

School Organisation Consultation

**Proposal to expand Limpsfield
Grange School**



School Organisation Informal Consultation

Local Authority Details:

Local Authority	Surrey County Council
Address	Quadrant Court 35 Guildford Road Woking GU22 7QQ

School Details:

Name of School	Limpsfield Grange School
Category of School	Specialist School with a designation of ASD (girls)
Type of School	Community special school
URN	125459
Address	89 Bluehouse Lane, Oxted, Surrey,
Postcode	RH8 0RZ

Introduction

This document outlines a proposal to permanently expand Limpsfield Grange School by an additional one form of entry (12 places) and 40 additional post-16 places for girls with Autistic Spectrum Disorder (ASD) and co-occurring needs. All pupils will have an Education, Health and Care Plan (EHCP).

Proposal

Surrey County Council, in partnership with the Governing Body of Limpsfield Grange School, is proposing to expand the School to create 125 additional places. This would expand Limpsfield Grange School from 95 places to 180, plus 40 post-16 places.

Table 1 shows the timeline for the proposed changes to take place by 1 September 2025. Dates and steps in the timeline may change based on the outcome of this consultation.

Table 1: Proposed timeline

Phase	Date
Informal Consultation Period	8 January 2024
Public Engagement Events (evening)	24 January 2024
Review of consultation responses	5 February 2024
Outcome of consultation published on www.surreysays.co.uk	9 February 2024
Statutory notices (Statutory Consultation Period)	12 February 2024
Analysis	18 March 2024
Lead Cabinet Member Decision	23 April 2024
Implementation of years 7 -11	Sept 2025
Implementation of years 12-14	Sept 2026

It is proposed that:

1. The expansion on the new site will allow for up to 125 pupils with Autistic Spectrum Disorder (ASD) and co-occurring needs to be admitted across the school.
2. When full, there will be 3 classes of 12 pupils across years 7-11 and 4 classes of 10 pupils at post-16. Pupils will be grouped according to age, individual needs and learning styles.

Admissions processes remain the same for all pupils, including post-16 students at Limpsfield Grange School. Further details on the admissions process for SEND provision in Surrey can be found on the Surrey Local Offer website. The webpage [Choosing a school place for a child with an EHCP](#) describes how to apply for a specialist school place.

Making Representations, Objections and Comments

1. This is an informal consultation which starts on 8th January 2024 and concludes on 5th February 2024.
2. A number of organisations are available locally to support families of children who have additional needs and young people who have additional needs to share their views. Please see [Information, Advice and Support – SEND Advice Surrey](#)
3. Any person can make comments, agree, or object to the proposal by sending representations to the Local authority through the following channels:

Website	www.surreysays.co.uk
Email	schoolorg@surreycc.gov.uk
Post	Marnie Caton Limpsfield Grange Education Place Planning Surrey County Council Quadrant Court 35 Guildford Road Woking GU22 7QQ

Background

Limpsfield Grange School currently provides specialist education for girls aged 11-16 years with a permanent capacity of 94 places. The school is situated in Limpsfield Village in the district of Tandridge. In January 2023 there were 96 pupils on roll across the whole school. **Table 2** shows the break down per upper school Year Group as of academic year 2023/24.

Table 2: Number of Pupils on roll at Limpsfield Grange by National Curriculum Year (NCY) Group October 2023 census

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Number of pupils at Limpsfield Grange School	23	21	20	22	9	0	0	95

School Vision and Curriculum

Current provision at Limpsfield Grange School

Limpsfield Grange is a school for autistic girls. Many of our students have additional needs including ADHD, speech language and communication needs, medical needs and other difficulties associated with their autism. All of our students have an EHCP that outlines their needs; setting out the provision required to meet those needs and expected outcomes for each Key Stage.

We believe that the expansion of Limpsfield Grange School is essential in providing access to quality education and provision for more autistic girls. The addition of a Sixth Form will enable more autistic girls to complete their post 16 education successfully, and will enable more Limpsfield Grange alumni to successfully enter the jobs market in future.

Many of our students at Limpsfield Grange have had an incomplete experience of primary school, often with very poor attendance due to their persistent levels of anxiety that affected their wellbeing. The curriculum at Limpsfield Grange addresses the gaps in students' prior learning to build success in their secondary and tertiary education.

