

# Guidance for Children and Young People with Dual Sensory Impairment

May also be referred to as multi-sensory impairment or deaf blindness



| Dual Sensory Impairment Guidance |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| Range Descriptors Overview       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Range 3                          | <ul style="list-style-type: none"> <li>• <b>MILD</b> loss in both and making good use of at least one modality</li> <li>• May have hearing aids and/or Low Visual Aid (LVA)</li> <li>• Non-progressive condition</li> <li>• May have a slower pace of working but has good compensatory strategies</li> <li>• May have some difficulty with listening, attention, and concentration but language and communication largely match potential given appropriate support</li> <li>• Low level of support needed to manage equipment and aids</li> <li>• May have additional learning needs</li> <li>• Have Auditory Processing Disorder/Auditory Neuropathy/Cerebral Visual Impairment</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Range 4                          | <ul style="list-style-type: none"> <li>• <b>MODERATE</b> loss in one modality and <b>MILD/MODERATE</b> in the other</li> <li>• May have hearing aids and/or LVAs</li> <li>• Non-progressive condition</li> <li>• May have additional language/learning needs associated with dual sensory impairment</li> <li>• Likely to have difficulties accessing incidental learning, including signed and verbal communication</li> <li>• May have a slower pace of learning, difficulties with attention, concentration and the development of independence and social skills</li> <li>• May have additional learning needs</li> <li>• Have Auditory Processing Disorder / Auditory Neuropathy / Cerebral Visual Impairment</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Range 5                          | <ul style="list-style-type: none"> <li>• <b>SEVERE/PROFOUND</b> loss in one modality and <b>MODERATE</b> in the other or has a late diagnosed or recently acquired MSI</li> <li>• Uses hearing aids and/or LVAs</li> <li>• Non-progressive condition</li> <li>• May have delayed development in some areas of learning and difficulties generalising learning and transferring skills</li> <li>• May have difficulties coping with new experiences and have underdeveloped independence and self-help skills</li> <li>• Likely to have communication difficulties</li> <li>• Significant difficulties accessing incidental learning and the curriculum</li> <li>• Likely to require some individual support to access learning and social interactions and to develop life-skills</li> <li>• Likely to require a tactile approach to learning with access to real objects and context-based learning experiences and/or access to visual or tactile signed communication</li> <li>• Significant difficulties with attention, concentration, confidence, and class participation</li> <li>• Significantly slower pace of learning</li> <li>• May have additional learning needs</li> <li>• Have Auditory Processing Disorder / Auditory Neuropathy / Cerebral Visual Impairment</li> </ul> |

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| <p><b>Range 6</b></p> | <ul style="list-style-type: none"> <li>• <b>PROFOUND/SEVERE</b> loss in one modality and <b>MODERATE/SEVERE</b> in the other and/or progressive condition</li> <li>• Likely to use hearing aids and/or LVAs</li> <li>• Severe communication difficulties requiring an individual communication system using alternative and augmentative approaches</li> <li>• May require a tactile approach to learning with access to real objects and context-based learning experiences and/or access to visual or tactile signed communication</li> <li>• May have severe difficulties generalising learning and transferring skills</li> <li>• Difficulties coping with new experiences</li> <li>• May have underdeveloped independence and self-help skills</li> <li>• May have difficulties developing relationships and lack social awareness leading to social isolation</li> <li>• Likely to require a high level of individual support to access learning and social opportunities and to develop life- skills</li> <li>• May display challenging and/or self-injurious behaviour</li> <li>• May have additional learning needs</li> <li>• May have limited clinical assessment information because of additional complex educational needs</li> <li>• Have Auditory Processing Disorder / Auditory Neuropathy / Cerebral Visual Impairment</li> </ul> |
| <p><b>Range 7</b></p> | <ul style="list-style-type: none"> <li>• <b>PROFOUND/SEVERE</b> loss in both modalities</li> <li>• Likely to use hearing aids and/or LVAs</li> <li>• Severe and complex communication difficulties requiring an individual communication system using alternative and augmentative approaches</li> <li>• Severely restricted access to incidental learning</li> <li>• May require a tactile and experiential approach to learning and individual curriculum and/or access to visual or tactile signed communication</li> <li>• May require individual support with most aspects of basic care needs and to access learning and social opportunities</li> <li>• May lack the strategies and motivation to make effective use of residual hearing and vision and require sensory stimulation programmes</li> <li>• May be tactile defensive/selective and highly wary of new experiences</li> <li>• May have difficulties developing relationships and lack social awareness leading to social isolation</li> <li>• May display challenging and/or self-injurious behaviour</li> <li>• May have additional learning needs</li> <li>• May have limited clinical assessment information because of additional complex educational needs</li> <li>• Have Auditory Processing Disorder / Auditory Neuropathy / Cerebral Visual Impairment</li> </ul>      |

