands their relevance (e.g.: 12.00 – lunchtime) |

- Pupil can discriminate and identify properties of objects and materials (e.g.: sandpaper is flat and rough; sugar paper flat and smooth)
- Pupil can make comparisons (e.g.: bigger/smaller, longer/shorter, heavier/lighter, faster/slower) and with support names and discusses similarities and differences between objects, people and events
- Pupil is able to estimate and check whether s/he is right or wrong (e.g.: how many plates are needed for class group)
- Pupil is able to make and share representations of past events and outings (e.g.: draws/ collects souvenirs/ prints photos)
- Pupil knows words are made up of letters and is able to recognise and gain information from a sight vocabulary of 20+ words
- Pupil can record own name and 10+ words from memory (using writing or other means)
- Pupil uses writing or proto-writing for range of purposes (e.g.: labelling picture, writing message, making shopping list)
- Pupil uses contextual cues to help identify meaning of text
- Pupil is able to complete specific tasks within set time limit (e.g.: collecting coat and bag before home time)
- Pupil completes and uses daily and weekly timetables independently and monthly and yearly calendars with support
- Pupil can follow through the planning of an outing to the outing itself (e.g.: uses shopping list appropriately)
- Pupil knows a range of community facilities and their use (e.g.: shops, public library, café)
- Pupil understands the use of landmarks in route planning and that landmarks are followed in reverse order on the return journey
- Pupil travels short familiar outdoor routes, recognising landmarks and travelling independently if possible
- Pupil moves independently in unfamiliar settings, systematically exploring and mapping new environments. If necessary, is able to ask appropriately for help
- With support pupil is able to make and use simple visual or tactile maps or other means of representing the school environment and key community areas (e.g. garden centre grounds; key shops in shopping mall). Will use these to plan and review journeys.

7.3   Social, emotional and mental health difficulties

MSI Unit Curriculum Phase	MSI Unit Curriculum Domain	Features of learning at start of Phase
1	Social relationships and emotional development	• Pupil acts upon his/her own needs and feelings, but without intention. S/he are aware of adults and is intermittently aware of the sight, sound, smell or feel of peers. • Pupil reacts to close contact with familiar adult. • Pupil shows positive response to handling by familiar person. • Pupil shows pleasure e.g. smiles, stills or makes excited movements and facial expressions during interaction with very familiar people.
	Ownership of learning	• Pupil is pre-intentional in his/her actions. • Pupil responds differently to different stimuli. • Pupil who is orally fed opens mouth in anticipation for food.
	Responses to routines and changes	• Pupil needs the security of familiar keyworkers, routines and environments • Pupil responds to familiar voice or other personal identifier • Pupil anticipates repetitively presented stimulus. • Pupil passively cooperates within daily care routines.
2	Social relationships and emotional development	• Pupil is egocentric and acts in response to his/her immediate feelings and wants. S/he is aware of familiar adults and peers, and may interact with familiar adults.
	Ownership of learning	• Pupil has a sense of agency. S/he works co-operatively with keyworkers on familiar, motivating activities.
	Responses to routines and changes	• Pupil needs the security of familiar keyworkers, routines and environments for most activities. • Pupil actively cooperates and responds within daily care routines.
3	Social relationships and emotional development	• Pupil remains egocentric, but is increasingly conscious of his/her feelings and desires and sometimes able to moderate his/her emotional responses. S/he interacts with familiar adults. S/he is aware of his/her peers and interacts with them in structured situations.
	Ownership of learning	• Pupil begins to differentiate between actions s/he can complete independently and those with which s/he needs help.

