

# Statutory Notice

**Proposal to expand Walton Leigh School onto a satellite site at the former Hurst Park Primary School site & change of school designation from a designation of SLD/PMLD to a designation of SLD/PMLD and ASD**



## School Organisation Statutory Notice

Notice is given in accordance with section 19(1) of the Education and Inspections Act 2006, as amended by the Education Act 2011 and The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013, that Surrey County Council, intends to make a significant change to Walton Leigh School by expanding the number of pupils at Walton Leigh School and opening a satellite site at the former Hurst Park Primary School site & change of school designation from a designation of SLD/PMLD to a designation of SLD/PMLD and ASD.

### Local Authority Details:

<b>Local Authority</b>	Surrey County Council
<b>Address</b>	Quadrant Court 35 Guildford Road Woking GU22 7QQ

### School Details:

<b>Name of School</b>	Walton Leigh School
<b>Category of School</b>	Community school
<b>Type of School</b>	Secondary Specialist School with a designation of Severe Learning Difficulty/Profound and Multiple Learning Difficulties (SLD/PMLD)
<b>URN</b>	125468
<b>Address</b>	Queen's Road, Hersham, Walton-on-Thames, Surrey
<b>Postcode</b>	KT12 5AB

## Introduction

This document outlines a proposal to permanently expand Walton Leigh School onto a satellite site at Hurst Road, West Molesey, creating 60 additional specialist school places for pupils aged 11-19 years. The proposal is that the school as a whole would change from a designation of Severe Learning Difficulties/Profound and Multiple Learning Difficulties (SLD/PMLD) to a designation of Severe Learning Difficulties/Profound and Multiple Learning Difficulties (SLD/PMLD) and Autistic Spectrum Disorder (ASD).<sup>1</sup> All pupils would have an Education, Health and Care Plan (EHCP).

## Proposal

Surrey County Council and The Federation of Manor Mead and Walton Leigh Schools are proposing that Walton Leigh School would expand by 60 places. It is also proposed that the school would change from a designation of Severe Learning Difficulties/Profound and Multiple Learning Difficulties (SLD/PMLD) to a designation of Severe Learning Difficulties/Profound and Multiple Learning Difficulties (SLD/PMLD) and Autistic Spectrum Disorder (ASD). The 60-place expansion would be provided on a satellite site on the former Hurst Park Primary School site in West Molesey. This would permanently expand Walton Leigh School from 88 places to 148 places. All

<sup>1</sup> Autistic Spectrum Disorder (ASD) is the term used for the school designation that meets the needs of autistic pupils and those with communication & interaction needs. Severe Learning Difficulties (SLD) is the term used for both the type of need and school designation. The school designation has been known locally in Surrey as Severe Learning Difficulty and Disability (SLDD).

pupils would be on roll at Walton Leigh School and have an Education, Health and Care Plan (EHCP) that names Walton Leigh School satellite site Hurst Road campus as the appropriate placement to meet their individual needs.

**Table 1** shows the timeline for the proposed changes to take place on 1 September 2026. Dates and steps in the timeline may change based on the outcome of this consultation.

**Table 1: Proposed timeline**

Phase	Date
Informal Consultation Period	13 November – 22 December 2023
Public Engagement Event	4 December 2023
Review of consultation responses	2 January 2024
Outcome of consultation published on <a href="http://www.surreysays.co.uk">www.surreysays.co.uk</a>	By 11 January 2024
Statutory notices (Statutory Consultation Period)	22 January -19 February 2024
Analysis	29 February 2024
Lead Cabinet Member Decision	26 March 2024
Implementation	September 2026

It is proposed that:

1. The expansion on the new satellite site would be for up to 60 pupils with Severe Learning Difficulties (SLD) and pupils who are autistic from Years 7-14.
2. The main intake point would be at Year 7 key stage transfer and, where there are spaces and demand, new pupils may be accepted in the school in other year groups.
3. When full, there would be 8 classes of 7 or 8 pupils aged 11-19 years old across Key Stages 3, 4 and 5 at the Walton Leigh School satellite site. Pupils would be grouped according to age, individual needs and learning styles.
4. Pupils who attend the satellite site at Hurst Road campus would be on roll at Walton Leigh School and this would be named in Section I of the Education Health and Care Plan (EHCP).
5. It is likely that a number of pupils currently on roll at Walton Leigh School would move to the satellite site at Hurst Road campus on a permanent basis when the site opens. This would be agreed on an individual basis with young people and parents and/or carers.
6. Staff would remain on the same site with their classes. Whole school activities would take place at both sites, as appropriate. Operational oversight would be via a Head of school at the Hurst Road site with a leadership team. The leadership teams of both sites (Queens Road and Hurst Road) would work together on strategic development of the school.