| Range 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Assessment and Planning                                                                                                                                                                                                                                                 | Strategies                                                                                                                                                                                             | Curriculum/Intervention                                                                                                                                                                                                                                                                                                            | Resources and Staffing                                                                                                                                                                                                                                                                                        |
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| <p><b>MILD</b> loss in both and making good use of at least one modality.</p> <ul style="list-style-type: none"> <li>– May have hearing aids and/or LVAs</li> <li>– Non-progressive condition</li> <li>– May have a slower pace of working but has good compensatory strategies</li> <li>– May have some difficulty with listening, attention and concentration but language and communication largely match potential given appropriate support</li> <li>– Low level of support needed to manage equipment and aids</li> <li>– May have additional learning needs</li> <li>– May have Auditory Processing Disorder/Auditory Neuropathy/ Cerebral Visual Impairment</li> </ul> | <ul style="list-style-type: none"> <li>– Part of school and class assessment</li> <li>– Requires modification to presentation of assessment</li> <li>– Curriculum plan reflects levels of achievement and includes individually focused support plan targets</li> </ul> | <ul style="list-style-type: none"> <li>– Mainstream class</li> <li>– Attention to seating, lighting, visual environment and acoustics</li> <li>– Opportunities for 1:1 and small group work</li> </ul> | <ul style="list-style-type: none"> <li>– Full inclusion within National Curriculum</li> <li>– Teaching methods which facilitate access to the curriculum, social/emotional development and class participation</li> <li>– Opportunities for explanation, clarification and reinforcement of lesson content and language</li> </ul> | <ul style="list-style-type: none"> <li>– Main provision by class/subject teacher</li> <li>– Additional adults are deployed appropriately to ensure pupil access</li> <li>– Appropriate learning materials made available from within school including low vision aids and electronic magnification</li> </ul> |

| Range 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Assessment and Planning                                                                                                                                                                                                                                                                | Teaching and Learning Strategies                                                                                                                                                                                                                    | Curriculum/Intervention                                                                                                                                                                                                                                                            | Resources and Staffing                                                                                                                                                                                                                                                                                                                                                                        |
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| <p><b>MODERATE</b> loss in one modality and <b>MILD/MODERATE</b> in the other.</p> <ul style="list-style-type: none"> <li>– Have hearing aids and/or LVAs</li> <li>– Non-progressive condition</li> <li>– Have additional language/learning needs associated with dual sensory impairment</li> <li>– Likely to have difficulties accessing incidental learning, including signed and verbal communication</li> <li>– Have a slower pace of learning, difficulties with attention, concentration and the development of independence and social skills</li> <li>– Have additional learning needs</li> <li>– Have Auditory Processing Disorder / Auditory Neuropathy / Cerebral Visual Impairment</li> </ul> | <ul style="list-style-type: none"> <li>– Planning and assessment modified to consider the sensory needs of the pupil</li> <li>– Information and advice are shared with all appropriate staff</li> <li>– Support plan targets are specific and incorporate advice from QTMSI</li> </ul> | <ul style="list-style-type: none"> <li>– Flexible class groupings with frequent opportunities for small group and 1:1 work in a quiet environment</li> <li>– Particular attention to seating, lighting, visual environment and acoustics</li> </ul> | <ul style="list-style-type: none"> <li>– Adaptations to curriculum delivery to ensure access to the curriculum, social/emotional development and class participation</li> <li>– Additional time to experience new activities, complete work, preview and review lessons</li> </ul> | <ul style="list-style-type: none"> <li>– Additional targeted support for explanation, clarification and reinforcement and to accommodate slower pace of learning</li> <li>– Access to a quiet room for small group and 1:1 session</li> <li>– Appropriate learning materials including low vision aids and electronic magnification.</li> <li>– Ensure liaison with SALT services.</li> </ul> |

