



Neath Port Talbot
Castell-nedd Port Talbot

County Borough Council Cyngor Bwrdeistref Sirol

Education, Leisure & Lifelong Learning Service
Strategic School Improvement Programme

CONSULTATION DOCUMENT

**PROPOSAL TO CLOSE THE LEARNING SUPPORT
CENTRE FOR PUPILS WITH SPECIFIC LITERACY
DIFFICULTIES AT CWMTAWE COMMUNITY
SCHOOL, Ffordd Parc Ynysderw,
Pontardawe, Swansea, SA8 4EG**



Large print and alternative format or language versions of this document are available on request

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Introduction

What is this report about?

This document is for parents/carers, school staff, school governors and anyone who has an interest in education in Neath Port Talbot.

It sets out details of the proposal to close the specialist learning support centre (LSC) provision for secondary age pupils with Specific Literacy Difficulties (SpLD) at Cwmtawe Community School, Ffordd Parc Ynysderw, Pontardawe, Swansea, SA8 4EG.

The proposal is made in accordance with the Welsh Government's School Organisation Code 2018 (011/2018). Section 2.3 of the School Organisation Code 2018 refers to elements of school organisation that require the publication of proposals, including, 'a change in the type of special educational needs for which a special school makes provision'.

The background to our proposal

The Council is responsible for promoting high educational standards and for delivering efficient primary and secondary education. Having the right schools and provisions in the right place and ensuring that they are fit for the 21st century learner is the challenge facing the Council. Achieving this will involve reviewing the number and type of schools the Council has in its area and assessing whether or not best use is being made of resources and facilities. This will include ensuring suitable provision for those pupils with special educational needs/additional learning needs.

Implementing the Strategic School Improvement Programme (SSIP) involves reviewing existing provision and determining the number and type of schools needed to deliver education effectively and efficiently across the County Borough. It will most likely lead to substantial change involving opening new schools, closing existing schools, merging or amalgamating schools, federating schools and promoting new initiatives that support collaborative working between schools. It will also involve re-organising education provision to

ensure pupils gain access to and benefit from the specialist support, skills and expertise available within the County Borough.

The Council has decided to review its provision on the basis of:

- the need for places and the accessibility of schools
- educational standards
- the quality and suitability of school accommodation
- effective financial management

Current Provision and Demand

The Council is responsible for ensuring suitable provision is made for pupils with Additional Learning Needs (ALN). Achieving this will involve reviewing the number and type of schools the Council has in its area and assessing whether or not best use is being made of resources and facilities.

Within Neath Port Talbot, there are currently 761 planned places across Learning Support Centres and Special Schools. This includes: 19 LSCs which offer 281 planned places for primary aged pupils with a range of Additional Learning Needs. 8 LSCs at secondary level, which offer 163 funded planned places. These Learning Support Centres offer specialist placements for children and young people with needs including Autism Spectrum Disorder; Social, Emotional and Behavioural Difficulties; Speech, Language and Communication; Hearing Impairment and Moderate / Severe / Profound Learning Difficulties. Education is also provided for pupils in 2 special schools (Ysgol Maes y Coed and Ysgol Hendrefelin), catering for the needs of children and young people with the most complex ALN.

Through a robust tracking and monitoring system, Local Authority data indicates that at primary level, the greatest area of need and therefore demand on specialist provision for the next 3 years remains in relation to Autism Spectrum Disorder (ASD), in addition to Severe and Profound Multiple Learning Difficulties (SLD/ PMLD). At secondary level, the greatest area of need and therefore demand on specialist provision for the next 3 years is also in relation

to ASD, Moderate Learning Difficulties (MLD) and Social Emotional and Behavioural Difficulties (SEBD).

In response to ASD need, additional pupil places have been provided within the last 5 years at primary age in Waunceirch Primary School and Blaenhonddan Primary School, and at secondary age in Dŵr y Felin Comprehensive. 12 additional planned places for pupils with SLD / MLD have also been created within Ysgol Hendrefelin Special School and The Strategic Outline Case (SOC) in respect of the Ysgol Maes y Coed Special School Project has been approved by the Cabinet Secretary for Education and can now progress to the Outline Business Case (OBC) stage to create additional capacity at Ysgol Maes Y Coed for pupils with PMLD.