Admissions processes would remain the same for pupils at Walton Leigh 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 a statutory consultation which starts on 22nd January 2024 and concludes on 19 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:

<b>Website</b>	<a href="http://www.surreysays.co.uk">www.surreysays.co.uk</a>
<b>Email</b>	<a href="mailto:schoolorg@surreycc.gov.uk">schoolorg@surreycc.gov.uk</a>
<b>Post</b>	Jane Keenan Walton Leigh expansion and change of designation Education Place Planning Surrey County Council Quadrant Court 35 Guildford Road Woking GU22 7QQ

## Background

Walton Leigh School currently provides specialist education for pupils aged 11-19 years with a capacity of 88 planned places. The school has an 'Outstanding' OFSTED rating from its full inspection in February 2014, and short inspection in July 2018.

The school currently admits between 10 and 14 pupils into each year group in National Curriculum Years 7 to 11 (c70 pupils across year groups) and around 18 pupils across National Curriculum Years 12-14.

## Current Special Educational Needs provision at Walton Leigh School

Walton Leigh School is a specialist school with 88 planned places. There are currently 88 pupils on roll at the school. **Table 2** shows the break down per Year Group as of academic year 2023/24.

**Table 2: Number of Pupils on roll at Walton Leigh School by National Curriculum Year (NCY) Group September 2023**

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Total
<b>Number of pupils currently at Walton Leigh School</b>	11	14	13	11	15	7	14	5	85

There are currently 11 classes, and these are broadly arranged according to pupils' needs and age. Class sizes across the school are typically between 6-10 pupils. All classes are led by a qualified teacher with a number of teaching assistants depending on the age, needs and learning styles of the pupils.

## School Vision and Curriculum

Pupils with severe learning difficulties/profound and multiple learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low levels of concentration and impaired social skills. Many of the pupils attending Walton Leigh School have additional challenges including communication and interaction needs, physical needs, health and medical needs, sensory, or emotional needs resulting in complex learning needs. The school enables pupils to realise their personal potential by creating a safe, happy and vibrant learning community

where all effort and achievement is celebrated, where pupils are empowered to persevere and develop independence and through valuing and respecting all who form part of the wider school community.

Speech and Language Therapists, Occupational Therapists, Physiotherapists, Educational Psychologists and School Nurses work closely with the school. Information about the therapy teams who visit pupils at Walton Leigh School can be found on the school [website](#)

Pupils at Walton Leigh School have severe, complex and/or profound needs, including autism, and as such have a range of different starting points. Their complex needs have a significant impact on their emotional and cognitive development, especially the way that they are able to develop their long-term memory, understand knowledge and generalise skills. The curriculum is centred around pupils' individual needs, to best support them to reach their individual potential and prepare them for adult life.

## Curriculum Vision

Governors, senior leaders, and staff recognise the importance and value of providing a curriculum that is:

**Balanced;** ensuring that the offer is tailored to best support the individual needs of the pupils, and focused on developing knowledge, skills and potential in four Key Areas:

- Communication, language and literacy
- Cognition
- Personal, social and emotional (including independence)
- Physical and sensory

**Broad;** covering a wide range of National Curriculum subjects, topics, therapeutic areas such as speech and language, physio and occupational therapy, activities, approaches and experiences including life skills

**Developmental;** preparing all pupils for the next stages in their education and life

**Flexible;** individualised and personal; adapted to meet the needs of our unique pupils

**Accessible;** fun and engaging, fostering a love of learning

**Meaningful;** relevant, stimulating and enriching

The full range of National Curriculum (NC) subjects are offered and are adapted depending on the needs of the individual pupils as appropriate. Further information about the current curriculum can be found on the school's [website](#).

