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Information for Parents and Carers of Children and Young People who may have Special Educational Needs



Information

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Information for Parents and Carers of Children and Young People who may have Special Educational Needs

Audience	Parents, carers and interested organisations.
Overview	This guidance is aimed at helping parents and carers understand the support available if their child is considered to have special educational needs (SEN). It provides information on the statutory process of assessment and local authorities' duties in making any necessary SEN provision available as set out in the Education Act 1996 and the <i>Special Education Needs Code of Practice for Wales</i> . It provides further guidance on parents' rights to appeal to the SEN Tribunal for Wales and their entitlement to access disagreement resolution services.
Action required	None – for information.
Further information	Enquiries about this document should be directed by e-mail to: DCELLS.enquiries@wales.gsi.gov.uk Or in writing to: Additional Learning Needs Branch Support for Learners Division Welsh Assembly Government Cathays Park Cardiff CF10 3NQ
Additional copies	This document can also be accessed from the Welsh Assembly Government website at: www.wales.gov.uk/educationandskills
Related documents	None.



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Introduction

This booklet aims to help you understand:

- what special educational needs are
- what to do if you are worried that your child may be having difficulties at, or before, they go to school
- how you can help your child
- what early education settings and schools can do to help your child
- what local education authorities (LEAs) and other services can do to help your child
- your rights and your child's rights
- the main principles of the Education Act of 1996
- the main principles of the SEN Code of Practice for Wales
- who to contact for advice.

Parent Partnership Service (PPS)

Parent partnership services provide support and advice to parents whose children have SEN. They provide accurate and impartial information on the full range of options available to parents and carers. They do not 'take sides'. They help parents to make informed decisions about their children's education. Where parents want an independent parental supporter, the service will provide one. You can find a list of contact phone numbers at the back of this booklet. Your school and local education authority will also be able to give you information as to how to contact your local parent partnership service.

You may find it useful to make a note of the contact details of your local Parent Partnership Service

Name:

Address :

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.....

.....

Tel:

Special Educational Needs - What does it mean?

The term **special educational needs**¹ has a legal definition. Some children find learning easier than others. If a child has difficulties in learning, he or she may have special educational needs. The majority of children with special educational needs are educated successfully within their local mainstream school.

Many children will have special educational needs of some kind at some time during their education. School and other organisations can help most children overcome the barriers their difficulties present. However, a few children will need additional help for some or all of their time in school.

Special educational needs could mean that a child has difficulties with:

- some or all of the work in school
- reading, writing, number work or understanding information
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- behaving properly in school
- organising themselves
- some kind of sensory or physical needs which may affect them in school.

Children make progress at different rates and have different ways in which they learn best. Teachers take account of this by looking carefully at how they organise lessons, the classroom, the books and materials they give to each child and the way they teach. All teachers will consider a number of options and choose the most appropriate ways to help each child learn from a range of activities. This is often described as **differentiating the curriculum**.

If your child is making slower progress than you expect, or the teachers are providing different support, help or activities in class, you should not **assume** that your child has special education needs.

¹ Special Educational Needs (SEN): Children have SEN if they have difficulties that need special educational provision.

What can you do if you are worried that your child may be having difficulties?

If you think your child may have difficulties you should talk to any of the following:

- your child's class teacher or early years practitioner
- the school SENCO (this is the person in the school or early years setting who has a particular responsibility for co-ordinating help for children with special educational needs)
- the headteacher
- the independent parental supporter (IPS)²
- Health Visitor or Doctor
- your social worker.

If you are not satisfied with a response, you should contact your local education authority to discuss your concerns.

You may find it useful to make a note of important contact numbers. Keep a record of all telephone calls, letters, meetings etc. Make a note of the names of people you and/or your child speak to.

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² The Independent Parental Supporter can be provided by the local Parent Partnership Service.

You know your child better than anyone

You hold key information and have a critical role to play in your child's education. You have unique knowledge and experience to contribute to the shared view of your child's needs and the best ways of supporting them.

Your child's views are very important

Children and young people with special educational needs have a unique knowledge of their own needs and circumstances, and have their own views about what sort of support they would like to help them to make the most of their education. They should feel confident that they will be listened to and that their views are valued.

