Workstream 6a – BSL Coalition

Language Planning in Deaf Education
Guidance for Practitioners by Practitioners
Teacher Toolkit

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Preface

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Teacher Toolkit

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Foreword

This language planning guidance is a tool that has been developed for practitioners by practitioners in deaf education. The planning, writing and research for this document has been led by University of Leeds and the Sign Bilingual Consortium. Contributions have been made by teachers of the deaf, speech and language therapists, deaf professionals and service managers and in the North and South East regions. This work in progress was subsequently commissioned by NatSIP as part of their contract awarded by the DfE in April 2013, for the BSL coalition workstream to deliver Objective 6a: Development of specialist skills for BSL and sign support.

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1. How to use the Guidance

This guidance provides strategies for developing language planning in schools and services which respond to deaf children's increasingly rich and diverse use of sign and spoken languages in an increasingly multilingual United Kingdom.

The approach taken to language planning in this document acknowledges of the complex set of influences on learning and development and the importance of early language acquisition through exposure to rich language role models.

This is conceptualised using an ecological approach which considers individuals and their environment and how these interconnect. This is a helpful framework for envisaging the influences on language development and use and for planning effective interventions[1].

The document comprises the introduction and six sections which support the different phases of language planning. The suggested route through the language planning process is flexible as there will be different entry points depending on the school/service or individual approach. The process of language planning is also iterative as each phase contributes new information.

Phase 1: Collect language demographic information for your school or service.

Phase 2: Develop initial language profiles of individual children.

Phase 3: Select tools and protocols that can be used to assess and monitor different aspects of sign and spoken language development.

Phase 4: Identify different roles and responsibilities in language planning.

Phase 5: Develop an individual language plan.

Phase 6: Review the process and identify of next steps.

For each phase examples, practical guidance, materials and proformas are provided in the supplementary Appendices.

A note about terminology

In this document, the National Deaf Children's Society (NDCS) definition of the term *deaf* is used here to refer to all levels of hearing loss, including unilateral[2] deafness and temporary deafness such as glue ear[3].

The term *Language Planning* for the purposes of this document describes an approach to identifying and describing individual language repertoires and learning needs in the contexts of home, school and other settings. This usage is distinct from language planning in the context of international language cultivation, preservation and policy development.

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[1] Bronfenbrenner, U. (1979). *The Ecology of Human Development: Experiments by Nature and Design*. Cambridge, MA: Harvard University Press.
[2] http://www.ndcs.org.uk/family_support/useful_links_and_organisations/glossary/unilateral.html
[3] http://www.ndcs.org.uk/family_support/glue_ear/index.html
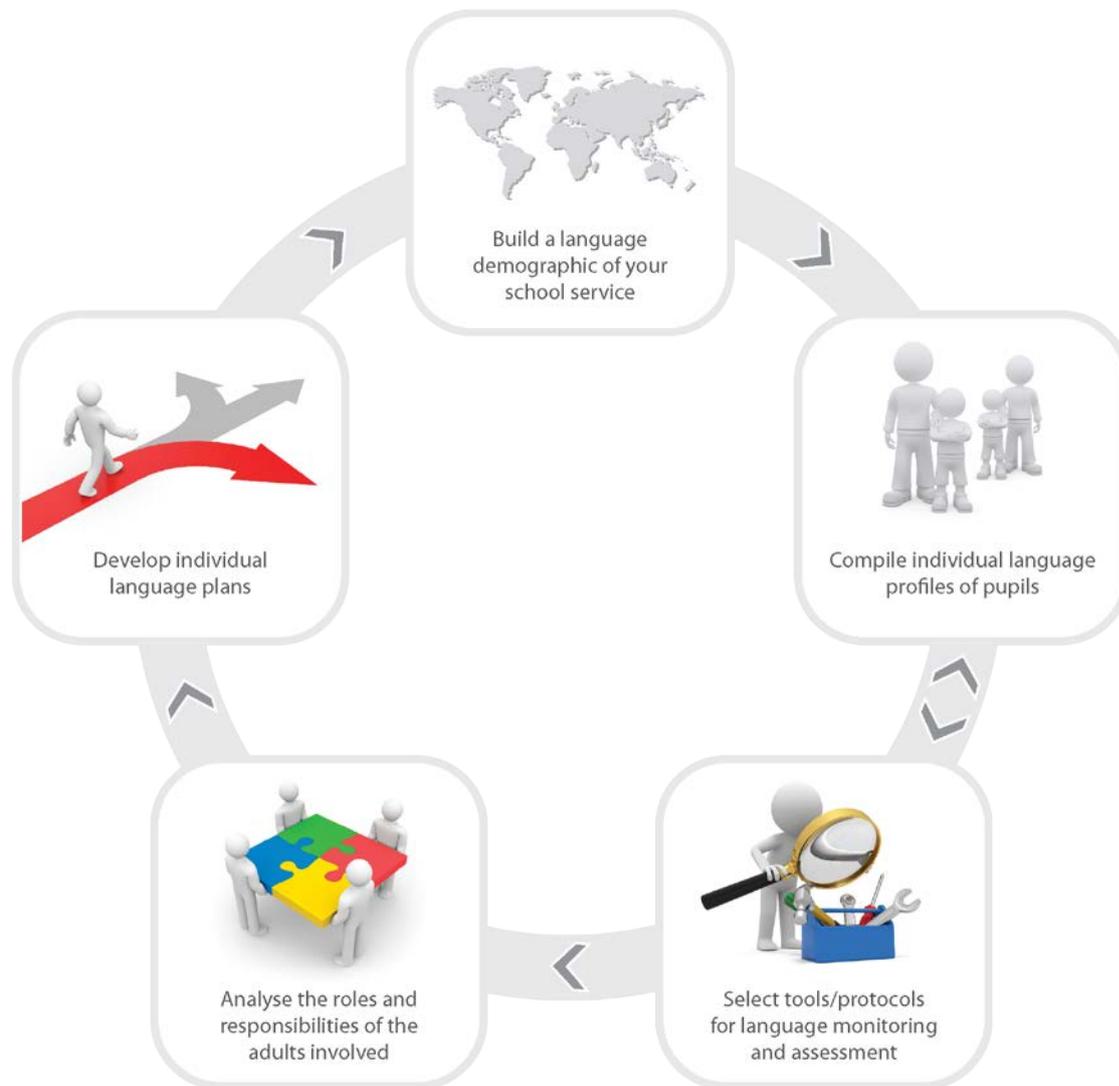
Figure 1. A suggested route through the language planning guidance.

