

Requests for Involvement:

Parents/Carers/Schools/Children's Services and Health colleagues:

Request for involvement forms are available from the address below. Requests should be co-ordinated by the school SENCO wherever possible. (Medical Education Team requests must come evidenced from a medical consultant). All requests must have parental consent.

Contact Information:

Operational Manager: 01905 728931

AAC: Alternative & Augmentative Communication: 01905 728923

HI: Hearing Impairment: 01905 728930

MET: Medical Education Team: 01905 765842

MSI: **Multi-Sensory Impairments: 01905 765826**

CCD: Complex Communication Difficulties/Autism: 01905 765830

VI: Visual Impairments: 01905 765837

Service Mission Statement:

To help learners with a low incidence disability or medical educational need to achieve the five outcomes of being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being.

Contact Address:

Children's Services
IS-SS, (Perry Wood), County Hall, Spetchley Road,
Worcester. WR5 2NP
Tel: 01905 765849 Fax: 01905 768290 Minicom: 01905 765820



worcestershire
countycouncil



**Multi-Sensory
Impairment**
MSI

Children's Services
Integrated Services - Specialist Support
Information

Who we are:

- Specialist teacher with additional qualification for multi-sensory impairments
- Qualified mobility officer with specialist training for working with children and young people
- A team of trained interveners
- Educational audiologist

Who we support:

We support deafblind/multi-sensory impaired babies, children and students (0-19 yrs), their families and carers.

What are deafblind/multi-sensory impairments?

Deafblind: a combination of vision and hearing loss, which creates a unique pattern of learning difficulties that significantly impact on the development of communication, access to the environment and mobility.

Multi-sensory impaired: learners who may not have a combined clinical diagnosis of visual and hearing loss but present as having substantial developmental delay in responding to sensory stimuli.

Who can request involvement?

We have an open referral policy. Requests for involvement are received from the following sources:

- Parents/carers, medical professionals, professionals within Children's Services, including nurseries and schools

What happens next?

On receipt of a request for involvement:

- A qualified teacher of the deafblind/multi-sensory impaired will respond within 15 working days
- A period of assessment will follow culminating in a written report indicating recommendations and proposed level of involvement

What we do:

- Identification and assessment of deafblind/multi-sensory impairments in consultation with families/carers, professionals and other agencies
- Deliver formal and informal training

Work with parents/carers by:

- Giving early intervention in the home to develop specific skills
- Offering support and advice by giving information about other agencies, support groups, specialist toys and equipment
- Advising on school entry and phase transfer

Work with early years settings and schools by:

- Directly supporting multi-sensory impaired pupils through intervention
- Ongoing assessment of visual, auditory and tactile functioning
- A team approach to the assessment of hearing that may include formal tests of hearing, supported by behavioural observations adapted to suit the response mode of the child. Feedback from families and professionals involved is part of the assessment process
- Ongoing audiological assessment of hearing aid users backed up by maintenance and management of hearing aid systems
- Advice given on specialist equipment, e.g. Classroom sound field systems and portable sound field systems
- Advice on the development of communication strategies
- Giving advice on specialist equipment, resources, modified materials and classroom management
- Specialist teaching of Braille, Moon and the use of access technology
- Advice on specific environmental adaptations to promote inclusion
- Mobility training
- Contribute to Statutory Assessment, reviews, Individual Education Plans and programmes of work
- Advise on special arrangements for examinations where appropriate