


# Supporting Pupils with Additional Learning Needs

## A Guide for Parents and Carers

August 2013

Dear Parent / Carers

Our children are our future and it is with them that the success of our local communities rests. In a rapidly changing and increasing complex society, it is vital that we invest in our children. They need to gain the knowledge, skills and personal qualities that will help them to realise their ambitions, achieve their potential and become responsible citizens, playing a full and active part in the life of their community.

In Neath Port Talbot, we recognise the importance of giving children the very best start in life. To this end, the local authority and the schools in the area continually strive to raise standards and improve performance. We aim to provide children with rich and varied educational experiences that will equip them for the challenges that lie ahead. Parents play a key role in helping to achieve this. By working together, we can ensure every child's potential is fully realised and that they can both enjoy and gain maximum benefit from school life.

Estyn, in its November 2010 inspection of local education authority services for children and young people within Neath Port Talbot, commented that "Support for additional learning needs (ALN) is excellent. The authority has successfully built upon the outstanding practice identified in the 2008 Estyn inspection."

This booklet gives you information about how children with additional learning needs are supported in Neath Port Talbot. If you need more information, the Special Educational Needs Co-ordinator at your child's school will be able to give you help and advice; alternatively, you are welcome to speak with the Liaison Officer at the Civic Centre, Port Talbot (Telephone 01639 763140)

Yours sincerely



Aled Evans, Director of Education, Leisure and Lifelong Learning

## PLEASE NOTE

This booklet has been produced to help and advise you about your child's education. Please keep this booklet as a reference so that you know where to find information on different topics should the need arise.

The information in this booklet is relevant and accurate at the time of publication. Some adjustment of policy, regulation, provision and resources may be necessary from time to time.

## NEATH PORT TALBOT'S INCLUSION POLICY AND WHAT IT MEANS TO YOU AND YOUR CHILD

This booklet has been produced to help and advise you about your child's education. It will give you general information about education in the Neath Port Talbot area, but also contains more specific information about services available to children who may have additional learning needs, which are sometimes known as special educational needs. Please keep this booklet safely, so that you can read it when you need to.

The information in this booklet is relevant and accurate at the time of publication.

Neath Port Talbot County Borough Council aspires to deliver an inclusive education service that:

- celebrates diversity and respects everyone's right to education in their local community
- ' provides access to high quality learning experiences for every child and adult
- encourages and supports individuals to realise their ambitions, achieve their potential and become active and responsible members Of society.

We believe that:

- pupils have a right to be educated locally wherever possible ● pupils have a right to have their additional learning needs fully identified and assessed, usually in school as early as possible ● all pupils, including those with additional learning needs, should be encouraged to be fully involved in all aspects of school life and should receive a broad, well balanced education ● your views and support- as a parent are vital ● your child's views should be listened to.

## What can I do if I think my child may have learning difficulties?

If your child:

- has not yet started school, discuss your concerns with your health visitor, GP or other professionals;
- attends playgroup, discuss your concerns with your playgroup leader;
- is already at school, discuss your concerns with the class teacher, who will want to talk to you about ways of helping your child.

### Remember...

Whether or not your child has started school, we will want to work in partnership with you. You may also find it helpful to contact voluntary groups (some useful addresses are listed at the end of this booklet).

Your views and support are extremely important. You know your child better than anyone else and you have an essential part to play. For example, you are in the best position to talk about your child's early experiences and how he or she behaves at home.

Teachers know your child in a different setting and they will have teaching knowledge and experience that they will want to share with you.

Children respond positively when they are praised and encouraged. Your encouragement and support are very important.

Every school will have a Special Educational Needs Coordinator (SENCO) who can provide advice and support to school staff, parents and children. Each school will have a policy for meeting additional and special educational needs within the school. Ask the school if you would like to see a copy of the policy.

There will be one person on the Governing Body of the school who has responsibility for the additional learning needs or special educational needs of pupils.

The SENCO at the school gathers information from colleagues and from you as a parent. It is the SENCO's job to organise additional help and to draw up an individual education plan (IEP).

