Foundation Stage: Early Identification of Children (SEND)

CLASS: Communication, Language, Autism & Social Skills Initiative

ACTION PLAN - Autumn 2016
Primary Schools’ Partnership

Communication, Language, Autism and Social Skills: Early Identification

An initiative to detect, identify and intervene with children who experience significant social communication difficulties and have problems talking.
In consultation with:
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Peter Forth Commissioner for Children Centres
Randeep Kaur Health Visiting Lead
Rachel Langford Health Visitor
Sara Baber Quality Early Years Lead
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1. Detecting and identifying children with Communication, Language, Autism and Social Skills difficulties and intervening to ensure that the effective interventions are in place (SEND Code of Practice)

Introduction

1.0 The majority of young children with varying difficulties are identified through the elaborate network of multi-professional groups during their pre-school years. However, through this network Inclusion Support Early Years (ISEY), Children Centres, a range of Early Years provision and schools have identified a group of children who slip through the multi-agency net and arrive in nursery and reception class with significant developmental delays in the key areas of communication and social skills.

1.1 In 2009 monitoring and analysis of ISEY data carried out joint with Health and education services identified 51 young children with a range of difficulties entering reception class who had failed to be identified prior to entry. This revealed a possible flaw in the early years multi-agency network system. In summer 2016 we investigated 35 cases that were considered to be late referrals into the service, May to August. The results revealed that very small numbers related new arrivals, out of borough referrals due to families moving into the area, therapy referral. A small number of late referrals came from Health Visiting Teams, in a small number there appeared to be lack of parent involvement. School Action Plus (SAP) Data was used in one school in the Rowley cluster which identified that all the children were known prior to entry into school. However it was noted that a small number were late referrals into the service in the previous year. We will continue to use School Action Plus (SAP) data collated bi-annually to enable us to identify any possible gaps in early identification and have mechanisms in place to investigate the issues and report to multi-agency networks.

1.2 A key gap relates to Health Visitor assessments and a probable lack of follow-up where young children do not go on to develop age appropriate developmental milestones. (See paragraph 1.1). It is probable that some families are not aware of their child’s lack of development and do not voluntarily engage with early years’ settings, frontline agencies or specific SEND services e.g. Inclusion Support Early Years
1.3 Public Health have highlighted a need to follow-up all children who do not adequately meet age related developmental milestones and have offered to work closely with schools, early years’ settings and Children’s Centres to build a detection network. Where necessary, a new type of link could be forged with school nursing during the transition phase as part of a formal handover process. Health Visitors currently have a Key performance Indicator target of 95% which has been achieved. The aim is to reach all children prior to entry into school.

1.4 Sandwell’s SEND Transition Plus (TP - SEND Programme) is fully embedded in the Early Years and is run by Inclusion Support Early Years’ team and the Educational and Child Psychologists. This programme is used to allocate additional funding to support the transition into nursery and reception classes, led by ISEY with the support of a multi-professional team. The SEND TP programme has the potential to unify a range of agencies in determining the complexity and level of need for all children at risk of having significant special educational needs as they enter the foundation stage.

2. The aims of The CLASS Programme are:

2.1 Young children at risk of having special educational needs on entry to reception will have been identified prior to entering reception class though the elaborate network of early years services.

2.2 To have mechanisms for Health Visitors to ensure children’s development is tracked where there are concerns about their level of progress. This will be linked to the SEND Transition Plus document.

2.3. Children’s communication and social development will be prioritised to ensure good progress via evidence-based interventions.

2.4 If a child’s education is placed at risk upon entry to a reception class, due to communication, language, autism or social skills difficulties, the child’s special educational needs will be rapidly assessed using the SEND Transition Plus framework. This will lead to a co-ordinated multi-agency response that focuses on the young child’s rate of progress.
2.5 To promote more strategic and interagency working within a local Learning Community where the children with complex needs are jointly identified (e.g. between health services, social care children centres, and specialist education services) and in relation to the Community Operating Groups (COGs);

3. The goals of CLASS are:

3.1 Learning Communities within the early years and Health services will be enabled to work collaboratively to collect data and show
a) the extent of the problem and
b) the pathways of difficulty in relation to young children arriving at reception class without adequate multi-agency intervention

3.2 Every primary school will be supported to enable it to increase its own capacity to manage graduated levels of difficulty in relation to a young child’s communication needs through training and by using evidence-based intervention.

3.3 To use the SEND Transition Plus guidance as a basis for developing a networked collaboration that enables Head Teachers, Health professionals (School Nurses, Paediatricians and Therapy services) and education support services to work within a co-ordinated approach that maximises limited resources, effective practice and early support.

