

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

Ordinarily Available Inclusion Provision

We are making good progress in developing an inclusive framework for SEND support, now named OAIP (Ordinarily Available Inclusion Provision). This framework will be available to all educational settings and will be published on the local offer before September.

Key milestones have been reached, including drafting the framework and gaining agreement. Moving forward, we will focus on obtaining feedback and approval, planning the framework's rollout, providing staff training, and conducting baseline assessments.

Redesigning Specialist Inclusion Services

In November we announced our intention to redesign the Specialist Inclusion Services to ensure that mainstream schools have the right resources and capability to support all children.

Last year the council undertook a review of its Children's Service structure and as part of this all the specialist inclusion services (SIS), which included the Physical Impairment and Medical Inclusion Service, Visual Impairment Service, Hearing Impairment Service, Autism Outreach Service, and Speech and Language Centre), were brought together within the single service area of Physical & Sensory Support Service (PSSS) under the leadership of Dawn Bevington as the new service manager. However, they still continued to operate as individual services.

Over the last few months, we have been reorganising this service to align to the two areas of need within [SEND Code of practice](#) and we have agreed the following structure for the new **Communication, Interaction, Physical and Sensory Advisory Service (CIPS)**

This new restructured service also aligns to the Code of Practice. The aim is that these two new teams will be redesigned to focus on providing efficient and effective specialist advice to settings to help them identify and support a child or young person's needs.

Due to the types of need, numbers of children and specialist support required, the two teams will need a different emphasis of response within our [graduated model](#).

The Sensory and Physical Team will require more focus at the specialist level, whilst the Communication and Interaction Team will deliver more support to schools, across a graduated response and we have factored this into the new structure.



We have now concluded our formal consultation with staff and trade unions and staff will be assimilated into their roles May and June.

Alongside reorganising our structure, we have also been mapping our existing services and identifying any gaps required. A stakeholder working group was set up last Autumn to oversee the service design of CIPS.

Next steps

The group, which includes representatives from educational settings, the Dudley Parent Carer Forum, council officers and health will continue to direct this work and will agree the new service, with full implementation starting in September 2024.

Details of the new Communication, Interaction and Physical and Sensory Advisory Service and how settings will be able to access the service will be published on the SEND Local Offer for all stakeholders to view.

Workstream 2: Developing local provision to support the needs of children and young people which is in borough and cost effective, supporting children and young people to access appropriate education in their locality

Health SEND Early Notification pathway

A SEND Early Notification pathway for health colleagues is set to be launched across the Black Country.

The purpose of the notification is to make the local authority aware of preschool children with SEND and to ensure they are able to access the right support arrangements at the right time.

Some children with additional needs and disability can be identified from birth or at an early age. These families will have access to universal health services such as midwives, health visitors and GPs. In many cases these children will also be receiving additional specialist health services from hospital or community teams e.g. Paediatricians, Speech and Language Therapy, Occupational Therapy, Physiotherapy.

Health professionals who are working with these families are ideally placed to identify preschool children who are likely to have special educational needs and/or disability (SEND) and to discuss this with their parents and carers.

From June, and working with colleagues in Dudley's integrated Early Years Service, health professionals will be able to utilise a streamlined and clear early notification pathway to ensure that the local authority is notified in a timely fashion and planning for support can commence at an earlier stage.

For more information, please contact Designated Clinical Officer for SEND - Sarah George s.george9@nhs.net

Early Years Inclusion Hubs – Quarry Bank School named as 5th Hub

This month Quarry Bank Primary School was announced as the final Early Years Inclusion Hub.

The hubs offer personalised, targeted and specialist interventions for children and families. They are designed to have staffing models that deliver best practice to ensure they are responsive to the individual needs of each child in localities across the borough and will help children prepare for the future transition into school life.

The 4 other Early Years Inclusion Hubs are:

- Dudley Central : Netherton Park Nursery School
- Dudley North : Wrens Nest Primary School
- Halesowen : Caslon Primary School
- Stourbridge : Elmfield Primary School

For further information about the hubs, contact the early years team on 01384 814364 for advice or support.

Workstream 3: Post 16 and Preparing for Adulthood - Clear Pathways for young people which are appropriate for their age, aptitude, and ability – leading to jobs, supported employment and apprenticeships.

Preparing For Adulthood

We are focused on how we can better support and prepare young people for adulthood beyond the age of 16.

We have already started this process by discussing with stakeholders, including college leaders to understand the current pathways for post-16 preparation for adulthood (PfA).

Our discussions aim to identify available internship programs and address challenges faced by young people, particularly those with special educational needs and disabilities (SEND).

Over the coming weeks we will also be engaging with our wider stakeholders to ensure we are embracing a joined-up approach to ensure all young people receive the support they need for a successful transition into adulthood.

We will provide a more detailed update in the next bulletin.