| Range 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Assessment and Planning                                                                                                                                                                                                                                                        | Teaching and Learning Strategies                                                                                                                                                                                              | Curriculum/ intervention                                                                                                                                                                                                                                                                             | Resources staffing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p><b>PROFOUND/SEVERE</b> loss in one modality and <b>MODERATE</b> in the other or has a late diagnosed or recently acquired MSI.</p> <ul style="list-style-type: none"> <li>– Uses hearing aids and/or LVAs</li> <li>– Non-progressive condition</li> <li>– May have delayed development in some areas of learning and difficulties generalising learning and transferring skills</li> <li>– May have difficulties coping with new experiences and have underdeveloped independence and self-help skills</li> <li>– Likely to have communication difficulties</li> <li>– Significant difficulties accessing incidental learning and the curriculum</li> <li>– Significant difficulties with attention, concentration, confidence and class participation</li> <li>– Likely to require some individual support to access learning and social interactions and to develop life skills</li> <li>– Likely to require a tactile approach to learning with access to real objects and context-based learning experiences and/or access to visual or tactile signed communication</li> <li>– Significantly slower pace of learning</li> <li>– May have additional learning needs</li> <li>– May have Auditory Processing Disorder / Auditory Neuropathy / Cerebral Visual Impairment</li> </ul> | <ul style="list-style-type: none"> <li>– Planning and assessment modified to consider the sensory needs of the pupil</li> <li>– Information and advice are shared with all appropriate staff</li> <li>– EHCP targets are specific and incorporate advice from QTMSI</li> </ul> | <ul style="list-style-type: none"> <li>– Daily opportunities for small group work and individual support to ensure access to new experiences and afford opportunities to complete work, preview and review lessons</li> </ul> | <ul style="list-style-type: none"> <li>– Significant modification to learning materials and curriculum delivery</li> <li>– Individual mobility and independence/life skills programmes</li> <li>– Additional time to experience new activities, complete work, preview and review lessons</li> </ul> | <ul style="list-style-type: none"> <li>– Daily access to individual support, trained to meet the needs of pupils with MSI</li> <li>– Input from other educational and non-educational professionals as appropriate</li> <li>– Need for balanced approach to support and intervention to facilitate social inclusion</li> </ul> <p>As appropriate to assessed needs:</p> <ul style="list-style-type: none"> <li>– Adapted equipment to meet specialised MSI needs</li> <li>– Access to a quiet room for small group and 1:1 session</li> <li>– Low vision aids, electronic magnification, laptop with software, large print materials.</li> <li>– Ensure liaison with SALT services.</li> </ul> |

