

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

CABINET

19TH FEBRUARY 2014

**REPORT OF THE DIRECTOR OF EDUCATION AND LIFELONG
LEARNING**

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**REALIGNMENT OF LEARNING SUPPORT CLASSES FOR PUPILS WITH
SPECIAL EDUCATIONAL NEEDS**

1. PURPOSE OF THE REPORT

To advise Members of the outcome of the recent consultation in respect of the proposal to realign mainstream Learning Support Class (LSC) provision within Rhondda Cynon Taf.

2. RECOMMENDATIONS

Members are recommended to:-

- 2.1 Note responses received during the consultation which are detailed in Appendix 2 and summarised in sections 4.1 – 4.6
- 2.2 Note the recommended amendment to the original proposal as outlined in 5.1, to retain Capcoch Primary Learning Support Class for Speech and Language Difficulties.
- 2.3 Agree to progress with all proposals detailed in section 5.1 to realign the LSCs in line with the next stage of the school organisation process by issuing appropriate statutory notices.

3. BACKGROUND

- 3.1 On the 21st October 2013, Cabinet approval was given to begin a process of formal consultation on a proposal to realign mainstream LSC provision, to take effect from 31st August 2014.
- 3.2 Rhondda Cynon Taf has excellent Special Educational Needs (SEN) provision attached to mainstream schools which can be accessed without a Statement of SEN. Data analysis tells us that there is an imbalance between primary and secondary provisions and that the current provisions do not match the level of increasing need in some areas. This

includes LSCs for pupils with Autistic Spectrum/Social Communication Difficulties (all age ranges) and Complex Needs (Key Stage 3/4). In addition, there is a clearly identified need to improve provision for children in the early years that require more ongoing observation and assessment to identify accurately primary needs and specialist placement, or to inform more individualised packages of support in mainstream settings.

- 3.3 The number of LSC placements available for pupils to access currently is 428. Following the changes there will be 410 placements available which equates to a decrease of 18 placements. In September 2013 there was an identified surplus of 40 places. When comparing current and proposed provisions there will be an overall reduction of 8 classes, but as 4 classes are already empty this will only result in a reduction in 18 placements overall. The proposals will address the low demand for some provisions and the high demand for others, thus ensuring a better fit between pupil needs and placement.

The suggested proposals included in the consultation related to the following settings:

Learning Support Class Closures:

Capcoch Primary	Primary Provision LSC for Hearing Impairment
Capcoch Primary	Primary Provision LSC for Speech and Language
Tonypandy Primary	Key Stage 2 LSC for Autistic Spectrum Disorder
Tonypandy Primary	Primary Provision LSC for Hearing Impairment
Alaw Primary	Foundation Phase LSC for Complex Learning Difficulties x 2 classes
Llantrisant Primary	Foundation Phase LSC for Complex Learning Difficulties
Parc Lewis Primary	Foundation Phase LSC for Complex Learning Difficulties
Tonysguboriau Primary	Key Stage 2 LSC for Complex Learning Difficulties
Tonypandy Com. College	Key Stage 3 / 4 LSC for Hearing Impairment.

New Learning Support Classes to be established:

Ferndale Community School	Key Stage 3 / 4 LSC for Complex Learning Difficulties
Tonyrefail School	Key Stage 3 / 4 LSC for Complex Learning Difficulties

Re-designation of Learning Support Classes (i.e. a change in the nature of existing provisions)

Oaklands Primary	Foundation Phase LSC for Complex Learning Difficulties to become Foundation Phase LSC for Communication Disorder
Llantrisant Primary	Foundation Phase LSC for Complex Learning Difficulties to become an Observation and Assessment Class
Penrhiwceiber Primary	Foundation Phase LSC for Complex Learning Difficulties LSC to become an Observation and Assessment Class
Maesybryn Primary	Key Stage 2 LSC for Complex Learning Difficulties LSC to become KS2 LSC for Communication Disorders
Gwaunmeisgyn Primary	Key Stage 2 LSC for Complex Learning Difficulties to become Foundation Phase LSC for Complex Learning Difficulties

Relocation

Parc Lewis Primary	Foundation Phase LSC for Complex Learning Difficulties to move to Heol y Celyn Primary (same type of provision)
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- 3.4 A series of meetings have been held in affected schools including staff, parents/carers, and in some cases the Chair of Governors. A summary of the views and concerns gathered are attached as Appendix 1.
- 3.5 These meetings were held between 7th– 22nd January 2014 to give parents of LSC pupils and the staff concerned the opportunity to make their views known and to raise any questions. Officers from the Education Directorate, including Acting Service Director for Access, Engagement & Inclusion, Acting Head of Access & Inclusion Service and the Data Manager for Access & Inclusion Service were in attendance to answer questions and provide further information. A total of 38 parent/carers, 29 staff and 4 Chairs of Governors attended the meetings.
- 3.6 As part of the consultation process, the Council is required to bring to the attention of Elected Members all correspondence received, together with the responses provided, in order that due consideration can be given to all the issues raised during the initial consultation period. This has to be undertaken before Cabinet decides whether to proceed to the statutory notice stage. To assist all parties, a consultation questionnaire was attached to our original document outlining the proposal, and a summary of the responses received to this questionnaire is attached in Appendix 2. In addition to the questionnaire responses, letters and e-mails were received, and copies of this correspondence, together with responses where appropriate, are also appended in Appendix 2.

4. **FEEDBACK FROM STAKEHOLDERS**

- 4.1 From the 6,000 consultation papers issued to the relevant stakeholders, a total of 18 completed questionnaires were received, from governors, school employees, parent/carers, partner agency and people in the community: These responses are summarised as follows:

School	Number of responses	Yes	No	Not sure
Alaw	2		2	1
Capcoch	6		5	1
Gwaunmeisgyn	1	1		
Llantrisant	3			3
Maesybryn	2	1		1
Tonysguboriau	1		1	
Ferndale	1	1		
Oaklands	1			1
Penrhiwceiber	1			1
Totals	18	3	7	8

A total of 6 emails or letters were received of which 4 related to Capcoch Primary (2 of which are identical letters although they have different signatures) and 1 was specific to Welsh medium SEN provision rather than response to re-alignment proposals. 1 letter provided general comments regarding proposals.

A petition relating to the closure of the two LSCs in Capcoch Primary School was also received, containing 394 from a total of 278 different addresses.

It must be noted that the petition contains multiple entries at the same address with the same handwriting and signatures. For several of these cases 'ditto' marks have been used for the address. It must also be noted that these signatures were gathered in response the proposal to close the LSCs at Capcoch and a perceived threat of closure to the school due to the Council's strategy regarding surplus places in schools. It is therefore unclear what proposal the signatures and petition are supporting.

- 4.2 Of the responses to the questionnaires: 7 opposed the proposal, 3 agreed with the proposal, 8 neither agreed nor disagreed with the proposals.

- 4.3 The main issues raised were as follows:

- Quality of the LSC provision
- Disruption to pupils
- Meeting pupils needs
- Concerns over impact on job security
- Transportation of pupils to alternative provisions.
- Effect of increased integration on the school environment.

It should be noted many parents were in support of the proposals and also recognised that there was an urgent need to address the lack of LSC provision in secondary schools. Parents were also reassured of the LA's plan to provide continuity in placement where possible and alternative provision in some cases.

4.4 We have considered the issues, raised and have set out below our responses.

- Quality of LSC provision

Rhondda Cynon Taf has an excellent range of SEN provisions attached to mainstream schools. However, it has become increasingly apparent that there is an imbalance between primary and secondary provisions. In addition, the range of LSC provisions currently available does not match the level of increasing need in some areas (e.g. Autistic Spectrum/Social Communication Difficulties and Complex Needs at KS 3/4).

The priority for the Directorate is to continue to focus on driving up standards in schools and early years settings, and to improve the outcomes for all children and young people. If the cycle of deprivation and underachievement is to be broken, a top quality education that meets the needs of all children and young people is essential. There are considerable benefits to be gained from the realignment of mainstream LSCs in ensuring the SEN of all children and young people are met and outcomes for pupils are improved.

- Disruption to pupils

Disruption to pupils will be kept to a minimum. To achieve this the following options have been outlined to parents and most were reassured by the options available which included:

- Remain at the LSC until closure or until natural transition date
- Transfer to an alternative LSC
- Transfer to a mainstream setting with Additional Needs Funding

Any changes to pupil placement will be made in consultation with parents, school staff and Education Psychologist in line with established review practice within Rhondda Cynon Taf.

- Meeting pupils needs

The purpose of these changes is to further enhance the quality of Local Authority (LA) provision and to ensure that pupil needs are met more effectively. This will be achieved through: the enhancement of 2 KS3 LSCs; re-designation of classes to ensure continuity between Foundation

Phase and KS2 provision within schools; opportunity to observe and assess early years pupils prior to placement. These changes will also address growing need for Autistic Spectrum Disorder/Communication Disorder provisions within the LA.

- Concerns over impact on job security

An initial audit of staffing requirements indicates that there is a likelihood that there will be more vacancies than there are permanent staff currently employed. Staff will be redeployed where possible in accordance with LA policy and procedures.

- Transportation of pupils to alternative provisions

Home to school transport will be provided in line with the Council's Home to School Transport Policy in relation to pupil placement within specialist provision.

- Effect of increased integration on the school environment

The LSCs established will receive LA funding which will support appropriate staffing. Relevant training will be provided to affected schools to enhance staff expertise and support integration. Pupil numbers requiring specialist placement are not increased overall and it is therefore anticipated that there will be negligible impact on the school environment.

- 4.5 Five questionnaires were returned from the Speech and Language Therapy Service regarding the proposals and overall comments were positive. Responses suggest there is agreement with the development of the Observation and Assessment LSCs, the increase in Communication Disorder classes and the extension of the full primary range provision within the same setting. It was noted that changes to the existing SLA for Speech and Language provision between the LA and Cwm Taf Local Health Board (LHB) would need to be reviewed to account for the increase in provision. One return from this service expressed concerns regarding the reduction in speech and language and hearing impaired provisions at Capcoch Primary School. This has been taken into account in 6.2 of this report.

- 4.6 It was not practicable to consult with the individual pupils affected by the proposal due to their significant learning needs. Although full discussions were conducted at meetings with parents/carers. Individual discussions were offered to parents/carers in respect of each child.

5 **RECOMMENDED CHANGES TO THE PROPOSED LSC REALIGNMENT**

- 5.1 Following representations made from Cwm Taf LHB during the consultation on the proposal to close the LSC for Speech and Language in Capcoch Primary School, it is recommended that this LSC remains open at this time and that the proposal is reviewed in year 2 of the LSC re-alignment plan (from September 2014). The LSC for Hearing Impaired pupils in this setting should close as planned. In view of this small amendment, it is now recommended that the following changes are made:

Learning Support Class Closures:

Capcoch Primary	Primary Provision LSC for Hearing Impairment
Tonypandy Primary	Key Stage 2 LSC for Autistic Spectrum Disorder
Tonypandy Primary	Primary Provision LSC for Hearing Impairment
Alaw Primary	Foundation Phase LSC for Complex Learning Difficulties x 2 classes
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Penrhiwceiber Primary	Foundation Phase LSC for Complex Learning Difficulties LSC to become an Observation and Assessment Class
Maesybryn Primary	Key Stage 2 LSC for Complex Learning Difficulties LSC to become KS2 LSC for Communication Disorders
Gwaunmeisgyn Primary	Key Stage 2 LSC for Complex Learning

Difficulties to become Foundation Phase LSC
for Complex Learning Difficulties

Relocation

Parc Lewis Primary Foundation Phase LSC for Complex Learning
Difficulties to move to Heol y Celyn Primary
(same type of provision)

6. **THE STATUTORY PROCESS / NEXT STEPS**

6.1 The statutory notice for these proposals will indicate the proposed realignment of LSC provision as detailed on 3.3 of this report with effect from 31st August 2014.

6.2 If agreed by members, statutory notices outlining these prescribed alterations will be published at the beginning of March 2014, and will run for a period of one month. During this period, any person or body may lodge objections to the proposals.

6.3 Next steps:

Process	Deadline Date
Consultation comments are collated and summarised by the Access and Inclusion Service. The summary together with the Access and Inclusion Service's responses to the comments should be published in a consultation report within three months of the end of the consultation period. The consultation report should then be published and reported back to Cabinet.	19 th February 2014
If agreement is granted by Cabinet to proceed with the proposals (this should be within 6 months of the end of the consultation period), the publication of a statutory notice for a one month consultation period should follow. This notice must be published on a school day and within 15 school days (not including the day of the publication) of the notice period.	28 th February 2014 – 31 st March 2014
At the end of a one month statutory notice period, if no objections are received, a Cabinet decision will be needed to ratify the proposal. If objections are received, an objection report should be drafted outlining the objections and the responses to them within 28 days of the end of the objection period.	14 th April 2014
If proposals receive approval or the proposer	If approval is secured

determines to implement them, they should be implemented in accordance with the date given in the statutory notice, or any subsequent modified date	in the April Cabinet meeting and referral to Welsh Government is not required, the 3 year plan will be implemented in a phased manner from September 2014.
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7. **SUMMARY**

7.1 Members will note that of the 14 schools affected by the proposals the majority of returns related to Capcoch Primary School.