Meeting special educational needs - The SEN Code of Practice for Wales

The Education Act 1996 recognises and values the key role of parents and carers, and the Government has developed a Code of Practice that gives practical guidance on how to identify and assess children with special educational needs.

The SEN Code of Practice for Wales³ has a set of underlying principles that all organisations should have regard to. This means that early education settings⁴, schools, LEAs and health and social services decide how they will help children with special educational needs. The code sets out the processes that all organisations must or should follow to meet the needs of these children. They must not ignore the guidance in the code.

The basic principles of the Code are:

- all children with special educational needs should have their needs met
- the special educational needs of children are normally met in mainstream⁵ early years settings or schools
- your views will be taken into account and the wishes of your child will be listened to
- you have a vital role in supporting your child's education
- children with special educational needs should receive a broad, well-balanced and relevant education.

The code describes how help for children and young people with special educational needs in schools and early years settings should be made by a step-by-step or **graduated response** (see page 7).

Different schools will take account of the Code of Practice in different ways. However, if your child has SEN, you should be consulted at each step.

³ The SEN Code of Practice for Wales gives clear guidance for early education settings, state schools and LEAs on the help they can give to children with SEN.

⁴ The Early Years Setting includes all pre-school education provision such as nursery classes and schools, day nurseries and playgroups.

⁵ Mainstream schools are ordinary schools which are for all children, not just those with SEN. This includes state schools and independent schools.

What is the graduated response?

The graduated response recognises that children learn in different ways and can have different kinds or levels of SEN. This means that, if necessary, step by step, specialist expertise can be brought in to help the school with the difficulties that your child may have. Your child might need help through this graduated approach for only a short time or for many years, perhaps even for the whole of their education.

Approach	Response to Special Education Need
Identification	A child's SEN is identified based on their inadequate progress.
Early Years/ School Action	Early Years Providers/School informs parents that their child is considered as having SEN. SEN co-ordinator (SENCO) and colleagues gather information about the child, including parents. SENCO organises additional provision and ensures that an individual education plan (IEP) is drawn up, working with the child's teachers to devise school-based interventions.
Early Years/ School Action Plus	SENCO brings in outside specialists to advise on further changes that could be made within the school to meet the child's needs.
Statutory Assessment	LEA considers the need for statutory assessment and, if appropriate, makes a multi-disciplinary assessment.
After assessment	LEA considers the need for a statement of SEN and, if appropriate, makes a statement and arranges, monitors and reviews provision.

The Graduate Response



You should be consulted at each step

If your child is under two years of age, you or the health service may refer any concerns to the LEA for a statutory assessment (see page 15). The LEA will carry out the assessment with your consent to decide what support may help your child to progress, for example, a home-based programme such as Portage, or the advice of a peripatetic teacher of the visually or hearing impaired.

The school **must** tell you when they first start giving additional or different help for your child because they have special educational needs. In early years setting this help is called **Early Years Action**, and in schools this is called **School Action**.

What happens at Early Years Action/School Action?

Your child's school or early years setting will:

- consult with you
- gather information
- co-ordinate the appropriate support within the class
- prepare an Individual Education Plan (IEP)
- monitor progress.

What is an IEP?

At **Early Years** or **School Action** it is the responsibility of the school or early years setting to prepare an Individual Education Plan (IEP) in partnership with you and your child. The IEP should identify:

- your child's strengths and difficulties
- what additional help is being given
- who provides this help and how often it will be given
- what the targets for your child are
- how and when your child's progress will be reviewed
- what help you can give your child at home.

The layout of IEPs may vary from one school to another - however, it is **how** your child is helped that is important and not the way in which the school writes it down. The school/early years setting will advise you as to when your child's progress will be reviewed.

What happens at Early Years Action Plus/School Action Plus?

Following a review, if it is decided that your child has not made enough progress, the teacher or the SENCO will talk to you about getting advice from other people outside the school. They may want to ask for help from any of the following:

- a specialist teacher
- an educational psychologist
- a speech and language therapist or other health professional
- other specialist help.

The school/early years setting will:

- consult with you
- gather further information
- consult with outside professionals
- involve external support services
- co-ordinate appropriate support within the class
- prepare an IEP
- monitor progress.