Our Curriculum Design

The Limpsfield Grange curriculum is designed to meet the needs of our students as follows:

Area of need	How the curriculum supports that need
Working memory Information retrieval Recall Processing information	More time for core subjects Lots of practice A slower pace of learning Frequent opportunities for re-learning
Generalising skills Linking ideas Linking concepts	Explicit links between subjects Skills practiced in different situations Regular opportunities to correct any mistakes
Receptive language skills Expressive language skills	Ample opportunities to learn subject vocabulary Explicit practice to use everyday language Time to teach tier two vocabulary
Anxiety Perfectionism Managing pressure	Opportunities to learn how to manage anxiety Help to manage perfectionism Support to manage feelings that arise from being pressured

At Limpsfield Grange we offer a curriculum that is meaningful, engaging and meets our students' needs. There is a high level of challenge and support, enabling students to make very good progress. We plan clear routes of progression and development. The streamlined curriculum allows extra time to be dedicated to English and Maths. If students need more time, teachers will vary the pace of learning. Our curriculum offers a high level of challenge and support for students, enabling them to make very good progress from their start points over time.

The Limpsfield Grange curriculum aims to:

- Ensure all students have access to a broad and balanced, challenging and relevant curriculum rooted in the National Curriculum
- Provide students with access to externally accredited courses in KS4
- Promote an enjoyment of learning
- Develop students' confidence
- Enable students to make very good progress from their start points
- Develop students' ability to enjoy good physical, emotional and mental health
- Develop students' communication skills, addressing social communication and language difficulties to enable students to interact effectively with their families, friends and peers, and with people in wider society
- Develop students' independence skills so they make positive choices and flourish in neurotypical society in whatever way they choose
- Develop students' understanding of the world around them
- Prepare students for the opportunities and responsibilities of adult life

Our curriculum allows students to explore, deepen their understanding, develop and embed skills to use in later life. We help students to make connections between what they are learning in school and the wider world.

Key Stage 3

We provide each student with an effective transition into the school where gaps in prior learning are identified and rapidly addressed. We put in place solid foundations for learning.

We regularly review our curriculum to provide learning experiences that meet our students' needs. In Key Stage 3 we offer English, Maths, Science, Functional ICT, Art, Catering, Physical Education, Religious Education, History, Geography and WACI (Wellbeing, Achievement, Communication, Independence) lessons. Students are dis-applied from studying a Modern Foreign Language.

Across Key Stage 3, students access wider curriculum experience days where they will have opportunities to engage with music, drama, and aspects of the Design and Technology curriculum.

We have a strong ethos of learning outside the classroom, and work with partners in Surrey Outdoor Learning and with the Duke of Edinburgh Award Scheme. Our learning outside of the classroom offer links to our WACI areas of Wellbeing, Communication and Independence.

Key Stage 4

The curriculum in Key Stage 4 provides students with a learning pathway that meets their needs, challenges, inspires, and prepares them for a successful transition to Key Stage 5 or beyond Limpsfield Grange at the end of Year 11.

Success in our Key Stage 4 curriculum is externally accredited through GCSEs, BTECs, Functional Skills. We regularly review our offer so that it meets needs and responds to changes.

We offer a KS4 core offer of qualifications in English Language and English Literature, Maths, Biology and Art, alongside a Bronze Duke of Edinburgh Award. We also offer opportunities for work-based learning and other learning outside of the classroom. Additional qualifications include GCSE RE and Statistics; BTECs in Travel and Tourism and Health and Social Care, and a qualification in Catering. Students in KS4 access weekly PE and WACI lessons.

As in Key Stage 3, we continue to meet each students' individual needs working on the targets and objectives outlined in their EHCP and Annual Review, alongside preparing them for Year 12 transition. We aim for students to develop the confidence and resilience to tackle the challenges of working life.

Key Stage 5

Our Key Stage 5 curriculum will provide students with a learning pathway that meets their needs, and challenges, inspires, and prepares them for a successful transition to future learning, work, or apprenticeship outside of Limpsfield Grange. We will tailor our curriculum to the learning abilities of each Sixth Form cohort; offering Level 2 and Level 3 courses which may include “A” levels in certain subjects; BTECS or a wider range of GCSEs. Sixth form students will also access work experience placements and will further develop their skills for employment.