## Vision Statement

Walton Leigh School is part of a Federation of two outstanding special schools. Pupils and families benefit from a well-established ethos, clear vision, values, and a skilled, innovative, energetic and committed staff team with a strong record of providing high quality education to pupils with complex needs and autism. This is a fantastic opportunity to extend that offer to a greater number of local Surrey pupils and their families.

The Federation's vision is:

- *Our schools are outstanding*
- *Our learners are calm and confident and ALL reach their potential*
- *Our staff are exceptional and ALL feel valued and supported*
- *Our schools are well resourced, safe, enriching and stimulating environments*

- *Our schools have the knowledge, experience and confidence to influence local and national policy and strategy*
- *Our schools benefit from strong links and positive relationships with everyone in the school communities*
- *Our vision is implemented by the whole school community, guided by skilled and focused leaders and facilitated by a secure financial position*

### **Assessment of Pupil performance, progress, and behaviour**

- All pupils have an annual EHCP review which involves contributions from pupils themselves, families and relevant multi agency professionals.
- For all pupils targets will identify key next steps resulting from the baseline assessment and take account of their current EHCP. Targets are set in collaboration with parents and other professionals.
- All pupils are disapplied from statutory assessments.
- Pupil progress reports are shared with the Leadership Teams and the Governing Body twice a year.
- In addition to the formal assessment of pupil progress, there are several ways that pupils' more 'holistic' progress is reported to parents and carers including annual review reports, end of year reporting, home-school communication books, and reports from other professionals such as therapists.
- There is a focus on everyone in the school community:
  - promoting and developing socially acceptable, age and needs appropriate behaviour in all pupils and our federation values provide a strong foundation for this (respect, love, happiness, belonging, friendship).
  - supporting all pupils to demonstrate respect for themselves and others within a secure, challenging, stimulating and positive environment with clear boundaries and expectations.
  - supporting pupils to use acceptable ways of showing and expressing both negative and positive feelings they may experience and learn to cope with different emotions.
  - to encourage positive pupil engagement promoting the Positive Behaviour Approach (PBA) remaining calm, respectful, and consistent at all times.

### **Involving children and families**

- Pupil and parent contributions to the EHCP annual review are highly valued and an important part of the statutory process.
- Liaison with parents starts during the induction process, then again when drafting the pupil's Learning and Communication Passport and parents are also involved when targets are being put in place and reviewed twice a year and with any other relevant documents such as Behaviour Support Plans.
- Other methods of reporting on pupil progress and general updates including the Home/School Contact Book and verbal reports given at meetings, parents' evenings, by telephone, email and monthly whole school newsletter, class newsletters etc.
- Informal involvement of parents during attendance at school events and fundraisers etc.
- Thriving Parent 'network' across the Federation to support parents with information workshops, training and networking opportunities.
- Two Home School Link Workers (HSLW) provide wider support to parents and families and are available to offer emotional and practical help and advice to those families who may be experiencing long or short-term difficulties.



## What would be provided through the expansion on the satellite site?

The new satellite site would be staffed and managed by Walton Leigh School and provide 60 places for pupils who need a Specialist School with a designation of Severe Learning Difficulties (SLD)/Profound and Multiple Learning Difficulties (PMLD) and/or Autistic Spectrum Disorder (ASD) from Years 7-14. Walton Leigh School would continue to provide a curriculum based on the needs of the individual pupils and focussed on developing communication, social, emotional, physical personal skills, cognitive development and academic progress in English, Maths and Personal, Social, Health and Economic Education (PSHE).

### Admission and curriculum arrangements for Walton Leigh School's satellite site:

It is proposed that the Walton Leigh School satellite site expansion at the Hurst Road campus would primarily provide for pupils aged 14-19 years with SLD (Severe Learning Difficulties) and ASD (Autistic Spectrum Disorder). For pupils in Key Stage 3 and those with more complex needs and PMLD (Profound and Multiple Learning Difficulties), it is proposed that the provision would be at the Queens Road site.

There are no proposed changes to admission arrangements and all pupils would continue to be placed by Surrey County Council.

### Governance and administration for Walton Leigh School's satellite site:

Staff would be employed by the Federation and contracted to work for the school as a whole. They would be based on one site for the majority of time but there may be occasions when individual staff would be required to work flexibly across the two sites.

