



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 VISUAL IMPAIRMENT AT
CEFN SAESON COMPREHENSIVE SCHOOL, AFAN
VALLEY ROAD, CIMLA, NEATH, SA11 3TA**



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 Learning Support Centre for pupils with visual impairment (VI) at Cefn Saeson Comprehensive School, Afan Valley Road, Cimla, Neath, SA11 3TA.

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 VI at Cefn Saeson Comprehensive School with effect from 1st September 2025.

Neath Port Talbot Council are committed to promoting high standards of learning for all children and young people. All learners should have access to high-quality, well-differentiated 'quality first' teaching across the curriculum within mainstream schools and settings, as informed by current research and national guidance. . All mainstream schools and settings are provided with advice for Inclusive Learning Provision (ILP) and ALP, which further details how to include pupils with a visual impairment.

Through the successful implementation of IDPs, schools are increasingly supporting young people with a range of additional specific learning needs including VI. There are currently 11 secondary age pupils in receipt of a Local Authority Maintained IDP in Neath Port Talbot, none of whom attend the VI LSC at Cefn Saeson Comprehensive School (PLASC 2024).

The Learning Needs Code for Wales 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."

There are currently 2 planned places for the VI LSC but 0 pupils are attending. Additionally, no teachers or support staff are currently employed within the VI LSC.

The table that follows (table 1) outlines the pupil numbers at the LSC for pupils with VI at Cefn Saeson Comprehensive School 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.

Pupil Numbers at Cefn Saeson Comprehensive School Learning Support Centre for Pupils with Visual Impairment Over the Previous Five Academic Years (PLASC)					
	Academic Year				
	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
Pupils	1	1	0	0	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 LSC in the academic year 2024/ 2025.

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

Currently, there is no primary LSC for VI. On transition to secondary provision, parents have opted for local mainstream secondary provision instead of the Cefn Saeson LSC, which has enabled continued access to peer friendships and greater ease of access to extra-curricular activities and community events.

Many visual impairments present in teenage years, when pupils have made firm relationships within their catchment secondary school. No pupils have opted to move to the LSC in Cefn Saeson Comprehensive School.

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 VI 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 VI 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 VI 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 Cefn Saeson Comprehensive School LSC for pupils with VI 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 Cefn Saeson Comprehensive LSC for pupils with VI and continue to provide additional support in mainstream settings

Continue to provide specialist support for pupils with VI 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 (ALPs) to support learners with ALN as set out in their IDP. This will ensure that pupils with VI 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 financial resources are used efficiently and are directed towards the greatest needs. Currently there are no pupils accessing the funded Cefn Saeson Comprehensive School LSC for pupils with VI as all secondary age pupils with IDPs for visual impairment 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 VI 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

Cefn Saeson Comprehensive School

Cefn Saeson Comprehensive School, Afan Valley Road, Cimla, Neath, SA11 3TA is a 11-16 Secondary School for boys and girls, situated in Cimla, Neath.

Currently, the school has the capacity to accommodate 900 full-time pupils. As of PLASC 2024, there are 845 full time pupils at the school. The school also hosts a specialist Secondary Education Nurture Centre (SENC) provision for up to 16 pupils.

Full-time pupil numbers at the school are predicted to decrease slightly over the next five years as shown in table 1.

Historical full-time pupil numbers are shown in table 2.

Table 1

	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	845	890	912	881	844	837

Table 2

F/T	2019/20	2020/ 2021	2021/2022	2022/2023	2023/2024
	778	801	834	852	845

Closing the Cefn Saeson Comprehensive School LSC for pupils with VI will have no detrimental effect on the schools full time pupil capacity.

The quality and standards of education

The school was last inspected by Estyn in 2023 and current performance was judged to be in need of significant improvement. It is reported that 'Cefn Saeson Comprehensive School is a caring school where staff know pupils well and make them feel valued and safe. Pupils are welcoming and friendly, and many behave well. They benefit from the wide range of extra-curricular opportunities on offer and the pupils involved in the various Senedd groups value the opportunities they have to contribute to the life of the school.

(Estyn 2023)

Wellbeing and attitudes towards learning

Estyn note that, 'Relationships between pupils and staff are a strong feature of the school, and pupils value the kind and caring approach taken by the staff. Many feel respected and well supported. They feel safe in school and know who to go to for support. Most pupils say that they are not affected by bullying and are confident that any pastoral issues are followed up effectively'.

Teaching and Learning

Estyn reported that across the school, 'Teaching at Cefn Saeson is characterised by positive relationships between staff and pupils. Teachers know their pupils well, and offer them support and encouragement at every opportunity. In the majority of cases, teaching is effective in helping pupils to make sound progress in developing their knowledge, understanding and skills. In a minority of instances, shortcomings in teaching limit the progress that pupils make'.