As in Key Stages 3 & 4, we continue to meet each students’ individual needs working on the targets and objectives outlined in their EHCP and Annual Review, alongside preparing them for Year 14 transition and life beyond school.

What do we want to achieve?

Surrey’s SEND Capital Programme is aligned with Surrey’s Community Vision 2030, and Surrey County Council's Cabinet endorsed new Inclusion and Additional Needs Strategy 2023-2026, which sets out the ambition that all Surrey's children and young people with additional needs and disabilities are enabled to lead their best life.

There has been significant investment in additional state-maintained specialist school places in Surrey over the past four years to enable children and young people to be educated locally to their families and home communities. Our strong partnerships with local specialist and mainstream schools have enabled this to happen alongside robust forecasting of demand to understand what the profile of need will look like county-wide over the coming years.

Between 2019 and 2022 Cabinet approved the strategies and capital investment for four phases of the Special Educational Needs and Disabilities (SEND) Capital Programme. On 31 January 2023 Cabinet approved the refreshed Capital Medium Term Financial Strategy which provides £202m for SEND Capital against committed and planned projects in 2023-2026 delivery tranches. With this investment the programme is aiming to deliver at least 2,440 permanent additional specialist school places in Surrey between 2019-2026 to create capacity for 5,760 state-maintained specialist places to meet projected demand for up to 6,000 specialist places in total by 2030/31.

As of academic year 2022/23, Surrey’s state-maintained specialist education estate has been increased by approximately 800 places, from around 3,320 in 2019 when the Capital programme started to around 4,000 places now. These specialist school places are almost full, noting that new places are being phased in and some of the existing accommodation needs to be re-provided as it is not fit for purpose.

The expansion of Limpsfield Grange will provide for pupils with autism and co-occurring additional needs and disabilities, broadly in line with the current offer at the school.

Reasons for expanding the school

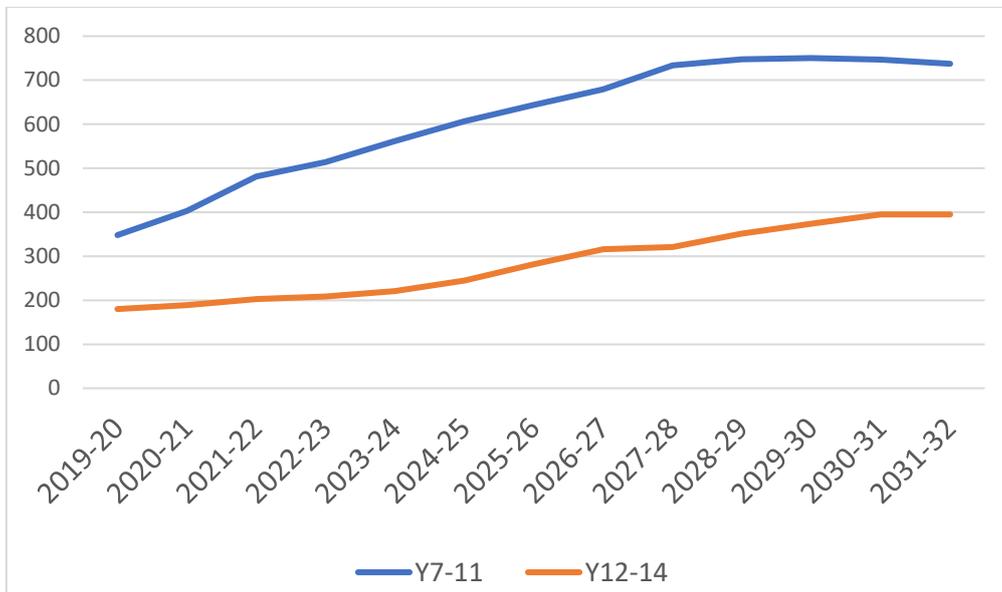
Demand for specialist school places in Surrey

Surrey County Council has identified a long term sufficiency gap for additional specialist places across Surrey. Demand for specialist provision in the South East of Surrey for secondary age pupils with ASD and co-occurring needs is high. As a result, other specialist provision in the local area is already operating at or above capacity. The provision of an additional 60 plus 40 post-16 places will help support local families who would otherwise have to travel further afield for their child to receive an appropriate full-time education.