Pupils would also be based on one site for the majority of their weekly timetable but they may have certain timetabled sessions on the other site to enable them access to the pool and specific outdoor areas and resource rooms. Some whole school activities would happen on one site as appropriate to the activity.

The governing body of the federation would continue with the existing reporting arrangements which would include the new site. Specific data relating to the Hurst Rd campus would be reported using existing processes. The new site would have a head of school and a site-based leadership team with day-to-day management responsibility. They would be part of the school's main leadership team reporting to the Executive Headteacher.

### Physical characteristics of Walton Leigh School's satellite site:

The new site is under 4 miles from Queens Road (current site) and is well-placed to serve the broad catchment of the school. It is easily accessible by road and public transport. The current Queens Road site is being re-furbished to improve the facilities.

## What do we want to achieve?

Between 2019 and 2023 Cabinet approved the strategies and capital investment of c£260m for Surrey's SEND and AP Capital Programme. With this investment the programme is aiming to deliver 2,440 permanent additional specialist school places in Surrey between 2019-2026 to create capacity for 5,760 state-maintained specialist places by 2030/31. The Capital Programme is aligned with the [Community vision for Surrey in 2030](#), and Surrey County Council's Cabinet endorsed [New Inclusion and Additional Needs Strategy 2023-26](#), which sets out the ambition that all Surrey's children and people with additional needs and disabilities are enabled to lead their best life.



Surrey County Council (SCC) is expanding the state-maintained specialist education estate at pace to ensure local children and young people who have additional needs and disabilities and require a specialist school placement can have their education needs met closer to home and within state maintained provision wherever possible.

As of academic year 2023/24, accommodation for around 917 new specialist school places has already been delivered across Surrey at a cost of £41m. As a result of this and the planned phasing in of places through growth plans agreed with individual schools, Surrey's state-maintained specialist education estate has been increased from around 3,320 places to 4,210 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.

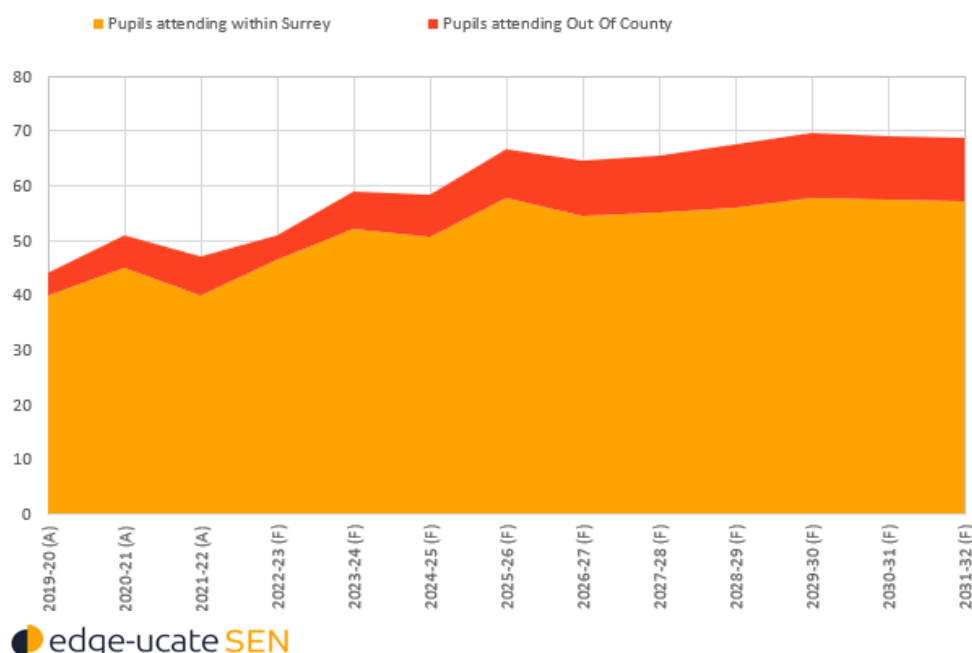
## Reasons for expanding the school on a satellite site

### Demand for specialist school places in Surrey

SCC has identified a long-term sufficiency gap for additional specialist places across Surrey. Demand for specialist provision in the North East of Surrey for secondary age pupils with Severe Learning Difficulties (SLD) and co-occurring needs; Profound and Multiple Learning Difficulties, and demand for specialist provision for SLD/ASD is expected to increase over the forecast period. As a result, other specialist provision in the local area is already operating at or above capacity. The provision of an additional 60 places and the change in designation to support autistic pupils with co-occurring needs would help support local families who would otherwise have to travel further afield for their child to receive an appropriate full-time education.

