



# *Finding the right **primary** school in Surrey*

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Your guide to schools for children with special  
educational needs and disabilities in Surrey

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*Our vision is that children and young people in Surrey are happy, healthy, safe and confident in their future.*



## Foreword

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All young people have a right to equal learning opportunities, whether in mainstream schools, specialist centres or special schools.

We seek to enable every young person in Surrey with special educational needs or disabilities to realise their potential, as we would with any other child or young person.

Surrey schools play a vital role in the support available to children and young people from birth to adulthood. They are designed to empower them to achieve their goals through a broad, accessible curriculum aimed at different needs.

Every young person is different, of course, and our schools are very aware that young people may not fit neatly within one category of need. They require a mix of support and learning activities and environments, rather than a one-size-fits-all approach.

### Putting children first

Surrey schools put the needs of the young person first. The support arrangements and personalised learning programmes are specifically designed around them, to give young people with additional needs the very best opportunity to achieve their potential and lead fulfilled and happy lives.

Because families know their children best, schools actively encourage parents and carers to be as involved as possible in the life of the school and their young person's learning programme.

I hope you find the information in this booklet useful. If you have any ideas on how it could be improved, we would value your feedback. Please email us at: [send2020@surreycc.gov.uk](mailto:send2020@surreycc.gov.uk)

### Liz Mills

Assistant Director, Schools and Learning  
Surrey County Council  
September 2016



# Mainstream schools in Surrey

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**Choosing the right primary school is one of the biggest decisions affecting a child's future path in life.**

These are critical years in a child's development, so it is essential that they feel secure and comfortable in their school environment. It is also important to choose a school with committed and highly skilled staff to care for them, while providing the right level of challenge and support to enable them to achieve their potential.

The majority of school aged children with special educational needs or disabilities attend a mainstream school in their local community where they get the support they need.

All schools are expected to provide a range of support for children with identified additional needs. You have a right to find a place for your child in a mainstream school, and to know what extra support the school will provide for your child.

Your child does not have to have an assessment for an education, health and care plan (EHCP) to get support from his or her mainstream school. The Government provides funding to schools so that they can provide this level of support from within their core offer.







# Introduction to specialist centres and special schools in Surrey

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**Across the county we also have a range of specialist centres located within mainstream schools. These are more suited to children who benefit from learning and socialising part of the time in a mainstream school, but who require more personalised teaching and learning in small groups within a specialist centre to progress satisfactorily.**

A minority of children have such high levels of need that it is a better option for them to be in a special school that focuses only on pupils with special needs. There are more than 20 state-funded special schools and special academies (which we call maintained schools or academies) in Surrey.

Our special schools and specialist centres have been rated highly by independent inspectors and meet a wide range of learning needs. In addition to core curriculum subjects, learning is structured to help children acquire personal, social and other skills important for secondary school and later life.

Careful attention is given to making sure children receive the necessary help and support outside the classroom as well as inside. This includes unstructured periods, such as lunchtimes and breaks in the school timetable, as well as participation in organised visits, sports, leisure and after school activities.

Parents and carers have an important role and are encouraged to meet with teachers and therapists as part of their involvement in their children's education.

## **Person-centred approach**

All of our schools use a person-centred approach that addresses specific needs and promotes enjoyment of learning by listening to the views of the child and the family about each child's interests, motivations, strengths and aspirations, and planning their individual targets accordingly.

This approach, taking the whole person's needs into account, encourages young people to be confident, well adjusted and independent.



## Introduction to specialist centres and special schools in Surrey (continued)

### How your child's needs will be met

We want you to have as much information as possible before deciding on your preference of school. As a starting point, we would in most cases look first at mainstream schools to cater for your child's needs with appropriate support. If their needs cannot be met in this way then the next option is likely to be a specialist centre within a mainstream school. If their needs are too severe or complex for a specialist centre then it may be appropriate to consider a special school.

To find out more about mainstream schools, it is best to visit their websites, arrange visits and speak to their Special Educational Needs Co-ordinators (SENCOs) to find out more.