If your child still does not seem to be making enough progress or needs a lot more additional help, you and professionals involved may consider asking the LEA to carry out a statutory assessment of your child's needs.

What is a statutory assessment?

Very few children will require a statutory assessment

It is a detailed investigation to find out exactly what your child's special educational needs are and what additional help your child needs.

The LEA will consider very carefully your child's progress at school and the guidance in the SEN Code of Practice for Wales. They will also listen to your views, your child's views and to the views of the school about your child's special educational needs. The school or early years setting will tell the LEA about any additional help they have already given to your child.

Your local Parent Partnership Service is there to help you at any point

If the school, health services or social services department consider that your child needs to be assessed, after consulting with you, they will request an assessment. **You** may also request a statutory assessment.

The LEA will consider whether to carry out a statutory assessment of your child and will write to you:

- informing you that they are considering whether to make an assessment
- explaining the procedures to be followed
- providing the name of an LEA officer who can give you more information (a 'named officer')
- explaining your right, within a stated time limit, to agree or disagree with the proposal and to invite you to send written views within 29 days
- explain the role of the local parent partnership service and the independent parental supporter.

The LEA will also inform:

- the headteacher of your child's school or educational setting
- the local social services department
- the health authority.

The LEA will look at the request for a statutory assessment and will tell you (normally within six weeks) whether they will carry out an assessment.

What can you do if the LEA decides not to assess your child?

If the LEA decide not to carry out a statutory assessment of your child, they must write and tell you and the school their reasons. You or the school may still feel that more needs to be done to meet your child's educational needs. You should talk to the school to find out what can be done. They may consider different arrangements or outside help will be appropriate. You can also talk to the local parent partnership service. Even if the LEA decide that your child does not need a statutory assessment, your child can still get additional help. You may need to discuss this with the school.

If the LEA decide not to carry out a statutory assessment, you have a right to appeal to the Special Educational Needs Tribunal if you disagree with the LEA's decision.

The assessment

If the LEA carry out an assessment, they will ask a number of professionals to give their views on your child. The LEA will ask for advice from:

- you and, if appropriate, your child
- your child's school or early education setting
- an educational psychologist
- a doctor (usually the community paediatrician)
- social services (who will give advice only if they know your child)
- anyone else whose advice the LEA consider appropriate.

You have the right to be present at any discussions, medical or other test during the statutory assessment, but sometimes the professionals may ask to see your child without you. Children sometimes behave differently when a parent is present.

You should feel free to suggest any other people or organisations you know whose views may be helpful in the assessment of your child. The LEA should then ask for their views. You may also send the LEA any private advice or opinions you have collected about your child. The LEA should take these into account as part of the assessment.

What happens after the assessment?

The LEA may decide it is necessary to write down all the information they have collected in a document. This may be a Note in Lieu or a Statement of Special Educational Needs.

- **A Note in Lieu**

A note in lieu is not a legal document. After the assessment, the LEA may decide that your child's school can provide additional help for your child without the need for a statement. However, the LEA will have learned a great deal about your child's needs as a result of the statutory assessment. The Note in Lieu will share what they have learned with you and your child's school, recommending strategies for meeting your child's needs.

- **A Statement of Special Educational Needs (Statement)**

A statement is a legal document. It describes all of your child's needs and all the additional help that they need. Your child's ordinary school can usually provide this help with support from the LEA.

Contents of a statement

Before the LEA's SEN officers write a final statement, they will send you a 'proposed' or 'draft' statement. All the parts listed below will be filled in, except part 4 (describing the type and name of the school) which will be left blank.

Contents of a statement

Part 1 gives your own and your child's name and address, your child's date of birth, home language and religion.

Part 2 gives details of all of your child's special educational needs as identified in the statutory assessment.