The IEP should identify:

- your child's strengths and areas of difficulty • any additional help that is needed e who is to provide help and how often it will be given
- targets for your child
- how and when your child's progress will be reviewed e what help you can give your child at home.

The layout of IEPs may vary from one school to another. It is how your child is helped that is important and not the way in which the school writes it down. The IEP should be reviewed regularly, at least twice a year.

## 2. School Action Plus

If, after a period of monitoring and regular review of the IEP, the school is concerned that your child is not making enough progress and may need further help, other professionals can be asked to give the school advice. This stage is known as School Action Plus and may involve specialist teachers, educational psychologists, or health professionals. These professionals may visit your child in school, provide specialist assessments and give advice to school staff on fresh targets and strategies to help your child. A new IEP will be drawn up, which may include greater levels of support or new approaches.

Most children who have support at School Action Plus will start to make good progress in their learning.

## 3. Statutory Assessment

If, despite having help at School Action Plus, your child is not making progress, then the school will consider asking the Authority to carry out a statutory assessment. This is a multi-disciplinary assessment, which is a detailed investigation to establish all the additional learning needs of your child.

For an information pack of organisations which support parents, please telephone your Liaison Officer (telephone numbers 01639 — 763766 / 763140).

You can choose an Independent Parental Supporter who will offer you support whenever you need it. They could come with you to meetings, help you write your views and give you advice and information as well as personal support. This service is free, independent and confidential.

Locally, SNAP Cymru (the Special Needs Advisory Project) is an organisation providing an Independent Parental Support service to families of children and young people who have, or may have, additional learning needs. The service is free to families and is confidential. You will be provided with accurate and impartial information about options available to you.

### How will my child be involved?

Just as you as parents have vital information about your own child, children themselves have a unique knowledge of their own circumstances. They will have their own views about what support they would like to receive, in order to make the most of their education, and they should feel confident that their views will be taken into account.

All children and young people have rights, including the right to receive information and to express opinions about decisions which affect them.

Support will be given to help young people, particularly those with communication difficulties, to express their views and develop their confidence. From an early age, children with additional learning needs will be involved in discussion about their individual education plans.



## What are the steps in a Statutory Assessment?

If the Authority decides that your child needs a statutory assessment, a Liaison Officer from the Additional Learning Needs Support Team will contact you to offer to make an appointment to meet with you.

At this meeting, your Liaison Officer will explain the procedures for statutory assessment and answer any questions you have.

Your Liaison Officer will also give you:

- a letter explaining that the Authority is proposing to start a statutory assessment for your child, providing you are in agreement
- a form to sign to confirm that you are in agreement with your child being assessed
- information about the Independent Parent Support Service
- information booklets.

We ask everyone who has been working with your child to write reports. These are called advices. Your advice is known as parental advice. For more information, please see chapter 4.

Your Liaison Officer will offer to help you with your parental advice, or leave sheets for you to complete if you prefer to write your advice on your own.

You will receive at least 3 letters:

- confirming that the statutory assessment is starting
- giving a date and time for the medical appointment
- giving a date and time for an appointment with the educational psychologist. (This may not be necessary if the educational psychologist has seen your child very recently).

The Special Educational Needs Panel is a group of usually 6 people, including education officers, an educational psychologist, and a specialist

teacher, headteachers from local schools and nominees from local voluntary organisations. The Panel meets at least once every week during term time; the group members will vary from meeting to meeting.

When all the advices have been received, the Special Educational Needs Panel will discuss your child and consider all the written advices very carefully before making recommendations regarding the support that your child needs. The Special Educational Needs Panel has to decide whether your child needs a statement of special educational needs.

A statement of special educational needs will only be necessary if the support that your child needs cannot reasonably be provided from the resources normally available to mainstream schools.

### Step 5

Your Liaison Officer will contact you following this discussion to tell you the Special Educational Needs Panel's decision.