This booklet is designed to give a broad view of additional provision that is available in the special schools and centres we have in Surrey and what they can offer your child.

What follows is an explanation of the types of special schools and specialist centres for primary age children, along with descriptions of the needs of the children who may benefit from attending them. In doing this, we are not attempting to steer you towards a particular school or making a judgment about whether one school is better than another.

In forming your view about an appropriate school or specialist centre for your child, we advise you to gather as much information as you can through visiting school websites and arranging follow-up visits to see the schools for yourself. Schools are happy to make such arrangements and will often host open evenings, visits, interviews and other events so parents can get to know them better.

They will also provide additional information about the range of facilities and expertise available at their schools. This could include the presence of additional specialist support, extra curricular activities or the types of sports and PE facilities provided.

### Non-maintained institutions

Sometimes there may not be an appropriate place available in a Surrey special school or specialist centre that is part of the state-funded education system. In such a case, a placement may be sought in a non-maintained or independent (NMI) school. Your SEND case worker can tell you more about NMIs.

*“To find out more about mainstream schools visit their websites, arrange visits and speak to their SENCOs”*

### Types of specialist centres

Our specialist centres cater for the following categories of need. These are:

- 1 Specialist centres for learning and additional needs (LAN)
- 2 Specialist centres for communication and interaction needs (COIN)
- 3 Specialist centres for sensory impairment (SI)

### Types of special schools

Our special schools cater for the following categories of need. These are:

- 1 Schools for social, emotional and mental health needs (SEMH);
- 2 Schools for severe learning and development difficulties (SLDD)
- 3 Schools for learning and additional needs (LAN)
- 4 Schools for complex social communication needs (CSCN)





# Specialist centres and special schools: a partnership with parents and carers

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In describing our special schools and centres, we have tried to explain the variety of special educational needs and disability provided for. In doing so, we have to use certain terms that are used across the educational and health sectors. We recognise that the way professionals sometimes describe children's needs, behaviour and conditions may be unfamiliar to parents and families, so we have provided a glossary of terms used towards the end of this booklet.

Parents and carers may see them as unhelpful 'labels' that don't provide a complete picture of their child, especially where their needs or behaviour don't fit neatly under a single heading.

Ultimately, we know that you are the expert on your child. The most important factor in the end is that they are happy and secure in their school and that you have confidence in that choice.

If you do not recognise your child's particular set of needs among these descriptions, or you are unsure which category of special school is most appropriate for them, then please do contact the schools' Special Educational Needs Co-ordinators (SENCOs) themselves for advice or your SEND case worker, who will be happy to provide further guidance.

We can only supply summaries of the different special schools here. Where you find a school or specialist centre that you think may be suitable, we would urge you as a next step to contact them for more in-depth information.

# Specialist centres

## 1 Specialist centres for learning and additional needs (LAN)

These specialist centres are designed to meet the needs of children with general moderate learning difficulties who will benefit from attending mainstream classes and social contact with their peers in mainstream schools. To achieve their educational outcomes they also require regular additional specialist support in small groups in a quiet setting away from mainstream school. They may also have autism, speech and language needs, medical or physical needs.

*“Families know their children best. Our schools encourage parents and carers to be as involved as possible in the life of the school and their child’s learning programme.”*

### What do specialist LAN centres offer children?

- Small group work and one-to-one learning in a calm and quiet class setting
- A structured and enabling environment with additional strategies to support pupil understanding
- Speech and language interventions built into the school day with individualised programmes as required
- Emphasis on supporting independence
- A sense of belonging within the whole school community.



### What is special about the teaching and curriculum?

- A personalised curriculum with learning divided between the small group and mainstream classroom learning
- Access to a national curriculum differentiated to meet the needs of the individual
- The curriculum is based on the whole needs of the pupil with effective communication and promoting independence as key principles
- Emphasis on language enrichment
- Individual sensory needs met with the advice of an occupational therapist
- Designated calming areas and safe spaces offered for children who need time and space to manage their emotions
- Teaching of play, leisure and social skills
- Preparation for secondary education through development of independence and life skills
- Qualified and experienced teaching staff working closely with therapists and other specialists to support pupils in achieving individual targets
- Experienced staff well trained in meeting the needs of a range of learners including those with autism.