The proposal seeks to ensure that resources are utilised effectively in line with the need for specialist places within the County Borough.

The proposal and why change is being proposed

It is proposed to close the LSC for pupils with SpLD at Cwmtawe Community School, Ffordd Parc Ynysderw, Pontardawe, Swansea, SA8 4EG with effect from 1st September 2025.

Neath Port Talbot Council are committed to promoting high standards of literacy for all children and young people. All learners should have access to high-quality, well-differentiated 'quality first' teaching across the curriculum within our mainstream schools and settings, as informed by current research and national guidance.

It is recognised that some children and young people find learning to read and write far more challenging than others, despite high quality opportunities and input. Research highlights the importance of identifying the needs of these individuals early and ensuring that they access a differentiated curriculum to make suitable progress, aligning with national policy and good practice for children and young people with Additional Learning Needs (ALN Code of Practice, 2021 para 20.10).

Early assessment and intervention are regarded as not only essential to addressing literacy difficulties, but also as vital to preventing the emotional distress and disengagement from learning that can arise as a result of these barriers to learning. Mainstream schools are best placed to identify and meet the needs of learners with literacy difficulties within a 'literacy-friendly', inclusive environment that promotes children's rights. A focus on quality first teaching, alongside regular whole staff development is essential, as is working in partnership with parents and carers.

Through the successful implementation of IDPs, schools are increasingly supporting young people with a range of additional specific learning needs including SpLD. There are currently 10 pupils with SpLD across all Neath Port Talbot who hold a Local Authority Maintained IDP. All are educated and supported within mainstream schools, ensuring they are fully integrated and have equal access to all aspects of mainstream activities and opportunities.

The Learning Needs Code for Wales also states:

“The Welsh Government considers that an inclusive education, where all pupils access common opportunities in ways relevant to their needs, and which ensures that they fully belong to the school community, is of benefit to all... The ALN system relies on the knowledge and experience of teaching staff to identify ways of providing appropriate access to the curriculum for every child and young person. Meeting the needs of learners with ALN ought to be part of a whole school or institution approach to school or institution improvement. The key to this lies in the teaching staff's knowledge of each child and young person's skills and abilities. Consequently, improvements in the teaching and learning of children and young people with ALN cannot be isolated from improvements in the teaching and learning for children and young people across a school or FEI as a whole.”

At present, there are 0 pupils at the Learning Support Centre for pupils with SpLD at Cwmtawe Community School.

The table that follows (*table 1*) outlines the pupil numbers at Cwmtawe Community School Learning Support Centre for pupils with dyslexia over the previous five academic years. They were obtained from the statutory Pupil Level Annual School Census (PLASC) which must be undertaken in January each year.

Table 1

Pupil Numbers at Cwmtawe Community School Learning Support Centre for Pupils with Dyslexia Over the Previous Five Academic Years (PLASC)					
	Academic Year				
	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
Pupils	6	5	2	1	0

The data demonstrates the pupil numbers over the last few years at have reduced significantly. To note, there are currently 0 statutory aged pupils attending the Learning Support Centre in the academic year 2024/ 2025.

Additionally, no teachers or support staff are currently employed within the Learning Support Centre.

Maintaining a provision with no pupils is not considered to be best use of Council resources, and as such it is proposed that the LSC provision for SpLD should close.

If approved the proposal will take effect in September 2025.

The benefits of the proposal

The proposal seeks to ensure that resources are utilised effectively and repurposed to provide additional provision in areas where we have identified the greatest need.

Specialist support for pupils with SpLD will be provided in all mainstream establishments including Welsh-medium schools in line with individual pupil IDPs and will form part of a continuum of support in line with ALN Reform. The language medium of ALN provision is integral to the effectiveness and quality of the provision itself. Passing the Additional Learning Needs and Education Tribunal (Wales) Act 2018 (the Act) was a turning point in this context and established the principle that the ALN system in Wales needs to be bilingual, and therefore Welsh-medium provision is equitable to the English-medium provision.