The proposed expansion of Limpsfield Grange will increase availability of specialist places that are matched appropriately to need-type, phases of education and geographic location, as well as reduce home to school journey times and associated costs.

Graph 1 shows that we expect to see rising demand of 67% since 2021-22 to 2030-31 for specialist places for autistic girls across both secondary and post-16 ages.

Graph 1 - Year 7 to 14 Pupils residing in Surrey who are expected to need a Specialist Place with a designation of ASD



Existing ASD Designated Specialist School provision in Surrey

More details of our specialist provision can be found in the booklet “[Finding the right secondary school in Surrey](#)” on the [Surrey Local Offer website](#).

Table 3 below provides a summary of existing secondary specialist school provision in Surrey designated to meet the needs of pupils with severe learning difficulties and co-occurring needs as their primary presenting needs.

Table 3: Specialist Schools with a designation of Autistic Spectrum Disorder in South East Surrey (all phases).

School	Designation	District	Planned Places & gender	Age Range	Occupancy	Planned Expansion under Surrey's SEND Capital Programme
Sunnydown School	ASD	Tandridge	80 (boys only)	11-16	100%	By 40 to 120
Limpsfield Grange School	ASD	Tandridge	220 (girls only)	11-19	100%	By 126, 86 in Y7-11, 40 Y12-14
Hopescourt School	ASD	Elmbridge	200	4-19	100%	200
St Dominic's School	ASD	Waverley	150	6-19	97%	0
Matthew Arnold School, Hurst Road Campus	ASD	Elmbridge	50	11-16	55%	Temporary expansion arrangements approved by Regional Director until Jul 24 prior to delivery of Hopescourt School
Linden Bridge School	Complex ASD	Epsom & Ewell	142	4-19	100%	0
Freemantles School	Complex ASD	Woking	207	4-19	100%	By 72, to 270
Fox Grove School	Complex ASD	Elmbridge	163	4-19	100%	0 Opened Sept 2021
Brooklands School	Complex ASD (dual designated SLD/ASD)	Reigate & Banstead	153	4-11	100%	By 36 to 189
Pond Meadow Academy	Complex ASD ASD/SLD (dual designated SLD/ASD)	Guildford	149	3-19	100%	By 50 to 200
Clifton Hill School	Complex ASD (dual designated SLD/ASD)	Tandridge	85	11-19	100%	0

Key Outcomes and Benefits

Expanding high quality and sustainable specialist school provision for Surrey resident secondary age pupils will provide the following benefits as stated in the [SEND Capital Programme 2023 2024 Delivery Tranche](#) report to Cabinet on 28 March 2023:

1. Benefits realisation ensures Surrey's maintained specialist education provision is fit for purpose and creates additional employment/supported internship opportunities for residents around areas of expansion.
2. Children, young people, and families can access the same level of high-quality support wherever they live in Surrey. We have a good, shared understanding of our children and

young people who have additional needs and disabilities in Surrey and our support offer matches their identified needs.

3. Expanding Surrey's specialist provision aligns with the Preparation for Adulthood programme and strategy for post-16 to create local further education and employment pathways such as apprenticeships and supported internships. This enables young people who have additional needs and disabilities to make a successful transition to adulthood and secure employment.
4. Capacity created locally will also make certain that SEND home to school transport distance and costs are reduced so that pupils attend their closest most appropriate school with shorter journey times. Opportunities for developing independent travel skills can be maximised as a result of children and young people being educated closer to home. This will also address local congestion around school sites as well as traffic flow around the county, which will be of benefit to Surrey's Green Agenda.
5. The approved remodification and expansion programme will ensure that additional places are matched appropriately to need type, phases of education and geographic locations.

Implementation Plan

Finance and Resourcing

Revenue income: Limpsfield Grange School will receive funding for each planned place commissioned (40 places) and will also receive a "Top up" sum for each pupil on roll at the school. This is determined against individual pupils' needs. Top up rates are reviewed annually by the Local Authority.