	Responses to routines and changes	• Pupil generally adapts to single changes in routines, but withdraws or becomes distressed if there are multiple changes. S/he is curious about new things provided s/he is well-supported and secure.
4	Social relationships and emotional development	• Pupil is able to express his/her feelings intentionally and clearly and to show some empathy towards others. S/he initiates and briefly maintains interactions with peers. S/he responds in small group situations and is beginning to understand social codes of behaviour such as sharing.
	Ownership of learning	• Pupil completes familiar activities independently and/or indicates when help is needed.
	Responses to routines and changes	• Pupil generally accepts changes in routine if given appropriate explanations. S/he transfers familiar skills to new situations with support, for example counting in different contexts.
Beyond Phase 4		• Pupil can identify his/her own feelings and emotions and can talk about them to a familiar adult • Pupil has a sense of right and wrong, and an awareness of behaviour which may hurt or upset others • Pupil is able to use taught strategies to deal with frustration or sources of stress (e.g.: negotiating; taking short break from activity; explaining feelings) • Pupil demonstrates an awareness of safety and danger (e.g: on roads; stranger danger; inappropriate touch; using equipment safely) • Pupil is able to engage in own leisure activities • Pupil demonstrates a feeling of empathy towards his/her peers and behaves appropriately towards familiar others e.g.: offering comfort when upset; not being over-directive • Pupil maintains independent co-operative play and role play with peers showing understanding of the rules of simple games • Pupil is able to plan and complete a product, only asking for support when necessary (e.g.: making a birthday card), and can then evaluate the completed activities in discussion with an adult • Pupil is independent in basic self-care routines, or directs adult with help needed • Pupil can generate or change his/her routines to suit own needs or changed circumstances and can talk about his or her responses to these changes and work out strategies to help deal with these • Pupil is able to identify when familiar skills can appropriately be used in new context • Pupil attempts to solve novel problems or seeks support appropriately

7.4   Sensory and/or physical needs

MSI Unit Curriculum Phase	MSI Unit Curriculum Domain	Features of learning at start of Phase
1	Sensory responses	• Pupil is aware of input from residual sight, hearing and/or other senses – s/he shows reflexive responses. • Pupil (with some vision) looks briefly after a disappearing object. • Pupils with some hearing alert to the onset of a new sound within a quiet environment. • Pupil alerts and attends briefly to a change in stimulus –through his/her stronger sensory input channel whether this is vision, hearing or touch (direct/indirect)
	Orientation, movement and mobility	• Pupil's movements are not directed towards particular purposes. S/he is aware of some sensations from his/her environment but cannot organise or integrate these. • Pupil moves head, arms, legs or fingers in response to highly motivating reactive stimuli.
2	Sensory responses	• In familiar, quiet environments, pupils can discriminate motivating, familiar stimuli from others and identify meaning using his/her residual sight, hearing and/or other senses.
	Orientation, movement and mobility	• Pupil is able to orientate themselves within the teaching base and respond to landmarks on familiar routes
3	Sensory responses	• Pupil can discriminate and recognise stimuli using residual sight, hearing and/or other senses, but will comprehend (understand the implications of) only very familiar sights and sounds.
	Orientation, movement and mobility	• (As far as their physical abilities allow:) Pupil recognises and remembers familiar routes and environments and navigates them in the presence of a keyworker. S/he has the orientation and mobility skills needed to explore new environments, but needs support to travel within them.
4	Sensory responses	• Pupil integrates information from different senses. S/he understands the implications of familiar sensory information and seeks further information if necessary.
	Orientation, movement and mobility	• (As far as their physical abilities allow:) Pupil uses familiar environments confidently and competently. S/he can explore and map new environments in the presence of a keyworker, and uses appropriate mobility skills to follow known routes.
Beyond Phase 4		• Pupil is able to use aids (e.g. glasses, hearing aids) competently and appropriately • Pupil knows how to check and maintain any hearing and/or visual aids, asking an adult to help if necessary • Pupil is able to advocate for him/herself in response to his/her sensory needs by changing the environment (e.g. switching on lights or asking adult to do so) or asking trusted people to change behaviour (e.g. to move into the light or speak more

		slowly)
		- Pupil is able to use established activities to help maintain a well-regulated sensory state (e.g. when needs to engage in stimulating or calming strategies) - Pupil gains meaning of familiar sights/sounds/other stimuli out of context - Pupil consistently seeks information in an appropriate manner from others or the environment - Within limits of sensory abilities, pupil is able to discriminate between relevant from irrelevant stimuli (e.g.: looks up when door opens, identifies child and staff member entering, then immediately returns to activity) - Pupil moves independently in unfamiliar settings; if necessary, asks appropriately for help - Pupil uses appropriate formal mobility techniques, adapted if necessary - Pupil systematically explores and maps new environments without assistance