2. Introduction

This language planning guidance aims to support practitioners to develop planning and teaching approaches which respond to deaf children's increasingly diverse use of sign and spoken languages. Underpinning this resource is a recognition that deaf children's increasingly dynamic use of sign androgen languages necessitates a re-conceptualisation of what it means to be deaf and bilingual and that language planning needs to take account of deaf children's mixed and blended use of sign and spoken languages in their everyday lives.

The guidance provides an approach to identifying and describing individual language repertoires and learning needs and as such, provides a tool for supporting children's individual language use and experiences in the contexts of home and school. The materials guide the development of individual asset-focused language profiles to be used in conjunction with the assessment tools and protocols to develop individual language plans.

The ecological approach taken to this guidance ensures that the complexity of individual language and communication practices are captured along with the external influences of different home/school environments and learning contexts.

The context for this language planning work is a review of sign bilingual policy and practice undertaken by the Sign Bilingual Consortium in response to specific questions in the research.[4] This review identified current priorities for bilingual education in the light of the changing educational landscape and learning contexts for deaf children and a need to reconsider how we describe languages approaches in deaf education. A discussion paper arising from this work will be presented at the International Congress on the Education of the Deaf (ICED) in Athens July 2015.

The resulting guidance document includes several examples from multilingual contexts for learning to help practitioners to develop tools and approaches which accurately describe individual spoken, sign and bimodal linguistic repertoires. However, the principles and strategies for language planning presented here are relevant for any deaf child in any setting.

The inclusive nature of this document is reflected in the writing and consultation process which involved school and service managers, teachers, communication support workers, deaf and bilingual support staff, teaching assistants, speech and language therapists and educational audiologists from a range of educational settings. As such, this guidance will serve as useful support material for initial and professional training and a resource for continuing professional development particularly with regards to contributing base-line information about progress for Ofsted inspections.

The overall aim of language planning is to enable practitioners to accurately document and support deaf children's increasingly dynamic use of spoken and sign language. This overarching aim implies a number of goals:

- to provide an approach to describing deaf children's repertoire of sign and spoken language skills which takes account of the full ecology of a child's life;
- to inform the provision of nuanced and appropriately balanced language support for individuals;
- to provide a critical overview of tools and protocols for assessing and monitoring deaf children's sign and spoken language development;
- to establish successful strategies for partnership working in the language planning process;
- to develop formative and relevant language plans for individuals which are continually developed and reviewed.

Each section of the guidance maps onto each of the above goals which are supported by practical materials and examples.

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[4] Knoors, H., & Marschark, M. (2012). Language planning for the 21st century: Revisiting bilingual language policy for deaf children. JDSDE, 17(3), 291-305.

3. Phase 1: Build a language demographic of your school or service
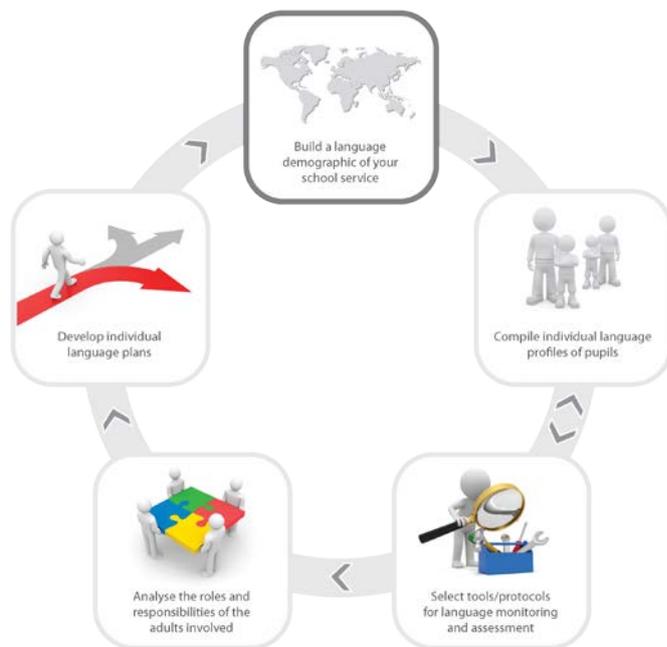
Use this section to gather information about the language landscape of your school or service. Some of this information may already be available to you through the Census, Local Authority, CRIDE or your SEF data. Prompt questions in this section will help you gather this data to provide a linguistic context for your language planning work.

