



Multi-Sensory Impairment Curriculum Policy

Policy Created	2018
Committee	LGB
Last review	June 2025
Frequency	3 years
Date to be reviewed	June 2028

General Policy Statement

At Castle Hill School, we intend to provide a safe, secure, caring environment where everyone is valued and respected equally. We aim to provide an inclusive education where children develop independent learning skills and are taught according to need whatever their age, gender, background, beliefs or abilities.

National legislation, the [Equality Act 2010](#) and the [Special Educational Needs and Disability Regulations 2014](#) re disabilities, race relations and special education needs underpin this policy, which has also taken into consideration national, local and school policies on Special Educational Needs, Equal Opportunities and Health and Safety.

General Curriculum Statement

The fundamental principle behind curriculum design at Castle Hill School is personalisation. The learning needs of each student are rigorously assessed on entry to the school and on a regular basis through their school career. This work has included a full audit of learning needs (initially carried out in the spring and summer terms of 2014, but ongoing as required). In this, every aspect of each pupil's learning needs is reviewed, bringing in the experience and expertise of a wide range of staff, professionals and parents/carers to identify priority areas for the pupil's personalised curriculum. Each pupil's curriculum is therefore bespoke.

For more information please refer to the Curriculum Statement (a separate policy).

Multi-Sensory Impairment Curriculum Policy

MSI Curriculum Statement

The multi-sensory impairment (MSI) curriculum is the foundation to meeting the needs of learners who have a combination of hearing and visual impairments, often in addition to physical, sensory and medical needs. Hearing and sight are our primary means of gaining information from the environment, particularly that beyond arm's reach. MSI, therefore, creates enormous complications and challenges for children in terms of knowing where they are, and what is happening to and around them. Any type or degree of combined sight and hearing impairment can create these complications and challenges to learning. Impairments may range from mild to profound, fluctuate or cause consistent loss, and may affect the reception and/or processing of sensory information.

Philosophy

We believe that pupils with MSI need to understand, anticipate and interact with their environment. The nature of multi-sensory impairment requires specifically planned and frequent experiential repetition in order for pupils to develop their understanding of the world around them. Learning is based on a transactional model of development which emphasises the interaction between an individual

and their environment. We believe that all pupils are entitled to an enriching and stimulating environment which encourages them to experience and participate within the curriculum and learning environment.

The MSI curriculum offers our pupils the opportunity to:

- Develop their cognitive understanding
- Develop their tactile exploration
- Maximise their auditory skills
- Maximise their visual skills
- Learn through deliberate, regular and frequent repetition of experiences
- Learn through consistent and well-cued routines
- Develop compensatory strategies
- Access a curriculum appropriate to their needs that is broad, balanced and relevant

Practice

Pupils with MSI in all key stages follow the Castle Hill Curriculum with personalised pathways, which are structured around the Victoria School, Birmingham Multi-Sensory Impairment Unit Curriculum, Sensory curriculum guides and Literacy and Numeracy pathways in conjunction with appropriate subject specific curriculum guides. Planning for MSI learners in all subjects is at a level appropriate to the learner's needs with a specific focus on communication and sensory skill development. All pupils are working towards developing their understanding of the environment around them and the impact their actions can have on this environment. Pupils of all ages have access to the curriculum through topic-based learning, which runs alongside each of the curriculum subject areas.

Teaching Styles

The teaching of the MSI Curriculum should be combined and included in the planning of each of the curriculum subject areas. It is not designed as a curriculum to be used alone. It is intended to provide a foundation on which to build development. The curriculum provides a breakdown of the small areas of development. Pupils will be taught individually, in small groups or as a whole class. Specialist approaches of Intensive Interaction, the use of Objects of Reference are of particular importance to learners with MSI and as a result form the foundation for most lessons. Many pupils with MSI work individually with an Intervenor who has specialist skills and understanding of multisensory impairments

Assessing and recording progress

Assessment is built into the teaching and learning process for all pupils. It is a valuable tool for informing staff of the next steps in learning. Assessment at Castle Hill is ongoing, however formal assessment takes place each year in November and June when data is collected and progress measured. Assessment currently remains based on the 'P' levels 1 – 4. Each student also has individualised MAPP targets which are based on targets set within the EHC Plan. Student progress is measured against the indicators of prompting, fluency, maintenance and generalisation.

Observation is also used as an assessment tool. Photographs, Engagement Profiling videos and other forms of qualitative assessment can be used to demonstrate student progress. This formative assessment process helps staff understand how each child is learning and informs further planning and progression.

The plenary at the end of each session or where appropriate during the session is used as an opportunity for staff to share learning, progress and discuss next steps in learning for individual pupils. Pupils are encouraged to reflect on their own learning.

Learning objectives are set based on pupils' MAPP targets. These PIP (Progress in Provision) targets are evaluated daily and weekly as appropriate and amended when necessary.

Progress is reported to pupils, parents, carers and other professionals through the Learning Journals, Annual Reviews and photographs or videos.

Achievement is reflected in accreditation and qualifications for secondary and post-16 pupils. Achievement is also reflected in displays around school and 'Star of the Week' assemblies.

Planning for progression

Careful sequencing of curriculum content and experiences build on previous learning and achievements to promote future learning. Long and medium term curriculum plans should therefore show progression from age group to age group and within each key stage. This progression can be shown through the application of skills and experiences.

Planning for progression for individuals or groups might focus on:

- Skill development
- Breadth of curriculum content
- A range of contexts for learning
- A variety of support equipment
- A range of teaching methods
- Application of skills, knowledge and understanding in new settings

- Strategies to promote independence

For our pupils, progression is not necessarily only movement up a hierarchical ladder of skills and knowledge. Horizontal progression and maintenance of skills is also important. This includes the generalisation of skills, carrying out the same skill, with different staff, resources or in a different location. Not all pupils will follow the same developmental pattern at the same age or rate. Progress may not be made in all areas of the curriculum. For some pupils progress may be difficult to predict or distinctive and may only be demonstrated in a certain environment with a familiar person.

The Role of the MSI Curriculum Leader

- To organise and maintain teaching resources.
- To manage a delegated budget and keep spending within it.
- To encourage and assist in-service training.
- To keep up-to-date by attending courses and feedback sessions organised by LEA and other establishments
- To provide guidance and support in implementing the schemes of work.
- To offer specialist advice and knowledge for special needs and gifted pupils.
- After consultation, to co-ordinate recording and presentation throughout the school.
- To advise the Headteacher of action required (e.g. resources, standards etc.).
- To encourage ways of involving parents in their children's learning.
- To promote liaison between school (eg. moderation)

The over-riding task must be to provide support for all who teach MSI pupils and so improve the quality and continuity of MSI teaching and learning throughout the school.

See also:

Castle Hill Reading Pathway

Caste Hill Writing Pathway

Castle Hill Listening Pathway

Castle Hill Numeracy Pathway

Guidelines for the use of the Sensory room

Approved by the Chair of Governors

Reviewed: May 2019