Part 3 describes:

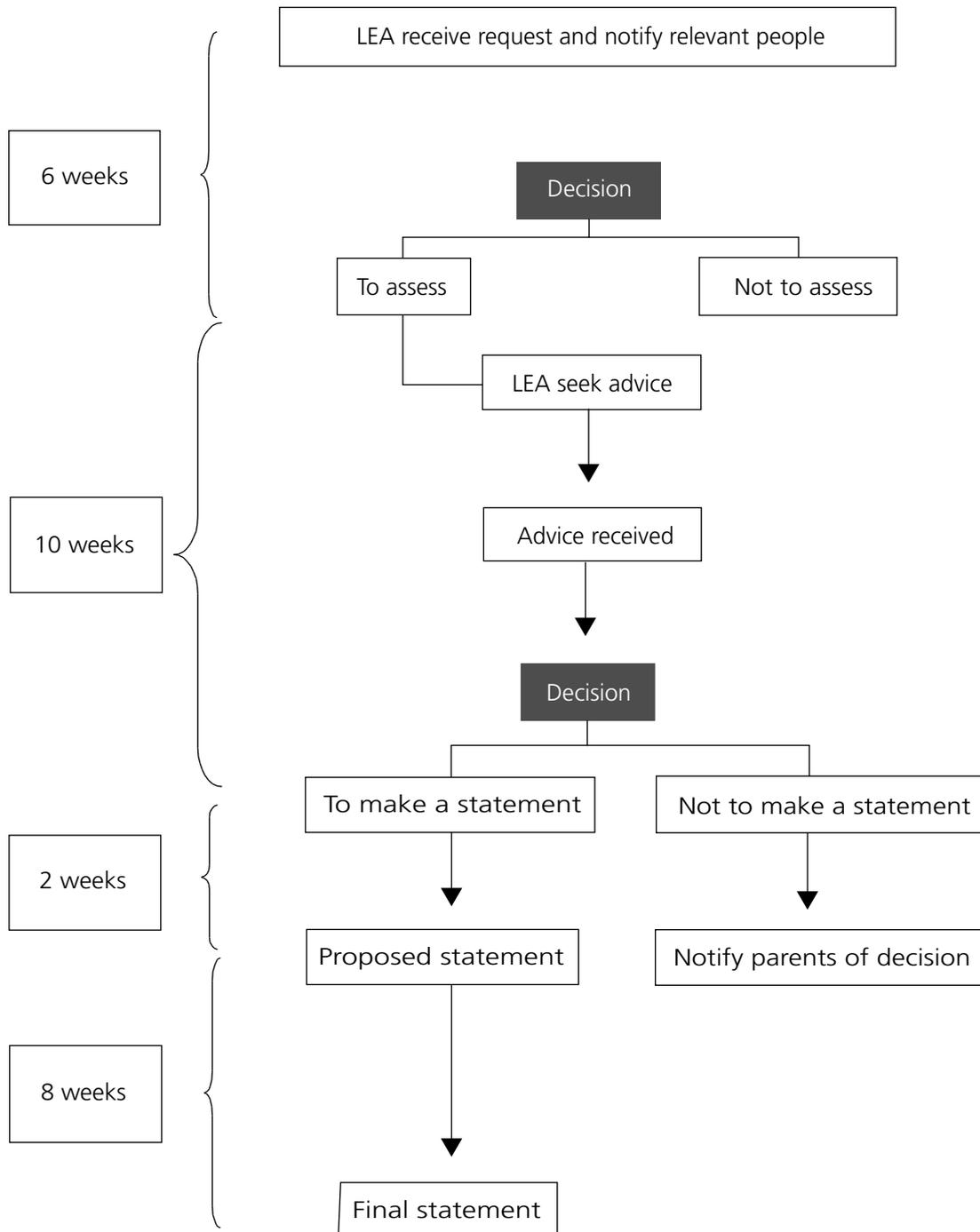
- all the additional help that the LEA think your child should get to meet the needs listed in part 2
- what the long-term aims are
- the arrangements for setting short-term goals, regularly reviewing your child's progress toward those goals, and how your child's progress is to be monitored.

Part 4 tells you about the school your child will attend to get the additional help set out in part 3, or how any arrangements will be made out of school hours.

Part 5 describes any non-educational needs your child has, as agreed between the LEA and the health services, social services or other agencies.

Part 6 describes how your child will get help to meet the non-educational needs described in part 5.