Shortly after this, we will send you either the statement that we are proposing to issue for your child, or a note in lieu. In either case we will also send you all the advices that we have received as part of the statutory assessment. A copy of the proposed statement, but not the advices, will also be sent to everyone who wrote reports about your child. At this stage we will ask you to tell us which school you would like your child to attend. This is often the school he or she is already attending.

If you have any questions or concerns, discuss these with your Liaison Officer or your Independent Parental Supporter. You can ask either of these people to make an appointment for you to meet with the Authority's Named Officer, to discuss the Special Educational Needs Panel's recommendations in more detail.

If you wish to visit any school that has been mentioned in the recommendations, your Liaison Officer can help you to make an appointment.

If, after these discussions, you do not agree with the recommendations, you must write to tell us within 15 days from the date that you receive the proposed statement or the note in lieu.

### Step 6

If your child is to have a statement of special educational needs, a final statement will be posted to you about 15 days after the proposed statement. The statement will describe all your child's special educational needs that were identified during the assessment and will set out all the provision that your child will need in and out of school.

The statement is in 6 parts:

- Part 1 includes details of your child's name, date of birth and address
- Part 2 is the description of his or her needs at school
- Part 3 describes the support he or she will need in school ● Part 4 is the name of the school — this section is left blank on a proposed statement. The Authority describes the type and name of the school only after hearing your views
- Part 5 describes non-educational needs and ● Part 6 sets out non-educational provision.

What can I do if I disagree with the recommendations?

You should contact your Liaison Officer, within 15 days of the proposed statement being sent to you. The Liaison Officer will discuss your concerns with you and give you information and guidance.

If you have any concerns or disagree with any part of the final statement you may wish to get advice or support from your local Independent Parental Supporter, SNAP Cymru. You can contact SNAP at 43 Alfred street, Neath, SA11 1JG 01639 632192.

The 'Named Officer', who is the Manager of the Additional learning Needs Support Team, can give you information about the formal arrangements that are available to help resolve or prevent any disagreements between you and the Authority.

Using either of these services does not prevent you from appealing to the independent Special Educational Needs Tribunal (Wales) about parts 2, 3 or 4 of the Statement. Your rights are not affected and an appeal to the Tribunal can run at the same time as any disagreement resolution process. We send you more information about the Special Educational Needs Tribunal with all our decision letters.

If your child has a statement of special educational needs, the statement will be discussed at least once a year at an Annual Review, to ensure that the statement is still meeting your child's needs. You and your child will be invited to attend the Annual Review, together with the people who are working with your child.

A statement will only be maintained as long as it is needed; very few children have a statement throughout their education.

A statement is ceased when a child has made enough progress to be supported at school action plus.

## How do I present my Advice?

Parents' views are called parental advice. You can write your advice in any way you wish. Some parents write a letter; others prefer to write a report with headings. It does not matter which you choose.

Some tips before you begin:

- Spend some time talking about your views with other family members before writing them down. You might decide to write separate reports or to explain that you have different opinions
- Your Liaison Officer can assist you with writing your advice if you would find this helpful.
- You might like to talk to your local Parent Partnership service (SNAP Cymru). They can discuss your views with you and can also help you to write your advice.
- The information that you write about your child are more important than perfect grammar and spelling.
- It does help if you can write as clearly as you can using a black pen. This will make it easier for us to photocopy your advice and for other people to read it. You can also type or word process your advice. ● Keep a copy of anything you write; your Liaison Officer will send you a copy if you ask for one.
- You may write your advice in any language
- If you have very strong views you should write these. Sometimes parents are worried that others might not like what they say. This does not matter; you should say what you think about your child's needs and how they can best be met
- Your advice can be as long or as short as you wish.
- Your advice will be sent to everyone involved in your child's statutory assessment
- Please make sure that you sign and date your advice.

Here are some guidelines to help you.....

### The Early Years

- What was your child like as a young baby?
- What do you remember about you child's early years?
- Were you happy about his or her progress at the time?
- When did you first think that things were not right? ● What happened?
- What advice or help did you receive and from whom?