OUTCOMES FRAMEWORK FOR CHILDREN AND YOUNG PEOPLE WITH MSI
Recording sheet for individual pupil outcomes – Pilot version

Name of pupil:	Date of birth:	Date of recording:	Undertaken by:

Communication and interaction

MSI Unit Curriculum Phase	MSI Unit Curriculum Domain	Features of learning at start of Phase	Emerging	Developing	Achieved	What tools did you use to evidence the outcome?
1	Communication	Pupil's communication is pre-intentional (reflexive or reactive):				
		Pupil cries but settles when given attention.				
		Pupil anticipates within very familiar social routines.				
2	Communication	Pupil uses intentional, non-symbolic communication (for example, whole body gestures, facial expressions, actions on objects). S/he understands symbols for some familiar activities and people and with support may use these expressively in specific contexts.				
3	Communication	Pupil understands and uses some symbolic communication (speech, signs, symbols, pictures or objects of reference, accessed directly or through ICT).				
4	Communication	Pupil understands and uses symbolic communication (speech, signs, symbols, pictures or miniaturised/partial objects of reference, accessed directly or through ICT), supplemented by non-				

	verbal communication.				
Beyond of Phase 4	Pupil can communicate fluently with familiar others, using a combination of verbal and non-verbal means				

	Pupil is able to express self, using 3+ signs, symbols or words together, including:
	  o using language functions which require symbolic communication (e.g.: describing, questioning, commenting)
	  o giving a running commentary on own actions when problem-solving
	  o uses different question forms to seek information
	  o can retell a simple story
	  o communicating their free choices clearly				

	Pupil is able to respond to requests with 4+ key elements and a range of question forms (e.g.: who, where, when, why)				

	Pupil can maintain an extended conversation with familiar adults including:
	  o changing topics appropriately
	  o attempting to repair any breakdowns in communication
	  o adjusting their communication appropriately for different listeners				

	Pupil is able to participate in small group discussions, taking turns, sharing, and listening to others				
	Pupil participates in shared humour				

OUTCOMES FRAMEWORK FOR CHILDREN AND YOUNG PEOPLE WITH MSI
Recording sheet for individual pupil outcomes – Pilot version

Name of pupil:	Date of birth:	Date of recording:	Undertaken by:

Cognition and learning

MSI Unit Curriculum Phase	MSI Unit Curriculum Domain	Features of learning at start of Phase	Emerging	Developing	Achieved	What tools did you use to evidence the outcome?
1	Conceptual development	Pupil's behaviour is largely state-driven and highly repetitive.				
		Pupil responds to a range of obvious stimulus. S/he responds consistently to one stimulus.				
	Understanding of time and place	Pupil responds positively, negatively or passively to immediate sensations. S/he respond to rhythm through available sensory channels and their activity has bursts and pauses.				
		Pupil engages with a familiar adult in aided exploration of the environment.				
		Pupil repeats an action after incidental contact with stimuli within a reactive environment.				
2	Conceptual development	Pupil discriminates between self and environment. S/he uses repetitive strategies to explore objects and familiar adults and understand simple, context-specific cause and effect.				