Timetable for statutory assessment



The process usually takes 26 weeks to complete

The LEA must send, with the statement, copies of all information they collected during the statutory assessment. With your copy of the proposed or draft statement, the LEA will send you a letter telling you how you can give your views on the statement before it is finalised. You will have 15 days to do this. Your views are vital, and you may want to consider getting more help and support at this stage. You may wish to contact your local parent partnership service.

You can ask for a meeting with the LEA to discuss the draft or proposed statement. After this meeting, you have another 15 days to ask for more meetings with the LEA. Within 15 days of your last meeting with the LEA, you can send in any more comments you have and the LEA will consider them. If you would like more time to comment, you should talk to the Named Officer at the LEA.

Can you choose your child's school?

You have the right to say which local authority school you want your child to go to, either mainstream or special. This can be the school they already go to. The LEA **must** agree with your preference as long as:

- the school you choose is suitable for your child's age, ability, skills and SEN
- your child's presence will not affect the education of other children already at the school
- placing your child in the school will be an efficient use of the LEA's resources.

The LEA will make the final statement within eight weeks of the draft or proposed statement. They will send you a copy of the statement and it will have part 4 filled in with the name of a school. The statement comes into force as soon as the LEA make it.

What if you disagree?

If you disagree with any part of this process, you should first ask your Named Officer at the LEA for an explanation. You may wish to contact a disagreement resolution service⁶. Speaking to your local parent partnership service would be helpful. If you are still not happy, you may have the right to appeal to the Special Educational Needs Tribunal⁷.

The LEA should tell you about the local arrangements for resolving disagreements and your right of appeal to the SEN Tribunal. If you choose to appeal to the Tribunal, there are time-limits in which you must do this. However, it is always advisable to continue discussions with the LEA.

⁶ The disagreement resolution service work to help resolve disagreements between you and the LEA.

⁷ You can get a booklet about the SEN Tribunal from the National Assembly's Pupil Support Division (Tel: 029 20 826078)

What is a Disagreement Resolution Service?

Disagreement resolution services provide an informal and quick way of preventing and sorting out disagreements between parents (whose children have SEN) and the LEA or school. This is an additional service parents can use if they want to. The Named Officer at the LEA, or your Parent Partnership Service will tell you how to contact the Disagreement Resolution Service. Using the service does not affect your right of appeal to the SEN Tribunal.

What is the Special Educational Needs Tribunal?

The Special Educational Needs Tribunal is an independent body that hears parents' appeals against LEA decisions on statutory assessments and statements.

You can appeal to the SEN Tribunal if:

- the LEA refuse to carry out a statutory assessment of your child after you have asked them to
- the LEA refuse to make a statement for your child after an assessment
- you disagree with part 2, part 3 or part 4 of your child's statement, when that statement is first made or if it is changed later
- your child already has a statement, and the LEA refuse to assess your child again or to change the name of the school in that statement
- the LEA decide to stop your child's statement.

The SEN Tribunal is currently based in London.

From September 2003 Wales will have its own SEN Tribunal.

You may wish to contact the LEA or Parent Partnership Service for further information on the SEN Tribunal.

What if the Tribunal cannot deal with your complaint?

You may be able to make a complaint to the Local Government Ombudsman if your complaint is about something that the Tribunal does not deal with. For example, is your complaint is about the LEA's failure to:

- keep within time limits
- make sure that the help your child needs is provided, as set out in the statement.

You can find out more about the Local Government Ombudsman at:

Local Government Ombudsman for Wales
Derwen House
Court Road
Bridgend
CF31 1BN

Reviewing your child's progress

Your child's progress will be continually monitored and reviewed throughout the graduated response. Your child's needs may change over time.

If your child has a statement, the LEA must ensure that the statement continues to meet their needs. The LEA must review the statement at least once a year, but they can review it more often if they think it is necessary.

The annual review is in four parts:

1. The collection of information by the school - you will be given copies of all information collected before the meeting itself.
2. The annual review meeting - you will be invited to attend.
3. The headteacher's report and recommendation to the LEA.
4. The LEA review of the statement.