In line with the Additional Learning Needs Code for Wales, mainstream schools have a duty to deliver additional learning provisions (ALP) to support learners with ALN as set out in their IDP. This will ensure that pupils with SpLD are fully integrated and will have equal access to all aspects of mainstream activities and opportunities in the language of their choice.

What options have been considered?

The Council has the responsibility for ensuring that it is making the most effective use of resources and facilities in order to deliver the very best educational opportunities for children and young people.

Option 1 – status quo, maintain existing provision in Neath Port Talbot

The Council has a responsibility to review the number and type of schools it has and whether or not it is making the best use of resources and facilities to deliver suitable educational opportunities for the children and young people of Neath Port Talbot.

Maintaining the status quo at Cwmtawe Community School Learning Support Centre for pupils with SpLD is not considered to be best use of resources and facilities and would result in funding the LSC with no pupils present. This could result in financial resources not being repurposed to provide additional provision in areas where we have identified the greatest need.

Maintaining the status quo will not realise opportunities to address concerns or to alleviate the current pressure to address demand for places in other areas. On

the grounds of efficient use of public money, maintaining a provision with no pupils is not considered to be best use of Council resources.

This option is not preferred by officers.

Option 2 – Close the Cwmtawe Community School Learning Support Centre for pupils with dyslexia and continue to provide additional support in mainstream settings

Continue to provide specialist support for pupils with SpLD in all mainstream establishments in line with individual pupil IDPs. This will form part of a continuum of support in line with the ALN Reform Act. In line with the Additional Learning Needs Code for Wales, mainstream schools have a duty to deliver additional learning provisions (ALP) to support learners with ALN as set out in their IDP. This will ensure that pupils with SpLD are fully integrated and will have equal access to all aspects of mainstream activities and opportunities in the language of their choice.

This option provides a more effective use of public money as the funding will be repurposed to provide additional provision in areas where we have identified the greatest need.

This option is preferred by officers.

Preferred Option - Option 2

Having considered information gathered to date, it is the view of officers that Option 2 outweighs the alternative considered as it is this option that ensures that funding will be repurposed to provide additional provision in areas where we have identified the greatest need. Currently there are no pupils accessing the funded Cwmtawe Community School Learning Support Centre for pupils with SpLD as all secondary age pupils with IDPs for SpLD within the Local Authority are placed within mainstream classes in our secondary schools. Option 2 also ensures that Welsh first language secondary age pupils with IDPs for SpLD can continue with their Welsh-medium education within a Welsh-medium secondary school. It is, therefore, preferred as the basis of consultation.

Details of the school affected by this proposal

Cwmtawe Community School

Cwmtawe Community School, Ffordd Parc Ynysderw, Pontardawe, Swansea, SA8 4EG is a 11-16 Secondary School for boys and girls, situated in Pontardawe in the Swansea Valley.

Currently, the school has the capacity to accommodate 1284 full-time pupils. As of PLASC 2024, there are 1115 full time pupils at the school. The school also hosts a specialist ASD LSC provision for 13 places and a SpLD LSC provision for 12 places.

Full-time pupil numbers at the school are predicted to decrease over the next five years as shown in *table 2*.

Historical full-time pupil numbers are shown in *table 3*.

Table 2

	Actual NOR at Jan 2024	Projected NOR at Jan 2025	Projected NOR at Jan 2026	Projected NOR at Jan 2027	Projected NOR at Jan 2028	Projected NOR at Jan 2029
F/T	1115	1,100	1,055	974	901	868

Table 3

F/T	2019/20	2020/ 2021	2021/2022	2022/2023	2023/2024
	1228	1183	1165	1170	1115

Closing the Cwmtawe Community School LSC for pupils with SpLD will have no detrimental effect on the school's full time pupil capacity.