Staffing

Limpsfield Grange will expand its workforce to cater for the increase in student numbers across the school. The school will recruit additional teachers; teaching assistants; administrative staff; site and support staff to meet the needs of the growing school community.

Governance and Administration

Limpsfield Grange will continue to be governed by a local Governing Body consisting of LA appointed; co-opted and parent Governors.

Capital planning and buildings

The Capital project is part of Phase 4 of the SEND Capital Programme approved by Surrey County Council's Cabinet on 25 January 2022. A feasibility study informs the technical approach to utilise existing space at the school.

Growth Model

It is proposed that there will be **10** additional places available in September 2025, which is the proposed first year of admission of girls in years 7-11. The tables below show how the specialist school will grow from September 2025 to full capacity in September **2029**. The growth model may change depending on timescales and the outcome of the property feasibility study. The main intake point will be key stage transfer in **Year 7**, although, where there are spaces and demand, new children may be accepted into the school in other year groups.

Academic Year	Numbers of learners per National Curriculum Year Group					
	Y7	Y8	Y9	Y10	Y11	Total
2024-2025	12	23	21	20	22	98
2025-2026	36	36	23	21	20	136
2026-2027	36	26	12	23	21	118
2027-2028	36	36	36	24	23	155
2028-2029	36	36	36	36	12	156
2029-2030	36	36	36	36	36	180
TOTAL	192	193	164	160	134	

Academic Year	Numbers of learners per National Curriculum Year Group		
	Y12	Y13	Total
2026-2027	20	~	20
2027-2028	20	20	40
2028-2029	20	20	40

Impacts

An Equality Impact Assessment is being completed throughout the consultation process and will be published as part of the Lead Cabinet Member Decision Meeting.

Consultations, approvals and overall timescales

1. It is proposed that the Limpsfield Grange School expansion commences from 1 September 2025. The proposed changes require a period of consultation, the publication of Statutory Notices and the agreement of Surrey County Council’s Cabinet Member for Children, Families and Lifelong Learning if the proposal is to proceed.
2. The first stage of consultation will be informal and will be open from 8th January 2024 to 5th February 2024. During this period, Surrey County Council will share the proposal with the wider professional network, schools including headteachers and chairs of governors, with unions, parent representatives, partner agencies and with the staff and parents of the school subject to the proposals. The consultation will also be shared with local councillors and residents, SEND Advice Surrey and Family Voice Surrey.

3. Following the informal consultation period, it is proposed to publish a Statutory Notice for a four-week period. The publication of Notices is when the local authority formally states that it intends to implement the proposed changes. This will be the final opportunity for consultees to make their views known before a final decision is taken. Following the consultation periods officers will summarise the feedback and will report to the Cabinet Member for Children Families and Lifelong Learning.

Have your say

Surrey County Council and Limpsfield Grange School would like to know what people feel about the proposal. The consultation will open on 8th January 2024 and conclude on 5th February 2043.

You can make representations, objections and comments using the online form at www.surreysays.co.uk. Alternatively, you can respond by email or post at the addresses given in the section [Making Representations, Objections and Comments](#).

All responses must be received by 11.59 pm on 5th February 2024.

What happens next?

We will hold a virtual public engagement meeting for parents and any other interested parties to discuss the proposals and to hear views.

24th January 2024 5 – 6 p.m.
Microsoft Teams – virtual meeting

As a public meeting, anyone who wishes to may attend, please email school.org@surreycc.gov.uk to register your interest and you will be sent a link to the online event. There will be a short presentation followed by questions and answers.

Please join us to share your views and ask questions. You do not have to have a child at the school to join the meeting.

At the end of the consultation period, we will review all the responses received and share these with Limpsfield Grange School and publish analysis of the responses on the Surrey Says website.

Subject to the outcome of the consultation we intend to publish a Statutory Notice at the school, in a local newspaper and on the Surrey Says website stating our intention to expand Limpsfield Grange School. There will be a four-week statutory consultation period for further representations to be received by the council.

All representations will be reviewed before a final decision is taken by the Cabinet Member for Children, Families and Lifelong Learning.