



MSI Policy

Policy Written by/date: Date Ratified by Governors:	Signed/Date: Chair or Vice Chair	Policy due for review:
Tracey Press: MSI Lead November 2015		November 2017

This Policy is linked to the following School Policies and/or Procedures

Curriculum Policies	School Policies	School Business/Finance Policies
<ul style="list-style-type: none"> • Curriculum • SEN • English (incl Library) • Art • DT • Forest Schools • Humanities • Maths • P.E • PSHE • ICT/Computing • R.E • Collective Worship • Science • Sex and Relationship Education (SRE) • Careers • Post 16 (inc Consortium) • Communication • ASD • Music • School Council • Spiritual, Moral, Social and Cultural/British Values • Teaching and Learning • Conductive Education 	<ul style="list-style-type: none"> • Child Protection and Safeguarding • Inclusion • SEN Report • Appraisal • Positive Intervention • Prospectus • Pupil Attendance • Anti—Bullying • Designated Teacher (LAC) • Exclusions Policy • Volunteers • Animal Visits • Educational Visits • Exams/Accreditation • Staff Dress Code • First Aid Health and Medications • Intimate Care • Manual Handling/Mobility • Initial Teacher Training • Planning, Preparation and Assessment • Continuing Professional Development • Teaching Assistants • Well-Being of Staff and Student • SEF • SDP • Bereavement • Management of Incident Involving Drugs • Use of Video and Photography • Acceptable Use • E-Safety • Non-Smoking Policy • Complaints • Assessment, Recording and Reporting • Parental Involvement • Student Participation • Home School Agreement • Healthy Eating • Transition • Pupil Premium • Lone Working • Staff Induction • Supporting Pupils with Medical Needs 	<ul style="list-style-type: none"> • Data Protection • Confidentiality • Pay Policy • Register of Business interests of HT and Governors • Accessibility Plan • Charging • Freedom of Information • Publication Scheme • Staff Grievance • School Companies • School Income • Lettings • Code of Conduct • Governor Allowances • Allegations of abuse against staff • Health and Safety • Retention of data • Recruitment and Selection Policy (Safer Recruitment) • Governing Board Succession Planning • Whistleblowers • Instrument of Government • Staff Discipline, Conduct and Grievance procedures • Equal Opportunity Policy • Equality Duty • Staffing Structure • Staff Attendance Planned • Staff Attendance Unplanned • Anti-Harrasment • School Emergency Plan • Critical Incidents • Transport • Pool Safety and Procedures

All our pupils and staff at GSSC are treated equally regardless of race, age, creed, gender religion or sexual orientation.

All policies at GSSC are written to reflect Statutory Requirements or National Guidance and updated in accordance with this. There are times when the Government or Local Authority provide updates to policies that are outside of the policy review schedules. In such instances, an appendix will be added to policies to reflect these updates until the Governing Board can ratify these amended policies. These appendices will supersede previously issued Statutory Requirements or National Guidance.

GSSC January 2016

All our pupils and staff at GSSC are treated equally regardless of race, age, creed, gender religion or sexual orientation.

GSSC

MSI Policy

This reviewed policy was written in November 2015 by the AAC Co-ordinator in conjunction with the Curriculum Committee. It was approved and adopted by the Governors This policy was written with guidance to (QCA document Shared World – Different Experiences 1999). It will be monitored and reviewed annually as part of the school's monitoring cycle or sooner if required.

Rationale

At Greenfields Specialist School for Communication (GSSC) We supply a systematic way of exploring the world and endeavour to encourage the following skills:

Observing, experimenting, recording, patterning and inferring, predicting, communicating, questioning, evaluating and applying what they have learned. We also aim to foster the following attitudes: confidence, self-respect, respect for others, care and compassion for all living things, curiosity and co-operation.

GSSC is a safe and caring environment where each student is valued as an individual. We offer relevant curricula, therapies and experiences supported by a multi-disciplinary approach. This enables students to develop essential social, physical, communication and academic skills that build upon their strengths, in order to lead as full, satisfying and independent lives as possible.