| Range 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Assessment and Planning                                                                                                                                                                                                                                                                              | Teaching and Learning Strategies                                                                                  | Curriculum/Intervention                                                                                                                                                                                                                                                                                                                                | Resources and Staffing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p><b>PROFOUND/SEVERE</b> loss in one modality and <b>MODERATE/SEVERE</b> in the other and/or progressive condition.</p> <ul style="list-style-type: none"> <li>– Likely to use hearing aids and/or LVAs</li> <li>– Severe communication difficulties requiring an individual communication system using alternative and augmentative approaches</li> <li>– May require a tactile approach to learning with access to real objects and context-based learning experiences and/or access to visual or tactile signed communication</li> <li>– May have severe difficulties generalising learning and transferring skills</li> <li>– Difficulties coping with new experiences</li> <li>– May have underdeveloped independence and self-help skills</li> <li>– May have difficulties developing relationships and lack social awareness leading to social isolation</li> <li>– Likely to require a high level of individual support to access learning and social opportunities and to develop life skills</li> <li>– May display challenging and/or self-injurious behaviour</li> <li>– May have additional learning needs</li> <li>– May have limited clinical assessment information because of additional complex educational needs</li> <li>– May have Auditory Processing Disorder / Auditory Neuropathy /</li> <li>– Cerebral Visual Impairment</li> </ul> | <ul style="list-style-type: none"> <li>– Planning and assessment appropriate to the needs of a student with severe dual sensory impairment</li> <li>– Information and advice are shared with all appropriate staff</li> <li>– EHCP targets are specific and incorporate advice from QTMSI</li> </ul> | <ul style="list-style-type: none"> <li>– High level of individual support within small class groupings</li> </ul> | <ul style="list-style-type: none"> <li>– Individual curriculum to facilitate learning through tactile and experiential approaches and using alternative or augmentative communication systems</li> <li>– Individual programmes to facilitate the development of communication, compensatory, independent living, mobility and social skills</li> </ul> | <ul style="list-style-type: none"> <li>– Individual support, trained to meet the needs of pupils with MSI</li> <li>– Access to a qualified/ experienced Deafblind Intervenor</li> <li>– Need for balanced approach to support and intervention to facilitate social inclusion</li> </ul> <p>As appropriate:</p> <ul style="list-style-type: none"> <li>– Adapted equipment to meet specialised MSI needs</li> <li>– Access to a quiet room for small group and 1:1 session</li> <li>– Tactile resources</li> <li>– Materials to support development of alternative communication systems</li> <li>– Sensory stimulation resources</li> </ul> |

| Range 7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Assessment and Planning                                                                                                                                                                                                                                                                                                   | Teaching and Learning Strategies                                                                    | Curriculum/Intervention                                                                                                                                                                                                                                                                                                                                                                                     | Resources and Staffing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p><b>PROFOUND/SEVERE</b> loss in both modalities.</p> <ul style="list-style-type: none"> <li>– Likely to use hearing aids and/or LVAs</li> <li>– Severe and complex communication difficulties requiring an individual communication system using alternative and augmentative approaches</li> <li>– Severely restricted access to incidental learning</li> <li>– May require a tactile and experiential approach to learning and individual curriculum and/or access to visual or tactile signed communication</li> <li>– May require individual support with most aspects of basic care needs and to access learning and social opportunities</li> <li>– May lack the strategies and motivation to make effective use of residual hearing and vision and require sensory stimulation programmes</li> <li>– May be tactile defensive/ selective and highly wary of new experiences</li> <li>– May have difficulties developing relationships and lack social awareness leading to social isolation</li> <li>– May display challenging and/or self-injurious behaviour</li> <li>– May have additional learning needs</li> <li>– May have limited clinical assessment information because of additional complex educational needs</li> <li>– May have Auditory Processing Disorder / Auditory Neuropathy / Cerebral Visual</li> <li>– Impairment</li> </ul> | <ul style="list-style-type: none"> <li>– Individual planning and assessment appropriate to the needs of a student with severe dual sensory impairment</li> <li>– Information and advice is shared with all appropriate staff</li> <li>– EHCP targets are specific and incorporate advice from specialist staff</li> </ul> | <ul style="list-style-type: none"> <li>– Individual support within small class groupings</li> </ul> | <ul style="list-style-type: none"> <li>– Individual curriculum to facilitate learning through sensory and experiential approaches and using alternative or augmentative communication systems</li> <li>– Individual sensory stimulation programmes</li> <li>– Individual programmes to facilitate the development of communication, compensatory, independent living, mobility and social skills</li> </ul> | <ul style="list-style-type: none"> <li>– Individual support from a qualified/experienced Deafblind Intervenor as required</li> <li>– Need for balanced approach to support and intervention to facilitate social inclusion</li> </ul> <p>As appropriate:</p> <ul style="list-style-type: none"> <li>– Adapted equipment to meet specialised MSI needs</li> <li>– Access to a quiet room for small group and 1:1 session</li> <li>– Tactile resources</li> <li>– Materials to support development of alternative communication systems</li> <li>– Sensory stimulation resources</li> </ul> |

