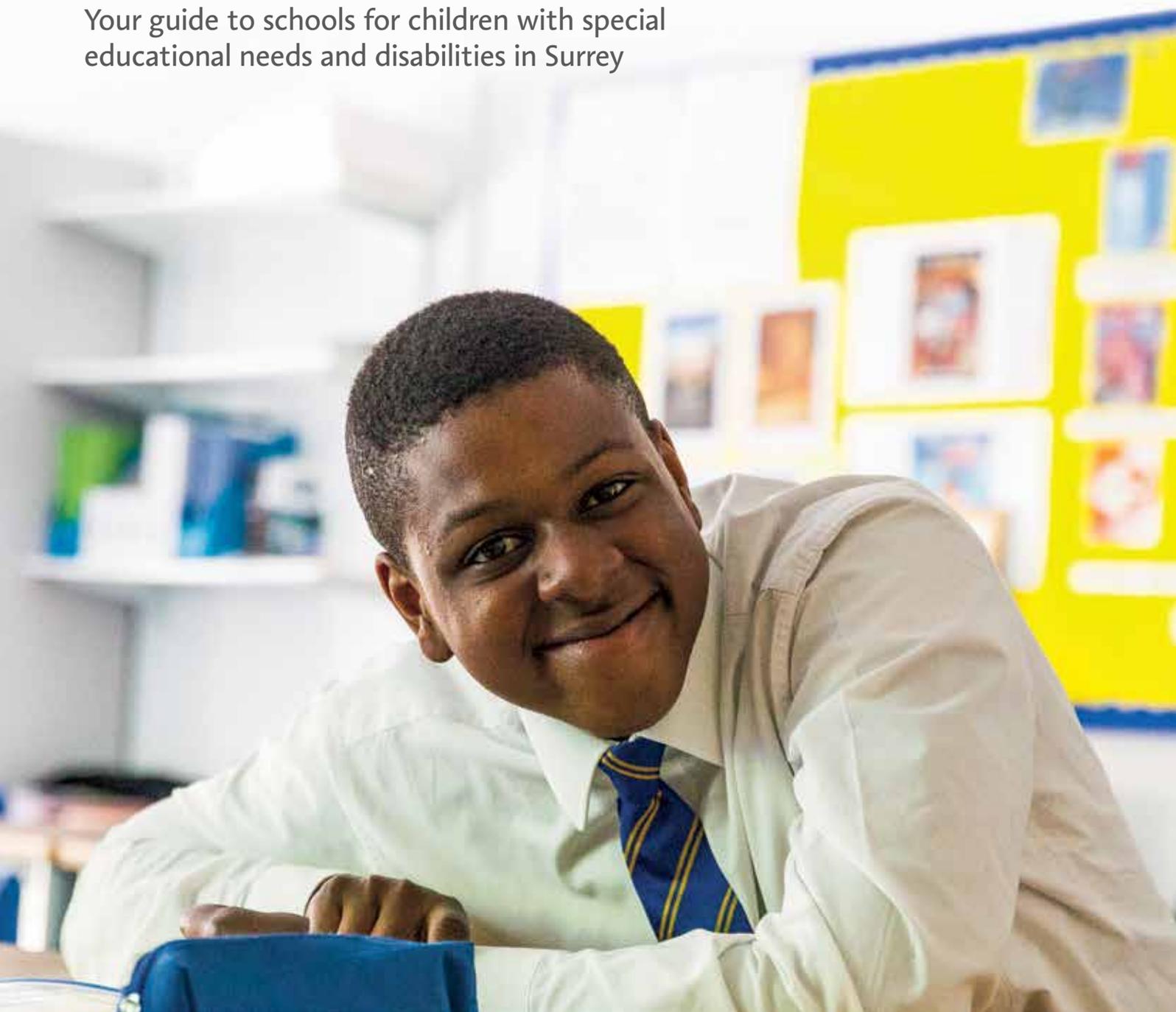


*Finding the right **secondary** school in Surrey*

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



Contents

Foreword from Liz Mills, Assistant Director, Schools and Learning, Surrey County Council	Page 5
Mainstream schools in Surrey	Page 6
Introduction to specialist centres and special schools in Surrey	Page 9
Special schools and specialist centres: a partnership with parents and carers	Page 13
Specialist centres	Page 14
NAS Cullum Centres	Page 14
Specialist centres for communication and interaction needs (COIN)	Page 16
Specialist centres for sensory impairment (SI)	Page 18
Special schools	Page 20
Schools for social, emotional and mental health needs (SEMH)	Page 20
Schools for severe learning and development difficulties (SLDD)	Page 22
Schools for learning and additional needs (LAN)	Page 24
Schools for complex social communication needs (CSCN)	Page 26
Schools for communication and interaction needs (COIN)	Page 28
Glossary of terms	Page 30
Surrey's SEND local offer	Page 31
List of specialist centres and special schools	Page 32