### LAN specialist centres tend to suit children with:

- Moderate learning difficulties
- a slower pace of learning than their peers
- possible additional needs (such as physical disability or sensory impairment, autism and communication needs).

**NOTE:** The decision around a LAN special school or specialist centre will depend on whether the child will benefit from mainstream teaching alongside their mainstream peers.



## Specialist centres (continued)

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### 2 Specialist centres for communication and interaction needs (COIN)

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Specialist COIN centres are based in mainstream schools to meet the needs of children with identified communication and interaction difficulties. This category includes speech, language and communication needs and autism. COIN specialist centres are best suited for children who will benefit from attending mainstream classes and regular interaction with other pupils there, but require additional specialist support at times in a different classroom setting to achieve their educational goals.

Some of the specialist centres are equipped with special soft play and sensory rooms for children with highly complex needs. These provide a separate environment to help children develop their sensory awareness or regulate their emotions so that they are in the right frame of mind for learning activities.

#### What do specialist COIN centres in schools offer young people?

- Personalised learning in small classes in a low distraction environment
- opportunities to work alongside their peers in mainstream classes, arranged flexibly according to individual need
- support from speech and language therapists to improve communication and interaction skills
- nationally recognised strategies as part of the curriculum, to support children's communication and interaction needs
- support to achieve independence
- experienced staff trained in meeting the needs of children with speech, language and communication needs and specific learning difficulties.



#### What is special about the teaching and curriculum?

- A sense of belonging within the whole school community, with a strong ethos of respect and inclusion
- a structured, safe environment with planned and supervised access for vulnerable pupils at unstructured times
- a visual timetable and other visual supports where necessary
- an emphasis on language enrichment and development of social skills
- pupils aim towards increasing mainstream participation and independent learning
- a strong partnership of parents and carers with teachers and other professionals in planning the child's learning programme and reviewing their progress.

#### COIN specialist centres tend to suit children who:

- Benefit from following the mainstream curriculum with specialist targeted support
- may have speech and language difficulties, autism or specific learning difficulties
- may have high levels of anxiety present



## Specialist centres (continued)

### 3 Specialist centres for sensory impairment (SI)

Specialist centres for sensory impairment are located within mainstream schools. They operate as distinct units but also participate in key areas of the life and organisation of the mainstream school. Specialist centres are designed to meet the needs of children and young people who benefit from the breadth of the mainstream curriculum, but because of their sensory impairment would not achieve adequate progress without additional support in a mainstream school. By attending a specialist centre they can get that enhanced support to enable them to make the same progress as their peers.

#### What do SI specialist centres offer children and young people?

- An inclusive approach so that children with a sensory impairment are an integral part of the mainstream school
- highly structured teaching and learning in small classes, with an emphasis on language enrichment and developing social skills
- a mixed curriculum of specialist centre and mainstream class-based teaching (including specific skills, such as Braille and social interaction)
- use of specialist equipment
- support available from a range of health professionals, including physiotherapists and occupational therapists
- experienced and highly trained staff, holding mandatory qualifications or receiving training to do so, to support and respond to the needs of students with sensory impairments
- preparation for secondary school through a focus on developing independence.



#### What is special about the teaching and curriculum?

- Teaching staff who are appropriately qualified or receiving training to respond to the needs of pupils with sensory impairment
- specialist equipment used consistently across the curriculum
- specialist assessments and analysis of children's progress
- an emphasis on language enrichment
- development of social skills
- children spend a significant amount of time in mainstream lessons working as independently as possible
- physiotherapists and occupational therapists work in close partnership with teachers on strategies to support children as part of the curriculum
- children are supported to have good self-esteem, confidence and a positive self-identity
- a strong partnership of parents and carers with teachers and other professionals in planning the child's learning programme and reviewing their progress.