The quality and standards of education

The school was last inspected by Estyn in 2018 and current performance was judged to be excellent and good in all areas. It is reported that 'High aspirations for all pupils are at the heart of the work of Cwmtawe Community School. Most pupils display a positive work ethic and are committed to achieving their potential. They make strong progress in their knowledge, communication and skills and achieve high academic standards.'

(Estyn 2018)

Wellbeing and attitudes towards learning

Cwmtawe Community School has a good track record for wellbeing and attitudes towards learning. Estyn note that, 'Most pupils display positive attitudes to their learning. They are well prepared and settle quickly in lessons, ready to work. Many respond enthusiastically to the teaching and are eager to ask and answer questions. They have a positive work ethic, are highly motivated and sustain their concentration well during tasks.'

Teaching and Learning

Estyn reported that across the school, 'Most teachers have strong rapport with their pupils. They encourage and support them consistently, while providing high levels of challenge. These teachers are passionate about their subject and their enthusiasm engages pupils successfully.'

Care, Support and Guidance

Estyn also reported, 'The school is a caring and inclusive community, which promotes a culture of high expectations and care for others. The school's mission statement of 'We can and we will succeed by working together and giving of our best' has a positive effect on pupils' behaviour, wellbeing and academic progress'.

Leadership and Management

The Estyn report notes that, 'The headteacher and senior leadership team work together successfully to communicate a clear vision based on a culture of high expectations for all pupils. As a result, staff have a strong commitment to 'develop young people to live life to the full and become responsible adults who contribute positively to society'.

Standards

Since 2020, Welsh Government do not expect returns for all statutory data collections that would have been due to take place before the school summer holidays as a result of the Covid pandemic. This includes National Data Collection (NDC) 2020 data collection and Welsh National Tests (WNT) 2020 data collection.

The most recent Estyn inspection report can be viewed at:

[Inspection report Cwmtawe Community School 2018 \(gov.wales\)](#)

The quality of the school building and accommodation

According to the condition survey carried out in 2015, overall the school is graded category C for condition. The backlog maintenance for this site is estimated at circa £1,155,822. This figure represents the total cost of all maintenance work identified as being required at the school.

There are no capital works and no transfer or disposal of land or buildings that arise as a result of the proposal.

What is the impact on pupils and parents of the proposal?

It is anticipated that the proposed changes will have no adverse impact on pupils. The last 5 years has seen a decline in the number of pupils attending

Cwmtawe Community School Learning Support Centre for pupils with SpLD. In September 2024, there will be 0 pupils attending the centre. Therefore, the proposal to close the centre will not impact on the pupils currently attending Cwmtawe Community School.

For pupils within the Local Authority in receipt of an IDP for SpLD, support is provided in mainstream establishments in line with individual pupil IDPs and forms part of a continuum of support in accordance with the Additional Learning Needs and Education (Wales) Tribunal Act. The Act specifies that mainstream schools have a duty to deliver additional learning provisions (ALP) to support learners with ALN as set out in their IDP.

Children and young people with SpLD receive support from specialist staff at different levels, including; consultation for individuals and groups of learners; individual casework and systemic work such as delivering high quality training. Furthermore, Neath Port Talbot Inclusion Service have an agreed SpLD pathway that clearly sets out the graduated response and when it is appropriate to involve relevant professionals. The Inclusion Service will also continue to build the knowledge and capacity of schools to identify needs at an early stage and deliver appropriate support through the delivery of professional training.

This proposal also ensures that pupils with SpLD have the opportunity to be taught within their catchment schools alongside their peers, thus reducing the need for additional travel to a LSC. The emotional well-being of children and young people experiencing SpLD is a priority when promoting more positive outcomes for this group. Within Neath Port Talbot, we are committed to promoting the rights of children and young people. With reference to Article 31 of the United Nations Convention on Rights of a Child (UNRC), it is also very important to ensure a balanced approach in which the child or young person has planned opportunities to relax, play and develop a range of other skills (which they may acquire with greater ease than literacy skills) to support their emotional well-being. Provision to support the confidence and emotional well-being of learners with literacy needs is key and mainstream settings can develop this by ensuring that the children and young people feel part of a learning community which recognises and responds to their needs. Learners should have a strong sense of belonging in their local mainstream school, in

which a sense of belonging is a core element of embedding a whole school approach to emotional and mental well-being.

