

## 3.2 Recognise the lived experiences and support considerations of people with sensory disabilities

<b>Kaupae   Level</b>	3
<b>Whiwhinga   Credit</b>	5
<b>Whāinga   Purpose</b>	<p>This skill standard is for learners working in a support setting. Learners will be able to describe sensory disabilities and how they may have an impact on a person's daily life, recognise a range of key support considerations for a person with sensory disability, and identify ways to promote access, social inclusion, and wellbeing for a person with sensory disability.</p> <p>This skill standard aligns with the outcomes of the New Zealand Certificate in Disability Support (Level 3).</p>

### Hua o te ako me Paearu aromatawai | Learning outcomes and assessment criteria

<b>Hua o te ako   Learning outcomes</b>	<b>Paearu aromatawai   Assessment criteria</b>
1. Describe sensory disabilities and how they may have an impact on a person's daily life.	a. Define sensory disability using inclusive, strengths-based, and current terminology.
	b. Identify how sensory disability can present for a person.
	c. Examine how sensory disability may impact a person's daily life.
	d. Identify conditions that can co-occur with sensory disability.
2. Recognise a range of key support considerations for a person with sensory disability.	a. Identify person-centred approaches that support a person's holistic needs.
	b. Describe support strategies that enhance access, independence, and wellbeing.
	c. Examine how mana-enhancing and culturally responsive approaches can support a person's identity, preferences, and self-determination.
3. Identify ways to promote access, social inclusion, and wellbeing for a person with sensory disability.	a. Acknowledge societal and environmental barriers that can affect access, inclusion, and wellbeing.
	b. Identify services, supports and networks that promote access, inclusion, and wellbeing.

	c. Examine how relationships, networks, and community connectedness support access, inclusion and wellbeing.
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## Pārongo aromatawai me te taumata paearu | Assessment information and grade criteria

### Assessment specifications:

For assessment purposes evidence provided for the assessment of this skill standard must be gathered:

- in a disability support setting.
- in accordance with workplace or organisational policies and procedures.

### Definitions:

- *Disability support setting* – any environment where a disabled person receives support to meet their needs and goals. This may include, but is not limited to, residential support, home-based support, day services or centre-based support, community-based services, or through individualised funding models that enable the person to direct their own support.
- *Mana* - a Māori concept that refers to a person's inherent dignity, authority, and spiritual power. Mana comes from whakapapa (genealogy), personal integrity, and how a person is treated by others. In disability support, upholding a person's mana means recognising their value, supporting their autonomy, and promoting respect in all interactions.
- *Organisational policies and procedures* – are the policies, procedures and methodologies of an organisation. They include legislative and regulatory requirements which may apply across an organisation, a specific site, or a workplace. Requirements are documented in organisational health and safety plans, contract work programmes, quality assurance programmes, policies and procedural documents.
- *Person* – a person accessing support services. Depending on the context, other terms that may be used include disabled person, tāngata whaikaha, tāngata whaiora, client, consumer, resident, patient, tūroto, or individual. Wherever possible, terminology should reflect the person's identity, preferences, and the principles of the social model of disability.
- *Sensory disability* – refers to significant and long-term impairments that affect a person's ability to see, hear, or process sensory information. This includes blindness, low vision, Deafness, hard of hearing, auditory processing disorder, and dual sensory loss. Sensory disabilities may be present from birth or acquired later in life. They may influence how a person accesses information or communicates with others but do not define their identity, value, or potential. In Aotearoa New Zealand, sensory disability is understood through a rights-based and social model lens, recognising that many barriers arise from inaccessible environments, attitudes, and systems. Other terms — such as Deaf or tāngata turi— should be used when preferred by the person or whānau.
- *Support* – should aim to maximise a person's independence by utilising existing strengths and appropriate resources; but may include providing assistance to enable a person's health and wellbeing needs to be met.

## Ngā momo whiwhinga | Grades available

Achieved.

### Ihirangi waitohu | Indicative content

Could include, but is not limited to:

#### Understanding sensory disability

- Definitions of sensory disability using inclusive and strengths-based terminology.

- Common types of sensory disability: blindness, low vision, Deafness, hard of hearing, dual sensory loss, sensory processing differences.
- Co-occurring conditions and co-morbidities, including mental health challenges and neurodivergence, and their impact on communication, participation, and support needs for people with sensory disabilities.
- Congenital vs. acquired disabilities.
- Fluctuating, progressive, or variable conditions.
- Impact on communication, information access, social interaction, relationships, personal care, education, and participation.