7.2 In response to the representations made from Cwm Taf LHB regarding the proposed closure at Capcoch Primary School of the LSC for Hearing Impaired pupils and the closure of the LSC for Speech & Language pupils, the LA proposes a minor amendment to the original re-alignment plan.

It is recommended that the proposal to close the LSC for Hearing Impaired pupils remains unaltered.

However the LA has considered the views of Cwm Taf LHB and is proposing that the LSC for Speech and Language remains open at this time and that the proposal is reviewed in year 2 of the LSC re-alignment plan.

7.3 It is considered that the representations made do not warrant any further changes to the proposals.

8. **CONCLUSION**

8.1 It is recommended that the proposal to close the LSC for Speech and Language in Capcoch Primary School is reconsidered and the LSC remains open at this time to and this position will be reviewed in the Autumn Term 2014.

The proposal for Capcoch Primary School LSC for Hearing Impaired pupils will continue as stated in the consultation.

8.2 With the exception of the above, it is recommended that approval is given to progress the planned re-alignment of the LSCs with effect from 31st August 2014 and that statutory notices are issued in March 2014. Please refer to Appendix 3 for a schedule of the changes. These changes, if agreed, will ensure that the LA is better equipped to meet the needs of pupils with SEN and will ensure a high quality education for all learners within Rhondda Cynon Taf.

APPENDIX 1

SUMMARY OF SCHOOL CONSULTATION

MEETINGS 7th – 22nd JANUARY 2014

Meetings were held at 3:00pm with the Headteacher, Chair of Governors (in some cases) and staff and 3:30pm for parents at the following Primary Schools:

School	Date of meeting	Attendees
Alaw	07/1/14	Headteacher, 2 x staff, 3 x parents
Capcoch	08/01/14	5x staff, Chair of Governors, 6 x parents
Gwaunmeisgyn	09/01/14	Headteacher, Chair of Governors, 4 x staff, 5 x parents
Llantrisant	13/01/14	Acting Headteacher, 5 x staff, 10 x parents
Maesybryn	14/01/14	Headteacher, Chair of Governors, 2 x staff, 4 x parents
Penrhiwceiber	16/01/14	Headteacher, Deputy Head Teacher, Chair of Governors, 2 x staff, 1 x parent
Oaklands	20/01/14	Headteacher, 2 x staff, 6 x parent/carers
Tonysguboriau	21/01/14	Headteacher, 2 x staff, 1 x parent
Parclewis	22/01/14	Headteacher, 5 x staff, 2 x parents

The same issues were discussed in the majority of meetings. Before discussions took place Officers provided a background to the proposal, explained the need for changes and the impact the proposals would have on the LSC. Below is a summary of the issues raised during the meetings:

	Issues raised	Responses
1.	Parents/carers felt more re-assured following the meeting and provided very positive feedback regarding the quality of provision and teachers at LSC.	Meetings have all been positive and informative. It is clear LA SEN provision is held in high regard and valued by the community.
2.	Discussions about individual pupils and addressing those needs.	These issues were addressed on an individual basis to the satisfaction of majority of parents/carers. Clear options were outlined to parents/carers.

3.	Re-deployment of staff and changes of terms and conditions of employment.	Guidance from HR and agreement with Trade Unions was outlined to staff. The process for expressing interest in posts in specialist provisions was clarified. Following completion of Statutory Notice process further discussions will be held with all staff, HR and Trade Union representatives. Staff were satisfied with the arrangements proposed.
4.	Access to Speech and Language Therapy (SALT)	Where applicable SALT is provided within LSC provision in line with the LA SLA with Cwm Taf LHB.
5.	Training of staff	A skills audit will be undertaken with all affected staff and relevant training provided where identified. This will be provided by Access & Inclusion Service staff
6.	Continuity within schools Foundation Phase (FP) /Key Stage (KS) 2 provisions	It was explained that some schools did not have sufficient appropriate accommodation to develop primary phase provision across FP/KS2. This is the preferred option of the re-alignment plans.
7.	Impact of nursery changes to LSC	This is a matter that is currently being determined by the LA. Parents and schools will be kept fully informed of LA decisions. Mainstream policy will apply to LSC pupils also.

APPENDIX 2

CONSULTATION REPORT FOR PROPOSAL TO RE-ALIGN LSC PROVISION ACROSS RCT

Where appropriate comments have been written verbatim

Agree/ Disagree/ Unsure	Respondent	Type of Consultation response	Comment/Points Raised	Additional Information from respondent	LA Response
Disagree	JL (mother of former LSC pupil) Capcoch Primary School	Questionnaire	<ul style="list-style-type: none"> Concerned that council would consider closing such wonderful supportive units where her daughter thrived Critical of education received at other schools/LSC settings. Very positive about the inclusive nature of mainstream school Financial impact on school 		Letter sent 9/1/14 acknowledging response to consultation. The purpose of the plan is to further enhance the excellent SEN provision within RCT to better meet the needs of SEN pupils
Disagree	Parent of pupil Capcoch Primary School	Questionnaire	"It's good for the children that need the help and support."		There will continue to be LSC provision across the LA to support pupils with SEN
Disagree	SJ Parent of a pupil at Capcoch Primary School.	Questionnaire	"Children with these special needs are better suited to keeping routine, it will cause a lot of upset and unnecessary distress to the children"	"If your child/children had special needs and were settled into routine why cause upset and distress to them when it is not needed?"	Parents have been advised in meetings that any disruption to pupils will be kept to a minimum
Disagree	BE Grandparent of pupil at Capcoch Primary School	Questionnaire	"The children in these classes have a close, intimate and personal relationship with their teachers and the school is local. Their education will not be bettered by disruption, longer travelling time to school or an uncertain location of their new school."	"I am a grandparent of a pupil at Capcoch. I am also a parent of a partially hearing child, my experience is that a deaf child needs as small a class as possible, or stable education, non excessive travelling and a caring and sensitive council that shows concern not just lip service."	The LA retains a primary phase HI provision at Llwynyrwn Primary School and maintains a central specialist team to meet the needs of HI pupil in mainstream settings. All transport is in line

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					with LA Home to School Travel Policy.
Agree/ Disagree/ Unsure	Respondent	Type of Consultation response	Comment/Points Raised	Additional Information from respondent	LA Response
Disagree	JS O'K Parent of pupil at Capcoch Primary School	Questionnaire	"Where will it stop, what closes or goes on to shorter week, - loss of quality teachers of an overburdened school, superbly run and full of respected teacher/s and long term the suffering of our children"		All permanent members of staff will be protected as the LA wishes to retain the expertise of its specialist staff
Disagree	Parent of pupil at Alaw Primary	Questionnaire	"My son desperately needs this service as he has a daily struggle with school life."	"If you take this service away from Alaw primary. All the hard work the school has done with my son will be wasted (Don't do this)"	Parents have been advised in meetings that any disruption to pupils will be kept to a minimum
Unsure	KW Parent of pupil in Nursery Class at Alaw Primary School	Questionnaire	No comments were provided.		
Agree	Parent of pupil Ferndale Community School	Questionnaire	"Local children will be able to access specialist provision within their local community and there will be less demand for transporting children out of the area thus making savings on costs and the environment."		Establishment of 2 KS3 classes will provide opportunity for pupils to remain within their own community and reduce inappropriate requests for special school education
Disagree /unsure	LG Teacher LSC	Questionnaire	"Concern for my job. The Unit is doing very well and has quite a few complex pupils here"	"I'd like early reassurance that my job will be safe. I feel more complex and special school placements need to be available throughout RCT although I highly agree that an Obs class is a really good idea and would be beneficial to RCT LS."	All permanent members of staff will be protected as the LA wishes to retain the expertise of its specialist staff. The additional observation and assessment LSC

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					will provide the LA with opportunity to better meet needs of individual pupils with SEN
Agree/ Disagree/ Unsure	Respondent	Type of Consultation response	Comment/Points Raised	Additional Information from respondent	LA Response
Unsure	Parent of pupil at Llantrisant Primary	Questionnaire	"We understand the reasons for the proposal in the "greater scheme of things", but as the parents of a child at the LSC who may be affected by the proposal, It makes agreeing to such, difficult."	"Would like to see infant and junior LSC at Llantrisant Primary."	Consideration has been given to the accommodation available within each affected school.
Agree	LC Parent of a pupil at Gwaunmeisg yn school	Questionnaire	"By giving pupil's with complex learning difficulties from a young age will give them opportunities to be taught to the best of their ability that could help the pupils later on in the future."	"If there is only 10 key Stage 2 pupils remaining it would make sense to use the other class for younger pupils to have the support they need. The child would move on to key stage 2 in the school. I think it would give the pupil a more secure school environment that is vital to any child."	One of the aims of the plan has been to minimise transition for pupils with ALN by providing the full range of FP/KS provision in one school
Disagree	JR Parent of pupil at Tonysguboria -u Primary School	Questionnaire	"The children who attend this class have very specific needs which were assessed upon their entry. To put them into mainstream puts great pressure upon teachers/learners alike."	"These learners would have gone through a rigorous process to get into class. They have needs which therefore cannot be addressed in mainstream. It is unfair to put this pressure upon them also. It is increasingly hard for schools to exclude learners – you will set them up to fail if you shut this class."	Individual pupils will be fully reviewed by EP and discussions held with parents and school staff to ensure any affected pupil needs are met and appropriate provision made
Agree	HSH School Governor responsibility for SEN at Maesybryn	Questionnaire	"It will provide more continuity within the school from our foundation phase LSC to Key Stage 2."	"That the staffing level of the new KS2 class is increased to an appropriate ratio for pupils with communication disorders."	It is pleasing to note that a Governor of an affected school views the proposals as positive

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Agree/ Disagree/ Unsure	Respondent	Type of Consultation response	Comment/Points Raised	Additional Information from respondent	LA Response
At this current stage, we are unable to specify as there is insufficient information.	Cwm Taf Speech and Language Therapy Service relating to Llantrisant Primary School	Questionnaire	<ul style="list-style-type: none"> The Speech and Language Therapy service acknowledges the needs to be met and for this to be decided following a period of observation and assessment in a specialist educational provision. It is unclear from the proposal what requirement there will be for contribution to assessment and observation of pupils from external services such as Speech and Language Therapy. 	There will need to be discussion and negotiation between Cwm Taf University Health Board and RCT regarding specialist Speech and Language Therapy provision, which may be required for this new provision.	The positive response is noted regarding observation and assessment provision. The SLA is currently being reviewed and this will include discussions on the proposals
At this current stage, we are unable to specify as there is insufficient information available	Cwm Taf Speech and Language Therapy Service relating to Maesybryn Primary School	Questionnaire	<ul style="list-style-type: none"> The Speech and Language Therapy service agrees with the recognition that increased provision for pupils with Communication Disorders is required at Key stage 2 The Speech and Language Therapy service supports the plan the Key stage 1 and Key stage 2 provisions are within the same mainstream school. It is unclear from the proposal whether RCT will be commissioning specialist Speech and Language Therapy for this new Key stage 2 Communication Disorder provision, as it does for all existing Communication Disorder provisions in RCT. 	There will need to be discussion and negotiation between Cwm Taf University Health Board and RCT regarding specialist Speech and Language Therapy provision for this new proposed Key Stage 2 Communication Disorder provision.	It is noted that these responses concur with the proposals regarding increase in Communication Disorder placements and the planned primary phase provisions. The SLA is currently being reviewed and this will include discussions on the proposals to ensure appropriate speech and language therapy input