The Annual Review Process

<p>Collecting Information</p>	<ol style="list-style-type: none"> 1. The LEA will inform the headteacher that the school must hold an annual review within that school term. 2. The Headteacher will set a date for the annual review meeting. 3. The Headteacher will collect information from you, teachers and all other people involved with your child. 4. The Headteacher will send this information to you at least two weeks before the meeting, and ask for your comments - the parent partnership service can help you prepare for this.
<p>The Meeting</p>	<ol style="list-style-type: none"> 1. The Headteacher will invite you, relevant teachers, SENCO, LEA representative, and any others involved with your child. 2. The meeting is normally held at the school. 3. The meeting will discuss: <ul style="list-style-type: none"> • whether the statement is still suitable for your child • new targets and the IEP • recommendations.
<p>The Headteacher's report</p>	<ol style="list-style-type: none"> 1. Within two weeks of the meeting, the headteacher will send a report to the LEA with recommendations. 2. A copy of that report will be sent to you.
<p>The LEA response</p>	<ol style="list-style-type: none"> 1. The LEA will consider the recommendations in the report. 2. The LEA will decide whether they should make any changes to your child's statement. These may include: <ul style="list-style-type: none"> • your child's needs have changed • different support is necessary • your child may need to move to a different school. 3. The LEA will write to you and others involved in the annual review meeting. 4. The LEA will tell you about any changes they want to make, and will ask for your views.

**Other details
you may need
to know**

1. The recommendations of the last annual review before any change of school is important in helping you and the LEA decide your child's future school.
2. The LEA must change part 4 of the statement by 15 February in the year your child is due to change schools.

If you want help at any time, you can ask your local parent partnership service.

What if you don't agree with the changes made?

If the LEA change the statement - called an **amended final statement of special educational needs** - you have the same rights as when the statement was first made.

Even if your child has a statement, you and your child's school can ask for a new statutory assessment. The LEA must do a new assessment as long as:

- your child has not been assessed in the last six months
- the LEA agrees that another statutory assessment is needed.

Ceasing to maintain a statement

Following the headteacher's report to the LEA, the LEA may consider that your child has made substantial progress, meeting the objectives set out in the statement. In this case, the LEA may feel that a statement is no longer necessary, and that your child's needs can be met within the school's resources. A decision to **cease to maintain the statement** may be made after careful consideration by the LEA of all the circumstances and after close consultation with you.

The LEA will write to you to inform you of their intention to cease to maintain your child's statement. If you disagree with their decision, you will have the right to appeal to the SEN Tribunal within a specified time limit. You may wish to discuss this with your child's school or the parent partnership service.

Transition planning

If your child has a statement of special educational needs, the annual review in year 9 is particularly important in preparing for their move to further education and adult life. This review can involve all those people and organisations who will play a major role when your child leaves school. This will include the Careers Wales Service⁸.

This review will not only consider your child's targets and statement but also discuss a **Transition Plan** for your child's move to adult life. The headteacher must ensure that the Transition Plan is completed after the meeting. The Transition Plan can be discussed and changed, if necessary, at later review meetings. You and your child will be asked to help with this plan.

⁸ Careers Wales can be contacted on 029 2085 4880

Choices after 16

Education for young people with SEN does not stop at 16. Depending on your child's interests and abilities, they can stay at school, or can move to a college of further education or into work-based training. Many schools have developed 'link' courses with colleges on a part-time basis. These courses help to prepare young people for further education by letting them experience a college and try out a range of new subjects.

Further education is available for all young people over the age of 16. If your child has a statement of SEN, everyone involved in transition planning will consider the possibilities of further education.

If necessary, your child could have a statement for their whole school career, or for just part of it. The LEA will cease to maintain the statement if your child leaves school after the age of 16. If your child stays at school, the LEA can keep the statement until they are 19 or until the end of the school year, to make sure they finish a course. Support may then be available within further education. You may wish to contact your parent partnership service or Careers Wales for further information and advice on this.