This includes deafblindness, multiple disabilities, visual impairment (MDVI) and multiple disabilities , hearing impairment (MDHI). A student with deafblindness will have both visual and hearing impairments that are not fully corrected by spectacles and hearing aids. They are not completely deafblind, but the combination of these two disabilities on their ability to learn is greater than the sum of their two parts. Those who are born deafblind from birth will have little or no experience of things seen or heard. Their perception of the world is very different from that of the adults who educate them. (QCA document Shared World – Different Experiences 1999) The students also have profound or severe learning difficulties, physical difficulties and may have additional complex and medical needs. The students are taught using specialised approaches that that consider the impact of multi-sensory impairment on their learning.

Entitlement, Access and Equal Opportunities

All our pupils have equal opportunities to access to a broad and balanced curriculum regardless of race, age, creed, gender or sexual orientation. The balance of the curriculum may, however, vary to respect their individual needs and priorities.

Aims and objectives

At GSSC, we aim to provide a rich and varied curriculum in all subjects that will challenge and channel pupils' natural curiosity, encouraging them to explore and make sense of the world in which they live. Our principal aim is to develop pupil's knowledge, skills and understanding.

All our pupils and staff at GSSC are treated equally regardless of race, age, creed, gender religion or sexual orientation.

At GSSC we aim to consider the needs and teaching strategies required which enable the MSI student to achieve successful learning within the curriculum provided.

This includes:-

The need to communicate to others.

The need to develop self-awareness.

The need to understand the environment and world in which they live.

The need to be creative and appreciate creativity in others.

The need to better understand their life.

Teaching and Learning Styles

The emphasis of the curriculum is to develop communication skills, mobility and orientation skills, social and personal skills and maximise functional visual, auditory, and tactile skills. The students also require additional time for their personal care needs.

At GSSC we adapt the curriculum to meet the following needs of the student with multi-sensory impairment.

- Emotional development
- Incidental learning
- Opportunities to initiate
- Understanding concepts
- Speed of learning
- Relationships with others
- Group work
- Developing visual and auditory memories.
- Ability to generalise.

Emotional Development.

The curriculum is delivered through intensive short sessions with frequent opportunities for the deafblind student to build relationships with staff and time to develop their communication skills. The need of students with MSI to rely on memory often drains their patience and energy. Extra time may be needed to allow the student with MSI to overcome fear of unfamiliar surroundings and objects.

Incidental Learning.

Students with MSI will have to be taught many things that other students take for granted; learning is not acquired incidentally. The student does not receive information about events happening at a distance, they may not realise when people leave or enter a room.

At GSSC we encourage all staff to say who they are on entering a room and when leaving.

Speed of learning.

Students with MSI will have a slower pace of learning. They must be allowed time to explore objects using touch and smell. Even those with some vision or hearing will need additional time to make sense of the incomplete information they receive through their senses.

All our pupils and staff at GSSC are treated equally regardless of race, age, creed, gender religion or sexual orientation.

At GSSC we encourage the student to take time to explore, respond, and develop an understanding of their environment.

Relationships with others.

Pupils with hearing and sight are used to seeing facial expressions, body language and gestures, and to hearing the tone of voice of others. This helps them understand and interpret what another person is feeling and saying. The student with MSI has to rely on much less information. Because of this, they may have difficulty developing relationships. Working within a structured environment and with only a small number of people may help them develop interpersonal skills.

At GSSC we encourage the development of interpersonal skills and facilitate an appropriate learning environment by providing opportunities for the student with MSI to work with familiar staff. In the classes the students are taught in small groups using a structured timetable, in a consistent environment and using routines.

Sensory Awareness

Students with MSI will need to be taught to use sensory inputs to the full. They must be allowed to experience the world in a way that is meaningful to them.

Students are taught to develop the use of their functional vision, hearing and tactile skills. Physical activities involve developing their proprioceptive and vestibular senses as appropriate. Students may also use their olfactory sense and sense of taste to learn about the people, places and objects in the world.