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Agree/ Disagree/ Unsure	Respondent	Type of Consultation response	Comment/Points Raised	Additional Information from respondent	LA Response
At this current stage, we are unable to specify as there is insufficient information available	Cwm Taf Speech and Language Therapy Service relating to Oaklands Primary School	Questionnaire	<ul style="list-style-type: none"> The Speech and Language Therapy service agrees with the recognition that increased provision for pupils with Communication Disorders is required at Key stage 1. It is unclear from the proposal whether RCT will be commissioning specialist Speech and Language Therapy for this new Key stage 1 Communication Disorder provision, as it does for all currently existing Communication Disorder provisions in RCT 	There will need to be discussion and negotiation between Cwm Taf University Health Board and RCT regarding specialist Speech and Language Therapy provision for this new proposed Key Stage 2 Communication Disorder provision.	It is noted that these responses concur with the proposals regarding increase in Communication Disorder placements and the planned primary phase provisions. The SLA is currently being reviewed and this will include discussions on the proposals to ensure appropriate speech and language therapy input
At this current stage, we are unable to specify as there is insufficient information available	Cwm Taf Speech and Language Therapy Service relating to Capcoch Primary School	Questionnaire	<ul style="list-style-type: none"> The proposal will result in decreased provision for pupils with HI and SLI which will result in only one provision for each in RCT. What happens if the need increases and rises above the 16 for SLI and 8 for HI, which will be available The current reduction in demand for places in Cap Coch Speech and Language provision has not been seen throughout RCT. Numbers requiring Speech and Language provision at Llwynyrwn remain high. Is an additional provision till required but in a different, more central location? Llwynyrwn is located within the south of RCT and any pupils requiring specialist HI or Speech and Language provision being asked to 	<p>There will need to be discussion and negotiation between Cwm Taf University Health Board and RCT regarding specialist Speech and language Therapy provision for pupils could previously have attended these educational provisions.</p> <p>The children's charity @I CAN' state: "Studies have shown that in 5 year olds, SLI affects about 2 children in every classroom (about 7%)..."</p> <p>In light of these statistics, is 16 places for pupils with SLI across all of RCT sufficient.</p>	The LA has taken into account comments made and is further considering the proposals

			travel long distances to access the education placement they need. This could result in parents refusing placement due to concerns about the distance being travelled and pupils with specialist needs remaining in mainstream schools without the specialist support they require.		
Agree/ Disagree/ Unsure	Respondent	Type of Consultation response	Comment/Points Raised	Additional Information from respondent	LA Response
At this current stage, we are unable to specify as there is insufficient information available	Cwm Taf Speech and Language Therapy relating to Penrhiw-ceiber Primary School	Questionnaire	<ul style="list-style-type: none"> The Speech and Language Therapy service acknowledges the need for pupil's primary educational need to be met and for this to be decided following a period of observation and assessment in a specialist Educational provision. It is unclear from the proposal what requirement there will be for contribution to assessment and observation of pupils from external services such as Speech and Language Therapy. 	There will need to be discussion and negotiation between Cwm Taf University Health Board and RCT regarding specialist Speech and Language Therapy provision for this new proposed Key Stage 1 Assessment and Observation provision.	The positive response is noted regarding observation and assessment provision. The SLA is currently being reviewed and this will include discussions on the proposals
At this current stage, we are unable to specify as there is insufficient information available	Cwm Taf Speech and Language Therapy relating to Penrhiw-ceiber Primary School	Questionnaire	<ul style="list-style-type: none"> The Speech and Language Therapy service acknowledges the need for pupil's primary educational need to be met and for this to be decided following a period of observation and assessment in a specialist Educational provision. It is unclear from the proposal what requirement there will be for contribution to assessment and observation of pupils from external services such as Speech and Language Therapy. 	There will need to be discussion and negotiation between Cwm Taf University Health Board and RCT regarding specialist Speech and Language Therapy provision for this new proposed Key Stage 1 Assessment and Observation provision.	The positive response is noted regarding observation and assessment provision. The SLA is currently being reviewed and this will include discussions on the proposals

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Agree/ Disagree/ Unsure	Respondent	Type of Consultation response	Comment/Points Raised	Additional Information from respondent	LA Response
Disagree	JJ Chair of Governors Capcoch Primary	Letter	<p>Summarised as follows:</p> <ul style="list-style-type: none"> • Need for HI & S&L in north of county • The proposal disregards the recent Estyn Inspection report. • School feels downward trend and placements in S&L unit is not a trend as it has only recently been under capacity. • The alternative HI provision would be over subscribed. • The governors feel that there is demand for placement at the school but it is determined by the LA. • Distance and time involved in transporting pupils to alternative provisions would be too great. • Doesn't feel that packages in mainstream would be adequate alternatives. • In conjunction with proposed nursery places potential loss of staff will have serious impact on the effective operation of the school • Critical of proposal to establish CDU at Oaklands primary school when Capcoch staff has relevant expertise 		<p>Letter sent 28/01/14</p> <p>The LA has taken into account comments made and is further considering the proposals.</p> <p>Staff at Oaklands School have experience of meeting the needs of pupils with Complex Needs.</p> <p>Hearing impaired provision has been below capacity for many years</p>
Agree/	Respondent	Type of	Comment/Points Raised	Additional Information from	LA Response

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Disagree/ Unsure		Consultation response		respondent	
	A E & ANO Submitted Identical letters Capcoch Primary	Letter	<ul style="list-style-type: none"> • Referred to Estyn Inspection report • Very positive comments about the support for pupils attending LSC. • Closure of class in conjunction with nursery admission will have a detrimental effect on structure and size of school • Distance to an alternative placement 		Transport will continue to be in line with the LA Home to School Transport Policy. Pleasing to hear the positive comments regarding the LSC provision
Disagree	NJ	Letter	<ul style="list-style-type: none"> • Provision of SALT and the high demand for access to therapy by pupils. • Does not believe that mainstream packages would be adequate to support pupils needs • Her child's success is down to their placement in LSC 	.	Letter sent 9/01/14 acknowledging comments. Individual pupils will be fully reviewed by EP and discussions held with parents and school staff to ensure any affected pupil's needs are met

Cabinet - 19.02.14
Agenda Item 7

Agree/ Disagree/ Unsure	Respondent	Type of Consultation response	Comment/Points Raised	Additional Information from respondent	LA Response
	Chief Executive Pontypridd Town Council	Letter	<ul style="list-style-type: none"> • It was noted that there is intended to be a proposed increase to the services provided to “young people with Autistic Spectrum/Communications Disorders” and this was welcomed as a necessary and essential improvement. • Reservations were expressed regarding the reduction in the “Hearing/Speech” Services. It was considered that communication skills are imperative in our modern society. In expressing their concerns Members acknowledge the shortage in the Health Service for those able to provide these services. • Concerns were also expressed on the potential behavioural impact on the main schools of the proposed increased pupil integration. Unless significant financial and staffing support will be provided it is suggested that the effect on the school environment will be significant. Members also expressed anxiety regarding that the existing acknowledged specialism within Rhondda Cynon Taff CBC could be lost by this change of policy. 		Letter sent 28/01/14 acknowledging comments

Cabinet - 19.02.14
Agenda Item 7

Agree/ Disagree/ Unsure	Respondent	Type of Consultation response	Comment/Points Raised	Additional Information from respondent	LA Response
	D J	E mail	<ul style="list-style-type: none"> Respondent raised concerns over the lack of equity in LSC provision through the medium of Welsh. Doesn't feel ANF support is adequate to support pupils with severe SEN who remain in Welsh medium mainstream school. 		Consideration has been given to LSC provision through medium of Welsh. Data analysis indicates that current this would not be practicable or an effective use of resources

APPENDIX 3

LEARNING SUPPORT CLASS REVIEW IMPLEMENTATION PLAN

Academic Year	Open	Close	Move	Re-designate
2013/14		<ul style="list-style-type: none"> Alaw Primary FP Complex (1 class) Tonypandy KS 3 / 4 HI Tonypandy Primary HI Tonypandy Primary ASD Capcoch Primary HI 		
				Penrhiwceiber FP Complex > Penrhiwceiber FP Assessment/Observation
2014/15		Parc Lewis FP Complex (1 class)	Parc Lewis FP Complex moves to Heol y Celyn FP Complex	
				Oaklands KS2 Complex > Oaklands FP CDU
				Maesybryn KS2 Complex > Maesybryn KS2 CDU
	Ferndale KS 3 / 4 Complex Tonyrefail KS 3 / 4 Complex			
		Alaw Primary FP Complex (1 class) Tonysguboriau KS2 Complex		Gwaunmeisgyn KS2 Complex > FP Complex
		Llantrisant FP Complex		Llantrisant FP Assessment/Observation

The case to retain the Speech and language Unit and hearing Impaired Units at Capcoch Primary school

1. Thank you for the opportunity to comment on the Authority's proposals for the rationalisation of LSC provision across the County.
- 2 The thrust of the Authority's proposal is that due to advancing technology and improved medical intervention there is surplus places in specialised Learning Support Classes and they should be rationalised in one centre - Llwynocrwn Primary School at Beddau combined with support packages in mainstream classes in local schools. It would also enable resources to be used more effectively for Key Stage 3 children and address the difficulties that are increasing in other educational needs such as Autistic Spectrum Disorder.
3. While we would sympathise with the Authority's overall objective in our view the demand for specialist units in Speech and Language has been underestimated and there is a need for additional albeit smaller provision in the north of the county which should be based at Capcoch Primary School.
- 4 Capcoch Primary School has existed since 1881 and the original school was demolished and a new school built on the site which opened in 1981. The Speech and Language and hearing Impaired Support classes were included and have become an integral part of the school. Substantial investment has been made in recent years from the school budget, in improving classroom facilities in terms of building and structural work to enhance the learning environment. Staff from both units, have been well trained and received excellent CPD to enhance their skills, which has been paid from the school budget.
- 5 The Authority's proposal acknowledges that the recent Estyn inspection reported that
' the provision for all pupils with additional learning needs is effective and they make good progress in school. Well trained support staff offer a high level of help to individuals and small groups of pupils.' and that 'the resource provision classes and mainstream classes benefit from good opportunities to work alongside each other.'

Despite these views the Authority proposes to close the units and we have therefore to question the judgement on a proposal that flies in the face of Estyn's views so soon after they were made, particularly in the light of the weight of importance that is placed on Estyn Inspections by the Education Minister, the Welsh Government and other experts involved in education in Wales.

- 6 The number of children in Capcoch's Speech and language and hearing Impaired Units since 2003 are:

Speech and Language - capacity 8 children:

2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
9	8	9	7	8	9	8	8	7	5

Hearing Impaired - capacity 8

2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
4	3	5	5	4	5	4	4	4	4

The Speech and language Unit has been consistently close to capacity during the period and indeed has been oversubscribed on three occasions. It is only in 2013 was there a reduction to five children and in 2014 four children are planned. This small reduction in recent years can hardly be described as a trend given the short period involved.

Although the HIU is not full to capacity, its numbers have remained constant over the last ten years on a par with other specialist units. If the children at Capcoch were to be transferred to Llwynrwn Primary the latter would be seriously oversubscribed as it is currently almost to capacity.

We feel as governors, that the argument for units not reaching their capacity is fundamentally flawed. The LA determines allocations to the units and has not placed children at Capcoch Primary, even though there is speech/Language demand seen at both ANF and panel meetings.

7 The proposal indicates that children who need specialist education in a support unit would be transferred to Llwynrwn Primary School and would be transported at the Authority's expense by taxi service. However the journey from the Aberdare area to Beddau at peak travel time would easily be in the region of 35 - 40 minutes each way. Although this is a little below the hour journey time that is recommended as a maximum these children are young and generally more vulnerable than children with lesser educational needs and this together with a full day at school would be very tiring, stressful and detrimental to their general health and well-being.

8 It is likely that children currently needing the level of support that is provided by the units will continue to do so and their learning needs would be such that intervention packages would be unlikely to be adequate in comparison with a specialist unit provision. Units continuing to be based at Capcoch would serve the north of the area covering the north of the Cynon Valley and the Rhonda Valley. It would have effective trained staff (as noted by Estyn), excellent facilities and would be suitably located to cover this area allowing children to be educated closer to their local communities which would facilitate parental links with schools. This in turn would help to develop closer community links and help to build stronger communities which is a key aim of the Welsh Government.

9 The proposals and the Authority's planned changes in the provision of nursery education will have a significant impact on the school. There is the potential to lose up to six dedicated and highly skilled staff which will inevitably have a serious impact on the

ability to operate the school effectively. It would have a serious impact on allocation of subject responsibilities, organization of the school staffing structure and fabric of the school community.

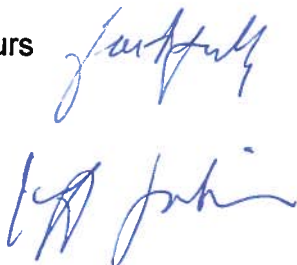
10 The proposals indicate a planned cost saving of some £27,000 however there is no indication of the cost of re-training and relocating current staff.

11 There is a planned Communication Disorder class proposed at Oaklands Primary School, Aberaman which is less than a mile from Capcoch There is currently no trained staff there while our staff could teach in such a facility. If the plan is to close the current units at Capcoch it is unclear why the Communications Unit has not been planned to replace them especially as our staff over the years have taught many children with communication disorders. Would you explain the rationale please?

12 In summary

- Capcoch Primary already has the facilities and a trained staff with experience and a recognizable skill set to maintain both Speech and language and communication disorder units
- There is no clear evidence that numbers of children in both the units have fallen considerably and are parallel to or exceeded the numbers at Lwyncrwn Primary School. The latter is presently nearing capacity and with possible closures at Capcoch will soon over-subscribed.
- Capcoch Primary who has recently been inspected by Estyn and now lies within the top 4% of schools in Wales will be decimated in terms of staffing and organization.
- The Cynon Valley will be left without adequate provision for Speech and Language and hearing impaired specialisms. The proposals would result in children having to be taxed considerable distances to the detriment of their well-being.
- The prospect of closing the units in an area of serious social deprivation once again leaves the community easy victims of reductions in services and questions the social agenda of community first and Objective 1 areas.

