

41037**Recognise the lived experience and support considerations of people with sensory disabilities**

Kaupae Level	3
Whiwhinga Credit	5
Whāinga Purpose	<p>This skill standard is intended for learners working in or entering a disability support setting.</p> <p>Learners will recognise sensory disability using inclusive and strengths-based terminology, recognise how sensory disabilities may shape a person's lived experience, and identify person-centred, mana-enhancing strategies that support wellbeing, inclusion, access, and independence.</p> <p>This skill standard aligns with the New Zealand Certificate in Disability Support (Level 3) [Ref: 5561].</p>

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

Hua o te ako Learning outcomes	Paearu aromatawai Assessment criteria
1. Recognise sensory disabilities and their impact on a person's lived experience.	a. Define sensory disability using inclusive, strengths-based, and current terminology.
	b. Identify how sensory disabilities can present and conditions that may co-occur.
	c. Recognise how sensory disability may impact a person's lived experience.
2. Identify person-centred strategies to support the wellbeing, inclusion and independence of a person with sensory disability.	a. Identify person-centred, mana-enhancing, and culturally responsive approaches to support a person's holistic needs.
	b. Recognise support strategies that enhance access, independence, social inclusion, and personal wellbeing.
	c. Identify relevant services, supports, relationships, and community connections that enhance a person's wellbeing and inclusion.

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, education support, or through individualised funding models that enable the person to direct their own support.

Lived experience – the first-hand knowledge and understanding a person has gained from living with a disability, including the impact on their daily life, participation, wellbeing, and interactions with society and community.

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 – depending on the context, other terms that may be used include disabled person, tāngata whaikaha, tāngata whaiora, client, consumer, resident, patient, tūrora, 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**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, auditory processing disorder (APD), sensory processing differences.

- Co-occurring conditions, including mental health and neurodivergence (Autism, Attention Deficit Hyperactivity Disorder, Fetal Alcohol Syndrome Disorder(FASD)), 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 (for example. non-verbal or non-speaking), information access, social interaction, relationships, personal care, education, and participation.
- Behaviour as an indicator of communication.

Person-centred support considerations:

- Principles of rights-based and person-centred support.
- Enabling Good Lives.
- Holistic needs: cognitive, emotional, physical, cultural, social, and spiritual.
- Diverse communication needs (for example, NZSL, tactile signing, braille, Augmentative and Alternative Communication (AAC), plain language).
- Common adaptations and supports such as screen readers, hearing aids, cochlear implants, visual alarms, tactile markers, canes.
- Strategies that uphold dignity, independence and privacy, (for example, supported decision-making).
- Sensory profiles.
- Roles of NZSL interpreters, Vision Rehab Specialists, Mobility Instructors, Occupational Therapists.
- Tāngata whaikaha perspectives and cultural approaches to disability.
- The role of whānau in the lives of disabled people.
 - whānau as partners in support.
 - recognising and supporting whānau alongside the person.
- Respect for cultural identity and Deaf culture.
- A person's support needs may be shaped by intersectional identities, such as being Māori, Pacific, LGBTQIA+, or part of a faith, cultural or neurodivergent community.
- Inclusive and mana-enhancing communication:
 - cultural responsiveness
 - plain language
 - visual aids
 - supported communication
 - communication choices and accessibility preferences.

Access, inclusion, and wellbeing:

- Barriers created by inaccessible environments, ableist attitudes, assumptions, and systemic exclusion.
- Impacts of isolation and lack of communication on mental health.
- Importance of connection, participation, peer support, and social networks for disabled people and whānau.

- Rights, legislation, and protections:
 - Code of Health and Disability Services Consumers' Rights
 - Human Rights Act
 - New Zealand Disability Strategy 2026–2030
 - Ngā Paerewa Health and Disability Services Standard (NZS 8134:2021)
 - Te Tiriti o Waitangi.
 - United Nations Convention on the Rights of Persons with Disabilities (UNCRPD).
- Services and supports in Aotearoa NZ:
 - Disability Support Services (DSS)
 - Needs Assessment Services Co-ordination (NASC) organisations
 - disability information and advocacy services
 - peer-led organisations (for example, Deaf Aotearoa, Blind Low Vision NZ, Deafblind Association New Zealand)
 - equipment providers, communication funding, Individualised Funding.

Rauemi | Resources

Recommended resources:

- Enabling Good Lives. *Enabling Good Lives*. <https://www.enablinggoodlives.co.nz/>. Retrieved July 25, 2025.
- Health and Disability Commissioner (Code of Health and Disability Services Consumers' Rights) Regulations 1996. (1996). *New Zealand Legislation*. <https://www.legislation.govt.nz/regulation/public/1996/0078/latest/whole.html> Retrieved July 25, 2025.
- Ministry of Health. (2016). *New Zealand Disability Strategy 2026–2030*. <https://www.whaikaha.govt.nz/about-us/our-work/new-zealand-disability-strategy-2026-2030/>. Retrieved November 5, 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. *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.
- Whaikaha – Ministry of Disabled People. (2025, January 9). *Whaimana – Support My Decisions*. <https://www.supportmydecisions.nz/>

Pārongo Whakaū Kounga | Quality assurance information

Ngā rōpū whakatau-paerewa Standard Setting Body	Toitū te Waiora Community, Health, Education, and Social Services Workforce Development Council
Whakaritenga Rārangi Paetae Aromatawai DASS classification	Community and Social Services > Health, Disability, and Aged Support > Supporting People with Disabilities
Ko te tohutoro ki ngā Whakaritenga i te Whakamanatanga me te Whakaōritenga CMR	0024

Hātepe Process	Putanga Version	Rā whakaputa Review Date	Rā whakamutunga mō te aromatawai Last date for assessment
Rēhitatanga Registration	1	18 December 2025	N/A
Kōrero whakakapinga Replacement information	N/A		
Rā arotake Planned review date	31 December 2030		

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