#### SI specialist centres tend to suit children who:

- Have a disability which is a barrier to their learning at school
- require specialist support or equipment because of vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) so they can have equal access to learning
- have a physical disability (PD) that requires additional ongoing support and equipment to give them access to all the opportunities available to their peers.

Surrey's SI specialist centres operate and are monitored according to national standards for children with sight, hearing or multi-sensory impairments. The standards can be found at the following websites:

Children with hearing impairment  
[www.ndcs.org.uk](http://www.ndcs.org.uk)

Children with visual impairment  
[www.rnib.org.uk](http://www.rnib.org.uk)

Children with multi-sensory impairment  
[www.sense.org.uk](http://www.sense.org.uk)



# Special schools

## 1 Schools for social, emotional and mental health needs (SEMH)

Pupils with SEMH needs vary greatly in how their needs present themselves. Our current SEMH special school offer is designed for those pupils with SEMH whose emotional vulnerability and challenging behaviour mean that only a special school can provide a secure enough environment to support them. At present these are for boys only.

Children with SEMH also have their needs met at a range of other special schools across Surrey. These include mainstream schools, specialist centres, and special schools with complementary specialisms, such as communication and interaction needs (COIN) or learning and additional needs (LAN), plus a small number of non-maintained schools (NMIs). Your case worker will be able to discuss the range of possibilities with you.

### What do SEMH schools offer children?

- Small class sizes (up to seven students)
- opportunities for small group work in a calm and quiet environment
- a personalised curriculum to meet different needs and learning styles
- an enhanced social and emotional curriculum
- a safe and nurturing environment
- support for emotional health and wellbeing
- speech, language and other therapies according to need
- clear boundaries and expertise in behaviour management
- trained staff experienced in supporting emotionally vulnerable and challenging children.



### What is special about the teaching and curriculum?

- Developing pupils' ability to work in whole class, small groups and one-to-one situations
- well-managed transitions between learning activities to reduce unstructured time
- developing sustained engagement and attention skills
- developing pupils' problem-solving skills and self-expression
- an emphasis on language enrichment
- teaching negotiating skills and how to resolve differences
- teaching life and leisure skills
- developing independence and life skills
- involvement of parents and carers in their children's learning plans and reviews of their progress.

### SEMH schools tend to suit children with:

- A wide range of social and emotional difficulties
- challenging, disruptive or disturbing behaviour
- mental health issues (such as depression, self-harming, substance misuse)
- attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.



## Special schools (continued)

### 2 Schools for severe learning and development difficulties (SLDD)

These schools support children with severe needs, both physical and cognitive. Although all will have severe learning difficulties, they may vary from those who cannot speak (non-verbal) to those with good communication skills; some will need constant support for their physical needs while others are physically independent. Their overall combination of needs mean that they require more specialist support than that which can ordinarily be met in a mainstream school or specialist centre.

#### In addition, the children may have:

- medical issues
- autism
- speech, language and communication needs.

#### What do SLDD schools offer young people?

- Personalised teaching and learning in small classes
- a motivating curriculum, using audio, visual, kinaesthetic and multi-sensory activities to reinforce learning
- high quality speech, language and occupational therapies built into the school day
- medical needs overseen by health professionals
- pupils supported to develop independence skills to prepare for the next stage of their education
- self-advocacy by involving students in decisions about their learning and wellbeing needs
- highly trained and experienced staff to support the needs of all students, including those with autism.



#### What is special about the teaching and curriculum?

- Carefully managed timetable with visual prompts and work programmes broken down into manageable tasks
- autism-specific strategies
- multi-sensory teaching with emphasis on practical learning
- teaching of play and leisure skills
- a comprehensive social and emotional curriculum
- specialist equipment and support for communication, physical and sensory needs
- involvement of parents and carers in their children's learning plans and reviews of their progress.

#### SLDD schools tend to suit children with:

- Severe to profound and multiple learning difficulties
- associated difficulties with mobility and communication
- perhaps a physical disability or sensory impairment
- additional needs which may include autism and speech and language difficulties.