Yours



Jeff Jenkins (Chair of governors)

Questionnaire

In order to help the Council reach a decision, it would be very helpful if you could answer the following questions. Completed questionnaires should be returned to:

Director of Education and Lifelong Learning

Access and Inclusion Service

Ty Trevithick

Abercynon

CF45 4UQ

Or by fax to 01443 744340, or e-mail to A&IService@rctcbc.gov.uk

The Proposal

The proposal is to close the two primary range Learning Support Classes for pupils with Hearing Impairment and Speech and Language Difficulties at Capcoch Primary School.

1. Do you agree with the proposal? Yes ☐ No ☒ not sure ☐

Please let us know the reasons for your choice

See attached letter

2. Please state any additional views or points which you would like to be taken into account (attach additional sheets if necessary)

3. Please indicate who you are (e.g. parent of a pupil at named school, governor at named school etc.)

School Governor Cap Coch Primary School

4. Name (optional)

Jeff Jenkins (Chair of Govs)

Thank you for taking the time to complete this questionnaire

Please forward completed questionnaires to the above address no later than 5 pm on the 24th January 2014



APPENDIX 1
**CYNGOR TREF
PONTYPRIDD
TOWN COUNCIL**

23rd January 2014

E-mail: A&IService@rctcbc.gov.uk

Swyddfeydd Dinesig
133 Heol Berw
Pontypridd CF37 2AA
Ffôn 01443 490740
Ffacs 01443 490741

Civic Offices
133 Berw Road
Pontypridd CF37 2AA
Phone 01443 490740
Fax 01443 490741

Director of Education and Lifelong Learning
Rhondda Cynon Taff County Borough Council
Access and Inclusion Service
Ty Trevithick
Abercynon
CF45 4UQ

Dear Sir

Proposed Changes of Re-Alignment of Learning Support Classes

The Town Council is grateful for the opportunity to comment on your Council's proposals. The proposals were considered at a recent Council meeting and in sending its comments had the benefit of the experience of a recently retired Senior School Manager.

The comments which the Council would wish to be placed to the Cabinet are as follows:

- It was noted that there is intended to be a proposed increase to the services provided to "young people with Autistic Spectrum/Communications Disorders" and this was welcomed as a necessary and essential improvement.
- Reservations were expressed regarding the reduction in the "Hearing/Speech" Services. It was considered that communication skills are imperative in our modern society. In expressing their concerns Members acknowledged the shortage in the Health Service for those able to provide these services.
- Concerns were also expressed on the potential behavioural impact on the main schools of the proposed increased pupil integration. Unless significant financial and staffing support will be provided it is suggested that the effect on the school environment will be significant. Members also expressed anxiety regarding that the existing acknowledged specialism within Rhondda Cynon Taff CBC could be lost by this change of policy.

Yours faithfully

Gethin Williams
Chief Executive

This letter is in response to the proposal to close the Speech and Language and Hearing Impaired Units at Cap Coch Primary school.

The points I would like to make are:

- Cap Coch has had an excellent Estyn inspection report with outstanding prospects for the future.
- Parents with children with additional learning needs choose to educate their children here because of the in-house expertise of specialist staff, who are able to help meet the needs of many children in mainstream classes.
- Specialist staff within the units offer support to parents who have SEN children in the mainstream classes.
- The Speech and Language Unit and Hearing Impaired Unit are an integral part of the school, which is forward thinking.
- Having SEN units in our school benefits the social development of all children, as commented on in the Estyn inspection report.
- The Estyn inspection report also commented positively on the ethos of the school and the units play a vital role in this environment.
- The proposed closure of the 2 units, together with the Council's recent decision to reduce nursery age admission, will have a severely detrimental effect on the overall size and structure of our school and its ability to serve the community at a time when Politicians say that community strength should be enhanced.
- The alternative specialist provisions housed at Llwynocrwn school would mean a 35-40 minute taxi journey each way for children of a young age who have additional needs. This would significantly extend their school day, therefore affecting their ability to concentrate and learn.

I would like these points to be taken into consideration during your proposal to close the above named units.

Yours sincerely,



This letter is in response to the proposal to close the Speech and Language and Hearing Impaired Units at Cap Coch Primary school.

The points I would like to make are:

- Cap Coch has had an excellent Estyn inspection report with outstanding prospects for the future.
- Parents with children with additional learning needs choose to educate their children here because of the in-house expertise of specialist staff, who are able to help meet the needs of many children in mainstream classes.
- Specialist staff within the units offer support to parents who have SEN children in the mainstream classes.
- The Speech and Language Unit and Hearing Impaired Unit are an integral part of the school, which is forward thinking.
- Having SEN units in our school benefits the social development of all children, as commented on in the Estyn inspection report.
- The Estyn inspection report also commented positively on the ethos of the school and the units play a vital role in this environment.
- The proposed closure of the 2 units, together with the Council's recent decision to reduce nursery age admission, will have a severely detrimental effect on the overall size and structure of our school and its ability to serve the community at a time when Politicians say that community strength should be enhanced.
- The alternative specialist provisions housed at Llwynocrwn school would mean a 35-40 minute taxi journey each way for children of a young age who have additional needs. This would significantly extend their school day, therefore affecting their ability to concentrate and learn.

I would like these points to be taken into consideration during your proposal to close the above named units.

Yours sincerely,

A. Evans.

RECEIVED
17 Feb 2014
SUPPORT

30 Gladstone st

Aberaman

Aberdare

Cf44 6sb

12 December 2013

To whom it may concern,

I am writing to you in response to the proposal made to close the two primary range Learning Support Classes for pupils with Hearing impairment and Language Difficulties at Capcoch Primary School. I am appalled and shocked at the proposal, I have read what you propose to do with children with disabilities instead of them attending a small unit that is equipped and designated to their needs.

I cannot understand how you justify that the unit is no longer needed due to admissions being low. There are lists of children with speech and language problems in r.c.t that are not being given the placement due to lack of funding, not because there is a lack of children to fill the places. Speech and language therapy has a waiting list of at least 12 months, with a shortage of therapist. Making the procedure of getting a child diagnosed with problems a lengthy process and some are going undiagnosed. There are no statistics to show that speech and language problems in children have remarkably gone down over the past 10 years, however children have to have more severity in the disorder to get help. I believe the information given out on your proposal is proper gender on the council's part, so the public will not fight to keep the units open, as you have indicated there is no longer requirement.

Your proposal to give money to support these children within a mainstream setting, will be wasted. How can a child with speech and language difficulties be taught the curriculum in the same way as a child who does not! The barrier of understanding is the same as putting a foreign child into an English speaking class, it does not work. First the child needs to master language before understanding can be established. The distraction from the other children will hinder learning, along with humiliation that the child will encounter from not being equal to their peers. No matter what provisions are put in place, you cannot remove the fact that the child has disabilities that does make them different, acceptance is needed in society from others but not at a cost of the needs of a child with disabilities. Whilst integrations and equal rights have to be addressed there has got to be consideration for needs, in order to remove the problems the children have as quickly as possible, so they may have the chance of advancing and integrate on an equal basis.

I speak from personal experience having a child with severe speech and language problems. I know that if my child did not enter a unit that was specific to his needs, surrounded by teachers that understood his educational and emotional needs, he would not be in mainstream class doing so well today. My child attended mainstream school until he was 5yrs old with support, until a place became available at Capcoch speech and language unit. My child who has a higher than average I.Q

found the curriculum in mainstream class impossible, the unit administer the curriculum in a different way, that he understood whilst addressing his speech and language problems.

There are many problems that I could put forward with integration with support. It seems the education sector is going backwards, as money withdrawn into early years intervention, will only be spent tenfold in teenage years when problems will arise from inadequate frameworks in the education system which will have a detrimental effect on young people's social behaviour and psychological state later on in life.



Natalie Jones

Caffell, Jordan

From: Daniel Jones [danielivorjones@gmail.com]
Sent: 08 December 2013 23:57
To: A&I Service
Subject: Consultation

I would like these comments to be included in the consultation for the realignment of Learning Support Classes within the county.

Does the county really not recognise the need for at least ONE class somewhere in a Welsh medium school? How can the council justify 54 current learning support classes yet none of these offering provision through the medium of Welsh? No doubt the learning support service will state that there isn't the need (nonsense, by the way- ask any teacher!), but it is as if the council is supporting the view that children with severe special needs do not exist in Welsh Medium schools. Currently, if you are a child with severe Social, Emotional and Behavioural Difficulties in RCT and you are in a Welsh medium school you have two options - either to stay in welsh education or to go to a learning support class to get the specialist help you need. Surely this is against the rights of these individuals and their families who have a right to be educated in Welsh? There is a very strong feeling amongst teachers, SENCos and headteachers in Welsh medium schools in RCT that this wholly unequal balance of 54 classes to 0 is unfair and needs addressing. Welsh medium education is growing and specialist provision should support this. It is also true that Additional Needs Funding for children who would meet criteria for a place in a Learning Support Class, yet end up in Welsh mainstream (as there aren't any Welsh LSCs) comes out of cluster budgets. Therefore, because the council is not providing these children with LSCs in Welsh medium settings, this is also lessening the money available in the ANF pot for children with less severe (yet nonetheless noticeable) SEN.

Daniel Jones, RCT employee and citizen.

Questionnaire

In order to help the Council reach a decision, it would be very helpful if you could answer the following questions. Completed questionnaires should be returned to:

Director of Education and Lifelong Learning

Access and Inclusion Service

Ty Trevithick

Abercynon

CF45 4UQ

Or by fax to 01443 744340, or e-mail to A&IService@rctcbc.gov.uk

The Proposal

The proposal is to close the two primary range Learning Support Classes for pupils with Hearing Impairment and Speech and Language Difficulties at Capcoch Primary School.

1. Do you agree with the proposal? Yes ☐ No ☒ not sure ☐

Please let us know the reasons for your choice

It's good for the children that need the help and support.

2. Please state any additional views or points which you would like to be taken into account (attach additional sheets if necessary)

3. Please indicate who you are (e.g. parent of a pupil at named school, governor at named school etc.)

I'm a parent of pupils that attend school.

4. Name (optional)

Thank you for taking the time to complete this questionnaire

Please forward completed questionnaires to the above address no later than 5 pm on the 24th January 2014

Questionnaire

In order to help the Council reach a decision, it would be very helpful if you could answer the following questions. Completed questionnaires should be returned to:

Director of Education and Lifelong Learning

Access and Inclusion Service

Ty Trevithick

Abercynon

CF45 4UQ

Or by fax to 01443 744340, or e-mail to A&IService@rctcbc.gov.uk

The Proposal

The proposal is to close the two primary range Learning Support Classes for pupils with Hearing Impairment and Speech and Language Difficulties at Capcoch Primary School.

1. Do you agree with the proposal? Yes ☐ No ☒ not sure ☐

Please let us know the reasons for your choice

children with these special needs
are better suited to keeping
routine, it will cause a lot of upset
and unnecessary distress to the
children.

2. Please state any additional views or points which you would like to be taken into account
(attach additional sheets if necessary)

if your child/children had special needs
and were settled into routine why
cause upset and distress to them
when it is not needed?

3. Please indicate who you are (e.g. parent of a pupil at named school, governor at named school etc.)

parent of a pupil at named
school.

4. Name (optional)

samantha James.

Thank you for taking the time to complete this questionnaire

*Please forward completed questionnaires to the above address no later than 5 pm on the
24th January 2014*

Questionnaire

In order to help the Council reach a decision, it would be very helpful if you could answer the following questions. Completed questionnaires should be returned to:

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Access and Inclusion Service

Ty Trevithick

Abercynon

CF45 4UQ

Or by fax to 01443 744340, or e-mail to A&IService@rctcbc.gov.uk

The Proposal

The proposal is to close the two primary range Learning Support Classes for pupils with Hearing Impairment and Speech and Language Difficulties at Capcoch Primary School.

1. Do you agree with the proposal? Yes ☐ No ☒ not sure ☐

Please let us know the reasons for your choice

The children in these classes have a close, intimate and personal relationship with their teachers. The school is local. Their education will not be affected by disruption, longer travelling time to school or an uncertain location of their new school.

2. Please state any additional views or points which you would like to be taken into account (attach additional sheets if necessary)

I am a grandparent of a pupil at Capcoch. I am also a parent of a partially hearing child. My experience is that a deaf child needs as small a class as possible, a stable education, non-excessive travelling and a caring and sensitive council that shows concern not just lip service.

