

Delivering Better Value

Update Workstream 1 *continued*: Redesigning our specialist services and ordinarily available provision (OAP) within schools and settings to support children with SEN.

To this end we have engaged not for profit organisation, Genuine Partnerships to deliver their ['4 Cornerstones Training'](#); an exciting training programme focusing on how to deliver real co-production and develop practice across the system.

A total of ten training sessions have been held including 2 with the Parent Carer Forum (PCF). More than 100 delegates have actively participated, enhancing the collaborative ethos we are fostering. We are also looking to extend the invite to all schools in the coming months to access the same training so that we can develop a whole system understanding and narrative around coproduction.

Looking ahead, our focus will be to review SEN improvements against the four Cornerstones model.

Ordinarily Available Provision

A dedicated task and finish group, supported by four sub-groups (see below) have been established to reframe our Ordinarily Available Provision (OAP) offer. This is to better equip and support schools and settings to better meet the additional needs of our children and young people in mainstream settings.

The group is working collectively to define what 'Ordinarily Available Provision' means in Dudley with a view to simplifying this for better understanding.

Subgroups

- Communication and Interaction
- Cognition & Learning,
- Social, Emotional and Mental Health (SEMH)
- Sensory &/or Physical Needs),

We are also drawing insights from practices in other Local Authorities who have successfully developed their OAP framework to support our development process.

To further our collaborative efforts, we held a 'Schools and Settings Workshop Day' on 15 January at Himley Hall. More than 50 settings were represented, across all phases of education: Early Years, through to Post 16. The aim of the day was to gather the views of school leaders and SENCOs to discuss and inform our future SEN practice and provision.

Alongside this event, a survey has been shared with educational settings; we will review the findings of the workshops, together with those from the survey, in February and will use the feedback to inform the redesign of our specialist services and provision within schools.

The OAP framework is due to be published digitally in the Autumn Term 2024.

Specialist Services Redesign

In December's SEND bulletin we introduced the Specialist Services Redesign.

The services in scope are:

- Visual Impairment Service (VIS)
- The Physical Impairment / Medical Inclusion Service (PIMIS)
- Hearing Impairment Service (HIS)
- Autism Outreach Service (AOS)
- Speech and Language Centre and ECHO (Education and communication help through outreach)

As part of this work a stakeholder working group, including the Parent Carer Forum, has been established and is undertaking a service assessment and gap analysis of the specialist services delivery; critical steps in shaping our future service delivery requirements.

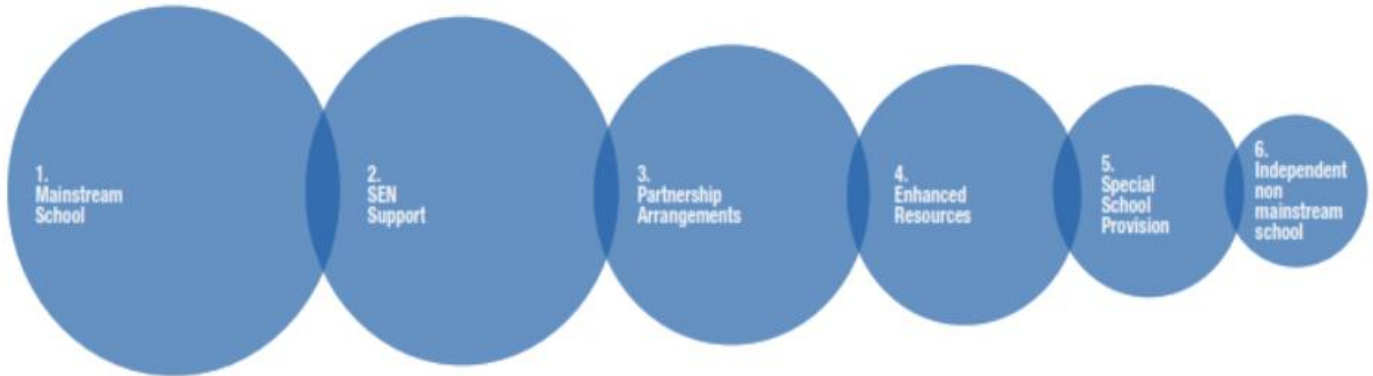
The new service is planned to be operational by the Autumn Term 2024.

SEN training for schools & settings

We are currently undertaking an evaluation of training requirements for mainstream schools. This work will focus on building capacity in mainstream schools, across all areas of the graduated model, (see image below) and will include workforce development of our own specialist advisory services.

The new training offer will be available from the Spring 2024.

WHAT DOES A GOOD SEND OFFER LOOK LIKE IN DUDLEY?



A Graduated Model Of Provision

We need to ensure that all children receive the most appropriate support in the most appropriate setting.

We want to support schools to ensure that the majority of children and young people are supported with mainstream school. However, we know that for some children this will not be possible and specialist provision will always be required.

1. Mainstream School

Many children and young people with SEND attend mainstream school with quality first teaching that identifies need and adapts curriculum

2. SEN Support

Some pupils require additional resources and arrangements. Their needs are described in a SEND support plan

3. Partnership Arrangements

Schools work in partnership to arrange collaborative provision, alternative curriculums and shared resources

4. Enhanced Resources

Specialist provision located on mainstream school site

5. Special School Provision

Access to a variety of special school provision catering for the pupils with the most complex needs

6. Independent Non Mainstream School

Access to a highly specialist leaning and care environments for those pupils with highly exceptional or low incidence needs