## Special schools (continued)

### 3 Schools for learning and additional needs (LAN)

These schools are designed to meet the needs of pupils working significantly below peers of a similar age. In addition to learning difficulties, they will have additional barriers to learning, such as autism, medical issues or speech, language and communication needs.

*“Ultimately, we know that you are the expert on your child. The most important factor is that they are happy and secure in their school.”*

#### What do LAN schools offer children?

- Personalised teaching and learning in small classes (around 10 pupils) and one-to-one situations
- a focus on functional skills in reading, writing, mathematics and communication skills
- a motivating curriculum, using audio, visual, kinaesthetic and multi-sensory activities to reinforce learning
- access to visual systems (such as picture symbols and stories) to support verbal and social understanding
- access to specialist equipment for physical and sensory needs
- high quality speech, language and occupational therapies built into the school day
- support available from a range of health professionals
- pupils supported to develop independence skills to prepare for the next stage of their education
- highly trained staff to support students to overcome barriers to learning.



#### What is special about the teaching and curriculum?

- Carefully managed timetable with visual prompts and work programmes broken down into manageable tasks
- opportunities for practical learning and multi-sensory approaches
- teaching of positive behaviour for learning
- teaching of play and leisure skills
- a comprehensive social and emotional curriculum
- use of specialist equipment for physical and sensory needs
- involvement of parents and carers in their children’s learning plans and reviews of their progress.

#### LAN schools tend to suit children with:

- Moderate learning difficulties
- a slower pace of learning than their peers
- possible additional needs (such as physical disability or sensory impairment, autism and communication needs).

NOTE: The decision around LAN special school or specialist centre will depend on whether the child will benefit from mainstream teaching alongside their mainstream peers.



## Special schools (continued)

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### 4 Schools for complex social communication needs (CSCN)

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These schools are designed to meet the needs of students with autism and related conditions who typically also have general learning difficulties. They are likely to have a wide range of challenging behaviours associated with their condition. The complexity of their needs cannot be fully met in a mainstream school or specialist centre.

#### What do CSCN schools offer children?

- Autism-specific strategies used throughout the school day
- personalised teaching and learning in small classes, including one-to-one, in a structured and low distraction environment
- a motivating curriculum, using audio, visual, kinaesthetic and multi-sensory activities to reinforce learning
- visual systems consistently used to support understanding and aid transition between activities
- lessons are highly structured but with flexibility to meet individual learning needs
- high quality speech, language and occupational therapies built into the school day with individualised programmes as required
- support available from a range of health professionals
- pupils supported to develop independence skills and positive behaviour for learning
- structured play is used to support further social and developmental needs
- experienced and highly trained staff to support needs of all students.



#### What is special about the teaching and curriculum?

- A personalised, broad and flexible curriculum delivered through class-based teaching with an emphasis on communication, literacy, numeracy and personal and social skills
- carefully managed timetable with visual prompts and work programmes broken down into manageable tasks
- opportunities for practical learning and multi-sensory approaches
- teaching of positive behaviour for learning
- teaching of play and leisure skills
- a comprehensive social and emotional curriculum
- use of specialist equipment for physical and sensory needs
- use of visual systems, such as picture symbols and picture stories, to support visual and social understanding
- involvement of parents and carers in their children's learning plans and reviews of their progress.

#### CSCN schools tend to suit children with:

- Autism and learning difficulties who require a very high level and frequency of autism-specific support
- a need for slower paced lessons, pre-learning of vocabulary and overlearning of subject material
- a need for more intense and frequent support than children with learning and additional needs.