3. Please indicate who you are (e.g. parent of a pupil at named school, governor at named school etc.)

Grandparent

4. Name (optional)

Brian Elliott

Thank you for taking the time to complete this questionnaire

Please forward completed questionnaires to the above address no later than 5 pm on the 24th January 2014

Questionnaire

In order to help the Council reach a decision, it would be very helpful if you could answer the following questions. Completed questionnaires should be returned to:

Director of Education and Lifelong Learning

Access and Inclusion Service

Ty Trevithick

Abercynon

CF45 4UQ

Or by fax to 01443 744340, or e-mail to A&IService@rctcbc.gov.uk

The Proposal

The proposal is to close the two primary range Learning Support Classes for pupils with Hearing Impairment and Speech and Language Difficulties at Capcoch Primary School.

1. Do you agree with the proposal? Yes ☐ No ☒ not sure ☐

Please let us know the reasons for your choice

Where will it stop, what does or goes on
to shorter week - loss of quality teachers of an
overburdened school superbly run and full of respected
teachers and long term suffering of our children.

2. Please state any additional views or points which you would like to be taken into account
(attach additional sheets if necessary)

3. Please indicate who you are (e.g. parent of a pupil at named school, governor at named school etc.)

Parent of Thomas James O'Keefe

4. Name (optional)

John Stephen O'Keefe

Thank you for taking the time to complete this questionnaire

Please forward completed questionnaires to the above address no later than 5 pm on the
24th January 2014

Questionnaire

In order to help the Council reach a decision, it would be very helpful if you could answer the following questions. Completed questionnaires should be returned to:

Director of Education and Lifelong Learning

Access and Inclusion Service

Ty Trevithick

Abercynon

CF45 4UQ

Or by fax to 01443 744340, or e-mail to A&IService@rctcbc.gov.uk

The Proposal

The proposal is to close the two Foundation Phase Learning Support Classes for pupils with Complex Learning Difficulties at Alaw Primary School.

1. Do you agree with the proposal? Yes ☐ No ☒ not sure ☐

Please let us know the reasons for your choice

my son Desperately needs This
Service AS he has a daily
struggle with school life

2. Please state any additional views or points which you would like to be taken into account
(attach additional sheets if necessary)

If you take this service away
from Alaw Primary. All the hard
work the school has done with my son
will be wasted (dont do this)

3. Please indicate who you are (e.g. parent of a pupil at named school, governor at named school etc.)

VERY CONCERNED PARENT. who's
child has come on by leaps and bounds
Thanks to ALAW PRIMARY.

4. Name (optional)

(Dont take this extra
Help off our children)
PLEASE

Thank you for taking the time to complete this questionnaire

*Please forward completed questionnaires to the above address no later than 5 pm on the
24th January 2014*

Questionnaire

In order to help the Council reach a decision, it would be very helpful if you could answer the following questions. Completed questionnaires should be returned to:

Director of Education and Lifelong Learning

Access and Inclusion Service

Ty Trevithick

Abercynon

CF45 4UQ

Or by fax to 01443 744340, or e-mail to A&IService@rctcbc.gov.uk

The Proposal

The proposal is to close the two Foundation Phase Learning Support Classes for pupils with Complex Learning Difficulties at Alaw Primary School.

1. Do you agree with the proposal? Yes ☐ No ☐ not sure ☒

Please let us know the reasons for your choice

2. Please state any additional views or points which you would like to be taken into account (attach additional sheets if necessary)

3. Please indicate who you are (e.g. parent of a pupil at named school, governor at named school etc.)

Parent of Pupil in Nursery class

4. Name (optional)

Katrina Watkins

Thank you for taking the time to complete this questionnaire

Please forward completed questionnaires to the above address no later than 5 pm on the 24th January 2014

Questionnaire

In order to help the Council reach a decision, it would be very helpful if you could answer the following questions. Completed questionnaires should be returned to:

Director of Education and Lifelong Learning

Access and Inclusion Service

Ty Trevithick

Abercynon

CF45 4UQ

Or by fax to 01443 744340, or e-mail to A&IService@rctcbc.gov.uk

The Proposal

The proposal is to open a Key Stage 3/4 Learning Support Class for Complex Learning Difficulties pupils at Ferndale Community School

1. Do you agree with the proposal? Yes ☒ No ☐ not sure ☐

Please let us know the reasons for your choice

LOCAL CHILDREN WILL BE ABLE TO ACCESS SPECIALIST PROVISION
WITHIN THEIR LOCAL COMMUNITY AND THERE WILL BE LESS DEMAND
FOR ~~TRANSPORTATION~~ TRANSPORTING CHILDREN OUT OF THE AREA THUS
MAKING SAVINGS ON COSTS AND THE ENVIRONMENT.

2. Please state any additional views or points which you would like to be taken into account (attach additional sheets if necessary)

3. Please indicate who you are (e.g. parent of a pupil at named school, governor at named school etc.)

PARENT

4. Name (optional)

Thank you for taking the time to complete this questionnaire

Please forward completed questionnaires to the above address no later than 5 pm on the 24th January 2014

Questionnaire

In order to help the Council reach a decision, it would be very helpful if you could answer the following questions. Completed questionnaires should be returned to:

Director of Education and Lifelong Learning

Access and Inclusion Service

Ty Trevithick

Abercynon

CF45 4UQ

Or by fax to 01443 744340, or e-mail to A&IService@rctcbc.gov.uk

The Proposal

The proposal is to re-designate one Foundation Phase Learning Support Classes for Pupils with Complex Learning Difficulties into a Foundation Phase Assessment and Observation Class at Llantrisant Primary School. There is also a proposal to close one Foundation Phase Learning Support Class for Complex Learning Difficulties.

1. Do you agree with the proposal? Yes ☐ No ☒ not sure ☒

Please let us know the reasons for your choice

Concerns for my job
The Unit is doing very well & has quite a few complex pupils here.

2. Please state any additional views or points which you would like to be taken into account (attach additional sheets if necessary)

I'd like early reassurance that my job will be safe.
I feel more complex & special school placements need to be available throughout RCT although I highly agree that an obs class is a really good idea & would be beneficial to RCT LS.

3. Please indicate who you are (e.g. parent of a pupil at named school, governor at named school etc.)

Teacher - LSC.

4. Name (optional)

Laura Geary

Thank you for taking the time to complete this questionnaire

Please forward completed questionnaires to the above address no later than 5 pm on the 24th January 2014

Questionnaire

In order to help the Council reach a decision, it would be very helpful if you could answer the following questions. Completed questionnaires should be returned to:

Director of Education and Lifelong Learning

Access and Inclusion Service

Ty Trevithick

Abercynon

CF45 4UQ

Or by fax to 01443 744340, or e-mail to A&IService@rctcbc.gov.uk

The Proposal

The proposal is to re-designate one Foundation Phase Learning Support Classes for Pupils with Complex Learning Difficulties into a Foundation Phase Assessment and Observation Class at Llantrisant Primary School. There is also a proposal to close one Foundation Phase Learning Support Class for Complex Learning Difficulties.

1. Do you agree with the proposal? Yes ☐ No ☐ not sure ☒

Please let us know the reasons for your choice

We understand the reasons for the proposal in the "greater scheme of things", but as the parents of a child at the LSC who may be affected by the proposal, it makes agreeing to such, difficult.

2. Please state any additional views or points which you would like to be taken into account (attach additional sheets if necessary)

Would like to see infant + junior LSC at Llantrisant Primary.

3. Please indicate who you are (e.g. parent of a pupil at named school, governor at named school etc.)

Parent of a pupil at Llantrisant Primary.

4. Name (optional)

Thank you for taking the time to complete this questionnaire

Please forward completed questionnaires to the above address no later than 5 pm on the 24th January 2014

Questionnaire

In order to help the Council reach a decision, it would be very helpful if you could answer the following questions. Completed questionnaires should be returned to:

Director of Education and Lifelong Learning

Access and Inclusion Service

Ty Trevithick

Abercynon

CF45 4UQ

Or by fax to 01443 744340, or e-mail to A&IService@rctcbc.gov.uk

The Proposal

The proposal is to re-designate a Key Stage 2 Learning Support Class for Complex Learning Difficulties in Gwaunmeisgyn Primary School into a Foundation Phase LSC provision for Complex Learning Difficulties.

1. Do you agree with the proposal? Yes ☒ No ☐ not sure ☐

Please let us know the reasons for your choice

By giving pupils with complex learning difficulties from a young age will give them opportunities to be taught to the best of their ability that could help the pupils later on in the future.

2. Please state any additional views or points which you would like to be taken into account (attach additional sheets if necessary)

If there is only 10 Key Stage 2 pupils remaining it would make sense to use the other class for younger pupils to have the support they need. The child would move on to Key Stage 2 in the school. I think it would give the pupil a more secure school environment that is vital to any child.

3. Please indicate who you are (e.g. parent of a pupil at named school, governor at named school etc.)

parent of a pupil at named school.

4. Name (optional)

Lynda Cross

Thank you for taking the time to complete this questionnaire

Please forward completed questionnaires to the above address no later than 5 pm on the 24th January 2014

Questionnaire

In order to help the Council reach a decision, it would be very helpful if you could answer the following questions. Completed questionnaires should be returned to:

Director of Education and Lifelong Learning

Access and Inclusion Service

Ty Trevithick

Abercynon

CF45 4UQ

Or by fax to 01443 744340, or e-mail to A&IService@rctcbc.gov.uk

The Proposal

The proposal is to close the Key Stage 2 Learning Support Class for pupils with Complex Learning Difficulties at Tonysguboriau Primary School

1. Do you agree with the proposal? Yes ☐ No ☒ not sure ☐

Please let us know the reasons for your choice

The children who attend this class have very specific needs which were assessed upon their entry. To put them into mainstream puts great pressure upon teachers / learners alike.

2. Please state any additional views or points which you would like to be taken into account (attach additional sheets if necessary)

These learners would have gone through a rigorous process to get into class. They have needs which cannot be addressed in mainstream. It is unfair to put this pressure upon them also. It is increasingly hard for schools to exclude learners - you will set them up to fail if you shut this class.

3. Please indicate who you are (e.g. parent of a pupil at named school, governor at named school etc.)

I am a parent of a child at school. I have been very impressed how all learners have opportunities to integrate with mainstream learners on a level they can cope with - Mrs. Bailey always ensures they are included in events appropriately.

4. Name (optional)

Layne Rogers

Thank you for taking the time to complete this questionnaire

Please forward completed questionnaires to the above address no later than 5 pm on the 24th January 2014

Questionnaire

In order to help the Council reach a decision, it would be very helpful if you could answer the following questions. Completed questionnaires should be returned to:

Director of Education and Lifelong Learning

Access and Inclusion Service

Ty Trevithick

Abercynon

CF45 4UQ

Or by fax to 01443 744340, or e-mail to A&IService@rctcbc.gov.uk

The Proposal

The proposal is to re-designate the Key Stage 2 Learning Support Class for Complex Learning Difficulties as a Key Stage 2 LSC for Communication Disorder at Maesybryn Primary School.

1. Do you agree with the proposal? Yes ☒ No ☐ not sure ☐

Please let us know the reasons for your choice

It will provide more continuity within the school from our foundation phase LSC to Key Stage 2.

2. Please state any additional views or points which you would like to be taken into account (attach additional sheets if necessary)

That the staffing level of the new KS2 class is increased to an appropriate ratio for pupils with communication disorders.

3. Please indicate who you are (e.g. parent of a pupil at named school, governor at named school etc.)

School Governor with responsibility for S.E.N. at Maesybryn

4. Name (optional)

Helen Sorkon Hayward.

Thank you for taking the time to complete this questionnaire

Please forward completed questionnaires to the above address no later than 5 pm on the 24th January 2014

Caffell, Jordan

From: Joanne Landeg [joanne@mlandeg.plus.com]
Sent: 06 December 2013 14:56
To: chris.bradshaw@rctcbc.gov.uk; A&I Service
Cc: Capcoch Primary School
Subject: Questionnaire on Proposal of closing Learning Support Classes at Capcoch Primary .

Questionnaire

In order to help the Council reach a decision it would be very helpful if you could answer the following questions. Completed questionnaire should be returned to:

Director of Education and Lifelong Learning

Access and Inclusion Services
Ty Trevithick
Abercynon
CF45 4UQ

Or bby fax to 01443 744340, or email to A&IService@rctcbc.gov.uk.

The Proposal

The proposal is to close the two primary range Learning Support Classes for pupils with Hearing Impairment and Speech and Language Difficulties at **Capcoch Primary School**.

1 Do you agree with the proposal? NO

Please let us know the reason for your choice:

The very fact this proposal is even being considered is absolutely abhorrent to me, it goes against every grain and fibre of my being that the Council could even consider closing such wonderful, encompassing and supportive units.

Our daughter who is 11, is now in her fourth school and third unit. She flourished and thrived because of the influences, input and education she gained at the Speech and Language Unit at Capcoch Primary School.

She was failed by early years mainstream education at Caegarw Primary School at the age of three, where we removed her from education as the school and staff did not want to acknowledge her difficulties and issues. We were left floating in the system, undiagnosed and unsupported until the age of four. At the age of five she gained a placement within the Learning Support Unit at Oaklands Primary, only after she was formally diagnosed and assessed for an Autistic Spectrum Disorder and varying co-morbidities by our local health board and an educational psychologist.

