

## Inclusive provision for children with SEND in the early years

### Physical and sensory – Multi-sensory impairment (MSI)

Identification	Expected arrangements to meet needs
<p>Multi-sensory impairment (MSI) refers to combined visual and hearing impairments which cause difficulties with communication, access to learning and mobility.</p> <p>A child with MSI may have difficulties with:</p> <ul style="list-style-type: none"> <li>• Accessing learning at the same pace as other children of their age</li> <li>• Linking different areas of learning</li> <li>• Physical tiredness</li> <li>• Making and maintaining friendships</li> <li>• Managing their equipment and physical safety</li> <li>• Speech and language skills</li> <li>• General self-confidence and self-esteem</li> </ul>	<p><b>High Quality Teaching:</b></p> <ul style="list-style-type: none"> <li>• Developing a <b>positive relationship</b> with the child, i.e., knowing them as an individual and ensuring <b>all</b> practitioners are aware of their individual needs</li> <li>• <b>Differentiated</b> EYFS curriculum presented according to the child's needs taking into account: <ul style="list-style-type: none"> <li>○ Level (i.e., focusing on the child's learning outcomes extending their current skills through a small steps approach)</li> <li>○ Pace (i.e., extra time for thinking and processing instructions, answering questions and completing activities)</li> <li>○ Approach (i.e., multi-sensory which relates to the child's everyday experience and takes into account the child's interests with the use of practical age appropriate activities including use of ICT)</li> <li>○ Output (i.e. a variety of ways to record learning, e.g., oral, photographic, video, etc.)</li> </ul> </li> <li>• Making consistent use of <b>visual cues</b> to support children's listening, attention and understanding, including objects, photographs/pictures, signs and symbols</li> <li>• Using visual timetables and first and then (or now and next) boards to support routines and transitions including unexpected changes</li> <li>• <b>Simplifying language</b>, e.g. using key vocabulary, short sentences and chunking and sequencing instructions</li> <li>• Increasing use of <b>commenting and modelling</b> and reducing use of questions</li> <li>• Checking understanding and reinforcing as required through repetition, rephrasing, explaining and demonstration</li> <li>• Providing opportunities to develop speaking and listening skills, understanding of emotions, social skills and friendships with other children through <b>small group activities</b></li> <li>• Providing opportunities for pre-teaching, overlearning, reinforcing and generalising in language activities</li> <li>• Ensuring that the environment is organised, with well-defined areas and is labelled using photographs, pictures, symbols and words, i.e. a room layout that supports <b>independent learning</b></li> <li>• Supporting and differentiating play and learning both independently and with other children</li> <li>• Giving opportunities for practising skills and for making choices throughout the day/session</li> <li>• Supporting involvement and active engagement from parents/carers</li> </ul>

- Making consistent use of rewards and motivators for pupils appropriate to the child's interests and level of development
- Modelling, prompting and reinforcing children's **positive behaviour and interactions**, addressing possible underlying issues e.g. social anxiety and/or difficulties in understanding and/or communication

### **Meeting the child's additional sensory needs through:**

- Providing appropriate areas in the room to support speaking and listening skills, i.e. a **quiet, distraction free area** where background noise is reduced, there are good room acoustics and the child is seated near the practitioner so they can improve listening
- Use of relevant equipment, e.g. specialist IT equipment, patches, modified toys or books, in the setting, following advice received from the MSI Teacher
- Providing consumable materials, e.g. braille paper, and other tactile resources e.g. collage items
- Building visual fatigue rest breaks into the day and a shaded outdoor area as appropriate
- Adapting the nursery environment to take account of sources of light and sound, to avoid glare and reverberation (echo), visual and auditory clutter and contrast, as well being aware of the effect different surfaces may have e.g. moving from a hard surface to soft.

**SEN support** - individual or small group support for at least 30 minutes per session. This could be broken down into smaller chunks. Before applying for element 3 the expectation is that the SENCO and/or practitioners would carry out the following (if appropriate):

- Regular liaison with an MSI Qualified Teacher to support the child and staff to understand the impact of the child's sensory needs on the child's communication, language & learning and support to the child to become independent in their use of any additional or modified equipment through training, regular checks and monitoring. Support offered to settings by the MSI Teacher through training, planned group work and 1:1 support ranging from annual, termly and weekly visits; the child may need a trained Intervenor
- An assessment of child's learning and needs (e.g. observations, play-based assessment, examples of child's language, checklists) leading to an appropriately targeted intervention programme; this should be planned in partnership with the child and their family and as advised by an outside agency where involved
- Individual and small group interventions, e.g. Fun Time, to teach SLC skills, e.g. attention and listening skills, understanding, speaking, social interaction skills, alternative communication skills, such as signing and/or lip reading
- Support to generalise speech and language skills taught as part of individual/small group programmes
- An accessible quiet space/ work station for 1:1 instruction
- Planning shared with MSI teacher so that resources to be obtained or modified are in time for the activities planned
- Child's baselines and subsequent progress accurately monitored and provision regularly reviewed and adjusted in line with their progress over a sustained period (usually for at least 2 terms) through the use of EYFS, Next Steps and Early Years Child Passport