Glossary

Annual Review	A yearly review of a Statement of SEN.
Assessment	The collection of information which builds a picture of a child's needs and progress.
Disagreement resolution service	A service which helps prevent or resolve disagreements between parents and the LEA or a school.
Early Education Setting	All pre-school education provision such as nursery classes and schools, day nurseries and playgroups.
Educational Psychologist	Trained teachers with a degree in Psychology employed by the LEA to advise and help teachers and where necessary, to make recommendations to the LEA on providing for the needs of some children.
Graduated response/ approach	The model of action and intervention described in the SEN Code of Practice for Wales to help children with SEN.
Independent Parental Supporter (IPS)	Someone who can support parents, for example, by going to parental meetings, encouraging parents to get involved and helping them understand the SEN framework.
Local Education Authority (LEA)	A local government body that is responsible for providing education and for carrying out statutory assessments and maintaining statements.
Mainstream school	An ordinary school which is for all children. This would normally be a state school.
Named Officer	The person at the LEA who deals with your child's case.
Note in Lieu	A document that may be issued when, following a statutory assessment, the LEA decide not to make a statement.

Parent Partnership Service (PPS)	A service which provides support and advice to parents whose children have SEN.
SEN Code of Practice for Wales	A guide for schools and LEAs about the help they give to children with SEN.
Special Educational Needs	Children have special educational needs if they have learning difficulties that need special educational provision. They have learning difficulties if they find it harder to learn than most children of the same age or they have disabilities that make it difficult for them in school.
Special Educational Needs Tribunal	An independent body that hears appeals against decisions made by LEAs on statutory assessments and statements.
Special Education Provision	The additional or different help given to children with SEN.
Special school	A school that is specially organised to make special educational provision for pupils with SEN.
Statement of special educational needs	A document that sets out a child's needs and all the additional help they should receive.
Statutory assessment	A very detailed examination of a child's special educational needs.
Transition Plan	A plan drawn after the year 9 annual review of a statement. It sets out the steps needed to move from school to adult life.

Useful contacts

On the following pages you will find a list of useful addresses and telephone numbers. These are some of the organisations that you may wish to contact for further information. The organisations may be able to give you a local contact point.

Action for Sick Children

c/o National Children's Bureau
8 Wakley Street
London
EC1V 7QE
Tel: 020 7843 6444

Advisory Centre for Education (ACE)

1c Aberdeen Studios
22-24 Highbury Grove
London
N5 2DQ
Tel: 020 7354 8318
Help Line: 0808 800 5793
Website: <http://www.ace-ed.org.uk>

Association for Spina Bifida and Hydrocephalus

(ASBAH in Wales)
4 Llys y Fedwen
Parc Menai
Bangor
LL57 4BL
E-mail: cymru@asbah.org

Barnardo's

11-15 Columbus Walk
Atlantic Wharf
Cardiff
CF10 4BZ
Tel: 029 2049 3387

British Deaf Association

Shand House
2 Fitzalan Place
Cardiff
CF24 0BE
Tel: 029 2030 2216

British Dyslexia Society

98 London Road
Reading
Berkshire
RG1 5AU
Tel: 0118 966 2677

Careers Wales Association Limited

Suite 6
Block D
Van Court
Caerphilly Business Park
Van Road
Caerphilly
CF83 3ED
Tel: 029 2085 4880
E-mail: enquiries@careerswales.com

Centre for Studies on Inclusive Education (CSIE)

1 Redland Close
Elm Lane
Redland
Bristol
BS6 6UE
Tel: 0117 923 8450

Information for Parents
and Carers of Children
and Young People
who may have Special
Educational Needs

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Centre for Studies on Inclusive Education (CSIE)

Room 2S 203, S Block
Frenchay Campus
Bristol
BS16 1QU
Tel: 0117 344 4007
Website: <http://inclusion.org.uk>

Children in Wales

25 Windsor Place
Cardiff
CF10 3BZ
Tel: 029 2034 2434
E-mail: wales@childpolicy.org.uk

Contact a Family Wales

Trident Court
Eastmoors Road
Cardiff
CF24 5TD
Tel: 029 2044 9569
E-mail: wales@cafamily.org.uk

Cystic Fibrosis Trust

London Road
Bromley
Kent
BR1 1BY
Tel: 020 8464 7211

Diabetes UK Cymru

3rd Floor
Quebec House
Castlebridge
Cowbridge Road East
Cardiff CF11 9AB
Tel: 029 2066 8276

Information for Parents
and Carers of Children
and Young People
who may have Special
Educational Needs

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Information Document
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Disability Wales