To develop language planning at an individual level requires some understanding of the language landscape of the learning context, which encompasses homes, communities, cultures and schools. This knowledge will inform the provision of learning support, assessment and education services to all deaf children and their families in an increasingly multilingual United Kingdom where the proportion and relative commonness of languages continues to change in response to growing super-diversity and migration patterns.

Prompt questions to build a language demographic of your school/service:

What do you know about the population of your local authority?
- Size
- Diversity (language and ethnicity)

What do you know about your school/service population?
- Number on roll
- Distribution across pre-school, primary and secondary

What do you know about the 'language landscape' of your school/service population?
- Spoken languages in use
- Sign languages in use
- Patterns of language use and/ commentary on the language data such as examples of how families use their languages.
- Staff language skills, training and qualifications (sign and spoken)

Where is this information currently available?
- Council census date
- CRIDE data (2013)
- SEF data (for schools)
- Gaps in this data

Examples of demographic case studies from services in the UK and from research internationally can be found in Appendix 1.

4. Phase 2: Compile individual language profiles of pupils
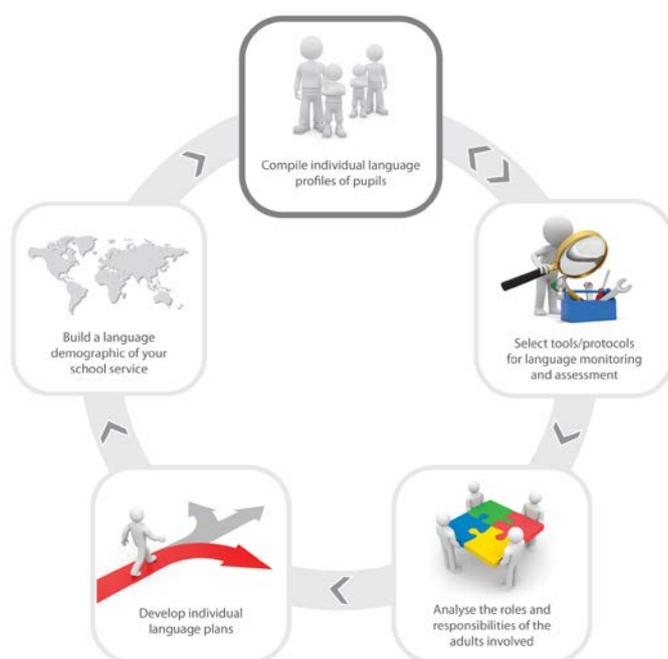
Use this section of the guidance to compile rich individual language profiles, which take account of the full ecology of a child's life. These will inform your later language plan.

This section provides you with a language profile structure with suggested areas of focus and prompts for collecting information. The structure of these individual profiles reflects an ecological model as described in the introduction to the guidance. This ensures that the complexity of language and communication practices at home, school and other settings is captured along with the influences of different contexts on individual development. Ways to approach each section of the profile are illustrated in the exemplar language profiles in Appendix 2.

4.1 Language profile structure

1. LANGUAGE CONTEXTS	
Profile Areas	**Prompts for Collecting Information**
Family and home contexts *The home and family background*	- Family make-up: siblings, extended family etc - Home/family languages and cultures - Other deaf family - Family and child expectations for language development - General engagement with school - Activities outside of school
Information about individual deafness *Audiological history and current support*	- Cause and type of deafness - Date of diagnosis and length of time of deafness - Audiological management in place - Consistency of use of audiological support - Identified benefits of audiological support

1. LANGUAGE CONTEXTS	
Educational background and management *Experience of pre-school support and school placement*	• Experience of pre-school/early support • How long in school • Type of educational setting • Age group and peer group • Learning support arrangements and personnel
Individual language resources *Repertoire of expressive and receptive sign and spoken language skills*	• Use of sign and spoken language • Communication choices • Communication confidence • Identified specific language disorder or SEN impacting on aspects of language acquisition • Language needs
Contexts of language use *Language exposure and use at home school and other settings*	• Exposure to different languages at home and at school (e.g. BSL in class with ToD, SSE for assembly with TA spoken English with friends). • Use of different languages for different purposes with different people at home and at school including mixed and/or blended use of spoken and sign language (e.g. with adults, friends, in class or socially).

2. LANGUAGE COMPETENCIES	
Profile Areas	**Prompts for collecting information**
Language assessment information *Measures, tools and protocols used to assess bilingual and bimodal language development*	• Tools or protocols used to assess separate languages and overall language competence • What individual tools are used for • How the individual tools are used • Collated scores and outcomes • Issues for forward planning • Identification of gaps in the profile information

3. LANGUAGE PLANNING	
Profile Areas	**Prompts for Collecting Information**
Language learning trajectory *Target areas for receptive and expressive language development*	• Summary comment about the child's language development pathway • Particular areas of strength • General targets and success criteria • Assessment and monitoring protocols
Any other comments	
Appendices	• Language assessment data and reports