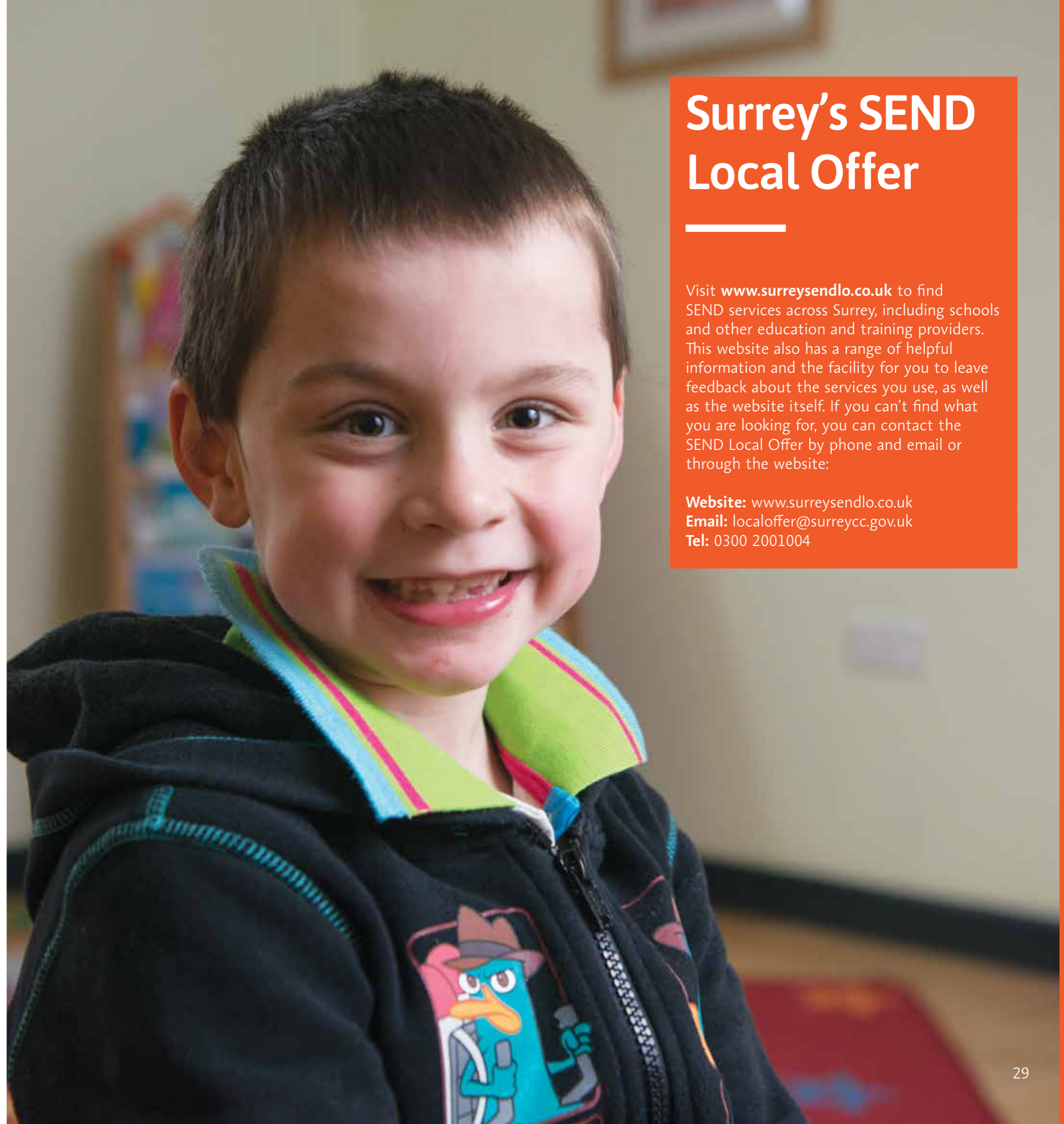
*“We aim to enable every child with special educational needs or disabilities to realise their ambitions in life, as we would with any child.”*



# Glossary of terms

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- ADD** – Attention deficit disorder
- ADHD** – Attention deficit hyperactivity disorder
- COIN** – Communication and interaction needs
- CSCN** – Complex social and communication needs
- EHCP** – Education, health and care plan
- HI** – Hearing impaired
- MLD** – Moderate learning difficulty
- OT** – Occupational therapist
- SLT** – Speech and language therapy
- SEMH** – Social, emotional and mental health needs
- SEN** – Special educational needs
- SENCo** – Special educational needs coordinator
- SEND** – Special educational needs and disability
- SLCN** – Speech, language and communication needs
- SLDD** – Severe learning difficulty and disability
- SpLD** – Specific learning difficulty
- VI** – Visually impaired