Care, Support and Guidance

Estyn also reported, 'Cefn Saeson Comprehensive School provides an inclusive learning environment that supports pupils' emotional, health and social needs

well... Leaders have a sound overview of the provision for pupils with additional learning needs (ALN). They are well prepared for ALN reform and are responding positively to changes in practice, such as the use of one-page profiles and individual development plans (IDP). The school has a range of suitable provision to meet the specific needs of pupils with ALN and enable them to develop their social skills. Teaching assistants support ALN pupils effectively within mainstream lessons and in intervention sessions’.

Leadership and Management

The Estyn report also notes that, ‘The headteacher provides passionate leadership and is supported fully by his senior team. Together, they have communicated suitably their vision of aiming ‘to ensure all make meaningful progress in learning, to thrive and flourish’.

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 Cefn Saeson Comprehensive School 2023 \(gov.wales\)](#)

The quality of the school building and accommodation

The new build Cefn Saeson Comprehensive School was completed in July 2022. According to the condition audit carried out in 2023, overall the school is graded category A for condition. There is no backlog maintenance for this site.

There are no capital works planned as a result of this 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 Cefn Saeson Comprehensive School LSC for pupils with VI. Since 2022, no pupils have attended the centre. Therefore, the proposal to close the centre will not have a detrimental impact on the pupils currently attending Cefn Saeson Comprehensive School.

For pupils within the Local Authority in receipt of an IDP for VI, support is provided in mainstream, special school and LSCs (for other areas of need such as ASD) 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 VI receive support from specialist staff at different levels, including; consultation for individual learners, individual casework and systemic work such as delivering high quality training to staff and 1:1 direct teaching as required. Furthermore, Neath Port Talbot Inclusion Service have a referral system where a pupil who is noted as being visually impaired by Health professionals or is displaying concerning visual behaviours can be referred to the Visual Impairment Team for advice and input if deemed necessary following assessments. The Inclusion Service will also continue to build the knowledge and capacity of schools and Early Year settings to identify needs at an early stage and deliver appropriate support through the delivery of professional training.

This proposal also ensures that pupils with VI have the opportunity to be taught within their catchment schools alongside their peers, thus reducing the need for additional travel to a Learning Support Centre. The emotional well-being of children and young people experiencing VI 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 to support their emotional well-being. Provision to support the confidence and emotional well-being of learners with visual impairment 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.

What is the impact on the workforce?

Currently there are no staff employed at Cefn Saeson Comprehensive School LSC for pupils with VI. 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 VI 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 VI 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 Additional Learning Needs (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 (ALPs) to support learners with ALN as set out in their IDP. This will ensure that pupils with VI 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.

Specialist support for pupils with VI 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.

What is the financial impact?

Cefn Saeson Comprehensive School LSC is funded from the delegated schools budget and the school receives funding for additional places. In 2023-2024, the school received an additional £33,928.

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.

Following full consultation where views of all stakeholders will be gathered, greater information will be available which will further help to inform the assessment.

What are the legal impacts?

The proposal will close an ALN provision in a mainstream school (Cefn Saeson Comprehensive 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 Cefn Saeson Comprehensive School, or at mainstream schools where VI pupils are attending as the proposal does not affect any aspect of 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 at Cefn Saeson Comprehensive School. Provision for pupils with VI 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
- discrimination against protected characteristics resulting in a negative impact on one or more protected groups
- negative response from parents
- 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 VI are not fully integrated into mainstream schools and will not have equal access to all aspects of mainstream activities and opportunities within their catchment school

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

Given that there are no pupils currently attending the LSC and that the needs of pupils with Local Authority IDPs for VI are currently met at mainstream schools within Neath Port Talbot, and that high quality support is available from specialist local authority staff to ensure VI pupils are able to fully access mainstream education, the potential effects of 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 Cefn Saeson Comprehensive 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 Cefn Saeson Comprehensive School Learning Support Centre for pupils with visual impairment. 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	
Cefn Saeson Comprehensive 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	Neath Town Council
NPT Elected Members	WG Schools Management Division
Diocesan Directors of Education	MP and MS
- Diocese of Menevia, Swansa	For Neath

- Diocese of Llandaff, Vale of Glamorgan	
Trade Unions	Regional Members of the Senedd
Estyn	ALN Partners-
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 Learning Support Centre for pupils with visual impairment (VI) at Cefn Saeson Comprehensive School, Afan Valley Road, Cimla, Neath, SA11 3TA.

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:

Cefn Saeson Comprehensive 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