5. Phase 3: Select tools and protocols for language monitoring and assessment
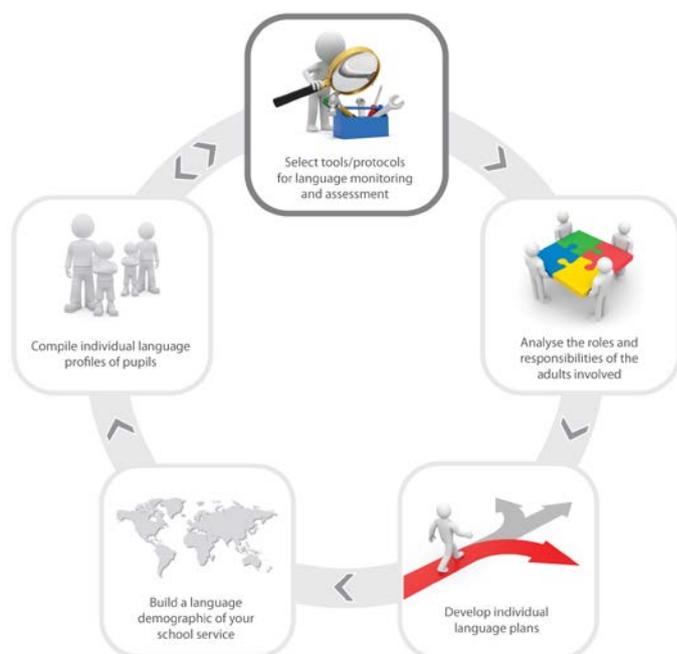
Use this section to identify and select assessments tools and protocols to monitor and assess individual language use and development.

This section provides you with prompt questions and an audit of current assessment tools and protocols to plan your assessment strategies and processes for individuals. In this section we will cross reference to NatSIP/NDCS Communication, Language and Listening Guidance.

Assessment is a dynamic process, which contributes to the development of individual language profiles and plans and also provides strategies for the monitoring and assessment of progress. Assessment is thus positioned at the centre of the process emphasising its formative and summative functions. The ecological and integrative approach taken ensures that language planning takes full account of individual environments and contexts of language learning and is responsive to the breadth of individual language competencies. Approaching assessment in this way necessarily involves partnership working between ToDs, parents and other key professionals in order to provide the range and detail of information required to develop to understand individual contexts of language use and specific skills.

5.1 The use of assessment tools and protocols

Listed below are the most commonly used language assessments categorised according to the main aspect of language they assess. Details of individual assessment tools and protocols, their purpose and use can be can be accessed either in the NATSIP/NDCS Guidance: *Assessing and monitoring the progress of deaf children and young people: communication, language and listening*[5] (Appendix 3).

When you use any assessment tool it is important to be clear about your objectives and your methodology and have consistent recording strategies. Some questions that you need to consider to help you select and identify the right kind of assessment are:
- What do I already know about this child's language use and competencies (from the individual profile)?
- What do I need to know about this child's language use and competencies?
- What languages need to be considered for assessment?
- What aspects of language use do I need to assess?
- What assessments can tell me about these specific sign or spoken language skills?
- What assessments can inform me about the mixed or blended use of these languages?
- Who needs to be involved in the assessment?

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[5] www.ndcs.org.uk/professional_support/our_resources/assessments.html

Questions that you should think about before you start to use a particular tool are:
- What is the objective of this assessment tool - does it tell me what I want to know?
- What is the protocol for its use?
- Can it be used flexibly to fit my assessment questions?
- Who can use it - is any training needed?
- How often should it be used?
- How will the child, parents and other professionals be involved in this process?
- How will I record and report the assessment outcomes?
- How will the assessment outcomes inform the individual language plan?

5.2 The evaluation of functional language

Formal language assessments provide vital information for practitioners to inform effective planning and support for deaf children and young people. The test situation, however, represents a specialised, unfamiliar and infrequent context for the child. In order to develop a more integrated and ecological profile it is important to supplement formal assessment information with evidence and understanding of the child's ability and willingness to transfer and use a range of linguistic skills within different learning contexts.

Evaluation of functional language use may be undertaken using a range of assessment tools as indicated in the list below to collect objective information. Practitioners should complement this by using observation and video evidence of how children use different language skills and modalities in different settings and for different purposes. This information may then present the stimulus through which to explore these abilities further with the child. Functional language assessment is also an extremely important aspect in evaluating a child's appropriate use of audiological equipment such as a radio aid system.

If you are planning to undertake an observation you should think about:
- Where will I collect the observational data? (home /school/nursery)?
- What type of communication contexts do I want to observe?
  - o Home environment with the family
  - o Classroom interaction with peers working in a group
  - o Classroom interaction within whole class teaching sessions
  - o Classroom interaction 1-1 with an adult
  - o Classroom interaction 1-1 with a peer
  - o Social interaction with peers
- Which aspect of language do I wish to observe?
- How will I recognise and record this aspect of language use?
- How will I analyse and report this aspect of language use?

Care should be taken when using video information that the process does not become too cumbersome by endeavoring to analyse in detail an extensive section of recorded information.

Video information can be extremely valuable and informative but preparation and clear aims are necessary to achieve this.

5.3 The ethics of assessment

All children are subjected to assessment throughout their childhood; it is a necessary part of growing up in our society. Deaf children experience significantly more assessment than their hearing peers and it is therefore important that ethical consideration is given prior to all assessments. More detailed information on the "Ethical Guideline for Educational Research" (2011) produced by the British Educational Research Association (BERA) can be found in the supplementary Appendices document.

The following questions may help guide you through the ethical considerations you should apply as part of the preparation for undertaking assessments with a particular pupil:

- Will undertaking an assessment cause the pupil undue stress?
- How recently has the pupil been involved in an assessment process?
- How might the information be obtained most effectively? Which assessment should be used, video, observation or formal assessment?
- Which method will provide the most useful information with the least imposition or burden on the child?
- How will I ensure the information is shared and used appropriately i.e. what information should be provided with the results to enable others to use the data effectively?