Your Child Now (Some of these points may not apply to your child)

- General Health — eating and sleeping habits; general fitness; absences from school; minor ailments — coughs and colds. Serious illnesses / accidents — periods in hospital. Any medicine or special diet? General alertness — tiredness; signs of use of drugs — smoking, drinking, glue-sniffing.
- Physical Skills — walking, running, climbing, riding a bike, playing football or other games; drawing pictures, writing, doing jigsaws, using construction kits, household gadgets, tools, sewing.
- Self-help — level of personal independence — dressing, etc; making bed, washing clothes, keeping room tidy, coping with day-to-day routine; budgeting pocket money, general independence — getting out and about.
- e Communication — level of speech; explains / describes events, people; conveys information (e.g. messages to and from school), joins in conversations, uses telephone.
- Playing and Learning at Home — how your child spends time, watching TV, reading for pleasure and information, hobbies, concentration, sharing.
- Activities Outside — belonging to clubs, sporting activities; happy to go alone.
- Relationships — with parents, brothers and sisters; with friends; with other adults (friends and relations) at home generally; 'outside' generally. Does your child find it easy to make friends?

- Behaviour at Home — co-operates, shares; listens to and carries out requests, helps in the house, offers help; fits in with the family routine and 'rules'. Moods good and bad, sulking — temper tantrums; demonstrative, affectionate.
- At School — relationships with other children and teachers; progress with reading, writing, numeracy; other subjects and activities at school. How the school has helped/not helped your child.  
Do you feel part of your child's education?  
Does your child enjoy school?  
What does he or she find particularly difficult?

### Your General Views

- What do you think your child's additional learning needs are?
- How do you think these can best be provided for?
- What is your child good at or what does he or she enjoy doing? ● What does your child worry about -- is he or she aware of difficulties? ● What are your worries, concerns?
- Is there any other information you would like to give about the family or any experiences that might have affected your child?
- How do you think your child's needs affect the needs of the family as a whole?

You are welcome to send in any reports that you think would be helpful, as part of your parental advice.

## Who will give me advice and support regarding the additional learning needs of my child?

Some of these professionals will be involved, if your child has a statutory assessment. However, your child should be able to receive help from any of these people without an assessment.

Community Paediatricians are specialist doctors who will talk to you about your child's health and medical needs.

They should tell you:

- the effects that any medical conditions may have on your child's education
  - any checks that should be kept on your child's medical condition
- any special medical equipment your child may need.

The Community Paediatrician will gather information from other medical staff who know your child.

Educational Psychologists are trained to give advice, following an assessment, on the additional learning needs of a child, and on ways of addressing these needs. The assessment will depend on your child's age and the nature of his or her difficulties, but the educational psychologist will give your child some things to do individually and may also want to observe your child in the classroom or nursery. The educational psychologist will talk to you, to the teacher and other professionals who are working with your child.

You have a right to attend the assessment, but parents often choose not to be present, because their child may be distracted. When you talk to your child's educational psychologist, you can decide on this together. The assessment may be carried out over a period of time. If your child is very young or not yet attending school or nursery, the educational psychologist may meet with you and your child together, sometimes at your home.

The educational psychologist will tell you:

• why they need to assess your child • their opinion on your child's strengths and where he or she is having difficulties

- what your child can do and what needs to be learned

- the effect that any disabilities may have on your child's learning e how your child can be helped to learn.

Health Visitors are qualified nurses with extra training.

The Health Visitor should tell you:

- about your child's weight, height, hearing and sight
- what they know about any health problems your child may have, and suggest ways of overcoming or coping with problems.

Teaching Assistants (TAs) are adults who employed by a school to help teachers to meet the needs of pupils, usually in small groups.

They will assist the teacher by:

- helping your child with his or her work
- helping your child to take part in the work of the class
- by taking small groups for activities planned by the teacher
- by helping your child with self help and social skills • by preparing work or materials for your child.