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



Foreword

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

Liz Mills

Assistant Director, Schools and Learning
Surrey County Council
September 2016

Mainstream schools in Surrey

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

These are critical years as a child moves towards adulthood, 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 young people with special educational needs or disabilities attend a mainstream school in their local community where they get the support they need.

All secondary schools are expected to provide a range of support for young people 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.

Of course, the transition from primary to secondary education needs to be carefully managed, and the schools work together with young people and their families to ensure this is achieved.

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

Across the county we also have a range of specialist centres located within mainstream schools. These are more suited to a smaller group of children who benefit from learning and socialising part of the time in a mainstream school, but who are unable to progress to their full potential without the more personalised teaching and learning in small groups provided in a specialist centre in a mainstream school.

A minority of young people have such high levels of need that they can only properly be met in a special school that focuses only on pupils with special needs.

In common with many of our mainstream schools, our special schools and specialist centres are rated highly by independent Ofsted inspectors. They meet a wide range of learning needs. In addition to subjects in the core curriculum up to Key Stage 4 (GCSE), the curriculum for students up to 19 is structured to help them acquire personal, social and vocational skills for later life.

Schools and specialist centres, with their links to businesses and voluntary, community and faith groups, are well placed to support students who are

looking for work experience or may want to explore apprenticeships, traineeships and other work-related training.

Person-centred approach

All of our schools use a person-centred approach that addresses specific needs and promotes enjoyment of learning. This is achieved by listening to the views of the young person and their family about each student's interests, motivations, strengths and aspirations, and planning their individual targets accordingly. Teams of experienced therapists also work alongside our special schools and specialist centres to conduct speech and language assessments and draw up programmes to meet individual communication needs.

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

Careful attention is given to making sure young people 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.

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-ordinator (SENCo).

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

What follows is an explanation of the different types of special schools and specialist centres at secondary level, along with descriptions of the needs of the young people who benefit most from attending them. In setting out this information 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 mainstream school, specialist centre or special school, we recommend that you 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.

Types of specialist centres in Surrey mainstream schools

Specialist centres based in mainstream schools cater for secondary students with the following sorts of needs:

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

- 1 NAS Cullum specialist centres - partnership with National Autistic Society (NAS)
- 2 Specialist centres for communication and interaction difficulties (COIN)
- 3 Specialist centres for sensory impairment (SI)

Types of special schools

There are five main categories of special schools in Surrey to cater for secondary students with the following sorts of needs:

- 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)
- 5 Schools for communication and interaction needs (COIN)





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

We have tried to simplify and explain the variety of special educational needs and disability provided for, but in doing so we have to use certain terms that are used across the educational and health sectors. The way professionals sometimes describe young people'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 '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, and that you have confidence in the school.

If you do not recognise your young person's particular set of needs among these descriptions, or you are unsure whether a mainstream school, special school or specialist centre 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 types of special schools and specialist centres here. Where you find a school or 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 NAS Cullum specialist centres – partnership with National Autistic Society (NAS)

NAS Cullum centres are designed to meet the needs of secondary students with autism who benefit from a broad mainstream curriculum but find it too challenging to be there full-time. They generally require more support than students in a specialist centre for communication and interaction needs (COIN centres). NAS Cullum centres use personalised support and work in small groups and one-to-one situations to boost independence and participation in mainstream school life in preparation for adulthood.

What do NAS Cullum centres offer young people?

- Personalised curriculum for students working broadly at age-appropriate levels
- small groups and one-to-one teaching in the specialist centre as well as mainstream classes
- highly structured, predictable and calm environment
- nationally recognised autism strategies
- language enrichment
- students take a broad range of GCSEs in Key Stage 4
- visual supports
- individual sensory needs met, with advice from appropriate therapists
- emphasis on social communication and achieving independence
- experienced staff, including therapists, well trained in meeting the needs of a range of learners with autism
- sense of belonging within the whole school community.