N.B. You will need to ensure any video data collected is stored securely and is password protected.

5.4 Additional protocols and resources

The following information is not comprehensive but provides a current overview of the most commonly used assessments to develop understanding a deaf pupils current language levels across a range of different settings. The summary list provides key details including modality, repeatability and training recommendations within the following categories:

1. Functional Language and Communication Skills - these assessments may be used to provide information regarding a child's functional language use across a range of different settings. Some are specifically designed for particular settings; others may be adapted to provide further information.

2. Receptive Language - these assessments are developed to provide specific information within a test situation.

3. Expressive Language - these assessments are developed to provide specific information within a test situation.

4. Expressive and Receptive Language Packages - these assessments are developed to provide specific information within a test situation.

5. Auditory/speech perception - these assessments are developed to determine a child's ability to distinguish between a range of different auditory information.

6. Speech Production - these assessments consider the child's range of speech production skills primarily based on the successful production of phonemes.

7. Monitoring Protocols - these documents have been developed to reflect the child's overall development, not specifically language. They provide an important tool in which to contextualise detailed language assessment information in terms of the whole child.

The summary list includes references to the page number in the NatSIP/NDCS document *Assessing and monitoring the progress of deaf children and young people: Communication, language and listening* (CLL) where further details of a particular assessment may be found. Information on individual assessments not included in this publication may also be found in Appendix 3.

5.5 British Sign Language assessments

There are now some standardised assessments of BSL acquisition which are used by bilingual schools and services. These include the BSL Receptive Skills Test, the BSL Production Test by R. Herman et al and the BSL vocabulary assessment by Wolfgang Mann (see following summary list). To supplement these assessments, practitioners may wish to adapt existing assessments including spoken language assessments or other sign language assessments such as those developed to be used with American Sign Language users.

Mann and Haug[6] have developed guidelines that provide a nine-step process that will help ensure the resulting adapted test is both reliable and valid. When adapting a test from another sign language differences in linguistic structures and cultural influences may affect the consistency of the language aspect being measured or lead to the assessment measuring a different aspect altogether.

It is vitally important that all adaptations are subsequently reported to ensure that context of the assessment used is clear and that the results are not reported against standardised criteria. The assessment, provided it has been carefully adapted, will provide useful and informative information that may be used to inform individual planning and development but not a broader picture.

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[6] Mann, M., & Haug, T. (2014) Mapping Out guidelines for the development and Use of sign Language Assessments: some Critical Issues, comments and Suggestions in Quinto-Pozos, D., (Ed) Multilingual Aspects of Signed Language Communication and Disorder. Bristol, Buffalo: Multilingual Matters.

Language and Communication Skills Planning Summary List

Main Aspect of Language/Communication Skills to be Assessed	Tests and protocols	References Page Numbers	Modality	Standardised Age Range	Repeatability*	Training Required or Recommended	Quick and Easy
Functional Language and Communication Skills *To provide information regarding a child's functional language, including listening skills, across a range of different settings.*	Pragmatics Profile Of Everyday Communications Skills ■ Pre school ■ School age ■ Adult	CLL* 19	MI** *		✓		
	Macarthur Communication Development Inventory (CDI) ■ Infant ■ Toddler	CLL 17	MI	0-30mths	✓		
	Ling Sounds (test showing access to the full range of speech sounds for language learning)	A 69**	S		✓		✓
	Listening Skills Profile (LIP) Infant (iLIP) (NEAP)	CLL 61	S		✓	✓	✓
	Categories Of Auditory Performance (CAP) (NEAP)	CLL 63	S		✓	✓	✓
	Meaningful Auditory Integration Scale (MAIS) (NEAP) IT-MAIS	CLL 65 CLL 66			✓	✓	✓
	Parents Evaluation Of Oral/Aural Performance Of Children (PEACH)	CLL 73	S				
	Teachers Evaluation Of Oral/Aural Performance Of Children (TEACH)	A 73	S				
	Screening Instrument for Targeted Educational Risk (SIFTER) ■ Pre-school ■ School Age	CLL 75	MI				

Main Aspect of Language/Communication Skills to be Assessed	Tests and protocols	References Page Numbers	Modality	Standardised Age Range	Repeatability*	Training Required or Recommended	Quick and Easy
Receptive Language *To provide specific information within a test situation.*	Test for Reception of Grammar-2 (TROG)	CLL 26	S	4-16yrs			
	The British Picture Vocabulary Scale (BPVS)	CLL 29	S	3-16yrs Spoken language			✓
	BSL Receptive Skills Test	CLL 31	BSL	3-13yrs		✓	
Expressive Language *To provide specific information within a test situation.*	South Tyneside Assessment of Syntactic Structures (STASS)	CLL 38	S	3-7yrs		✓	
	Dorset Assessment Of Syntactic Structures	CLL 39	S	7yrs- adult			
	Renfrew Word Finding Vocabulary Test	CLL 35	S MI****	3yrs 3mths- 8yrs 6mths spoken language			✓
	Renfrew Action Picture Test (RAPT)	CLL 33	S MI****	3-8yrs spoken language			
	Renfrew Bus Story Test	CLL 41	S MI****	3-8yrs			
	Assessing BSL Development: Production Test (Narrative Skills)	CLL 43	BSL	4-11yrs		✓	