Occupational Therapists are trained to develop your child's level of independent functioning. They will assess your child's fine and gross motor skills and if necessary, may provide programmes to improve these skills.

They should tell you:

- the level of your child's personal independence and social skills • whether your child would benefit from specialist equipment e whether there is a need for adaptation/alteration to your home and what help is available to find such work.

Physiotherapists are trained to assess movement and physical development, such as co-ordination, ability to sit, stand and walk. They advise on how best to help your child develop further movement, or keep as much movement as possible.

They can tell you what equipment is available that may help your child.;  
The Physiotherapist will work out a programme during your child's  
treatment and will continue to reassess your child's needs over a period of  
time.

Physiotherapists should tell you if:

- there is any physical difficulty, such as posture, range of movement, muscle tone or co-ordination
- your child needs regular treatment by a physiotherapist and what the programme should be
- your child needs special seating, footwear or any other equipment to enable them to access the school curriculum.

The Portage Service is a home-based scheme run by the Social Services Directorate. It has a team of workers, called Portage Home Advisors, who help pre-school children with developmental difficulties. The service is based with the Child Care Disability Team.

Portage Home Advisors will:

- visit you and your child at home
- show you different approaches which help your child learn
- lend you toys and equipment
- help you plan activities that you can do with your child
- regularly review your child's progress with you.

Your Community Paediatrician, Health Visitor, Social Worker or Specialist Health Visitor can help you contact a Portage Home Advisor.

Social Workers can help with:

- any special family care arrangements
- any problems that you and your child have to cope with, that could affect learning in school.

Specialist Teachers have qualifications and experience in supporting children with particular difficulties in the areas of:

- cognition and learning
- speech, language and communication
- visual impairment
- hearing impairment
- social, emotional and/or behaviour

These specialist teachers are also called peripatetic teachers because they visit schools across the Authority. They devise programmes for the class teachers to use, give advice on suitable targets in your child's IEP and help to monitor pupils' progress. They may assess your child and write a report of their findings.

Speech and Language Therapists have special training in the development of speech and language in children, and in helping children with communication difficulties.

They should tell you:

- about your child's speech, understanding and use of language e if your child has difficulty with the lip and tongue movements needed in speech
- if your child needs any special approaches to help communication, such as sign language
- if your child needs speech therapy.

A Speech and Language Therapist might work with your child individually or in a small group. This might be at nursery or school or at the clinic

Remember:

Ask people what they mean if they use words you do not understand. It is their job to explain things clearly to you.

Don't be afraid to ask them to explain things more than once if you don't understand. In return, don't worry if they ask you numerous questions.

You can have a friend or relative with you when there is a meeting or you could ask an Independent Parental Supporter to come with you.

Before any meetings, it is a good idea to jot down questions that you would like to ask. No one will mind if you bring a list to check that you've remembered everything.

What special provision is available in Neath Port Talbot schools?

### Learning Support Centres

These are classes which:

- are in a mainstream school
- teach children with needs that cannot be met in a mainstream class at their local school
- have a high adult to pupil ratio
- ' have staff with specialist knowledge, expertise or training
- have specialist materials and equipment

If your child attends a Learning Support Centre he or she:

- will normally have a Statement of Special Educational Needs
- will be on roll of a mainstream school, but it may not be your local one
- may be entitled to travel to school by bus or taxi, paid for by the Authority
- will usually be taught in a small group, but may join the mainstream classes for some of the time
- will be able to take an active part in many school activities
- may have speech and language therapy, physiotherapy or occupational therapy provided in school.