Wern Ddu Court
Caerphilly Business Park
Van Road
Caerphilly
CF83 3ED
Tel: 029 2088 7325

Down's Syndrome Association

Welsh Regional Office
Suite 1
206 Whitchurch Road
Heath
Cardiff
CF4 3ND
Tel: 029 2052 2511

Epilepsy Wales

15 Chester Street
St Asaph
Denbighshire
LL17 0RE
Tel: 01745 584444

Independent Panel for Special Education Advice (IPSEA)

6 Carlow Mews
Woodbridge
Suffolk
IP12 1DH
Tel: 01394 380 518
Help Line: 0800 018 4016
Website: <http://www.ipsea.org.uk>

Independent Special Education Advice (ISEA)

164 High Street
Dalkeith
EH22 1AY
Tel: 0131 665 7080
Help Line: 0131 454 0096

MENCAP Cymru

31 Lambourne Crescent
Cardiff Business Park
Llanishen
Cardiff
CF14 5GF
Tel: 029 2074 7588
E-mail: information.wales@mencap.org.uk

MIND Cymru (National Association for Mental Health)

3rd Floor
Quebec House
Castlebridge
Cowbridge Road East
Cardiff
CF11 9AB
Tel: 029 2039 5123

Motability

Goodman House
Station Approach
Harlow
Essex
CM20 2ET
Tel: 012 7963 5666

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National Association of Citizens' Advice Bureaux

115-123 Pentonville Road
London
N1 9LZ
Tel: 020 7833 2181

National Association for the Education of Sick Children

The Satellite School
Reus House
Herals Way
Pegasus Business Park
Castle Donington DE74 2TZ
Tel: 013 3263 8586

National Association of Special Educational Needs

4/5 Amber Business Village
Amker Close
Tamworth
B77 4RP
Tel: 0182 7311 500

National Portage Association

PO Box 3075
Yeovil
BA21 3FB
Tel/Fax: 0193 5471 641 (Mon & Thurs, 9.00-13.00)
Website: <http://www.portage.org.uk>

Parents for Inclusion

Unit 2
70 South Lambeth Road
London
SW8 1RL
Tel: 020 7735 7735
Getting A Life Help Line: 020 7582 5008
E-mail: info@parentsforinclusion.org
Website: <http://www.parentsforinclusion.org>

PHAB Wales

45 Three Arches Avenue
Llanishen
Cardiff
CF14 0NW
Tel: 029 2075 0700

Present

(formerly known as the National Association for the Education
of Sick Children)
18 Victoria Park Square
Bethnal Green
London
E2 9PF
Tel: 020 8980 8523
Website: <http://www.sickchildren.org.uk>

Pre-School Learning Alliance

69 Kings Cross Road
London
WC1X 9LL
Tel: 020 7833 0991
E-mail: pla@pre-school.org.uk
Website: <http://www.pre-school.org.uk>

RNIB Cymru

Trident Court
East Moors Road
Cardiff
CF24 5JD
Tel: 029 2045 0440

RNID Cymru

3rd Floor
33-35 Cathedral Road
Cardiff
CF11 9HB
Tel: 029 2033 3034

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SCOPE Cwmpas Cymru

The Wharf
Schooner Way
Cardiff
CF10 4EU
Tel: 029 2046 1703

SCOVO Life Options Project

Tel: 0155 4746 782
E-mail: Lifepoptions@scovo.demon.co.uk

SENSE Cymru

5 Raleigh Walk
Brigantine Place
Cardiff
CF10 4LN
Tel: 029 2045 7641

SNAP Cymru

10 Coopers Yard
Curran Road
Cardiff
CF10 5NB
Tel: 029 2038 8776

Tuberous Sclerosis Association of GB

PO Box 9644
Bromsgrove
B62 0FP
Tel: 0152 7871 898

National Deaf Children Society - Room 2

1st floor
43 Charles Street
Cardiff
CF1 4EB
Tel: 029 2037 347 (*check number???*)

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AFASIC

2nd Floor
50-52 Great Sutton Street
London
EC1V 0DJ
Tel: 020 7490 9410

ICAN

4 Dyers Buildings
Holborn
London
EC1N2QP
Tel: 0870 004 060

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