In the Learning Support Unit at Oaklands Primary she was again failed and let down, she gained no evident formal education due to varying factors such as; * * * Multiple Educational Psychologists handling her case with differing views.

* The Learning Support Teacher having a long term illness with continuing and lengthy sickness leave with no replacement teacher in place for continuity.

* The fact she was never formally educated the curriculum or supported in the basics of learning such as reading and writing.

In 2007 after Educational Psychologist reviews and Panel Meetings she gained a place in the Speech and Language Unit at Capcoch Primary School due to her Receptive and Expressive Communication Disorder. I can hand on heart say this placement was the making of my daughter's education and from here on in she flourished in the correct educational environment.

At seven years old she was finally getting the support she should have had from the very start of her education. This

was thanks to the fabulous staff and the school as a whole. She had weekly access to speech and language specialists/therapists, that through the local health board takes waiting times of 12 to 18 months for six hours' worth of block sessions, each time with a different therapist. She had continuing continuity with her care and speech and language therapy.

She had access mainstream lessons where she gained friends, support and an education in a mainstream setting. She was encouraged to join mainstream after-school clubs and breakfast clubs and loved being a part of the school eco-council.

The Unit the staff worked hard on her IEPs/ILPs and targeted areas to bring her up to age appropriateness and levels that were expected to join in mainstream lessons and secondary education. They have not only supported our daughter, but us as a family on numerous occasions, they have gone over and above the call of duty so many times that I regard them not just as my daughters teaching staff, but friends. To have trust and respect in the people taking care of you child with special educational needs, after years of failure is something that cannot be described or bought. The staff at Capcoch Primary Unit value that and are invaluable to the school.

During her time at the Speech and Language Unit she had access to a familiar Educational Psychologist that worked alongside and with the Unit, helping Teaching staff to support her appropriately in her areas of weakness. She gained her Statement of Educational Need while there, a vital document for her furthering education and welfare.

The Speech and Language Unit and Hearing Impairment Unit are an invaluable part of Capcoch Primary School and I cannot stress that enough. The staff of the units have outstanding knowledge in their areas of childhood development and learning, they are broad minded and supportive of the children regardless of their varying issues and abilities, yet they specifically hone in on the areas that need targeting in order for the children to progress and develop week in week out.

The many staff of Capcoch Primary School from the caretaker to the Head, the kitchen staff to the many teaching assistants and teachers, all know the children that attend these units; not only do they help and support the children during their school days, but they learn from these children too. These children are unique and continually teach and show others new ways to teach children, news ways to approach children and varying ways to engage a child into learning.

The pupils at Capcoch Primary School see no difference between themselves and the Unit pupils, they encompass them and take them under their wings, they are actively encouraged to partake in many mainstream activities and greatly feel a part of Capcoch Primary School, gaining a sense of pride and belonging. The Unit children continually show the mainstream children that "different, does not mean less". These children go on to secondary education better pupils for knowing this, they pride themselves in supporting and helping others, that is a very uncommon thing these days.

Taking away the Speech and Language Unit and the Hearing Impairment Unit will have a detrimental effect on not only the children and staff of these units as well as their financial income, but the school and community as a whole. You will destroy the school's spirit, their motto being "growing together, learning forever", how better to learn than from each other, from varying backgrounds and abilities. You will be taking away the very heart of the school by removing these units, by taking away the heart of the school you will be effecting the community around it and many, many families.

2 Please state any additional views or points which you would like to be taken into account (attach additional sheets if necessary).

See above.

3 Please indicate who you are (e.g. parent of pupil at names school, governor at names school, etc.)

I am a parent of a pupil currently attending Capcoch Primary school and also a parent to a child that has transitioned to a Communication Disorder Unit from the Speech and Language Unit after 4 years of care, education and support.

4 Name (optional). Mrs Joanne Landeg.

Thank you for taking the time to complete this questionnaire.

Please forward any completed questionnaires to the above address no later than 5pm on the 24th of January.

Questionnaire

In order to help the Council reach a decision, it would be very helpful if you could answer the following questions. Completed questionnaires should be returned to:

Director of Education and Lifelong Learning

Access and Inclusion Service

Ty Trevithick

Abercynon

CF45 4UQ

Or by fax to 01443 744340, or e-mail to A&IService@rctcbc.gov.uk

The Proposal

The proposal is to re-designate one Foundation Phase Learning Support Classes for Pupils with Complex Learning Difficulties into a Foundation Phase Assessment and Observation Class at Llantrisant Primary School. There is also a proposal to close one Foundation Phase Learning Support Class for Complex Learning Difficulties.

1. Do you agree with the proposal? Yes ☐ No ☐ not sure ☐

At this current stage, we are unable to specify as there is insufficient information available

Please let us know the reasons for your choice

- The Speech and Language Therapy service acknowledges the need for pupil's primary educational need to be met and for this to be decided following a period of observation and assessment in a specialist Educational provision.

- It is unclear from the proposal what requirement there will be for contribution to assessment and observation of pupils from external services such as Speech and Language Therapy

2. Please state any additional views or points which you would like to be taken into account (attach additional sheets if necessary)

There will need to be discussion and negotiation between Cwm Taf University Health Board and RCT regarding specialist Speech and Language Therapy provision, which may be required for this new provision.

3. Please indicate who you are (e.g. parent of a pupil at named school, governor at named school etc.)

Cwm Taf Speech and Language Therapy service

4. Name (optional)

Thank you for taking the time to complete this questionnaire

Please forward completed questionnaires to the above address no later than 5 pm on the 24th January 2014

7. The Council's Cabinet must decide to issue its decision on the proposal within 16 weeks of the end of the objection period;
8. If the proposals receive approval they should be implemented in accordance with the date given in the statutory notice, or any subsequent modified date.

Questionnaire

In order to help the Council reach a decision, it would be very helpful if you could answer the following questions. Completed questionnaires should be returned to:

Director of Education and Lifelong Learning

Access and Inclusion Service

Ty Trevithick

Abercynon

CF45 4UQ

Or by fax to 01443 744340, or e-mail to A&IService@rctcbc.gov.uk

The Proposal

The proposal is to re-designate the Key Stage 2 Learning Support Class for Complex Learning Difficulties as a Key Stage 2 LSC for Communication Disorder at Maesybryn Primary School.

1. Do you agree with the proposal? Yes ☐ No ☐ not sure ☐

At this current stage, we are unable to specify as there is insufficient information available

Please let us know the reasons for your choice

- **The Speech and Language Therapy service agrees with the recognition that increased provision for pupils with Communication Disorders is required at Key stage 2.**
- **The Speech and Language Therapy service supports the plan the Key stage 1 and Key stage 2 provisions are within the same mainstream school.**
- **It is unclear from the proposal whether RCT will be commissioning specialist Speech and Language Therapy for this new Key stage 2 Communication Disorder provision, as it does for all existing Communication Disorder provisions in RCT.**

2. Please state any additional views or points which you would like to be taken into account (attach additional sheets if necessary)

There will need to be discussion and negotiation between Cwm Taf University Health Board and RCT regarding specialist Speech and Language Therapy provision for this new proposed Key Stage 2 Communication Disorder provision.

3. Please indicate who you are (e.g. parent of a pupil at named school, governor at named school etc.)

Cwm Taf Speech and Language Therapy service

4. Name (optional)

Thank you for taking the time to complete this questionnaire

Please forward completed questionnaires to the above address no later than 5 pm on the 24th January 2014

Questionnaire

In order to help the Council reach a decision, it would be very helpful if you could answer the following questions. Completed questionnaires should be returned to:

Director of Education and Lifelong Learning

Access and Inclusion Service

Ty Trevithick

Abercynon

CF45 4UQ

Or by fax to 01443 744340, or e-mail to A&IService@rctcbc.gov.uk

The Proposal

The proposal is to re-designate the Foundation Phase Learning Support Class for Complex Learning Difficulties to a Foundation Phase Learning Support Class for Communication Disorders at Oaklands Primary School

1. Do you agree with the proposal? Yes ☐ No ☐ not sure ☐

At this current stage, we are unable to specify as there is insufficient information available

Please let us know the reasons for your choice

- **The Speech and Language Therapy service agrees with the recognition that increased provision for pupils with Communication Disorders is required at Key stage 1.**
- **It is unclear from the proposal whether RCT will be commissioning specialist Speech and Language Therapy for this new Key stage 1 Communication Disorder provision, as it does for all currently existing Communication Disorder provisions in RCT.**

2. Please state any additional views or points which you would like to be taken into account (attach additional sheets if necessary)

There will need to be discussion and negotiation between Cwm Taf University Health Board and RCT regarding specialist Speech and Language Therapy provision for this new proposed Key Stage 2 Communication Disorder provision.

3. Please indicate who you are (e.g. parent of a pupil at named school, governor at named school etc.)

Cwm Taf Speech and Language Therapy

4. Name (optional)

Thank you for taking the time to complete this questionnaire

Please forward completed questionnaires to the above address no later than 5 pm on the 24th January 2014

5. Statutory notice is published providing a 28 day notice period for objections. The notice **must** be published on a school day and with 15 school days (not including the day of publication) in the notice period;
6. If objections are received, the Council **must** publish an objection report providing a summary of the objections and their responses to them within 28 days of the end of the objection period;
7. The Council's Cabinet must decide to issue its decision on the proposal within 16 weeks of the end of the objection period;
8. If the proposals receive approval they should be implemented in accordance with the date given in the statutory notice, or any subsequent modified date.

Questionnaire

In order to help the Council reach a decision, it would be very helpful if you could answer the following questions. Completed questionnaires should be returned to:

Director of Education and Lifelong Learning

Access and Inclusion Service

Ty Trevithick

Abercynon

CF45 4UQ

Or by fax to 01443 744340, or e-mail to A&IService@rctcbc.gov.uk

The Proposal

The proposal is to close the two primary range Learning Support Classes for pupils with Hearing Impairment and Speech and Language Difficulties at Capcoch Primary School.

1. Do you agree with the proposal? Yes ☐ No ☐ not sure ☐

At this current stage, we are unable to specify as there is insufficient information available

Please let us know the reasons for your choice

- **The proposal will result in decreased provision for pupils with HI and SLI which will result in only one provision for each in RCT. What happens if the need increases and rises above the 16 for SLI and 8 for HI, which will be available.**
- **The current reduction in demand for places in Cap Coch Speech and Language provision has not been seen throughout RCT. Numbers requiring Speech and**

Language provision at LLwyncrwn remain high. Is an additional provision still required but in a different, more central, location?

- **Llwynrwn is located within the south of RCT and any pupils requiring specialist HI or Speech and Language provision being asked to travel long distances to access the education placement they need. This could result in parents refusing placement due to concerns about the distance being travelled and pupils with specialist needs remaining in mainstream schools without the specialist support they require.**

2. Please state any additional views or points which you would like to be taken into account (attach additional sheets if necessary)

There will need to be discussion and negotiation between Cwm Taf University Health Board and RCT regarding specialist Speech and Language Therapy provision for pupils who would previously have attended these educational provisions.

The children's charity 'I CAN' state:

"Studies have shown that in 5 year olds, SLI affects about 2 children in every classroom (about 7%)."

In light of these statistics, is 16 places for pupils with SLI across all of RCT sufficient.

3. Please indicate who you are (e.g. parent of a pupil at named school, governor at named school etc.)

Cwm Taf Speech and Language Therapy service

4. Name (optional)

Thank you for taking the time to complete this questionnaire

Please forward completed questionnaires to the above address no later than 5 pm on the 24th January 2014

Questionnaire

In order to help the Council reach a decision, it would be very helpful if you could answer the following questions. Completed questionnaires should be returned to:

Director of Education and Lifelong Learning

Access and Inclusion Service

Ty Trevithick

Abercynon

CF45 4UQ

Or by fax to 01443 744340, or e-mail to A&IService@rctcbc.gov.uk

The Proposal

The proposal is to re-designate the Foundation Phase Learning Support Class from supporting pupils with Complex Learning Difficulties to an Observation and Assessment provision for the Foundation Phase at Penrhiwceiber Primary School

1. Do you agree with the proposal? Yes ☐ No ☐ not sure ☐

At this current stage, we are unable to specify as there is insufficient information available

Please let us know the reasons for your choice

- **The Speech and Language Therapy service acknowledges the need for pupil's primary educational need to be met and for this to be decided following a period of observation and assessment in a specialist Educational provision.**
- **It is unclear from the proposal what requirement there will be for contribution to assessment and observation of pupils from external services such as Speech and Language Therapy**

2. Please state any additional views or points which you would like to be taken into account (attach additional sheets if necessary)

There will need to be discussion and negotiation between Cwm Taf University Health Board and RCT regarding specialist Speech and Language Therapy provision for this new proposed Key Stage 1 Assessment and Observation provision.