3.4 To follow the SEND Transition Plus guidance to enable a rapid response in the case of children with significant needs arriving in reception that have not been identified prior to entry.

Possible issues and gaps in early detection
The following gaps have been identified through discussion with Public Health, Children’s Centres, Head Teachers, Inclusion Support Services, Health Visitors and Day Care settings
- A lack of information about where children live so that it is not possible to have proactive contact or send relevant information.
- Parents choosing not to take their children to community stay and play / parent toddler sessions.
- Parents preferring not to travel far for services perhaps due to the need to be near schools for dropping off and collection of older siblings.
- Reduction in the number of stay and play sessions operating from local community settings including Children Centres.
- Parents not accepting their child may have difficulties or having limited experience or understanding of typical developmental milestones.
- Reduction in the number of Baby clinics and developmental checks.
- Parents not attending clinic and developmental checks.
- Parents not taking up Early Learning for Two (ELT) places. The current take up is 67% (November 2016).
- Limited contact time for Health Visitors to accurately assess potential issues at developmental checks.
- Limited contact time between Health Visitors and the family outside of formal appointments and routine health checks.
- Childcare services fail to identify issues.
- Childcare services do not have sufficient skills, training to support children appropriately due to regular staff turnover.
- Reduction of universal services previously available through Children Centres.
- New families coming into the borough with inadequate transition planning between services.
- Families moving within the borough.
- Families taking up their childcare entitlement outside of the borough.

**Current intervention strategies**

**Effective workforce and High Quality Provision**

Each Private Independent and Voluntary (PVI) early years setting and Children Centre Cluster has a named Area SENCO (ISEY service and a Qualified Teacher (Quality Early Years Team) who support practitioners. ISEY and QEYT work closely together to provide quality training and effective support. Area SENCO’s promote the role of the SENCO including early identification of children’s needs, staff training and encourage inclusive practice. Area SENCO’s have extensive knowledge of other services and regularly liaise with out of borough settings, health and social care services. They are also responsible for reviewing Funding arrangements in PVI settings.
There is a well-established route for practitioners from a range of early years settings to apply for 1:1 funding for children with needs identified using assessment and the SEND Transition Plus document. An early years multi-agency panel led by The ISEY Manager meets monthly to allocate funding to provide the necessary 1:1 support with SEND. There is a 12 weekly review for children in receipt of funding which is in the line with the Code of Practice 2014.

The Area SENCO Team have set up a network of early identification collaborating with Children Centre SENCO’s. The network meeting convene half termly to discuss referrals into the children centres, reviewing joint working arrangements and identify any training or service gaps within the Private Independent and Voluntary (PVI) early years sector. The network use the SEND Transition Plus document to identify needs and possible referrals into other services such as ISEY.

An extensive SEND training programme for early years practitioners accessed by over 900 practitioners in 2015/16.

**Targeted Support (TP 1/2)**

Children referred to Inclusion Support Early Years and identified as requiring SEND Transition Plus 2 intervention will be supported to access an Early Learning for Two (ELT) Place via a well-established, locally agreed criteria with the collaboration of the Quality Early Years Team and Lead for ELT. The take up for ELT places once children receive support from ISEY service is around 90%.

Children Centres work with local early years settings to provide quality provision which enables practitioners to further assess the needs of children and refer to other agencies as appropriate following the SEND TP guidance. Children’s Centres have developed good relationships with schools and encourage a reciprocal arrangement for information sharing.

**Intensive Intervention (TP2/3)**

Parents and children are invited to attend Specialist Assessment playgroups accessed via ISEY Service, where a multiagency team (Therapy services, clinical Psychology, Education and Child Psychology) contribute to the assessment of the child’s individual needs and strategies for intervention. Early Years Practitioners and Health professionals are invited to visit the group and see successful strategies in practice.
Targeted Behaviour plans to support social and emotional development alongside speech and language programmes are developed with practitioners and parents to look at progress over time. In the case of children whose behaviours may present as a risk to themselves and others a risk assessment should be carried out to formulate a plan of action.

4. Public Health: Health Visitors and School Nurses

4.1 Public Health have committed to supporting the CLASS initiative by offering the support of Health Visitors

4.2 This document outlines the plan to further develop the Transition Plus guidance in order to align all agencies with the current SEND Transition Plus and create a further safety net for identifying children prior to school entry.

4.3 Establish and embed a timeframe of review following a developmental check where there are concerns about development, ensuring that Health Visitors routinely follow up children and refer where their scheduled developmental check by the age of 2 years, identifies a delay of more than 6 months in typical development.