### Person-centred support considerations

- Importance of rights-based and culturally grounded support.
- Enabling Good Lives.
- Understanding diverse communication needs (e.g. NZSL, tactile signing, braille, AAC, plain language).
- Common adaptations and supports such as screen readers, hearing aids, cochlear implants, visual alarms, tactile markers.
- Roles of Deaf interpreters, vision rehab specialists, mobility instructors.
- Respect for cultural identity and Deaf culture.

### Promoting access, inclusion, and wellbeing

- Barriers created by inaccessible environments, assumptions, and systemic exclusion.
- Impacts of isolation and lack of communication.
- Importance of connection, participation, peer support, and social networks.
- Rights, legislation, and protections:
  - NZ Disability Strategy 2016–2026
  - Code of Health and Disability Services Consumers' Rights
  - UNCRPD
  - Human Rights Act
  - Te Tiriti o Waitangi.
- Services and supports in Aotearoa NZ:
  - NASC organisations
  - Disability information and advocacy services
  - Peer-led organisations (e.g. Deaf Aotearoa, Blind Low Vision NZ)
  - Equipment providers, communication funding, Individualised Funding
- Inclusive, mana-enhancing communication approaches tailored to sensory needs.

### Rauemi | Resources

#### Recommended resources:

- Enabling Good Lives. *Enabling Good Lives*. <https://www.enablinggoodlives.co.nz/>. Retrieved July 25, 2025.
- Health and Disability Commissioner. (1996). *Health and Disability Commissioner (Code of Health and Disability Services Consumers' Rights) Regulations 1996*. <https://www.hdc.org.nz/your-rights/about-the-code/code-of-health-and-disability-services-consumers-rights/>. Retrieved July 25, 2025.
- Ministry of Health. (2016). *New Zealand Disability Strategy 2016–2026*. <https://www.whaikaha.govt.nz/assets/About-us/Disability-Strategy/pdf-nz-disability-strategy-2016.pdf>. Retrieved July 25, 2025.
- New Zealand Government. (1990). *New Zealand Bill of Rights Act 1990*. <https://www.legislation.govt.nz/act/public/1990/0109/latest/whole.html>. Retrieved July 25, 2025.
- New Zealand Government. (1993). *Human Rights Act 1993*. <https://www.legislation.govt.nz/act/public/1993/0082/latest/whole.html>. Retrieved July 25, 2025.

- New Zealand Government. (2001). *Health and Disability Services (Safety) Act 2001*. <https://www.legislation.govt.nz/act/public/2001/0093/latest/DLM119975.html>. Retrieved July 25, 2025.
- New Zealand Ministry of Justice. *Convention on The Rights of Persons with Disabilities (CRPD)*. <https://www.justice.govt.nz/justice-sector-policy/constitutional-issues-and-human-rights/human-rights/international-human-rights/crpd/>. Retrieved July 25, 2025.
- Standards New Zealand. (2021). *Ngā Paerewa Health and Disability Services Standard (NZS 8134:2021)*. <https://www.standards.govt.nz/shop/nzs-81342021>. Retrieved July 25, 2025.
- Waitangi Tribunal. (n.d.). *Māori and English versions of the Treaty*. Retrieved May 28, 2025, from <https://www.waitangitribunal.govt.nz/en/about/the-treaty/maori-and-english-versions>. Retrieved July 25, 2025.

### Pārongo Whakaū Kouna | Quality assurance information

<b>Ngā rōpū whakatau-paerewa  </b> Standard Setting Body	Toitū te Waiora Community, Health, Education, and Social Services Workforce Development Council
<b>Whakaritenga Rārangi Paetae Aromatawai  </b> DASS classification	Community and Social Services > Health, Disability, and Aged Support > Supporting People with Disabilities
<b>Ko te tohutoro ki ngā Whakaritenga i te Whakamanatanga me te Whakaōritenga  </b> CMR	0121

<b>Hātepe  </b> Process	<b>Putanga  </b> Version	<b>Rā whakaputa  </b> Review Date	<b>Rā whakamutunga mō te aromatawai  </b> Last date for assessment
<b>Rēhitatanga  </b> Registration	1	DD MM YYYY	N/A
<b>Kōrero whakakapinga  </b> Replacement information	N/A		
<b>Rā arotake  </b> Planned review date	31 December 2029		

Please contact Toitū te Waiora Community, Health, Education, and Social Services Workforce Development Council at [qualifications@toitutewaiora.nz](mailto:qualifications@toitutewaiora.nz) to suggest changes to the content of this skill standard.