### Mainstream schools that have Learning Support Centres ~

Blaenbaglan Primary, Maes Ty Canol, Baglan. SA12 8YF a 01639 769775	Bryncoch. SAIO 7PE Speech and language difficulties <i>ages 3-11</i>
Blaendulais Primary Standert Terrace, Seven Sisters. SAIO 9AA a 01639 700261	Moderate to severe learning difficulties <i>ages 3-11</i>
Blaenhonddan Primary Main Road,	Moderate to severe learning difficulties <i>ages 7-11</i>

 01639 644366

Catwg Primary Main Road, Cadoxton, SAIO 8BL a 01639 642731	Sensory impairment ages 3-11
Cilffriw Primary, Pencynor, Neath SAIO 8LW ☎ 01639 630816	Speech and language difficulties ages 3-11
Croeserw Primary, Bryn Siriol, Croeserw. SA13 3PL a 01639 850265	Moderate to severe learning difficulties ages 3-11
Gnoll Primary, Wellfield Avenue, Neath SAII IAQ a 01639 642938	Autistic Spectrum Disorder ages 3-11
Maesmarchog Primary Main Road, Dyffryn Cellwen. SAIO 9LB ☎ 01639 700228	Autistic Spectrum Disorder ages 3-11
Tonmawr Primary Tonmawr Road, Tonmawr. SA12 9UW ☎ 01639 642219	Early years assessment ages 2-5
YGGD Trebannws, Swansea Road, Trebanos. SA8 2AJ ☎ 01792 864004	Moderate to severe learning difficulties ages 3-11
Tywyn Primary, Channel View,  Sandfields SA12 6JF a 01639 790883	Moderate to severe learning difficulties Profound and multiple learning difficulties ages 3-11

Wauanceirch Primary,

Dwr y Felin Road  
Neath SAIO 7RW  
801639 636084

Autistic Spectrum Disorder

(six term intervention) ages (nursery age up to the first term of Year 2)

Cefn Saeson Comprehensive  
Afan Valley Road,  
Cimla, Neath  
SAII 3TA  
☎01639791300

Special Schools

Visual Impairment ages  
11 - 16

Cwmtawe Comprehensive,  
Parc Ynysderw,  
Pontardawe SA8 4EG  
☎01792 863200

Specific learning  
difficulties Autistic  
Spectrum Disorder ages 11-  
16

Cwrt Sart Comprehensive  
Old Road,  
Briton Ferry. SAI 1 2ET  
☎01639 777890

Hearing impairment  
Speech and language difficulties  
Autistic Spectrum Disorder ages  
11 - 16

Sandfields Comprehensive  
Southdown View, Port  
Talbot SA12 7AH ☎  
01639 884246

Moderate to severe learning difficulties  
Profound and multiple learning  
difficulties Autistic Spectrum Disorder  
ages 11-16

There are two special schools in Neath Port Talbot that offer special teaching arrangements for children with moderate to severe learning difficulties, severe to profound and multiple learning difficulties and/or multi-sensory impairment

In both schools:

- all pupils have a statement of special educational needs ● all staff have specialist knowledge and expertise ● classes are always small with a high adult to pupil ratio ● specialist equipment is available ● pupils may be entitled to travel to school by bus or taxi, paid for by the Authority
- pupils may have speech therapy, physiotherapy, occupational therapy or nursing help provided in school.

- schools have links with mainstream schools where some pupils may spend part of their day.

Ysgol Hendre, Moderate to severe learning  
Main Road, difficulties  
Bryncoch, ages 11-16  
Neath SAIO 7TY \*01639  
642786

Ysgol Maes y Coed, Severe to profound learning  
Main Road, difficulties  
Bryncoch, Multi Sensory Impairment  
Neath SAIO 7TY ages 2 - 19  
01639 643648

Neath Port Talbot also has two special schools that offer specialist teaching arrangements for pupils with social, emotional and behavioural difficulties.

In both schools:

- all pupils have a statement of special educational needs
- all staff have specialist knowledge and expertise
- classes are small with a high adult to pupil ratio ● pupils may have specialist support from professionals in other agencies

Ysgol Hendre Learning Support Centre  
Main Road,  
Bryncoch,  
Neath SAIO 7TY Ages 4-11

Velindre Community School,  
Reginald Street,  
Velindre,  
Port Talbot SA13 1 YY Ages 11-16  
01639 880010

In April 2013, Ysgol Hendre Special School and Velindre Community School federated. This means that the schools are managed by a single governing body and head teacher. Specialist provision for children's

needs remain unchanged. However, the schools benefit from shared expertise and common practices and policies

## Pupil Referral Unit (PRU)

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Neath Port Talbot has a centre that support pupils who have social, emotional and behavioural difficulties.