4.4 In collaboration with Health Visiting and School Nursing Teams, implement the School Readiness Programme by developing stronger links with PVI settings and Children Centres.

5. Children’s Centres

5.1 This Action Plan takes into account the need to support children’s underlying linguistic needs that may be leading to troubled behaviour, including, difficulties associated with communication low self-esteem, a negative self-concept, withdrawn behaviour.

5.2 This document outlines the plan to align all agencies via the Transition Plus Pathway.
5.3 To work Inclusion Support Early Years’ Area SENCO team to identify strengths, areas for development and gaps in children’s development and early years provision such as training needs for staff.
5.4 As a means for earlier identification, work with Health Visitors to embed the Transition Plus guidance and referral pathway into Children Centre with targeted support for children 0-2 years

6. Health services

6.1 All Therapy Services to support the early identification children who may have communication language and interaction difficulties and ensure their level of need is shared with ISEY and the Early Years SEND Panel

6.2 This document outlines the plan to align all agencies via the Transition Plus Pathway.

6.3 Therapy services continued support with the specialist assessment playgroups operating from the Coneygree Centre.

7. Action Plans

7.1 The overall approach of CLASS ensures that children in Sandwell receive a fair and consistent experience, especially when they may experience varying degrees of difficulties. All responses will be proportional to their special educational needs;

7.2 The following action tables depict a change management process, facilitated by a range of agencies in order to foster a collaborative, multi-agency approach by establishing a Universal Transitions Plus for all Primary schools in Sandwell;

- Establishing a Primary schools’ borough-wide needs analysis and moderation process to target resources. Introducing a cross departmental needs assessment of a child’s development and wellbeing to guide early intervention and targeted support. Developing multi-agency pastoral CAF protocols to support swift access to multi-agency support where it is needed in order to prevent onward referrals to social care;
• Developing a school based infrastructure that will support the detection and identification strategy;

• Training and development programmes for a range of early year’s practitioners;

• Development of the collaborative working across a wide range of early years services and Learning Communities;

• Support for Head Teachers who may not be aware of the CLASS initiative.

7.3 The seven tables presented below highlight the key areas for change in order to achieve completion by December 2016. It is probable that other factors will emerge and the change management strategy will require modification. The actions will be monitored and reviewed a multi-agency group overseeing the initiative.

Emerging key issues and/or risk factors will be added at the point of review if they are significant.
### 1. CLASS: Early Detection and Multi-agency Co-operation

**Communication, Language, Autism and Social Skills**

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<thead>
<tr>
<th></th>
<th>Activity</th>
<th>Objective</th>
<th>Who</th>
<th>Date</th>
<th>How</th>
<th>Any key issues / risks / notes</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1 Establish a formal CLASS network</td>
<td>To ensure that all relevant services are joined up</td>
<td>EY Multi-agency panel</td>
<td>1.4.16</td>
<td>Map the key services and assess the effectiveness of joined up working</td>
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<td></td>
<td>1.2 All agencies to agree on developmental signs and symptoms</td>
<td>For all practitioners to know what to look for and how to respond</td>
<td>EY professionals</td>
<td>1.9.16</td>
<td>A representative working group will produce guidelines for all practitioners</td>
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<tr>
<td></td>
<td>1.3 Training Programmes related to CLASS</td>
<td>For all practitioners to have an awareness of the signs and symptoms</td>
<td>EY professionals from multi-agency teams</td>
<td>1.1.17</td>
<td>ISEY manager to liaise with service leads to determine training needs of staff through appraisal systems</td>
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## 2. CLASS: Primary Schools Rapid Response

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<tbody>
<tr>
<td>2.1</td>
<td>Establish a Rapid Alert programme.</td>
<td>To ensure a fast response for Head Teachers if a child arrives in reception with unidentified but significant CLASS difficulties</td>
<td>HT, Foundation stage co-ordinator and EP ISEY</td>
<td>1.9.16</td>
<td>Guidance and training given to schools and Inclusion Support Staff.</td>
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<tr>
<td>2.2</td>
<td>Establish family engagement</td>
<td>To ensure rapid support for families where their child is at risk of CLASS</td>
<td>HT, Foundation stage co-ordinator, EP and ISEY</td>
<td>1.4.14</td>
<td>Contact with the family and leaflets / guidance/ advice provided for the family. Transition arrangements eg: home visits prior to school entry</td>
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<tr>
<td>2.3</td>
<td>Training programmes related to CLASS</td>
<td>To be able to support schools in helping children with CLASS meet their underlying needs. (in line with the new SEND Code of Practice).</td>
<td>HTs and IS</td>
<td>1.9.16</td>
<td>Briefing for head teachers</td>
<td></td>
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<tr>
<td>2.4</td>
<td>To establish group work in schools to develop children’s CLASS e.g. SULP</td>
<td>To develop children’s specific skills within a social group context</td>
<td>HTs</td>
<td>1.9.16</td>
<td>Agencies will provide advice on programmes for the needs of children</td>
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3. CLASS; Transition Plus Pathways – Early Years