## Surrey's SEND Local Offer

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Visit [www.surreysendlo.co.uk](http://www.surreysendlo.co.uk) to find SEND services across Surrey, including schools and other education and training providers. This website also has a range of helpful information and the facility for you to leave feedback about the services you use, as well as the website itself. If you can't find what you are looking for, you can contact the SEND Local Offer by phone and email or through the website:

**Website:** [www.surreysendlo.co.uk](http://www.surreysendlo.co.uk)  
**Email:** [localoffer@surreycc.gov.uk](mailto:localoffer@surreycc.gov.uk)  
**Tel:** 0300 2001004

# List of primary specialist centres and special schools in Surrey

## Infant Specialist Centres

School	Type	Age Range	Town	Website	Contact	Phone
<b>Badshot Lea</b>	COIN	4-7	Farnham	www.badshot-lea.surrey.sch.uk	info@badshot-lea.surrey.sch.uk	01252 320883
<b>Bagshot Infants</b>	COIN	4-7	Bagshot	www.bagshot.surrey.sch.uk	info@bagshot.surrey.sch.uk	01276 473385
<b>Burpham</b>	COIN	4-7	Guildford	www.burpham.surrey.sch.uk	office@burpham.surrey.sch.uk	01483 572510
<b>Cranleigh Primary School</b>	COIN	4-7	Cranleigh	www.cranleighprimary.surrey.sch.uk	info@cranleighprimary.surrey.sch.uk	01483 273286
<b>Darley Dene</b>	LAN	4-7	Addlestone	www.darley-dene.surrey.sch.uk	info@darley-dene.surrey.sch.uk	01932 847674
<b>Dovers Green</b>	COIN	4-7	Reigate	www.dovers-green.surrey.sch.uk	info@dovers-green.surrey.sch.uk	01737 245515
<b>Eastwick Infants</b>	COIN	4-7	Great Bookham	eastwickschools.uk	infantinfo@eastwickschools.net	01372 453672
<b>The Mead Infants</b>	HI	3-7	Epsom	www.mead.surrey.sch.uk	office@mead.surrey.sch.uk	020 83930966
<b>West Ewell</b>	COIN	3-7	Epsom	www.west-ewell.co.uk	info@west-ewell.surrey.sch.uk	020 8393 2417

## Primary Specialist Centres

School	Type	Age Range	Town	Website	Contact	Phone
<b>Cuddington Croft</b>	COIN	4-11	Worcester Park	www.cuddington.surrey.sch.uk	office@brooklands.surrey.sch.uk	020 8716 2677
<b>Guildford Grove</b>	HI	3-11	Guildford	www.guildfordgrove.surrey.sch.uk	info@guildfordgrove.surrey.sch.uk	01483 504713
<b>Leatherhead Trinity</b>	COIN	3-11	Leatherhead	www.leatherheadtrinity.surrey.sch.uk	woodvil@leatherheadtrinity.surrey.sch.uk	01372 813615
<b>Pyncroft Grange</b>	COIN	4-11	Chertsey	www.pyncroftgrange.surrey.sch.uk	info@pyncroftgrange.surrey.sch.uk	01932 564094
<b>Spelthorne</b>	COIN	3-11	Ashford Common	www.spelthorne.surrey.sch.uk	info@spelthorne.surrey.sch.uk	01784 253311
<b>St Catherines</b>	COIN	3-11	Bletchingley	www.stcatherinesprimary.co.uk	info@stcatherines.surrey.sch.uk	01883 743337
<b>St. Stephens</b>	VI	4-11	South Godstone	www.ststephens.surrey.sch.uk	info@ststephens.surrey.sch.uk	01342 892219
<b>Stepgates</b>	COIN	4-11	Chertsay	www.stepgatesschool.co.uk	info@stepgates.surrey.sch.uk	01932 563022
<b>Sythwood</b>	VI	3-11	Woking	www.sythwood.surrey.sch.uk	info@sythwood.surrey.sch.uk	01483 770063
<b>The Grove</b>	COIN	4-11	Camberley	www.grove.surrey.sch.uk	info@grove.surrey.sch.uk	01276 22447
<b>William Cobbett</b>	COIN	4-11	Farnham	www.william-cobbett.surrey.sch.uk	office@william-cobbett.surrey.sch.uk	01252 312772