Implementation:

Emphasis will be placed on developing communication skills, self-awareness, an understanding of the environment, to be creative and to appreciate the creativity in others and to better understand their life. A major part of the curriculum for students with MSI involves Specialist learning programmes:-

- Personal and social development.
- Independence and self-help skills.
- Therapeutic support such as physiotherapy, bowel massage, speech and language therapy, hydrotherapy and yoga.
- Visual and auditory training.

The curriculum involves the use of routines to deliver teaching. In these sessions, processes are repeated and the content changed. The skills and processes remain constant to enable the student with multi-sensory impairment to make progress and demonstrate anticipation, moving from resistance to independence.

‘Using routines can help pupils anticipate what is happening and feel comfortable about a familiar activity; this enables them to attend to the detail of what is being presented rather than being confused with the melee of activity.’ (QCA 1999)

There are also opportunities for the curriculum to be delivered through individual one-to-one work with staff, and in small groups.

All our pupils and staff at GSSC are treated equally regardless of race, age, creed, gender religion or sexual orientation.

The students have opportunities of broadening their experiences both within school and within the local community. At all times, the impact of their multi-sensory impairment is considered in how such experiences are accessed by each student.

Communication is a major part of the student's learning, and a total communication approach, involving the use of functional objects, objects of reference, signing, True Object-Based Icons (TOBIs), photos, symbols, Voice-Output Communication Aids (VOCAs), raised MOON text and speech is used, tailored to each individual student's needs.

Spiritual, Moral, Social and Cultural Development

All subjects and areas of the curriculum play a key role in pupils' spiritual and moral development, as well as making a distinctive contribution to their social and cultural development.

British Values

Pupils explore the values and attitudes that underpin being British, both in society and the wider world across the school curriculum. This includes developing respect and sensitivity for others whilst celebrating the important days in the history of Britain. This supports the pupils in learning the history of where we have come from and where we are going. This prepares them by giving them a range of views, opinions and beliefs to become valuable citizens.

Communication:

As a 'Communication School', the focus for all pupils at GSSC is to enable pupils to 'have a voice'. Pupils at GSSC all display varying levels of communication difficulties and access to the curriculum will be provided for all pupils using their own preferred method of communication

Staff Training:

All staff will be offered appropriate training and support necessary to implement this policy, within the available resources of the school.

Areas for staff development include:-

What is communication?

Communication and equal opportunities.

Existing AAC systems in the environment

Modelling good practice

Talking with AAC users.

Observational skills in the following areas; physical needs, seating, interaction and sensory abilities at a functional level.

Developing opportunities for communication.

Providing rich communication environments.

Practical ideas and activities.

Seating and positioning – general principles.

Access to symbols and technology for communication.

Signs, symbols and speech output devices – recommendations and appropriateness to the individual child.

All our pupils and staff at GSSC are treated equally regardless of race, age, creed, gender religion or sexual orientation.

Vocabulary selection and use of language.
Using ICT to develop communication skills.
Awareness of when to call in the next level of support/assessment.
Intensive Interaction
TOBI's
Symbols
Objects of Reference
Tassle body sign
Communication Partners
Communication and play

Assessment, Recording and Reporting

Assessment procedures will provide information regarding pupils' progress and inform further planning. These will be developed in line with other curriculum areas and form part of a whole school approach to assessment recording and reporting. B-Squared assessments will be completed for each pupil throughout the academic year. All pupils will be assessed within the P-Scales and through National Curriculum Levels at present. Developmental Descriptors are in the process of being developed in conjunction with The Northamptonshire Special Schools and Resources Provision SEN Data Development Group for pupils who are working 'beyond P8'. There are two assessment points in the year – January and June/July.

Pupils who are shown to require additional input are identified and an Action Plan will be written and monitored. This information is shared with parents and carers in the form of a report for the Annual Review.

Reporting to parents and carers takes place through the Annual Review process, Parent's Evenings and end of year academic Assessment reports.