Main Aspect of Language/Communication Skills to be Assessed	Tests and protocols	References Page Numbers	Modality	Standardised Age Range	Repeatability*	Training Required or Recommended	Quick and Easy
Expressive and Receptive Language Assessment *To provide specific information within a test situation.*	Pre-School Clinical Evaluation Of Language Fundamentals Preschool (CELF)	CLL 51	S	3-6yrs		✓	
	Clinical Evaluation Of Language Fundamentals Fourth Edition (CELF-4)	CLL 55	S	5-21yrs		✓	
	The Pre-school Language Scales, Fourth Edition (PLS-4) (currently only available to purchase by SLTs)	CLL 47	S	Birth - 6yrs 5mths			
	Assessment of Comprehension and Expression (ACE)	CLL 53	S	6yrs-11yrs 11mths		✓	
	New Reynell Developmental Language Scales (NRDLS)	CLL 45	S	3yrs-7yrs 6mths		✓	
	Tait Video Analysis	CLL 21					
	The Derbyshire Language Scheme	CLL 49	S				
	Web-based British Sign Language Vocabulary Test	A 38	BSL	4-15yrs	✓		✓

Main Aspect of Language/Communication Skills to be Assessed	Tests and protocols	References Page Numbers	Modality	Standardised Age Range	Repeatability*	Training Required or Recommended	Quick and Easy
Auditory/Speech Perception *To determine a child's ability to distinguish between a range of different auditory information and in particular speech patterns.*	Ling Sounds	A 27	S		✓		✓
	Listening Skills Profile Infant (NEAP)	CLL 61	S		✓	✓	
	Categories Of Auditory Performance (CAP)(NEAP)	CLL 63	S		✓	✓	✓
	Meaningful Auditory Integration Scale (MAIS)(NEAP)	CLL 65	S		✓	✓	✓
	Kendall Toy Test	A 26	S		✓		
	McCormick Toy Test	CLL 67	S		✓		
	Manchester Picture Test	CLL 69	S		✓		✓
	Merklein Picture Test	A 71	S		✓		✓
	Manchester Junior Words	A 70	S		✓		✓
	BKB Sentence Lists	A 66	S		✓		✓
	Parents Evaluation Of Oral/Aural Performance Of Children (PEACH)	CLL73	S				
	Teachers Evaluation Of Oral/Aural Performance Of Children (TEACH)	A 74	S				
	Listening Inventories For Education UK-Individual Hearing Profile (LIFE-UK-IHP)	CLL 71	S				

Main Aspect of Language/Communication Skills to be Assessed	Tests and protocols	References Page Numbers	Modality	Standardised Age Range	Repeatability*	Training Required or Recommended	Quick and Easy
Speech Production *To investigate a child's range of speech production skills, primarily based on the successful production of phonemes.*	Profile Actual Linguistic Skills (PALS) (NEAP)	A 72	S			✓	✓
	Speech Intelligibility Rating (SIR) (NEAP)	CLL 80	S			✓	✓
	Hearing Age-Related Phonological Analysis (HARPA)	A 73	S				
	South Tyneside Assessment Of Phonology (STAP)	CLL 37	S	3-7yrs			✓
	Children's Auditory Performance Scale (CHAP)	A 67	S				
	Profile Of Actual Speech Skills (PASS)	CLL78	S			✓	✓
Monitoring Protocols and Language Schemes Some of these documents have been developed to reflect the child's overall development not specifically language. They provide an important tool in which to contextualise detailed language assessment information in terms of the whole child.	**PIVATS** **Performance Indicators for Value Added Target Setting**	A 79	MI		✓		
	BSquared	A 76	MI		✓		
	Monitoring Protocol for Deaf Babies and children	A 78	MI		✓		
	Teaching Talking	A 75	MI		✓		
	Black Sheep vocabulary builder	A 77	MI		✓		

Notes to the tables:

*CLL-Communication, Language and Listening- http://www.ndcs.org.uk/professional_support/our_resources/assessments.html

**A – information may be found in the supplementary Appendices document

NEAP- Nottingham Early assessment Package DVD includes training tool- www.earfoundation.org.uk

Repeatability- those assessments/profiles with a tick may be repeated as required. For all other assessments consult the manual

S-Spoken Language

BSL- British Sign Language

MF***-Modality Independent

MF**** maybe adapted to be used with BSL but will not provide standardised information and inform individual progress only in an adapted form

6. Phase 4: Language planning roles and responsibilities
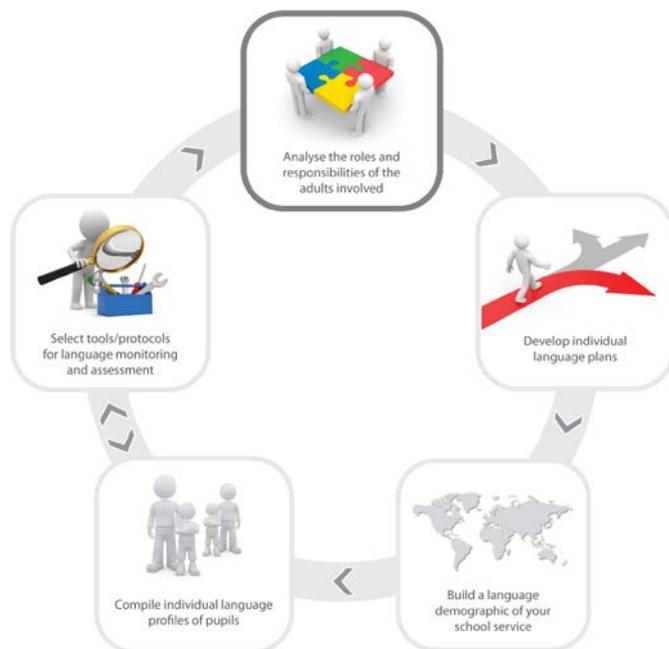
Use this section to identify different roles and responsibilities in the language planning process

This section will help you to consider who is involved in the different aspect of the process (leadership, management and implementation) and individual roles within this. A framework for doing this role analysis is provided and the specific role of the ToD as mediator across all those involved is discussed.