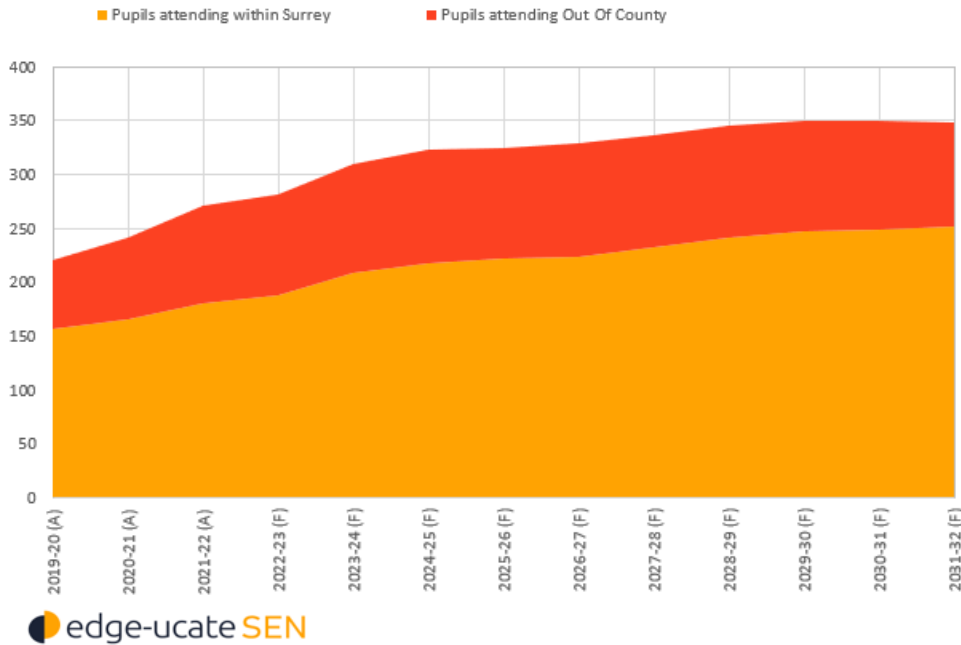
The proposed expansion of Walton Leigh School onto a satellite site on Hurst Road would increase availability of specialist places that are matched appropriately to need-type, phases of education and geographic location, as well as reduce home to school journey times and associated costs. There is insufficient space at Queens Road to allow for the additional places needed.

**Graph 1 North East: Forecast of demand for specialist school places from Year 7 to Year 14 for pupils with an EHCP with a primary need of Severe Learning Difficulties (SLD)**



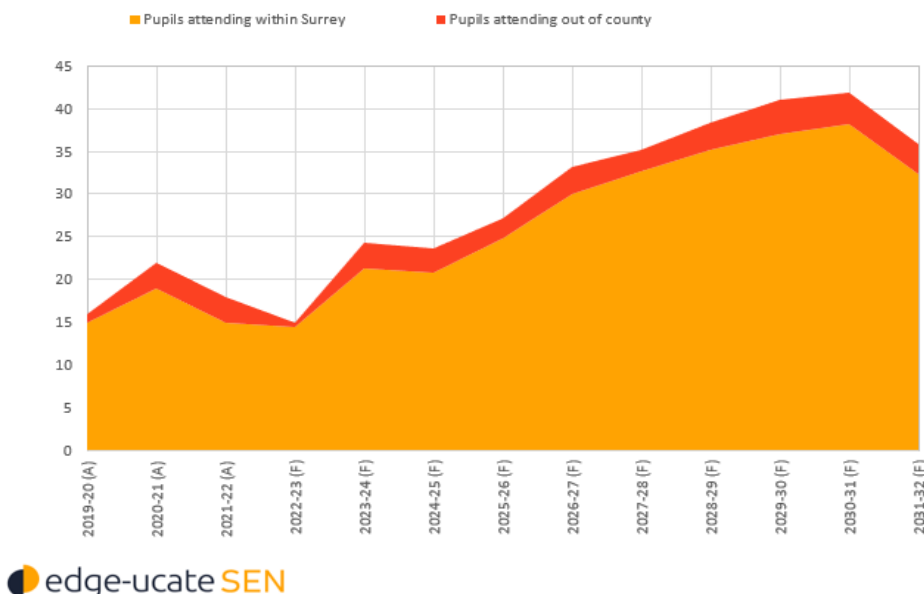
Graph 1 shows North East projections indicate 48% growth in the total number of pupils with a primary need of Severe Learning Difficulties, with EHCPs, who need a specialist school place from 2021-22 (equivalent to 47 places) to the peak in 2029-30 (equivalent to 70 places).