## List of primary specialist centres and special schools in Surrey (continued)

### Junior Specialist Centres

School	Type	Age Range	Town	Website	Contact	Phone
<b>Ashford Park</b>	LAN	7-11	Ashford	www.ashford-park.surrey.sch.uk		01784 250305
<b>Auriol Junior</b>	HI	7-11	Epsom	www.auriol.surrey.sch.uk	info@auriol.surrey.sch.uk	020 8393 4721
<b>Eastwick Junior</b>	COIN	7-11	Great Bookham	eastwickschools.uk	juniorinfo@eastwickschools.net	01372 453277
<b>Furzeffield</b>	LAN	7-11	Redhill	www.furzeffield.surrey.sch.uk	enquiries@furzeffield.surrey.sch.uk	01737 642842
<b>Loseley Fields</b>	LAN	7-11	Godalming	www.loseleyfields.com	info@loseleyfields.surrey.sch.uk	01483 416477
<b>Northmead</b>	COIN	7-11	Guildford	www.northmead.surrey.sch.uk	info@northmead.surrey.sch.uk	01483 529870
<b>Oakfield</b>	LAN	7-11	Fetcham	www.oakfieldjunior.com	parent@oakfield.surrey.sch.uk	01372 374781
<b>St Matthews Chuch of England</b>	COIN	7-11	Redhill	www.stmatthewsredhill.org.uk	info@stmatthews-redhill.surrey.sch.uk	01737 762080
<b>Thames Ditton</b>	LAN	7-11	Thames Ditton	www.tdjs.org	office@tdjs.org	020 8398 3039
<b>The Hermitage</b>	LAN	7-11	Woking	www.hermitage.surrey.sch.uk	info@hermitage.surrey.sch.uk	01483 472047
<b>The Hythe</b>	LAN	7-11	Staines	www.hythe.surrey.sch.uk	info@hythe.surrey.sch.uk	01784 452972
<b>Walsh Junior</b>	LAN	7-11	Ash	www.walsh-junior.surrey.sch.uk	school@walsh-junior.surrey.sch.uk	01252 329525

### Special Schools (Primary, including Nursery and Junior)

School	Type	Age Range	Town	Website	Contact	Phone
<b>Brooklands</b>	SLDD	2-11	Reigate	www.brooklands.surrey.sch.uk	office@brooklands.surrey.sch.uk	01737 249941
<b>Manor Mead</b>	SLDD	2-11	Shepperton	www.manor-mead.surrey.sch.uk	office1@manor-mead.surrey.sch.uk	01932 241834
<b>West Hill</b>	LAN	2-11	Leatherhead	west-hill.surrey.sch.uk	office@west-hill.surrey.sch.uk	01372 814714
<b>Wey House</b>	SEMH (Boys)	7-11	Guildford	www.veyhouse.surrey.sch.uk/	info@veyhouse.surrey.sch.uk	01483 898130

### Secondary special schools with a primary transition Year 5 and Year 6

School	Type	Age Range	Town	Website	Contact	Phone
<b>Chart Wood</b>	SEMH (Boys)	9-16	Dorking/ Merstham	www.cws.info	admin.dorking@cws.surrey.sch.uk /	01306 883763/
<b>Wishmore Cross</b>	SEMH (Boys)	9-16	Woking	www.wishmorecrossacademy.org/	contact@wishmorecross	01276 857555