Communication, Language, Autism and Social Skills

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<tr>
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<tbody>
<tr>
<td>3.1</td>
<td>To clearly communicate the TPP pathways to</td>
<td>To ensure coherence, a rapid response and structured interventions that are evidence-based and effective.</td>
<td>KR / KB / LN and new person</td>
<td>1.12.13</td>
<td>Distribute the poster with the BLISS strategy and action plan.</td>
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<td></td>
<td>staff in schools</td>
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<tr>
<td>3.2</td>
<td>Pathway 1</td>
<td>For practitioners from schools and all agencies to understand and use the TPP pathway 1 'The watchful eye'</td>
<td>AB / SK and leads from schools and all agencies</td>
<td>1.7.16</td>
<td>To hold a training conference</td>
<td></td>
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<td>3.3</td>
<td>Pathway 2</td>
<td>To have identified phases of intervention and support that assist schools and other agencies gauge the type of support and level of support required for individual children. 'The helping hand'</td>
<td>AB / SK and leads from schools and all agencies</td>
<td>1.7.16</td>
<td>To develop a Pathway 2 pamphlet with school representatives and distribute to all schools</td>
<td></td>
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<tr>
<td>3.4</td>
<td>Pathway 3</td>
<td>To have developed a set of protocols and gained agreement on establishing a human bridge to assist a child into school and secure additional resources</td>
<td>AB / SK and leads from schools and all agencies</td>
<td>1.7.16</td>
<td>To establish specialist programmes of support with assistance from a range of agencies</td>
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<tr>
<td>3.5</td>
<td>Rapid Planning for a new arrival</td>
<td>To use SEND TP to identify and level and complexity of needs across the SEND continuum and Early Help if a young child arrives without any prior interventions</td>
<td>AB / SK and leads from schools and all agencies</td>
<td>1.9.16</td>
<td>Schools to use SEND TP to lead the identification process with their EP or equivalent professional</td>
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## 4. CLASS: Initial Training and Continuing Professional Development

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<tr>
<td>4.1</td>
<td>Continue with the existing range of Inclusion Support courses for teachers, LSPs and other school staff.</td>
<td>To reinforce existing training initiatives that are judged by schools to be good/excellent for teachers, Foundation Stage leads, TAs and Learning Mentors.</td>
<td>Inclusion Support practitioners.</td>
<td>1.11.16</td>
<td>Communicate training through the brochure and website.</td>
<td>Up date training so that it is compliant with new legislation (SEN) and regulations regarding exclusions.</td>
</tr>
<tr>
<td>4.2</td>
<td>Establish multi-agency training in CLASS and early detection.</td>
<td>To provide training that is relevant across all agencies including: public health, CCG staff, social care, EY settings, school nurses and inclusion support staff.</td>
<td>Multi-agency group.</td>
<td>1.11.16</td>
<td>To identify a group of practitioners who have expertise in CLASS and develop and deliver a range of training workshops.</td>
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<tr>
<td>4.3</td>
<td>Support materials re. CLASS</td>
<td>To have produced a range of information sheets, practice booklets, and guidance for interventions.</td>
<td>Multi-agency cooperation.</td>
<td>1.1.17</td>
<td>For a small group to produce written documents to reinforce good practice.</td>
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<tr>
<td>4.4</td>
<td>Briefings for senior managers, including head teachers.</td>
<td>To produce a CPD report to share with key stakeholders with respect to the impact of intervention programmes.</td>
<td>Multi-agency group.</td>
<td>1.9.16</td>
<td>Develop a coaching programme for school staff based on CLASS and early detection</td>
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## 5. CLASS: Statutory Assessment, Focussed provision and special schools