Post 16 and transition arrangements

Specialist advisers support students in NAS Cullum centres in preparation for adulthood. Students are encouraged in their transition planning to explore the outcomes they wish to achieve for the next stage of their lives. Work-related learning is introduced to the curriculum, as appropriate, so that students can learn to apply their skills to the world of work.

Parents, carers and teachers work together with the young people in transition planning, which may include transferring to the local sixth form or visits to other post-16 education or training providers.

NAS Cullum centres tend to suit students with:

- Autism and associated high levels of anxiety
- a need for a high level of autism-specific intervention to be able to spend the majority of their time in mainstream lessons
- access to a broader range of subjects and mainstream opportunities than at a special school
- potential to achieve at least five GCSEs.

Specialist centres (continued)

2 Specialist centres for communication and interaction needs (COIN)

COIN specialist centres are designed to meet the needs of young people with communication and interaction needs who may have moderate learning difficulties. Generally they will have speech, language and communication issues (SLCN) or autism. They are likely to benefit from attending mainstream classes but will require some regular additional specialist support to achieve their academic potential.

What do COIN specialist centres offer young people?

- A personalised curriculum enabling students to study for up to eight GCSEs
- small group work in both mainstream classes and the specialist centre
- nationally recognised strategies to support speech, language and communication needs
- targeted specialist interventions to enrich vocabulary and language acquisition
- staff trained in meeting the needs of students with speech, language and communication needs (SLCN), specific learning difficulties (SpLD) and autism
- close liaison between specialist centre, speech and language therapy and mainstream teaching staff
- visual timetable, prompts and supports where necessary
- support to manage transitions between activities and changes to the school day.



Post 16 and transition arrangements

Students in COIN specialist centres will have an Education, Health and Care Plan (EHCP) arranged through Surrey County Council's SEND service. Specialist advisers support preparation for adulthood, and students are encouraged to consider what they would like to achieve in the next stage of their lives.

Work-related learning is introduced to the curriculum where appropriate so that students can learn to apply their skills to the workplace. Students are actively supported in transition planning, which may include visits to other post-16 providers.

COIN specialist centres tend to suit young people with:

- Speech, language and communication needs (SLCN) or a specific learning difficulty (SpLD) but not a general learning disability
- autism and social communication difficulties
- a need for both mainstream learning and a few hours a week of specialist support
- potential to achieve at least five GCSEs.

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 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 young people?

- An inclusive approach so that young people 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
- all students working towards GCSE courses in Key Stage 4
- support available from a range of health professionals, including physiotherapists and occupational therapists
- experienced and highly trained staff, all with appropriate qualifications, to support and respond to the needs of students with sensory impairments
- preparation for adulthood through a focus on developing independence.



Post 16 and transition arrangements

Students in SI specialist centres will have an Education, Health and Care (EHC) Plan arranged through Surrey County Council's SEND service. Students are actively involved in transition planning for when they leave school, which may include transferring to the local sixth form or visits to other post-16 education or training providers.

Relevant work experience and opportunities are arranged so that students can learn about the world of work, and assessments are undertaken around a young person's need for support to overcome potential barriers.

SI specialist centres tend to suit young people with:

- A disability that is a barrier to their learning at school
- a need for 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
- 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 young people with sight, hearing or multi-sensory impairments. The standards can be found at the following websites:

Young people with hearing impairment
www.ndcs.org.uk

Young people with visual impairment
www.rnib.org.uk

Young people with multi-sensory impairment
www.sense.org.uk

Special schools

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

These schools provide a specialist environment for boys aged 11 to 16 years whose social behaviour and emotional vulnerability make learning and socialising in a mainstream school difficult or stressful. They may vary in their level of ability, but will require a high level of support from adults experienced in managing their needs. Although there are no state funded SEMH special schools for girls in Surrey, where required suitable special school provision will be sought with known and trusted special school providers.

These schools help students who may have, or are likely to have:

- difficulty getting on with others
- poor school attendance
- strained family relationships
- difficulties in following instructions
- disruptive behaviour
- attachment issues
- attention difficulties
- learning difficulties
- speech, language and communication needs

What do SEMH schools offer young people?