Bryncoch Tuition Centre, ages 11 – 16  
Ysgol Hendre,  
Main Road,  
Bryncoch, SAIO  
7TY a 01639  
639336

In this centre:

- ' pupils may not have a statement of special educational need, but their prime need will have been identified as social, emotional and behavioural difficulties
- ' the pupil's mainstream school may refer a pupil who does not have a statement for a place at the centre, or they may be given a place there by the SEN Panel if the pupil has a statement of special educational needs. Pupils stay on roll of their mainstream school during this period of intervention and attend their school on a part time basis as appropriate

## INCLUSION CENTRES

Short term placements that support pupils who have emotional and behavioural difficulties. When appropriate pupils are helped to reintegrate into their mainstream school. While attending the centres pupils remain on roll of their local mainstream school.

There are four Inclusion Centres which are located within one mainstream primary school and three mainstream comprehensive schools:

Key Stage 1/2

Awel Y Mor,  
Ffordd Yr Ysgol,  
Sandfields,  
Port Talbot  
SA12 6TP

☎ 01639 875600

### Key Stage 3

Cwrt Sart Comprehensive School  
Old Road,  
Briton Ferry.

### SA11 2T

☎ 01639 777890

Glan Afan Comprehensive School  
Station Road, Port Talbot.  
SA13 ILZ

☎ 01639 883964

Llangatwg Community School Main  
Road,  
Cadoxton,  
Neath  
SA10 8DB

☎ 01639 634700

### Other Education

Some pupils who are too ill to attend school or who have been excluded from school receive support from the Education Outside the School Setting Team, until they are able to return to school.

## Who can give me information about my child's needs?

Services for children and young people who live in Neath Port Talbot are provided by many organisations, departments, individuals and agencies in the statutory, voluntary and private sectors.

These agencies will give you the names and addresses of organizations who specialise in specific needs.

**CONTACT A FAMILY CYMRU (CAF) ...02920396624 33 -**

**35 Cathedral Road, Cardiff CFI 1 9HB**

**e. mail — [wales.office@cafamily.org.uk](mailto:wales.office@cafamily.org.uk)**

**Provides information to families about support groups for syndromes, illnesses and other special needs.**

**SPECIAL NEEDS ACTIVITY CLUB (SNAC) 01639 899666 Lady**

**Charlotte Lane, Margam, Port Talbot. SA13 2BL**

**e.mail — [snacwales@btconnect.com](mailto:snacwales@btconnect.com)**

**Provides social, educational and sporting activities for children with disabilities.**

**SPECIAL NEEDS ADVISORY PROJECT (SNAP) CYMRU**

**08451203730**

**First Floor Nat West Bank, 35 Green Street, Neath SAI1 1DF**

**Website — [www.snapcymru.org](http://www.snapcymru.org)**

**Provides information, advice and support to families of children and young people who may have additional learning needs and can also provide information on other support services.**

You may wish to use this page to take a note of the names, telephone numbers and email addresses of people who are working with your child.

	<u>NAME</u>	<u>TEL NO.</u>	<u>E-MAIL ADDRESS</u>
Manager Additional Learning Needs Support Team	Jeff Thomas	01639 763158	<a href="mailto:j.thomas3@npt.gov.uk">j.thomas3@npt.gov.uk</a>
Liaison Officers, Additional Learning Needs Support Team	Glenys Fielding	01639 - 763140	<a href="mailto:g.fielding@npt.gov.uk">g.fielding@npt.gov.uk</a>
Support Officer, Additional Learning Needs Support Team			
Educational Psychologist			
Specialist Teacher			
School contact			
Community Paediatrician			
Speech and Language Therapist			
Physiotherapist			
Occupational Therapist			
Social Worker			
Independent Parental Supporter			

