

PART 2: MSI PROFILE OF NEED

AREA 1: DESCRIPTION OF NEED		
HN Level 4	HN Level 3	EVIDENCE AND EXAMPLES
<p>Sensory:</p> <ul style="list-style-type: none"> • Profound functional dual sensory loss. • Persistently deteriorating or fluctuating loss of vision and hearing • Sudden sensory loss • Multiple needs exasperated by dual sensory impairment • Environment will have profound impact on sensory function <p>Communication:</p> <p><u>For Early Years</u></p> <ul style="list-style-type: none"> • Communication is preverbal, or at the pre-intentional stage • No formal communication style <p><u>For school age</u></p> <ul style="list-style-type: none"> • May have established or developing communication (spoken-heard and/or sign) in presence of deteriorating loss • Alternative means of communication such as PECS, visual / tactile calendars will be required • Severely fragmented or distorted information received about the environment • Profound difficulties with social interaction. Needing support for interaction to occur <p>Other needs:</p> <ul style="list-style-type: none"> • Multi sensory needs where a range of senses are severely impaired such as tactile, kinaesthetic, vestibular, olfactory and proprioceptive senses. • No awareness of the position of the body in space • Poor balance • Severely limited mobility <p>Learning profile</p> <p><u>Early Years</u></p> <ul style="list-style-type: none"> • Progress across all developmental levels profoundly delayed <p><u>School age</u></p> <ul style="list-style-type: none"> • Progress dependent on appropriate adult intervention • Developmental steps may be very small • Sensory deprivation likely to elicit challenging and / or unexplained behaviours • Cognitive ability will be difficult to determine due to 	<p>Sensory:</p> <ul style="list-style-type: none"> • Severe functional dual sensory loss • Slow deteriorating or fluctuating loss of vision and/or hearing unlikely to progress to profound • Environment will have severe impact on sensory function <p>Communication:</p> <p><u>For Early Years</u></p> <ul style="list-style-type: none"> • Communication skills will be limited to basic need and wants - two to three word utterances <p><u>For school age</u></p> <ul style="list-style-type: none"> • May need to use alternative and / or augmented forms of communication • Severe difficulties with social interaction. Needing support for interaction to occur <p>Other needs:</p> <ul style="list-style-type: none"> • Poor balance with restricted physical abilities. • Multi sensory needs where a range of senses are impaired such as tactile, kinaesthetic, vestibular, olfactory and proprioceptive senses. <p>Learning profile</p> <p><u>Early Years</u></p> <ul style="list-style-type: none"> • Progress across all developmental areas severely delayed <p><u>School age</u></p> <ul style="list-style-type: none"> • Progress significantly dependent on appropriate adult intervention • Sensory deprivation may elicit challenging and / or unexplained behaviours • Cognitive abilities determined to be within normal range 	

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profound multisensory impairments		
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AREA 2: PROGRESS AND OUTCOMES		
HN Level 4	HN Level 3	EVIDENCE / EXAMPLES
<ul style="list-style-type: none"> Specialist and/or targeted support and intervention has a positive impact on progress including development in communication and independence skills 	<ul style="list-style-type: none"> Support and intervention has a positive impact on progress including development in communication and independence skills 	

AREA 3: INDEPENDENCE / SELF-HELP / EMOTIONAL PROFILE		
HN Level 4	HN Level 3	EVIDENCE AND EXAMPLES
<ul style="list-style-type: none"> Dependant on others for daily needs Highly vulnerable to mental health issues and self harm May demonstrate challenging behaviour Highly likely to be socially isolated Excluded from social and learning activities without specialist intervention May appear passive in absence of appropriate intervention Extreme difficulties in managing change Specialist transition plan required Environment will have a profound impact on function 	<ul style="list-style-type: none"> May need support for daily needs Vulnerable to mental health issues and self harm May occasionally demonstrate challenging behaviour Needs support to form and sustain relationships Can be included in social and learning activities with planned intervention May show difficulties in managing change Transition needs to be carefully planned and supported Environment will have a severe impact on function 	

AREA 4: SUPPORT AND DIRECT SPECIALIST INTERVENTION / EQUIPMENT		
HN Level 4	HN Level 3	EVIDENCE / EXAMPLES
<ul style="list-style-type: none"> High level of ongoing specialist intervention required Technology supporting communication and access to information (e.g. hearing aids, low vision aids) required at all times but offering limited benefit Specialist communication aids (including specialist intervener) 	<ul style="list-style-type: none"> Specialist and/or targeted intervention required Technology supporting communication (e.g. hearing aids, low vision aids) required at all times offering a high level of benefit Specialist and/or targeted use of communication aids may be required 	

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<p>required at all times</p> <ul style="list-style-type: none">• Intensive Speech and language, mobility, rehabilitation and multisensory programmes in place.• Care plan in place with specialist trained staff to manage sensory needs• A fully adapted environment• Access to specialist environments (e.g. sensory rooms, soft play areas, quiet areas)• Access to hydrotherapy, physiotherapy and OT• Therapy programmes / specialist intervention, equipment and training <p>will be required from a number of agencies in a planned cohesive programme</p> <ul style="list-style-type: none">• A multi sensory curriculum is essential• Alternative means of communication such as intensive interaction, touch cues, body signing, objects of reference and Pecs will be required• Should use 'Getting a Result' (SENSE) at transition to adulthood	<ul style="list-style-type: none">• Speech and language, mobility, rehabilitation and multisensory programmes in place.• Care plan in place with specialist trained staff to manage sensory needs• Modifications to the environment are required e.g. good lighting, sound field equipment, good acoustic conditions. seating positions are appropriate to ensure effective communication• A multisensory approach to teaching and learning required.	
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