- Small class sizes (up to seven students)
- opportunities for one-to-one teaching and peer-to-peer learning
- a varied curriculum adapted to different learning styles
- opportunities to follow academic and vocational pathways
- a safe and nurturing environment
- support for emotional health and wellbeing
- speech and language therapies
- access to art, drama and play therapy
- clear boundaries and expertise in behaviour management
- highly experienced staff.



Post 16 and transition arrangements

Students in SEMH schools will have an Education, Health and Care (EHC) Plan arranged through Surrey County Council's SEND service. This plan sets out what support services are available for the young person so they can achieve their potential as they move from one year to the next.

The EHC plan will be reviewed regularly up to the end of Year 11, when parents and carers will contribute to a review meeting with a group of professionals to draw up a plan for the young person when they leave school for college or another training or employment opportunity.

SEMH schools tend to suit children with:

- A wide range of social and emotional difficulties
- challenging, disruptive or disturbing behaviour
- underlying mental health difficulties, such as depression, self-harming, substance misuse
- possible 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 young people with severe needs, both physical and cognitive. Although all will have severe learning difficulties, they may vary from those who cannot speak 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 cannot be met in a mainstream school or specialist centre.

In addition, the young people may have:

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

What do SLDD schools offer young people?

- Personalised teaching and learning in small classes (six to eight students), including one-to-one
- a motivating curriculum, using audio, visual, kinaesthetic and multi-sensory activities to reinforce learning
- high quality speech, language and built into the school day
- occupational and physical therapy
- medical needs managed by trained staff, overseen by health professionals
- students 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
- autism specific interventions
- high trained and experienced staff to support the needs of all students, including those with autism.



Post 16 and transition arrangements

Students in SLDD schools will have an Education, Health and Care (EHC) Plan arranged through Surrey County Council's SEND service. Specialist advisers support preparation for adulthood, and students are encouraged to consider what they would like to achieve in the next stage of their lives.

Work-related learning is introduced to the curriculum where appropriate so that students can learn to apply their skills to the workplace. Students are actively supported in transition planning, which may include visits to other post-16 providers.

SLDD special schools tend to suit young people with:

- Severe learning difficulties (SLD)
- additional needs, which may include autism and speech and language difficulties
- a need for support in all areas of the curriculum
- possible mobility and communication difficulties, including profound and multiple learning difficulties (PMLD)
- severe and complex learning difficulties as well as a physical disability or sensory impairment.

Special schools (continued)

3 Schools for learning and additional needs (LAN)

These schools are designed to meet the needs of students working significantly below peers of a similar age. In addition, they will have additional barriers to learning, such as autism, medical issues or speech, language and communication needs. Such multi-layered profiles of need cannot be met in a mainstream school or specialist centre.

What do LAN schools offer young people?

- Personalised teaching and learning in small classes (around 10 students), including one-to-one
- a stimulating 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
- learning aimed at a broad range of nationally accredited qualifications from entry level to GCSEs
- high quality speech, language and occupational therapies built into the school day
- support available from a range of health professionals
- students supported to develop independence skills to prepare for the next stage of their education
- structured social and leisure sessions to support further social development needs
- highly trained staff to support students to overcome barriers to learning
- experienced staff well trained in meeting the needs of learners with autism.



Post 16 and transition arrangements

Students in LAN schools will have an Education, Health and Care (EHC) Plan arranged through Surrey County Council's SEND service. Specialist advisers support preparation for adulthood in Year 9 and students are encouraged to consider what they would like to achieve in the next stage of their lives.

Work-related learning is introduced to the curriculum where appropriate so that students can learn to apply their skills to the workplace. Students are actively supported in transition planning, which may include visits to other post-16 providers.

LAN special schools tend to suit young people with:

- Moderate learning difficulties (MLD) who learn at a slower pace
- additional needs, such as a physical disability or sensory impairment, autism and communication needs
- needs that cannot be fully met in mainstream teaching alongside their peers.

“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.”

Special schools (continued)

4 Schools for complex social communication needs (CSCN)

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 young people?

- Personalised teaching and learning in small classes (typically six to eight students), 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
- learning aimed at a broad range of nationally accredited qualifications
- high quality speech, language and occupational therapies built into the school day
- support available from a range of health professionals
- students 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.