**Graph 2 North East: Forecast of demand for specialist school places from Year 7 to Year 14 for autistic pupils with an EHCP**



Graph 2 shows North East projections indicate 29% growth in the total number of autistic pupils and those with communication and interaction needs, with EHCPs, who need a specialist school place from 2021-22 (equivalent to 271 places) to the peak in 2030-31 (equivalent to 349 places).

**Graph 3 North East: Forecast of demand for specialist school places from Year 7 to Year 14 for pupils with an EHCP with a primary need of profound and multiple learning disability (PMLD)**



Graph 3 shows North East projections indicate 133% growth in the total number of pupils with a primary need of profound and multiple learning difficulties (PMLD), with EHCPs, who need a specialist school place from 2021-22 (equivalent to 18 places) to the peak in 2030-31 (equivalent to 42 places).

### Current travel patterns for pupils attending Specialist Schools

Table 3 shows the travel patterns for pupils with Severe Learning Difficulties who live in the three boroughs in the North East. The table shows only 25% of pupils with SLD living in Elmbridge, attend a Special School within the borough and 38% travel more than 7 miles for education.

**Table 3: Travel patterns for Secondary School age pupils with Severe Learning Difficulties who reside in North East Surrey and are educated in a Specialist School**

Borough / District	Educated in Borough / District	Educated in Quadrant	Educated Out of County	Educated in Independent provision	Travel 7 Miles or More for Education
Elmbridge	25%	25%	38%	19%	38%
Epsom and Ewell	0%	11%	0%	11%	33%
Spelthorne	0%	73%	5%	5%	27%
North East Total	9%	45%	15%	11%	32%
Surrey Total	34%	66%	9%	8%	46%

Table 4 shows the travel patterns for autistic pupils who live in the three boroughs in the North East and attend a specialist school. The table shows only 23% of autistic pupils living in Elmbridge, attend a specialist school within the borough and 64% travel more than 7 miles for education.

**Table 4: Travel patterns for Secondary School age pupils with a primary need of ASD who reside in North East Surrey and are educated in a Specialist School**

Borough	Educated in Borough/ District	Educated in Quadrant	Educated Out of County	Educated in Independent provision	Travel 7 Miles or More for Education
Epsom & Ewell	13%	16%	31%	43%	57%
Spelthorne	2%	22%	38%	28%	66%
Elmbridge	23%	32%	19%	35%	64%
Surrey Total	27%	47%	20%	37%	67%

### Existing SLD/PMLD and ASD Designated Specialist School provision in North East 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 5** below provides a summary of existing secondary specialist school provision in North East Surrey designated to meet the needs of autistic pupils and pupils with severe or profound and multiple learning difficulties and co-occurring needs. These are divided into the following designations:

- **ASD:** pupils who require special school provision but work at broadly age-related expectations and will or are likely to go on to go on achieve national academic qualifications. These schools

are unlikely to meet the more complex needs of the children for whom Walton Leigh School would be better provision.

- **Complex ASD:** pupils who require special school provision but work below or significantly below age related expectations and with a curriculum focus on communication, independence, social understanding, emotional well-being, and functional academic achievement.
- **SLD/PMLD:** pupils with severe or profound and multiple learning difficulties who work below or significantly below age related expectations who require specialist school provision to make personal progress.
- **ASD/SLD (dual designated):** a combination of Complex ASD and SLD. Offer a flexible approach for pupils who need either type of provision or have co-occurring needs.