6.1 Roles and responsibilities

The individual child or young person is at the centre of language planning. Their role in the process is therefore the most important and there will be some very specific issues to consider with regards to their involvement. These include the extent of their understanding of and engagement with the process and the space given throughout the process to voice their ideas, perspectives and expectations.

Language planning also concerns the roles of those with close and direct relations with the child especially the parents, family and friends in the home environment and close community and to some extent those with close relationships with the child in the school setting. These individuals have a significant role in terms of their involvement with the language planning process; their linguistic and cultural expectations and their crucial perspective on the day to day environment and experiences of the individual.

Teachers of the Deaf, Expert professionals, Support Teams
- Implementation
- Communication
- Professional knowledge
- Practice development
- Training

[JS1]

Alongside the ToD, a number of different professionals with different specialist knowledge and skills will be involved in language planning. In particular speech and language therapists play an important role in assessing a deaf child's linguistic needs to inform the language profile and individual language plan. Deaf adults also provide a rich language and deaf cultural models to some children. The communication across this multi-disciplinary group of professionals is an essential aspect of the ToD role and for all these professionals this process will involve critical refection on practice, sharing professional expertise and the giving and receiving of training. The ToD will be able to identify what specialist advice and support is needed (e.g. speech and language therapist and educational audiologist) and how the different support roles in school (e.g. teaching assistants, deaf instructors, communication support workers, bilingual Early Years/Foundation Stage workers) can be best deployed to implement individual language plans.

Heads of Schools, Services & Teams
- Strategy
- Leadership
- Dissemination
- Management
- Training

For successful implementation of language planning at this level, there needs to be commitment and leadership from those who directly manage schools and service practitioners. Although Heads of services/schools and teams for deaf children may not have the direct interaction with or influence on individuals, their strategic role and support of the process is essential. This entails an understanding of the wider language context of the school/service and the implications of the language demographic for school/service planning. This information will enable managers to identify what is needed to operationalise effective language planning (such as staff training or resources) and to develop a whole school/service approach, which supports and disseminates the process. This strategic role provides an essential conduit between the day-to-day educational priorities and practices of individual schools/services and the Local Authority infrastructure.

Local Authority managers
- Policy
- Advice
- Resourcing
- Local legislation

[JS2]

The role of the Local Authority is crucial because even though it is more remote from the individual it exercises significant influence on the planning process. This is likely to include Health Service managers and commissioners. At this level an in-depth professional understanding of the language planning issues would not be expected. However, an overview of the language demographic and of the ensuing educational priorities will be needed to put necessary systems and structures in place (Local Authority policy and codes of practice and resources) to support implementation. The strategic aspect of this role is key to the development of a national approach through the provision of information and advice for Government.

Government, Policy makers, Education, Research
- National Legislation
- Funding
- Awareness
- Priorities
- Vision

The final layer of the ecological model concerns the norms and values of cultures and subcultures (belief systems, ideologies, and societal structure, national and international resources). At this level we are concerned with the macro infrastructure within which the child's learning takes place. We might relate this to government ideologies and systems with regards to education and the way in which this knowledge interacts (or not) with national and international research in deaf education. At this level we would expect engagement from these different agents in the language planning issues through the development of national legislation, funding routes for training and development (for practitioners and parents) and the identification of research priorities. At this level we would also expect engagement at a more visionary level with regards to principles of equality and aspirations for an inclusive and plurilingual society.

6.2 Teacher of the deaf as mediator across the different layers on influence

The ToD is uniquely placed and skilled to connect the different individuals involved in language planning at all levels from leadership to implementation and to coordinate the language process.

ToDs engage on a daily basis in face-to-face communication with, and teaching deaf, learners. In this role there are constant decisions to be made about language use and teaching approaches to ensure a match with the learning needs of the individual, taking into account the impact of deafness and individual language competencies.

ToDs also mediate among the individual child or young person, their home environment, their learning environment and link across different learning environments to ensure appropriate and successful learning experiences. This might involve working between an inclusive and special school, connecting professionals involved in the children's education (such as the speech and language therapist and teaching assistant or interpreter) and ensuring partnership with parents at all these levels, not forgetting the child's voice in the decision making processes.

ToDs also mediate between the child's home culture and life out of school and all aspects of the learning environment. In the educational context this will include the wider school community as well as the policies and practices of the setting such as the approach to inclusion, the language and communication, specific curriculum areas of focus or intervention initiatives.

Finally, ToDs have to be aware of the educational, political and cultural contexts on individual language use and development and navigate these with the learner at the centre. Operating at all these levels requires a full understanding of the language and learning issues for deaf pupils, how these issues interact with the learning environment and an engagement with the educational, political, cultural and social discourses involved. This includes an interaction with the priorities and dialogue in deaf education research and active involvement in linking these with practice.