There will be no negative impact on pupils attending Cwmtawe Community School as a result of this proposal. Additionally providing targeted support in line with individual pupil IDPs within all mainstream secondary schools in the Local Authority ensures that pupils with SpLD have the opportunity to be taught within their catchment schools, thus reducing the need for additional travel to a LSC and increasing the potential to use well-established walking and cycling routes to school for some pupils.

What is the impact on the workforce?

Currently there are no additional staff employed at Cwmtawe Community School Learning Support Centre for pupils with SpLD. As a result, staff will not be adversely affected by this proposal.

What is the impact on travel arrangements?

There is a statutory duty placed upon all local authorities in Wales to provide pupils with free transport to their nearest suitable school if they reside beyond safe 'walking distance' to that school. The term suitable school applies to the catchment area of English, Welsh, dual language or voluntary aided mainstream primary school, secondary school or special school/class as appropriate. The law relating to safe 'walking distance' is defined as two miles for pupils of compulsory school age receiving primary education and three miles for pupils of compulsory school age receiving secondary education.

Pupils' travel needs will be assessed in line with the Council's Home to School Transport policy.

Under the School Travel Plan requirements, all schools, together with the Council's Road Safety Team, are committed to:

- improving road safety within the local community
- raising awareness about travel issues
- encouraging walking, cycling and public transport for the school journey where applicable
- encouraging independent travel where applicable

Providing targeted support in line with individual pupil IDPs within all mainstream secondary schools in the Local Authority ensures that pupils with SpLD have the opportunity to be taught within their catchment schools, thus reducing the need for additional travel to a Learning Support Centre and increasing the potential to use well-established walking and cycling routes to school for some pupils.

Impact on additional learning needs provision

Specialist support for pupils with SpLD will be provided in all mainstream establishments including Welsh-medium schools in line with individual pupil IDPs and will form part of a continuum of support in line with ALN Reform. The language medium of ALN provision is integral to the effectiveness and quality of the provision itself. Passing the Additional Learning Needs and Education Tribunal (Wales) Act 2018 (the Act) was a turning point in this context and established the principle that the ALN system in Wales needs to be bilingual, and therefore Welsh-medium provision is equitable to the English-medium provision.

In line with the Additional Learning Needs Code for Wales, mainstream schools have a duty to deliver additional learning provisions (ALP) to support learners with ALN as set out in their IDP. This will ensure that pupils with SpLD are fully integrated and will have equal access to all aspects of mainstream activities and opportunities in the language of their choice.

What is the impact on Welsh medium education?

All local authorities in Wales now have to produce a Welsh in Education Strategic Plan (WESP). This document indicates how the local authority intends to promote the teaching of the Welsh Language, how it intends working towards increasing the number of children taught through the medium of Welsh and how it can assist achieving the Welsh Government's target of having one million people in Wales speaking Welsh by 2050.

Cwmtawe Community School Learning Support Centre for pupils with dyslexia is an English-medium provision. Following the proposed implementation of this proposal, specialist support for pupils with SpLD will be provided in mainstream establishments including Welsh-medium schools in line with individual pupil IDPs and will form part of a continuum of support in line with the ALN Reform Act, resulting in Welsh-medium provision being equitable to English-medium provision.

What is the financial impact?

Cwmtawe Community School LSC is funded from the delegated schools budget and the school receives funding for additional places at Band E. In 2023-2024, the school received an additional £17,176 for the one Year 11 pupil attending.

The proposal seeks to close the LSC and therefore the school budget would be adjusted accordingly.

Should the proposal be approved, the funding will be repurposed to provide additional provision in areas where we have identified the greatest need.

There are no capital receipts directly related to this proposal.