**Table 5: Specialist Schools with a designation of Autistic Spectrum Disorder and/or Severe Learning Difficulties in North East Surrey (secondary phase).**

School	Designation	District	Planned Places 22/23	Age Range	Occupancy as of January 2023	Planned Expansion under Surrey's SEND Capital Programme
Walton Leigh School	SLD/ PMLD	Elmbridge	88	11-19 years old	88	Proposed satellite expansion
Linden Bridge	Complex ASD	Epsom & Ewell	141	11-19 years old	143	
Temporary expansion of Matthew Arnold at Hurst Road	ASD	Elmbridge	60	11 – 16 years old	30	Bourne Education Trust are providing temporary places as an expansion of Matthew Arnold School for 2 years up to July 2024

## Key Outcomes and Benefits

Expanding high quality and sustainable specialist school provision for Surrey resident secondary age pupils would provide the following benefits as stated in the [Capital Programme 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 distribution and occupancy of current Specialist Schools clearly illustrates that there is insufficient provision of Autism and Severe Learning Difficulties/Profound and Multiple Learning Difficulties places.
6. The approved remodification and expansion programme will ensure that additional places are matched appropriately to need type, phases of education and geographic locations.

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

## Implementation Plan

### Finance and Resourcing

Revenue income: Walton Leigh School would receive £10,000 for each planned place commissioned (60 additional places) and would 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

Staff would be employed by SCC and contracted to work for the school as a whole. They would be based on one site for the majority of time but there may be occasions when individual staff would be required to work flexibly across the two sites. The Federation of Manor Mead and Walton Leigh School would be responsible for recruiting and managing staff at the satellite site on Hurst Road. Walton Leigh School is a community school. There would be opportunities for shared training and development across both sites and the wider federation.

### 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 will inform the technical approach to accommodate the satellite site on Hurst Road.

### Growth Model

It is proposed that there would be 20 additional places available in September 2026, which is the proposed first year of opening. The table below shows an example of how the additional places would grow from September 2026 to full capacity in September 2030. The growth model is flexible depending on needs of pupils. In the first year there would be 10 places available at key stage transfer in Year 7 with an additional 10 places available across other year group. In subsequent years there would be a main intake of 10 in year 7, and where there are spaces and demand, new children may be accepted into the school in other year groups.

**Table 6: Estimated increase in pupil numbers 2026-2030**

Academic Year	Numbers of learners per National Curriculum Year Group					
	NCY 7	NCY 8	NCY 9	NCY 10	NCY 11	TOTAL
2026-2027	10	5	5			20
2027-2028	10	10	5	5		30
2028-2029	10	10	10	5	5	40
2029-2030	12	12	11	10	5	50
2030-2031	12	12	12	11	10	60
<b>TOTAL</b>	Year on Year availability					<b>60</b>

**Table 7: Estimated total learner numbers between 2026 and 2028**

Academic Year	Key Stage 3	Key Stage 4	Key Stage 5	TOTAL
2026-2027	40	28	40	108
2027-2028	48	32	48	128
2028-2029	54	40	54	148

## 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 Walton Leigh School satellite site commences from 1 September 2026. 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 and Families, Lifelong Learning if the proposal is to proceed.
2. The first stage of consultation was open from 13 November to 22 December 2023. During this period, Surrey County Council shared 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 associated documentation was published on the Surrey County Council 'Surrey Says' website and circulated to local stakeholders. Interested parties were invited to return responses to the consultation via an online form or alternatively email or post responses.
3. The consultation analysis is published at [www.surreysays.co.uk](http://www.surreysays.co.uk) on the Statutory Notice webpage alongside this document.

### Key points from the consultation responses:

- There were **14 responses** to the informal consultation

- 13 of the respondents (**93%**) **agreed with the proposal** to expand Walton Leigh School onto a satellite site at the former Hurst Park Primary School site & change of school designation from a designation of SLD/PMLD to a designation of SLD/PMLD and ASD
  - The most prevalent theme (21% of all respondents and 50% of those who commented) in the comments was the **need for more specialist places** in Surrey.
4. Statutory Notice is now open for a four-week period from 22 January to 19 February 2024. 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 period officers will summarise the feedback and will report to the Cabinet Member for Children and Families, Lifelong Learning.

## What happens next?

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