3. Please indicate who you are (e.g. parent of a pupil at named school, governor at named school etc.)

Cwm Taf Speech and Language Therapy

4. Name (optional)

Thank you for taking the time to complete this questionnaire

Please forward completed questionnaires to the above address no later than 5 pm on the 24th January 2014

Questionnaire

In order to help the Council reach a decision, it would be very helpful if you could answer the following questions. Completed questionnaires should be returned to:

Director of Education and Lifelong Learning

Access and Inclusion Service

Ty Trevithick

Abercynon

CF45 4UQ

Or by fax to 01443 744340, or e-mail to A&IService@rctcbc.gov.uk

The Proposal

The proposal is to close the two primary range Learning Support Classes for pupils with Hearing Impairment and Speech and Language Difficulties at Capcoch Primary School.

1. Do you agree with the proposal? Yes ☐ No ☒ not sure ☐

Please let us know the reasons for your choice

2. Please state any additional views or points which you would like to be taken into account (attach additional sheets if necessary)

3. Please indicate who you are (e.g. parent of a pupil at named school, governor at named school etc.)

Residents from the village of Abercynon

4. Name (optional)

Thank you for taking the time to complete this questionnaire

Please forward completed questionnaires to the above address no later than 5 pm on the 24th January 2014

Petition against the proposed closure of the Speech and Language and Hearing Impaired Units at Cap Coch Primary school.


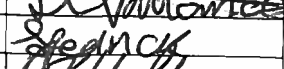
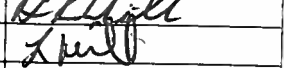

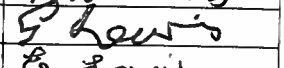
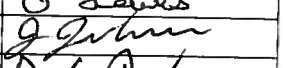
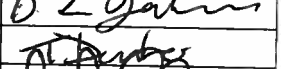
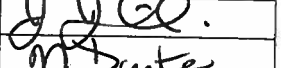
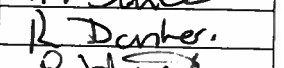
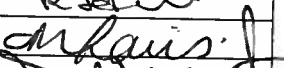

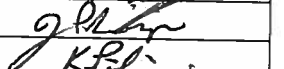
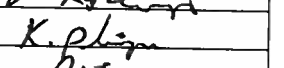
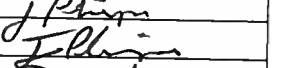

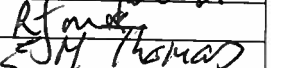
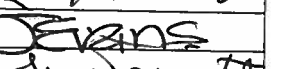
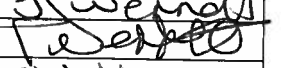
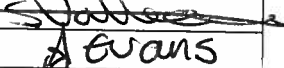

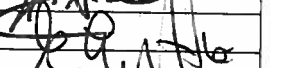
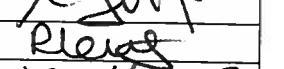
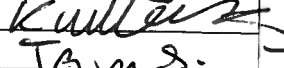
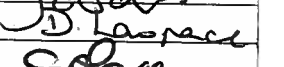
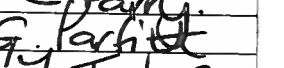
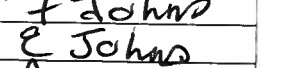




Cap Coch had an excellent Estyn inspection report with outstanding prospects for the future. Having SEN units in the school benefits all the children and the units have a positive effect on the life of the school.

The proposed closure of the 2 units, together with the Council's recent decision to reduce nursery age admission, will have a severely detrimental effect on the overall size and structure of the school.

Smaller schools are more likely to be closed in the future!

For local children the alternative specialist provisions will be based in Beddau! That would mean a 35-40 minute taxi journey each way for vulnerable young children from the Cynon Valley communities. That makes it a very long day!

Name	Address	Signature
Mark Thomas	14 BRONALLT TER ABERCUMBOL	M Thomas
ANDREW THOMAS	14 BRONALLT TER ABERCUMBOL	A Thomas
J. Thomas	14 Bronallt Abercumbol	J. Thomas
Clive Thomas	14 BRONALLT ABERCUMBOL	C Thomas
P WILLIAMS	76 Bronallt Abercumbol	P Williams
G WILLIAMS	76 Bronallt Abercumbol	G Williams
L SMITH	74 BRONALLT ABERCUMBOL	L Smith
L. Jenkins	70 Bronallt Abercumbol	L Jenkins
H Jones	69 Bronallt Abercumbol	H Jones
T Morris	68 BRONALLT ABERCUMBOL	T Morris
M Walker	64 Bronallt Abercumbol	M Walker
N Walker	64 Bronallt Abercumbol	N Walker
J Fidd	65 BRONALLT ABERCUMBOL	J Fidd
J Knock	62 BRONALLT ABERCUMBOL	J Knock
J Jewell	60 BRONALLT Abercumbol	J Jewell
M Bannister	60 BRONALLT Abercumbol	M Bannister
A Dudley	60 BRONALLT Abercumbol	A Dudley

Name	Address	Signature
Chris Bonister	61 Bronallt terrace	
Jessica Vallance	61 Bronallt terrace	
Sarah pedock	59 Bronallt terrace	
L Hill	57 BRONALLT Ter	
L Hill	57 Bronallt Ter	
V Saunders	56 Bronallt Terrace	
M Williams	53 BRONALLT TERRACE	
G Lewis	52 "	
E Lewis	" "	
J Johns	51, " "	
D Johns	51, " "	
T Darter	49 " "	
J Jenkins	49 " "	
M Darter	49 " "	
R Darter	49 " "	
R Hunt	48 " "	
A Harris	47 " "	
D. Vincent	46 " "	
C. Harris	45 " "	
J Phillips	45 " "	
K. Phillips	45 " "	
K. E. Phillips	45 " "	
Jason Phillips	Victoria St Mon Aem	
Julia Phillips	Tredogan	
Dean Phillips	Victoria St	
K. Phillips	Victoria St	
R Jones	43 Bronallt	
E M Thomas	42 Bronallt Tce.	
Jayle Evans	40 Bronallt	
J. Werrett	39 Bronallt	
T. Werrett	39 Bronallt	
S. Vallance	38 BRONALLT Tce.	
A Evans	16, Bronallt Tce	
P Evans	" " "	
L. SARGAR	Montoya Bronallt tce.	
L. R. R. R.	3 Bronallt	
M. G. R. R.	3 Bronallt	
R. Jones	4 Bronallt	
Kirsty Willcom	5 Bronallt	
Jayne Evans	6 Bronallt	
D. Jones	7 Bronallt	
C. Pary	9 Bronallt Tce	
G. Parkitt	"	
F. Johns	18, Bronallt Tce	
E. Johns	18 Bronallt Tce	
A Lewis	19 " "	

Name	Address	Signature
J Jones	19 Bronalt Tce	J Jones
Rhys Rees	19 " " Tce	R Jones
Robert Jones	19 " " Tce	R Jones
Edenor Evans	20 " " Tce	Ed. Evans
A SMITH	45 John St.	A Smith
R Davies	22 Bronalt Terrace	R Davies
W. ELLINGTON	25 Bronalt Tce	W. ELLINGTON
R Cole	26 Bronalt Tce	R Cole
Rebecca Johns	27 Bronalt Tce, Abercumbol	R Johns
Mark Grace	35 Bronalt Tce, "	M Grace
T. Griffiths	" " "	T. Griffiths
E. Grice	" " "	E. Grice
Skamoc	Pit Cottage. "	Skamoc
D ARNELL	" " " "	D Arnell
L. William	11, Jenkins St Abercumbol	L. William
J. J. J. J.	22 Bronalt Tce	J. J. J. J.
D. CLIFFITTS	30 Bronalt Tce	D. CLIFFITTS
L. J. J.	21 " "	L. J. J.
L. RICHARDS	" " "	L. RICHARDS
J. Thomas	" " "	J. Thomas
S. BRADLEY	31 " "	S. BRADLEY
John B. B.	11, Mynydd St	John B. B.
S. J. J.	" " "	S. J. J.
J. J. J.	17 Mostyn St.	J. J. J.
A. Murphy	19 Mostyn St	A. Murphy
J. J. J.	" " "	J. J. J.
D. Broad	14 Mostyn St	D. Broad
H. J. J.	20 Mostyn St	H. J. J.
R. MORRAN	13 Mostyn Street	R. MORRAN
A. J. J.	10 Mostyn St Abercumbol	A. J. J.
G. J. J.	10 Mostyn St Abercumbol	G. J. J.
H. M. ELLIS	" " "	H. M. ELLIS
D. J. J.	" " "	D. J. J.
J. J. J.	23 MOSTYN ST ABERCUMBOL	J. J. J.
J. J. J.	24 MOSTYN ST ABERCUMBOL	J. J. J.
J. J. J.	" " "	J. J. J.
Nicola Jenkins	9, MOSTYN ST ABERCUMBOL	N. Jenkins
J. M. J.	25 " "	J. M. J.
Carol Hinks	26 Mostyn St Abercumbol	C. Hinks
M. Christopher	27 Mostyn St. Abercumbol	M. Christopher
T. Colby	" Mostyn St Abercumbol	T. Colby
J. J. J.	7 MOSTYN ST ABERCUMBOL	J. J. J.
N. MORRIS	4 mostyn st Abercumbol	N. MORRIS
M. J. J.	4 MOSTYN ST ABERCUMBOL	M. J. J.
P. J. J.	1 MOSTYN ST ABERCUMBOL	P. J. J.
M. Harding	33 Mostyn St	M. Harding



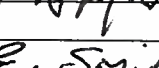
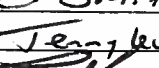
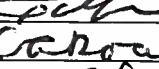


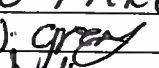
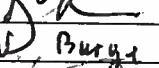
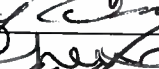
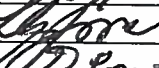
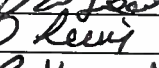
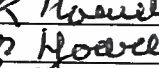


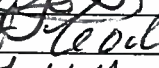

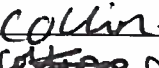
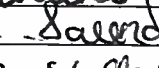
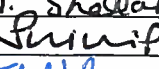
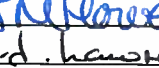

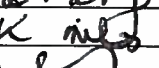

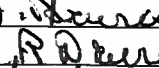





Name	Address	Signature
Laura Jenkins	33 Bromall terrace	L Jenkins
Phyllis	8 FLORENTINE TERRACE	Phyllis
R. Underdown	59 John St	R Underdown
M J Lewis	62 JOHN ST	M J Lewis
A L Lewis	62 JOHN ST	A L Lewis
A R Lewis	62 JOHN ST	A R Lewis
L. Parshaw	65 John St	L Parshaw
V. O'Keefe	68 John St	V O'Keefe
M. O'Leary	" " "	M O'Leary
J. Williams	69 John St Abercrombie	J Williams
R. Gardiner	75 John St Abercrombie	R Gardiner
M. E. Thomas	76 John St Abercrombie	M. E. Thomas
K. Williams	80 John St Abercrombie	K. Williams
S. Williams	" "	S. Williams
M. Lewis	86 John St	M Lewis
J. Lewis	86 John St	J Lewis
J. T. Griffiths	16 Mount Pleasant St	J T Griffiths
Glynis Halls	16 Glenbriar Rd Ash	Glynis Halls
Garry Thomas	38 Fernhill	Garry Thomas
Victoria Davies	38 Fernhill	Victoria Davies
Nicola Dool	92 John Street	Nicola Dool
Jake Taggart	13 Glenbriar	Jake Taggart
Barry Oliver	14 Glenbriar	Barry Oliver
Pauline	92 John St Abercrombie	Pauline
E. T. Davies	92 John St Abercrombie	E. T. Davies
E. T. Davies	102 JOHN STREET	E. T. Davies
Mrs M Smith	102 John St	Mrs M Smith
Mrs S. Phillips	14, Graig Terrace	Mrs S. Phillips
C. John	70 Bromall Terrace	C. John
J. Foy	104 John Street	J. Foy
A. Foy	2, ABERYDOL PENYVAUN	A. Foy
L. Williams	85 Fernhill	L. Williams
P. Williams	3 Tal Cap Coch Abercrombie	P. Williams
L. Harris	4 Tal Cap Coch Abercrombie	L. Harris
L. Sheldon	4 Tal Cap Coch Abercrombie	L. Sheldon
A. Parfitt	67 Park View tce Abercrombie	A. Parfitt
C. Langdon	26 Graig Terrace Abercrombie	C. Langdon
J. T. Davies	69 John St Abercrombie	J. T. Davies
J. T. Davies	26 Blythenteg Penybryn	J. T. Davies
C. Evans	68 Park View tce	C. Evans
R. Evans	" "	R. Evans
J. Bolton	70 Park View	J. Bolton
S. Morgan	76 PARKVIEW TERRACE	S. Morgan
C. Milner	78 Park View Terrace	C. Milner