Integrated Impact Assessment

An Integrated Impact Assessment has been undertaken to assist the Council in discharging its legislative duties under the Equality Act 2010, the Welsh Language Standards (No.1) Regulations 2015, the well-being of Future Generations (Wales) Act 2015 and the Environment (Wales) Act 2016.

The assessment has indicated that should the proposal proceed it is likely to have a positive impact on age, disability and sex, and neutral on race, religion or belief and sexual orientation, gender reassignment, marriage and civil partnership and pregnancy and maternity. The proposal may also impact positively on opportunities to use the Welsh language. The proposal will have both neutral and positive impacts on socio economic disadvantage. It is unlikely that the proposal would impact on biodiversity.

What are the legal impacts?

The proposal will close an ALN provision in a mainstream school (Cwmtawe Community School) where the pupils admitted are in addition to the admission number for the school and where the provision is recognised by the Council as reserved for pupils with ALN. As such, this constitutes a regulated alteration requiring the statutory publication of the proposal. The School Standards & Organisation (Wales) Act 2013 (the Act) provides the legislative framework by which the Council may implement a proposal. The Welsh Government's School Organisation Code, November 2018, made under Sections 38 and 39 of the Act, imposes on the Council requirements and guidelines on matters relating to school organisation. The Council's procedures are in line with legislative requirements.

Impact on community usage

The proposal should have no adverse impact on the communities at Cwmtawe Community School or at other mainstream schools where SpLD pupils are attending, as the proposal does not affect any community usage.

Valleys Communities Impacts

The impact on Neath Port Talbot's valley communities will be the same as all other areas of the County Borough as the provision admits pupils from across the whole of the county borough. Currently, there are no pupils attending the centre. Provision for pupils with SpLD will continue to be provided in all mainstream secondary schools throughout the Local Authority.

Risk Management

A risk assessment has been carried out under the Council's Risk Management Policy 2015.

Potential risk areas in implementing the proposal include:

- educational outcomes for pupils are not improved
- negative response from parents
- discrimination against protected characteristics resulting in a negative impact on one or more protected groups
- staff with appropriate skills and expertise not available in all schools

Failing to implement the proposal will result in a range of teaching/learning and financial benefits not being fully realised, particularly in relation to:

- pupils with SpLD are not fully integrated and will not have equal access to all aspects of mainstream activities and opportunities within their catchment/ community school

- Increased financial pressure through funding planned places which are no longer required

Given that there are no pupils currently attending the centre and that the needs of pupils with IDPs for SpLD are currently met at mainstream schools within the Local Authority, and that high quality support is available from specialist local authority staff to ensure SpLD pupils are able to fully access mainstream education, the potential effects of the identified risks will be mitigated by implementation of the proposal.

Legal process and consultation

This school organisation proposal is being brought forward under the Council's Strategic School Improvement Programme. Formal consultation is required in line with the Welsh Government's School Organisation Code, November 2018, which specifies the procedures to be followed, including the content of the consultation document and those to be consulted.

Neath Port Talbot County Borough Council is the proposer and the Council wishes to hear the views of all interested parties before deciding whether to progress its proposal. All responses to this consultation will be considered when making its decision and a consultation report will be published following the end of the consultation period. The consultation report will summarise the issues raised by consultees and include a response from the Council. The consultation report will also set out Estyn's view on the proposal.

Having considered the views expressed by interested parties, if the Council decides to proceed with its plan it will publish a statutory proposal. Once the statutory proposal is published there will be a 28 day period to respond in writing, known as the 'objection period'. Only objections submitted during this period will be considered. If objections are received an objection report will be published following the end of the objection period. The report will summarise each objection raised and provide the Council's response.

Please note: only written objections submitted during the statutory notice period will be considered. Any comment submitted as part of the consultation process will need to be re-submitted in writing during the statutory notice period if it is to be considered as an objection.

Following the conclusion of the objection period the Council is required to determine the proposal and the matter will go before the Council's Education, Skills and Wellbeing Cabinet Board for decision. In its decision making the Cabinet Board will give due consideration to any objections raised alongside the case for the proposal. The proposal will be determined in line with the requirements of the School Standards and Organisation (Wales) Act 2013 and associated School Organisation Code 2018.