MSI Unit Curriculum Phase	MSI Unit Curriculum Domain	Features of learning at start of Phase	Emerging	Developing	Achieved	What tools did you use to evidence the outcome?
	Understanding of time and place	Pupil's understanding is generally limited to the immediate here-and-now.				
3	Conceptual development	Pupil uses a range of strategies to explore and manipulate objects, and understand the function of many familiar items.				
	Understanding of time and place	Pupil is beginning to move beyond the immediate here-and-now in their understanding of the world.				
4	Conceptual development	Pupil understands and participates in early academic work with support (for example, reading key words with symbols attached; counting to five). S/he is aware of print, braille, Moon or another formal recording system.				
	Understanding of time and place	Pupil refers to past and future events and talks about people who are not present.				

MSI Unit Curriculum Phase	MSI Unit Curriculum Domain	Features of learning at start of Phase	Emerging	Developing	Achieved	What tools did you use to evidence the outcome?
Beyond Phase 4	Pupil uses prior experience and logic in exploring new items					

	Pupil:
	  o has a range of well-established concrete concepts (tangible objects- e.g. a car, a chair)
	  o has an understanding of a range of semi-concrete concepts (relating to actions, position, colour etc. that can be demonstrated but not held in one's hand)
	  o has an understanding of some abstract concepts including:
	    – the concept of money and the relative value of individual coins and with support uses money in functional situations
	    – understanding and use of quantities to 10 in functional situations
	    – is able to set events in the context of time (e.g. last week, tomorrow) and knows the pattern of the year
	    – recognition of key times shown on a clock face and understands their relevance (e.g.: 12.00 lunchtime)				

	Pupil can discriminate and identify properties of objects and materials (e.g.: sandpaper is flat and rough; sugar paper flat and smooth)				
	Pupil can make comparisons (e.g.: bigger/smaller, longer/shorter, heavier/lighter, faster/slower) and with support names and discusses similarities and differences between objects, people and events				

MSI Unit Curriculum Phase	MSI Unit Curriculum Domain	Features of learning at start of Phase	Emerging	Developing	Achieved	What tools did you use to evidence the outcome?
		Pupil is able to estimate and check whether s/he is right or wrong (e.g.: how many plates are needed for class group)				
		Pupil is able to make and share representations of past events and outings (e.g.: draws/ collects souvenirs/ prints photos)				
		Pupil knows words are made up of letters and is able to recognise and gain information from a sight vocabulary of 20+ words				
		Pupil can record own name and 10+ words from memory (using writing or other means)				
		Pupil uses writing or proto-writing for range of purposes (e.g.: labelling picture, writing message, making shopping list)				
		Pupil uses contextual cues to help identify meaning of text				
		Pupil is able to complete specific tasks within set time limit (e.g.: collecting coat and bag before home time)				
		Pupil completes and uses daily and weekly timetables independently and monthly and yearly calendars with support				
		Pupil can follow through the planning of an outing to the outing itself (e.g.: uses shopping list appropriately)				
		Pupil knows a range of community facilities and their use (e.g.: shops, public library, café)				
		Pupil understands the use of landmarks in route planning and that landmarks are followed in reverse order on the return journey				
		Pupil travels short familiar outdoor routes, recognising landmarks and travelling independently if possible				

MSI Unit Curriculum Phase	MSI Unit Curriculum Domain	Features of learning at start of Phase	Emerging	Developing	Achieved	What tools did you use to evidence the outcome?
		Pupil moves independently in unfamiliar settings, systematically exploring and mapping new environments. If necessary, is able to ask appropriately for help				
		With support pupil is able to make and use simple visual or tactile maps or other means of representing the school environment and key community areas (e.g. garden centre grounds; key shops in shopping mall).				
		Will use these to plan and review journeys				

OUTCOMES FRAMEWORK FOR CHILDREN AND YOUNG PEOPLE WITH MSI
Recording sheet for individual pupil outcomes – Pilot version

Name of pupil:	Date of birth:	Date of recording:	Undertaken by:

Social, emotional and mental health difficulties

MSI Unit Curriculum Phase	MSI Unit Curriculum Domain	Features of learning at start of Phase	Emerging	Developing	Achieved	What tools did you use to evidence the outcome?
1	Social relationships and emotional development	Pupil acts upon his/her own needs & feelings, but without intention. S/he is aware of adults & is intermittently aware of the sight, sound, smell or feel of peers.				
		Pupil reacts to close contact with familiar adult.				
		Pupil shows positive response to handling by familiar person.				
		Pupil shows pleasure e.g. smiles or makes excited movements during interaction with very familiar people.				
	Ownership of learning	Pupil is pre-intentional in his/her actions.				
		Pupil responds differently to different stimuli.				
		Pupil who is orally fed opens mouth in anticipation for food.				
	Responses to routines and changes	Pupil needs the security of familiar keyworkers, routines & environments				
		Pupil responds to familiar voice or other personal identifier				
		Pupil anticipates repetitively presented stimulus.				

MSI Unit Curriculum Phase	MSI Unit Curriculum Domain	Features of learning at start of Phase	Emerging	Developing	Achieved	What tools did you use to evidence the outcome?
		Pupil passively cooperates within daily care routines				
2	Social relationships and emotional development	Pupil is egocentric and acts in response to his/her immediate feelings and wants. S/he is aware of familiar adults and peers, and may interact with familiar adults.				
	Ownership of learning	Pupil has a sense of agency. S/he works co-operatively with keyworkers on familiar, motivating activities.				
	Responses to routines and changes	Pupil needs the security of familiar keyworkers, routines and environments for most activities. Pupil actively cooperates and responds within daily care routines.				
3	Social relationships and emotional development	Pupil remains egocentric, but is increasingly conscious of his/her feelings and desires and sometimes able to moderate his/her emotional responses. S/he interacts with familiar adults. S/he is aware of his/her peers and interacts with them in structured situations.				
	Ownership of learning	Pupil begins to differentiate between actions s/he can complete independently and those with which s/he needs help.				

MSI Unit Curriculum Phase	MSI Unit Curriculum Domain	Features of learning at start of Phase	Emerging	Developing	Achieved	What tools did you use to evidence the outcome?
	Responses to routines and changes	Pupil generally adapts to single changes in routines, but withdraws or becomes distressed if there are multiple changes. S/he is curious about new things provided s/he is well-supported and secure.				
4	Social relationships and emotional development	Pupil is able to express his/her feelings intentionally and clearly and to show some empathy towards others. S/he initiates and briefly maintains interactions with peers. S/he responds in small group situations and is beginning to understand social codes of behaviour such as sharing.				
	Ownership of learning	Pupil completes familiar activities independently and/or indicates when help is needed.				
	Responses to routines and changes	Pupil generally accepts changes in routine if given appropriate explanations. S/he transfers familiar skills to new situations with support, for example counting in different contexts.				
Beyond Phase 4	Pupil can identify his/her own feelings and emotions and can talk about them to a familiar adult					
	Pupil has a sense of right and wrong, and an awareness of behaviour which may hurt or upset others					

MSI Unit Curriculum Phase	MSI Unit Curriculum Domain	Features of learning at start of Phase	Emerging	Developing	Achieved	What tools did you use to evidence the outcome?
		Pupil is able to use taught strategies to deal with frustration or sources of stress (e.g. negotiating; taking short break from activity; explaining feelings)				
		Pupil demonstrates an awareness of safety and danger (e.g. on roads; stranger danger; inappropriate touch; using equipment safely)				
		Pupil is able to engage in own leisure activities				
		Pupil demonstrates a feeling of empathy towards his/her peers and behaves appropriately towards familiar others e.g.: offering comfort when upset; not being over-directive				
		Pupil maintains independent co-operative play and role play with peers showing understanding of the rules of simple games				
		Pupil is able to plan and complete a product, only asking for support when necessary (e.g.: making a birthday card), and can then evaluate the completed activities in discussion with an adult				
		Pupil is independent in basic self-care routines, or directs adult with help needed				
		Pupil can generate or change his/her routines to suit own needs or changed circumstances and can talk about his or her responses to these changes and work out strategies to help deal with these				
		Pupil can identify when familiar skills can appropriately be used in new context				
		Pupil attempts to solve novel problems or seeks support appropriately				