7. Phase 5: Develop individual language plans
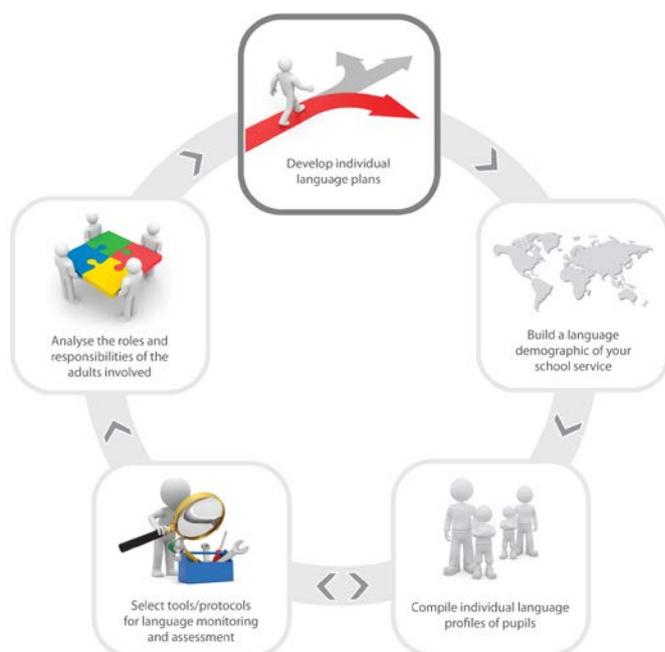
Use this section of the guidance to build your own language plans for individuals using your case study and assessment data and analysis roles to inform this process.

This section provides a language planning structure. Exemplar language plans can be found in Appendix 3, which relate to the exemplar language profiles in Appendix 2.

7.1 Individual language plan structure

1. LANGUAGE CONTEXTS				
Focus Area	**Priorities**	**Targets**	**Time scale**	**Roles**
Family and home contexts				
Aetiology and audiology support				
Educational background and management				
Individual language resources				
Contexts of language use				

2. LANGUAGE COMPETENCIES				
Focus Area	**Priorities**	**Targets**	**Time scale**	**Roles**
Language assessment information				

3. LANGUAGE PLANNING: WHERE FROM HERE?				
Focus Area	**Priorities**	**Targets**	**Time scale**	**Roles**
Language learning trajectory				

8. Phase 6: Summary and reflection

Use this section to undertake a reflective review of the language planning process
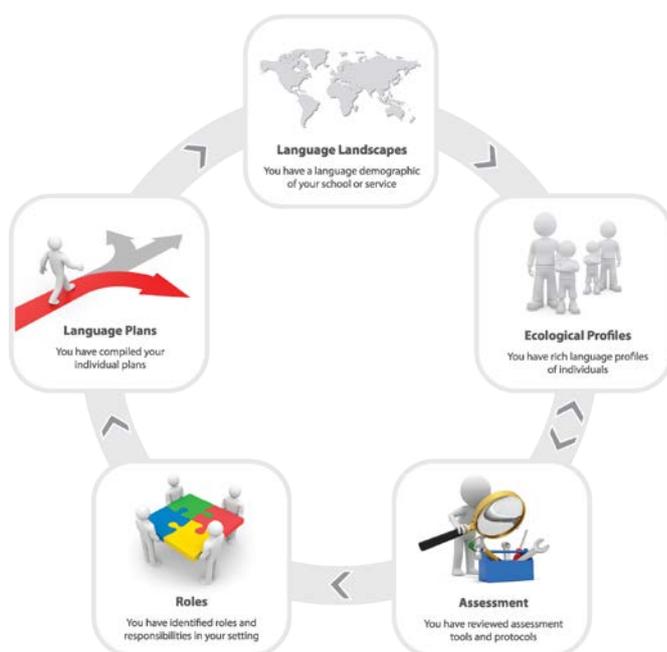
8.1 A reflective review of the process

- ✓ You have gathered and collated information about the language landscape of your school or service.
- ✓ You have developed rich individual language profiles, which take account of the full ecology of a child's life.
- ✓ You have identified target areas of language development from the diverse range of assessment tools used.
- ✓ You have identified the roles and responsibilities of the adults in the language planning and identified the expectations of the ToD role.
- ✓ You have compiled your own language plans for individuals using your case study and assessment data and analysis of roles to inform this process.

8.2 Identification of next steps and for whom, including CPD and training needs

Next steps or recommendations	Role

9. References

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10. Glossary

BATOD – British Association of Teachers of the Deaf
BDA – British Deaf Association
CI – Cochlear implant
CRIDE – Consortium of Research in Deaf Education
CSW – Communication Support Worker
CUED SPEECH – a system of cues to give an exact visual representation of spoken language
DCAL – (Deafness Cognition and Language) Research Centre, University College London Hospital
DEX – Deaf Ex-Mainstreamers Group
DI – Deaf Instructor
EHC Plan – Education and Health Care Plan
EP – Educational Psychologist
EYFS – Early Years Foundation Stage
HOS – Head of Service
HOSS – Head of Sensory Service
LA – Local Authority
NDCS – National Deaf Children's Society
NatSIP – National Sensory Impairment Partnership
PIVATS – Performance Indicators for Value Added Target Setting
SaLT – Speech and Language Therapist
SALTIBAD – Speech and Language Therapists in Bilingualism and Deafness
SBC – Sign Bilingual Consortium
SEF – School Self Evaluation Framework
SENJIT – Special Educational Needs Joint Initial Training
LSA – Learning Support Assistant
CSW – Communication Support Worker
TA – Teaching Assistant
ToD – Teacher of the Deaf

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