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**Multi-Sensory Impairment Team:**

**Criteria for Intervenor Involvement**

By using the NatSIP Eligibility Criteria as a method of allocating support levels through the level descriptors, the following would identify those pupils who meet the criteria for Intervenor support - if Intervenor is specified in their EHCP and where High Needs Funding is approved.

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| **Score range/Category** | **Support Allocation** |
| **A.** **CYPs at ‘Support Plus’:**Will have Dual Impairment with a profound loss in both modalities.Can be either a unilateral or bilateral hearing loss. In addition, educationally blind and severe visual impairment with a distance visual acuity poorer than 6/60 and find access to print unsustainable without augmentative approaches or have no functional visual access for teaching and learning materials and be tactile learners, e.g. using Braille to access the curriculum.Will have a profound hearing loss unaided in excess of 95 Db or severe hearing loss in excess of 71 - 95 DbHL Can be bilateral or unilateral. Will need teaching to develop good independent mobility skills (Habilitation).May use some mainstream computer and digital technologies and the access features built into these devices.May use specialist VI technology, e.g. Prodigi, BrailleNote Touch.May use specialist HI technology e.g. Radio aids, sound field systems and Minimics Need the MSI Team’s support during transitions between learning settings. Support for EHCPs In preparation for GCSE courses and exams etc, they will need typical ways of working to be identified and access arrangements for exams established and arranged by schools, with guidance from the MSI Team. | Active caseload: Very high level of support. Would be allocated as Support Plus* Pupils requiring Sign Language support or alternative methods of communication e.g. hand on hand, on-body signs, tactile symbols
* Pupils may have no ability to use hearing aids, may use cochlear implants, BAHA
* Pupils may also be learning Braille, are seen weekly or more as appropriate
* Provision of specialist VI/MSI equipment, e.g. Brailler and/or BrailleNote Touch digital Brailler. Radio aid technology, Minmic, BAHA
* Production of tactile learning materials
* Sensory stimulation programmes, alterative communication modelling, tactile skill development, functional hearing and vision assessments – typically for children in early years
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| **B.****CYPs at ‘Support’:**Will have a dual sensory impairment with severe loss in both modalities. Severe hearing loss of 71-95 dBHL unaided. Hearing loss can be bilateral or unilateral. Will have distance visual acuity poorer than 6/36, (registered partially sighted) and will be using print sizes larger N36.May need teaching to develop good independent mobility skills (Habilitation).May use mainstream computer and digital technologies and the access features built into these devices alongside other adaptations such as touch typing. May also use specialist VI technology, e.g. hand-held electronic magnifier.May need the MSI Team’s support during transitions between learning settings.In preparation for GCSE courses and exams etc, they will need typical ways of working to be identified and access arrangements for exams established and arranged by schools, with guidance from the MSI Team.Learning settings will be expected to provide some adaptations for access with specific input from the MSI team. | Active caseload. Would be allocated as Support Plus/Support. MSI teacher assesses on frequency and timing of visits, as appropriate to the needs of the CYP and learning setting at the time.May include pupils seen for blocks of 1:1 teaching time, e.g.,* for touch-typing
* learning to use specialist VI technology
* or if learning Braille as a partially sighted user
* Eye-Gaze assessment
* Communication development support in relation to both hearing and vison loss e.g., on-body signs
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| **In conclusion** criteria for eligibility for support from an Intervenor: A child young person’s needs are identified as per above definitions: * A or
* B or

 Known MSI syndromes such as Ushers and Sticklers syndrome will be considered on an individual basis according to severity of both hearing and visual loss Updated April 2024 |