Post 16 and transition arrangements

Students in CSCN schools will have an Education, Health and Care (EHC) Plan arranged through Surrey County Council's SEND service. Specialist advisers support preparation for adulthood in Year 9, and students are encouraged to consider what they would like to achieve in the next stage of their lives.

Work-related learning is introduced to the curriculum where appropriate so that students can learn to apply their skills to the workplace. Students are actively supported in transition planning, which may include visits to other post-16 providers.

CSCN schools tend to suit young people 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 young people with learning and additional needs (LAN).

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

Special schools (continued)

5 Schools for communication and interaction needs (COIN)

These schools are designed to meet the needs of young people who are working broadly at the expected age level in at least some areas of attainment. Due to their autism or anxieties arising from their sensory needs or social and communication difficulties, they are unable to manage in a mainstream school, even with the additional support available at a specialist centre.

Students require a calm, secure and well-regulated environment where teachers can intervene as necessary to keep learning on track and guide them through different activities.

What do COIN schools offer young people?

- Personalised teaching and learning in small classes in an inclusive environment
- an emphasis on language enrichment and achieving independence
- a motivating curriculum, using audio, visual, kinaesthetic and multi-sensory activities to reinforce learning
- the use of visual supports and autism-specific strategies throughout the school day
- students work towards a broad range of nationally accredited qualifications, including GCSEs
- an emphasis on social communication and interaction using evidence-based skills programmes under the direction of speech and language therapists
- support available from a range of health professionals, including occupational therapists and support for mental health
- carefully managed transitions between activities to reduce unstructured times and prepare for change
- structured social and leisure sessions are used to support further social development needs
- experienced and highly trained staff, including subject specialist teachers, to support needs of all students.



Post 16 and transition arrangements

Students in COIN schools will have an Education, Health and Care (EHC) Plan arranged through Surrey County Council's SEND service. Specialist advisers support preparation for adulthood in Year 9 and students are encouraged to consider what they would like to achieve in the next stage of their lives.

Work-related learning is introduced to the curriculum where appropriate so that students can learn to apply their skills to the workplace. Students are actively supported in transition planning, as they take their next steps towards further education, employment or training.

COIN schools tend to suit young people with:

- Autism and associated high levels of anxiety
- speech, language and communication needs (SLCN) or a specific learning difficulty (SpLD) but not a general learning disability
- a need for a totally specialised environment because they are not ready for mainstream teaching, even with the support of a specialist centre.
- potential to achieve at least five GCSEs.

“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

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

Visit 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

Email: localoffer@surreycc.gov.uk

Tel: 0300 2001004

List of secondary specialist centres and special schools in Surrey

Secondary specialist centres

School	Type	Age Range	Town	Website	Contact	Phone
Broadwater	COIN	11-16	Godalming	www.broadwater.surrey.sch.uk	admin@broadwater.surrey.sch.uk	01483 414516
De Stafford	COIN	11-16	Caterham	www.destafford.org.uk	admin@destafford.org.uk	01883 347818
Epsom & Ewell	HI	11-16	Epsom	www.epsomandewellhighschool.com	info@eehs.surrey.sch.uk	0208 974 0400
George Abbot	VI	11-16	Guildford	www.georgeabbot.surrey.sch.uk	office@georgeabbot.surrey.sch.uk	01483 888000
Jubilee High	COIN	11-16	Addlestone	www.jubileehigh.surrey.sch.uk	info@jubileehigh.surrey.sch.uk	01932 884800
Oakwood	COIN	11-16	Horley	www.oakwood.surrey.sch.uk	admin@oakwood.surrey.sch.uk	01293 785363
Oxted School	VI	11-18	Oxted	www.oxtedschool.org	frontdesk@oxtedschool.co.uk	01883 712425
Sunbury Manor	COIN	11-16	Sunbury-on-Thames	www.sunburymanor.surrey.sch.uk	info@sunburymanor.surrey.sch.uk	01932 784258
Therfield	COIN	11-18	Leatherhead	www.therfield.surrey.sch.uk	enquiries@therfield.surrey.sch.uk	01372 818123
Tomslincote	COIN	11-18	Frimley	www.tomlincote.surrey.sch.uk	office@tomlincoteschool.com	01276 70 90 50
Woking High	VI	11-16	Woking	www.wokinghigh.surrey.sch.uk	info@wokinghigh.surrey.sch.uk	01483 888 447