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<tbody>
<tr>
<td>5.1</td>
<td>To extrapolate from LA SEND guidance / bandings.</td>
<td>To use existing documentation re. SEND to provide accurate guidance to schools and other agencies.</td>
<td>AB / JC / SK / SEN team and other agencies.</td>
<td>1.12.16</td>
<td>The group to identify relevant documentation to show criteria for statutory assessment.</td>
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<tr>
<td>5.2</td>
<td>To explore provision maps for schools and related funding.</td>
<td>To have created examples of excellent provision maps and how these are funded and support the implementation of effective provision maps</td>
<td>AB / JC / SK / SEN team and other agencies.</td>
<td>1.9.16</td>
<td>To establish effective provision that demonstrates the level of need v. the require provision.</td>
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<tr>
<td>5.3</td>
<td>Develop a range of teaching, therapy and emotional development packages.</td>
<td>To provide children a bespoke package based on their presenting needs.</td>
<td></td>
<td>1.9.2016</td>
<td>To design several packages of support that can accessed as an alternative to permanent exclusion. Continue with teaching and learning but with added themed packages.</td>
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<td>5.4</td>
<td>To develop thresholds and criteria for each level and type placement.</td>
<td>To promote maximum fairness and equality of opportunity by treating each case on merit by considering the necessary evidence. Without good quality evidence no decisions should be made.</td>
<td>Primary Partnership Panel.</td>
<td>1.9.2016</td>
<td>To use the Sandwell Windscreen to judge the level and complexity of identified needs.</td>
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6. **CLASS: establishing links between Health Visitors and schools/ support services**

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<tr>
<td>6.1</td>
<td>Working parties regular meetings</td>
<td>To ensure multi-agency networks are working together to address any issues of late referrals into services, gaps in early identification.</td>
<td>Area SENCO’s Children Centres Health Visiting lead, IS, therapy services, schools</td>
<td>1.1.17</td>
<td>Scheduled meetings SAP meetings, Transition Visits by support services, multiagency meetings, School own transition meetings, referrals into support services as appropriate SLT meetings regular updates</td>
<td></td>
</tr>
<tr>
<td>6.2</td>
<td>SEND partnership board</td>
<td>To establish reporting mechanisms to the board to ensure multi-agency teams continue to meet agreed deadlines, reviewing practice.</td>
<td>AB/SF</td>
<td>1.1.17</td>
<td>Scheduled standing agenda item bi-monthly reporting following SAP meetings with schools</td>
<td></td>
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<tr>
<td>6.3</td>
<td>Children Centre targeted intervention</td>
<td>To liaise with Health Visiting Teams in the individual clusters. Share assessment information and plan outcomes with relevant services</td>
<td>Children Centre SENCO/ Manager/ Health Visiting Leads</td>
<td>1.1.17</td>
<td>Health Visiting and Children Centres to develop mechanisms for information sharing, joint working where appropriate such as assessment opportunities Monitoring arrangements</td>
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### 7. CLASS: Links with literacy, phonics and cognitive development

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<tr>
<td>7.1</td>
<td>Wellcomm screening</td>
<td>Early Years settings use the assessment information to plan, deliver and review programmes of intervention</td>
<td>Children Centres Early Years Settings</td>
<td>Already embedded</td>
<td>Provide data at scheduled dates to QTS lead. Children are assessed in a timely manner in line with their entry into the provision. EY practitioners use the wealth of interventions available eg: big book of ideas, Babies, Toddlers, Talkers</td>
<td>Some schools do not routinely use wellcomm however they use other assessment methods and interventions</td>
</tr>
<tr>
<td>7.2</td>
<td>SLC intervention programmes</td>
<td>To provide a range of interventions appropriate to their needs.</td>
<td>All Early Years practitioners</td>
<td>In place</td>
<td>Ongoing good practice Using link to the SEND Transition Plus SALT advice, guidance and outcome focused target setting to monitor progress. Timely Reviews 6 - 12wks</td>
<td></td>
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<tr>
<td>7.3</td>
<td>Total communication environment</td>
<td>To ensure children have access to a language rich environment, adapted to the individual needs of the child</td>
<td>All Early Years Practitioners</td>
<td>Ongoing good practice</td>
<td>EY practitioners use the wide range of resources available including PECS, Visual timetables, now and next boards, objects of reference, picture and other visual aids.</td>
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<td>7.4</td>
<td>Specialist assessments</td>
<td>To support the ongoing assessment of children’s speech, language and communication needs. Use assessment outcome to determine a suitable intervention programme working collaboratively with other agencies where necessary</td>
<td>Early Years Practitioners where appropriate. Specialist services</td>
<td>In place</td>
<td>Advice and guidance and specialist support from CCAT, ISEY and I.S and SALT</td>
<td>Requires referral into services for support</td>
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Inclusion Support
Experience     Expertise     Excellence

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