OUTCOMES FRAMEWORK FOR CHILDREN AND YOUNG PEOPLE WITH MSI
Recording sheet for individual pupil outcomes – Pilot version

Name of pupil:	Date of birth:	Date of recording:	Undertaken by:

Sensory and/or physical needs

MSI Unit Curriculum Phase	MSI Unit Curriculum Domain	Features of learning at start of Phase	Emerging	Developing	Achieved	What tools did you use to evidence the outcome?
1	Sensory responses	Pupil is aware of input from residual sight, hearing and/or other senses – s/he shows reflexive responses.				
		Pupil (with some vision) looks briefly after a disappearing object.				
		Pupils with some hearing alert to the onset of a new sound within a quiet environment.				
		Pupil alerts and attends briefly to a change in stimulus –through his/her stronger sensory input channel whether this is vision, hearing or touch (direct/indirect)				
	Orientation, movement and mobility	Pupil's movements are not directed towards particular purposes. S/he is aware of some sensations from his/her environment but cannot organise or integrate these.				
		Pupil moves head, arms, legs or fingers in response to highly motivating reactive stimuli.				

MSI Unit Curriculum Phase	MSI Unit Curriculum Domain	Features of learning at start of Phase	Emerging	Developing	Achieved	What tools did you use to evidence the outcome?
2	Sensory responses	In familiar, quiet environments, pupils can discriminate motivating, familiar stimuli from others and identify meaning using his/her residual sight, hearing and/or other senses.				
	Orientation, movement and mobility	Pupil is able to orientate themselves within the teaching base and respond to landmarks on familiar routes				
3	Sensory responses	Pupil can discriminate and recognise stimuli using residual sight, hearing and/or other senses, but will comprehend (understand the implications of) only very familiar sights and sounds.				
	Orientation, movement and mobility	(As far as their physical abilities allow:) Pupil recognises and remembers familiar routes and environments and navigates them in the presence of a keyworker. S/he has the orientation and mobility skills needed to explore new environments, but needs support to travel within them.				
4	Sensory responses	Pupil integrates information from different senses. S/he understands the implications of familiar sensory information and seeks further information if necessary.				

MSI Unit Curriculum Phase	MSI Unit Curriculum Domain	Features of learning at start of Phase	Emerging	Developing	Achieved	What tools did you use to evidence the outcome?
	Orientation, movement and mobility	(As far as their physical abilities allow:) Pupil uses familiar environments confidently and competently. S/he can explore and map new environments in the presence of a keyworker, and uses appropriate mobility skills to follow known routes.				
Beyond Phase 4	Pupil is able to use aids (e.g. glasses, hearing aids) competently and appropriately					
	Pupil knows how to check and maintain any hearing and/or visual aids, asking an adult to help if necessary					
	Pupil is able to advocate for him/herself in response to his/her sensory needs by changing the environment (e.g. switching on lights or asking adult to do so) or asking trusted people to change behaviour (e.g. to move into the light or speak more slowly)					
	Pupil is able to use established activities to help maintain a well-regulated sensory state (e.g. when needs to engage in stimulating or calming strategies)					
	Pupil gains meaning of familiar sights/sounds/other stimuli out of context					
	Pupil consistently seeks information in an appropriate manner from others or the environment					
	Within limits of sensory abilities, pupil is able to discriminate between relevant from irrelevant stimuli (e.g. looks up when door opens, identifies child entering, & immediately returns to activity)					
	Pupil moves independently in unfamiliar settings; if necessary, asks appropriately for help					

MSI Unit Curriculum Phase	MSI Unit Curriculum Domain	Features of learning at start of Phase	Emerging	Developing	Achieved	What tools did you use to evidence the outcome?
		Pupil uses appropriate formal mobility techniques, adapted if necessary				
		Pupil systematically explores and maps new environments without assistance				

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