NAS Cullum Centres (secondary)

School	Type	Age Range	Town	Website	Contact	Phone
Hinchley Wood	COIN	11-16	Esher	www.hinchleywoodschool.co.uk/202/the-nas-cullum-centre	info@hinchleywoodschool.co.uk	020 8398 7161
Rodborough	COIN	11-16	Woking	www.rodborough.surrey.sch.uk/NAS-Cullum-Centre	info@rodborough.surrey.sch.uk	01483 411100
Salesian	COIN	11-16	Chertsey	www.salesian.surrey.sch.uk/learning/nas-cullum-centre/	info@salesian.surrey.sch.uk	01932 582520

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

Secondary special schools (some include sixth forms)

School	Type	Age Range	Town	Website	Contact	Phone
Carwarden House	LAN	11-19	Camberley	www.carwarden.surrey.sch.uk	office@carwarden.surrey.sch.uk	01276 709080
Clifton Hill	SLDD	11-16	Caterham	www.clifton-hill.surrey.sch.uk	info@clifton-hill.surrey.sch.uk	01883 347740
Limpsfield Grange	COIN (Girls)	11-16	Oxted	www.limpsfieldgrange.co.uk	secretary@limpsfield-grange.surrey.sch.uk	01883 713928
Philip Southcote	LAN with HI resource centre	11-19	Weybridge	www.philipsouthcoteschool.co.uk	info@philip-southcote.surrey.sch.uk	01932 562 326
Sunnydown	COIN (Boys)	11-16	Caterham	www.sunnydown.surrey.sch.uk (from 1st January 2017)	office@sunnydown.surrey.sch.uk	01883 342281
The Abbey	LAN	11-16	Farnham	www.abbey.surrey.sch.uk	enquiries@abbey.surrey.sch.uk	01252 725059
The Park	LAN	11-16	Woking	thepark.surrey.sch.uk	enquiries@thepark.surrey.sch.uk	01483 772 057
Walton Leigh	SLDD	11-16	Walton-on-Thames	www.thelifecloud.net/schools/WaltonLeigh/resources/RootFolder/WaltonLeighHomepage.page	office@walton-leigh.surrey.sch.uk	01932 223243
Woodfield	LAN	11-19	Merstham	www.woodfield.surrey.sch.uk/	info@woodfield.surrey.sch.uk	01737 642623

Secondary special schools (including Year 5 and Year 6)

School	Type	Age Range	Town	Website	Contact	Phone
Chart Wood	SEMH (Boys)	9-16	Dorking/Merstham	www.cws.info (from 1st January 2017)	admin.dorking@cws.surrey.sch.uk / admin.merstham@cws.surrey.sch.uk	01306 883763 / 01737 215488
Wishmore Cross	SEMH (Boys)	9-16	Woking	www.wishmorecrossacademy.org/	contact@wishmorecrossacademy.org	01276 857555

All-through special schools (including nursery, primary, secondary and post-16)

School	Type	Age Range	Town	Website	Contact	Phone
Freemantles	CSCN	4-19	Woking	www.freemantles.surrey.sch.uk	info@freemantles.surrey.sch.uk	01483 545680
Gosden House	LAN	4-16	Guildford	www.gosden-house.surrey.sch.uk/	info@gosden-house.surrey.sch.uk	01483 892008
Linden Bridge	CSCN	4-19	Worcester Park	www.linden-bridge.surrey.sch.uk/	info@linden-bridge.surrey.sch.uk	020 8330 3009
Pond Meadow	SLDD	2-19	Guildford	www.pond-meadow.surrey.sch.uk	office@pond-meadow.surrey.sch.uk	01483 532239
Portesbery	SLDD	2-19	Camberley	www.portesbery.surrey.sch.uk/	info@portesbery.surrey.sch.uk	01252 832100
The Ridgeway	SLDD	2-19	Farnham	www.ridgeway.surrey.sch.uk/	info@ridgeway.surrey.sch.uk	01252 724562
Woodlands	SLDD	2-19	Leatherhead	www.woodlands.surrey.sch.uk	reception@woodlands.surrey.sch.uk	01372 377922