Name	Address	Signature
H. Hamer	42 Fernhill Mountain Ash	H. Hamer
E. Hamer	29 John St Abercrombie	E. Hamer
Yasmin Abbott	25 Denny - Rhinow	Y. Abbott
Y. Popoe	20 Park View Abercrombie	Y. Popoe
M. Jones	81 Park View Abercrombie	M. Jones
J. Abbott	30 John St Abercrombie	J. Abbott
C. Gubb	85 PARK VIEW	C. Gubb
P. DAINES	85 PARK VIEW	P. DAINES
A. Evans	86 PARK VIEW	A. Evans
Rebecca Probert	103 John Street	R. Probert
Lisa Fidler	11 Oak Terrace	L. Fidler
S. Jenkins	89 Park View Terrace	S. Jenkins
Nicola Jenkins	32 Park View Terrace	N. Jenkins
J. Morgan	92 Park View Terrace	J. Morgan
A. Davies	93 Park View Terrace	A. Davies
B. Ellis	99 Park View Terrace	B. Ellis
M. Jones	101 Park View Terrace	M. Jones
G. Jones	102 Park View Terrace	G. Jones
G. Jones	105 PARK VIEW	G. Jones
G. Davies	105 " "	G. Davies
B. Maiden	103 PARK VIEW	B. Maiden
J. FARRUGIA	107 PARK VIEW	J. Farrugia
S. Patingale	108 Park View Terr	S. Patingale
C. Patingale	113 PARK VIEW TERR	C. Patingale
G. Walter	116 " "	G. Walter
S. LANE	119 120 Park View Terr	S. Lane
M. Edwards	120 " "	M. Edwards
G. Thomas	120 " "	G. Thomas
A. J. Thomas	" "	A. J. Thomas
R. Davies	125 Park View Terr	R. Davies
M. Williams	5 Mostyn St Abercrombie	M. Williams
P. Ashfield	232 Cardiff Rd Abercrombie	P. Ashfield
N. Davies	Same address	N. Davies
J. Jones	3 Park View Terrace	J. Jones
I. REYNOLDS	6 PARK VIEW TERRACE	I. Reynolds
M. Jones	7 Park View Terrace	M. Jones
M. Jones	9 Park View Terrace	M. Jones
A. M. Bevan	12 Park View Terr	A. M. Bevan
M. Cook	13 PARK VIEW TERR	M. Cook
A. Cook	13 PARK VIEW TERR	A. Cook
A. Cook	15 " "	A. Cook
N. Blum	55 FOREST VIEW GLANDOUR	N. Blum
C. Craft	21 Park View Terrace	C. Craft
Kelly Davies	22 PARK VIEW	K. Davies
Jodie Cowdy	24 Park View	J. Cowdy
Chris Jones	1 William Street	C. Jones

Name	Address	Signature
K WINTERBURN	28 Parkview Tce Abercrombie	K Winterburn
AMISTADONSON	30 PARKVIEW TCE Abercrombie	A Mistadonson
M Phillips	33 Parkview Abercrombie	M Phillips
KATHAN WILLIAMS	35 Park view Abercrombie	K Williams
M Dupuy	36 " " "	M Dupuy
C Morris	40 Park view Tce Abercrombie	C Morris
P Stone	40 Park view Tce Abercrombie	P Stone
V Jones	41 PVT Abercrombie	V Jones
C Jones	41 PARK VIEW TCE ABERCROMBIE	C Jones
J MITCHELL	43 Park View Abercrombie	J Mitchell
R DAVIES	44 PARK VIEW " "	R Davies
M Morris	45 Park View Tce	M Morris
Dm Baker	46 Parkview Abercrombie	Dm Baker
K Hawkins	58 park view Abercrombie	K Hawkins
M. Williams	48 " " "	M Williams
S Gregory	50 Park View	S Gregory
M Lockyer	52 PARK VIEW	M Lockyer
T Lockyer	52 PARK VIEW	T Lockyer
B. Ang	54 Park View	B. Ang
J. Davis	56 Park View	J. Davis
G Phillips	57 Park View	G Phillips
T DAVIES	57 TANYCED TERRACE	T Davies
J. Davies	60 Park View Terrace	J. Davies
D. Brockman	60 Park view Tce.	D. Brockman
Darren Brockman	" " "	D. Brockman
S.J. Brockman	" " "	S.J. Brockman
C. Resoli	18 Park View Terrace	C. Resoli
L. Watkins	" " "	L. Watkins
S. Watkins	88 Tre Telynog, Cwmbach	S. Watkins
T Po Re	65 Park view Tce	T Po Re
R Po Re	" " "	R Po Re
S. Ekins	10 Oak Terrace	S. Ekins
G. Howells	10 Oak Terrace	G. Howells
M B FIDLER	3 MOSTYN ST	M B Fidler
P. Williams	15 JOHN ST	P. Williams
A. Cairns	16 JOHN ST	A. Cairns
Lisa Collins	19 John St.	Lisa Collins
Phil Bennett	25 John St	Phil Bennett
Phil Morgan	40 John St	Phil Morgan
A. Morgan	41 John St	A. Morgan
N. Penn	44 John ST	N. Penn
S. Gomer	44 John St	S. Gomer
B. Davies	10 Ash St.	B. Davies
B. Brackley	54 John ST	B. Brackley
S. Gomer	55 John St	S. Gomer
L. WATKINS	2 TANYCED TERRACE.	L. Watkins

Name	Address	Signature
B Morgan	3 TAN-Y-COED TERRACE	B Morgan
P. Jones	4 " " "	P. Jones
John Corcoran	7 Tan y Coed Terrace	John Corcoran
V Davies	5 Tan y Coed Terrace	V Davies
J Lewis	13 Tan y Coed Terrace	J Lewis
D Lewis	6 Tan y Coed Terrace	D Lewis
P. Jones	11 Tan y Coed	P. Jones
H. Jones	"	H. Jones
T. Jones	"	T. Jones
C. Jones	"	C. Jones
J. Davies	5 "	J. Davies
R Hancock	1 "	R Hancock
L. Collier	2 "	L. Collier
M. Picton	3 Maple Tce	M. Picton
J. Comm	2 MAPLE TCE	J. Comm
S. Hector	6 MAPLE TCE	S. Hector
J. Reynolds	8 Maple Tce	J. Reynolds
J. B. Picton	9 Maple Tce	J. B. Picton
W. W. B. B.	11 MAPLE TCE	W. W. B. B.
S. Baker	11 MAPLE TCE	S. Baker
O. C. C.	12 MAPLE TCE	O. C. C.
H. C. C.	15 MAPLE TCE	H. C. C.
S. C. C.	15 MAPLE TCE	S. C. C.
W. D. D.	18 MAPLE TCE	W. D. D.
R. Stone	28 MAPLE TCE	R. Stone
D. A. Nott	31 Maple Ter	D. A. Nott
R. A. Nott	31 Maple Ter	R. A. Nott
E. Jones	32 Maple Ter	E. Jones
J. Sweet	33 Maple Ter	J. Sweet
D. Sweet	34 Maple Ter	D. Sweet
J. Morris	36 Maple terrace	J. Morris
S. Morris	36 Maple terrace	S. Morris
W. P. P.	1 Ash St	W. P. P.
J. P. P.	21 Ash Street	J. P. P.
T. Dennis	10 Peter Close	T. Dennis
C. Connell	2, ST PETERS CLOSE	C. Connell
T. J. Lewis	3 ST PETERS CLOSE	T. J. Lewis
G. Phillips	4 ST PETERS CLOSE	G. Phillips
R. V. V.	6 CROMER ST ABERCROMBOI	R. V. V.
G. B. B.	7 CROMER ST ABERCROMBOI	G. B. B.
D. B. B.	7 CROMER ST ABERCROMBOI	D. B. B.
S. Jones	270 FERNHILL EST M/A	S. Jones
M. Jones	" " "	M. Jones
W. D. D.	13, CROMER ST	W. D. D.
A. Pickford	10 Beech Terrace, Abercromboi	A. Pickford
A. Evans	5 BEECH TERRACE "	A. Evans

Name	Address	Signature
Tonia Vel	7 School Street, Abercrombie	Tonia Vel
Louise Ellis	6 School Street, Abercrombie	Louise Ellis
Vicky Ellis	20 JOHN STREET, ABERCROMBIE	VLEllis
Mary Ellis	6 School Craig Tce Abercrombie	MAREllis
David Ellis	4 CASCADE VIEW, CUMMARTON	David Ellis
Blair Ellis	12 School Street Abercrombie	Blair Ellis
John Ellis	14 SCHOOL ST ABERCROMBIE	H. JONES
R Saunders	4 Craig Crescent	R Saunders
P. M. M. M.	4 CRAIG CRESCENT	P. M. M. M.
T. Thomas	1 Craig Avenue	T. Thomas
S. Ward	2 CRAIG AVENUE	S. Ward
B. Jonathan	7 CRAIG AVENUE	B. Jonathan
C. Davies	69 PUT	C. Davies
J. Davies	11 " "	J. Davies
A. Roberts	15 Craig Avenue	A. Roberts
J. Roberts	" " "	J. Roberts
G. Price	2 CRAIG CRESCENT	G. Price
B. Lee	1 Craig Crescent	B. Lee
S. Garry	8 Garry Ave.	S. Garry
A. Garry	8 Garry Ave.	A. Garry
R. Chinnock	11 Craig Avenue, Abercrombie	R. Chinnock
S. Jennings	13 CRAIG AVE	S. Jennings
K. Mole	20 GROVE TERRACE ABERCROMBIE	K. Mole
B. W. W. W.	17 Grove Terrace	B. W. W. W.
A. Hunkin	15 Grove Tce Abercrombie	A. Hunkin
A. Hunkin	13 GROVE TERRACE ABERCROMBIE	A. Hunkin
D. Evans	10 GROVE TCE ABERCROMBIE	D. Evans
V. Evans	121 Park View Tce Abercrombie	V. Evans
M. Evans	10 Grove Tce Abercrombie	M. Evans
A. Warner	7 New St gadarman	A. Warner
A. M. Warner	7 New St gadarman	A. Warner
S. Welch	9 Grove Terrace	S. Welch
S. Penney	8 Grove Tce	S. Penney
L. Fraser	18 Grove Tce	L. Fraser
L. Penney	3 Craig Tce	L. Penney
J. Williams	6 Grove Tce	J. Williams
R. Williams	30 CRAIG AVENUE ABERCROMBIE	R. Williams
T. Williams	12 CRAIG TERRACE, ABERCROMBIE	T. Williams
A. Williams	12 CRAIG TERRACE, ABERCROMBIE	A. Williams
B. Phillips	16 CRAIG AVE	B. Phillips
A. Jones	201 Garry AVE	A. Jones
Lou Beynon	27 CRAIG AVE, ABERCROMBIE	Lou Beynon
Julie Neale	26 Garry Ave, Abercrombie	Julie Neale
Stephen Neale	26 " "	Stephen Neale
Angela Jones	23 Pinecroft Ave, Cumbar	Angela Jones
Philip Jones	" " "	Philip Jones

Name	Address	Signature
JULIE JONES	22 GRAIG AVENUE	
WILLIE EVANS	" " "	
V. B. M. O. A.	23 GRAIG AVENUE	
E. Smith	5 GRAIG TCE	
E. Smith	10 GRAIG TCE	
Jenny Lewis	6, OAK TCE	
CARATH JENKINS	11 GRAIG TCE	
C ROWE	21 Graig TCE	
M WARD	23 GRAIG TCE	
C EVANS	71 Beaulieu Tce	
K. Pearce	40 Jenkins Street	
D THICKET	50 Jenkin St	
J Greening	53 Jenkin St	
J Harrison	55 Jenkins	
N Burge	61 Jenkin St.	
M O'NEILL	62 JENKIN	
CHERYL LEWIS	40 JENKIN STREET	
L. JONES	76 JENKIN ST	
D LEWIS	78 JENKIN ST	
DU LEWIS	79 Jenkin St	
R Howells	81 JENKIN ST	
M Howells	" " "	
E. Fry	85 JENKIN ST.	
J. Evans	89 Jenkin St	
E. Evans	2 Elm St	
Leanda Jones	3 Elm St	
JAN COLLINS	8 Elm St	
J. Williams	11 Elm St	
D. Williams	13 Elm St	
C. COLLINS	13 Elm St	
C. COLLINS	13 Elm St	
K. Saunders	15 Elm St	
N. Sheldrake	7. William St. Abercrombie	
N. Sheldrake	10 John St Abercrombie	
J. Howell	5-7 John St Abercrombie	
A. LAWRENCE	5-7 John St Abercrombie	
S. JAMES	7 Jenkin St	
M. Morgan	13 Jenkin	
K. Miles	17 JENKIN ST	
L. Carey	26 Jenkin St	
D. Cabell	28 Jenkin St	
A. Davies	33 Jenkin St	
REG DAVIES	33 Jenkin St	
L. Edwards	1 Margaret St	
S. Edwards	"	
Helen Smith	8 Davis Street	

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