Consultation with children and young people

It is important that when bringing forward proposals, suitable arrangements are made to consult with pupils. The Council will consult with pupils in Cwmtawe Community School and the information gathered in these sessions will be included in the final consultation report.

Process timetable

The consultation process must follow the Welsh Government guidelines as set out in the School Organisation Code 2018.

The Education, Skills and Wellbeing Scrutiny Board agreed to consult on the proposal on September 12th 2024. Formal consultation will take place during the period from 5th November 2024 to 16th December 2024.

The implementation date for the proposal will be 1st September 2025.

Meetings with the governors and staff will be arranged as needed in order to receive comments and suggestions during the period of the consultation. These meetings will also provide an opportunity for questions to be asked about the proposal.

Pupils will be consulted during the course of the school day at a time which causes least disruption.

Making comment on the proposal

The purpose of this consultation document is to provide information and to invite views on the Council’s proposal to close the Cwmtawe Community School Learning Support Centre for pupils with SpLD. If you have questions regarding this consultation document then please contact the Council at the address below.

A full list of those being consulted can be seen below:

List of Consultees	
Cwmtawe Community School	NAASH (Secondary Schools Forum)
Parents / carers	LLAN (Primary Schools Forum)
Staff	Bordering authorities – Swansea/ Bridgend/ Carmarthenshire/ Powys/ RCT
Governing Body	
Wider School Community	
All other NPT schools	Pontardawe Town Council Cilybebyll Community Council
NPT Elected Members	WG Schools Management Division
Diocesan Directors of Education	MP and MS
<ul style="list-style-type: none"> - Diocese of Menevia, Swansa - Diocese of Llandaff, Vale of Glamorgan 	For Neath
Trade Unions	Regional Members of the Senedd

Estyn	ALN Partners- SNAP, Action for Children, Child and Adult Mental Health Services (CAMHS), Consultant Community Paediatrician, The Children's Centre NPT Hospital (Therapeutic Services), National Autistic Society, NPT Special Needs Support Group
Regional Education Consortium (ERW)	Children and Young Person Partnership (inc. Early Years Development and Childcare)
NPTCBC Integrated Transport Unit	Police and Crime Commissioner
Communities First Partnership	NPTC Officers

Formal consultation will take place during the period: **5th November and 16th December 2024**. Comments on the proposal must be submitted in writing by letter, e-mail or on the comment form attached to this document.

The closing date for responses to this consultation is Monday 16th December 2024. Unfortunately we will not be able consider any consultation responses received after this date.

Responses should be sent to the following address: **Andrew Thomas, Director of Education Leisure and Lifelong Learning, (marked for the attention of the SSIP Team), Civic Centre, Port Talbot SA13 1PJ** or e-mail to: SSIP@npt.gov.uk

Comment Form

Please provide your comment including suggestions for alternatives on the proposal to close the specialist learning support centre (LSC) provision for secondary age pupils with Specific Literacy Difficulties (SpLD) at Cwmtawe Community School, Ffordd Parc Ynysderw, Pontardawe, Swansea, SA8 4EG.

Your comments /suggestions (*additional space overleaf*)

Alternatively you may wish to indicate which of the following reflects your views:

	Please tick
I support the proposal	
I do not feel strongly one way or the other	
I do not support the proposal	

Please circle if you are:

Cwmtawe Community School: Teacher / Non-Teaching School Staff / Governor / Parent / Pupil /Local Resident / Other (please state)

.....
 Please tick if you wish to be informed that the consultation report is available and provide your contact details:

.....

Please detach this form and return to:
Director of Education Leisure and Lifelong Learning, Civic Centre, Port Talbot

SA13 1PJ

or e-mail your comments to: SSIP@npt.gov.uk

All comments must be received by **no later than Monday 16th December 2024.**

Additional comments/suggestions

A large, empty rectangular box with a thin black border, occupying most of the page below the header. It is intended for providing additional comments or suggestions.

