



Knowle DGE
Academy

Midsomer Norton Schools Partnership
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SEND Offer 2026 - 2027

Procedure Reviewed by: Nicholas Field
Date: March 2026
To be reviewed: March 2027

Knowle DGE: Our Values and Ethos

At Knowle DGE, we believe every young person should feel supported, valued, and able to grow in their own way.

We create opportunities for our students to explore new experiences, gently guiding them as they build confidence and begin to enjoy learning. We encourage each child to believe in themselves, to aim high, and to treat others with kindness and respect. Just as importantly, we help them understand their own choices and take pride in their achievements.

We know that every young person is unique. They learn differently, communicate differently, and experience the world in their own way. What brings us together is our shared belief that everyone deserves the very best, and that by working together—students, families, and staff—we can help every child succeed.

Introduction

Knowle DGE is a Special Academy for pupils with an Education, Health and Care Plan (EHCP). We are part of the Midsomer Norton Schools Partnership and work closely with other schools within the Trust.

We support children and young people from Key Stages 1 to 5 with a wide range of needs, including:

- Social, Emotional and Mental Health (SEMH)
- Moderate learning difficulties
- Autism
- Speech, language and communication needs

Our Commitment to Your Child

At Knowle DGE, we are committed to getting to know every child as an individual.

We provide high-quality teaching that is carefully adapted to meet each student's needs. We take time to understand how each young person learns best, and we shape our approach around them.

We keep a close eye on progress and step in with additional support whenever it's needed. This might include personalised learning programmes, specialist advice, or alternative approaches to help each student thrive.

We also work closely with a range of external professionals to make sure every child receives the right support at the right time.

Who Can I Speak To?

We understand how important it is to have someone you can talk to.

All of our staff are experienced in supporting pupils with SEND, and there are several people you can contact depending on your needs:

- **Tutors** – your first point of contact. They know your child well and will support you day-to-day.
- **Learning Facilitators** – work alongside students in lessons and lead small group or individual support.
- **Heads of School** – oversee wellbeing and progress and are available if you would like a meeting.
- **SENDCo** – coordinates SEND support across the school and oversees EHCP provision.
- **SEND Academy Councillor** – helps ensure we provide the best possible support and maintain strong SEND practice.

How We Support Learning

Every child's learning journey at Knowle DGE is personalised.

Teachers adapt lessons, resources, and support so that all students can access learning in a way that works for them. Our learning environments are designed to feel safe, supportive, and flexible.

We offer a range of pathways, from entry-level learning through to GCSEs, depending on each student's strengths and goals.

Inclusion in Activities and Trips

We want every student to feel included in all aspects of school life.

All trips, visits, and activities are open to everyone. Where needed, we carry out careful planning to make sure each child can take part safely and confidently. This may include additional adult support or adjustments to the activity.

We can also provide financial support where needed, and sometimes invite parents or carers to join us if that helps their child feel more comfortable.

Keeping You Informed

We believe strong communication with families makes a real difference. You'll be kept updated on your child's progress both academically and in relation to their EHCP. We use a system called PLIMS to set meaningful, personalised targets.

There are lots of ways to stay connected:

- Regular conversations with tutors or staff
- Termly newsletters
- Coffee mornings for informal chats
- Written reports
- Annual EHCP reviews, where your voice is central

Specialist Support

We work with a range of professionals, and offer in house support, including:

- Educational Psychologists
- CAMHS
- School Nursing Team
- Speech and Language Therapists
- One-to-one and small group interventions
- Speech and language support
- Therapeutic approaches
- Nurture sessions
- Thrive support from trained practitioners

Supporting Wellbeing

Wellbeing sits at the heart of everything we do. Each student is supported daily by their tutor and Learning Facilitator, alongside a wider pastoral team. We help young people develop confidence, resilience, and positive relationships.

All students take part in "Ways of Wellbeing" (WoW), where they explore: Building connections, Staying healthy, Continuing to learn, Understanding themselves and their environment & Giving to others.

Pupil Premium

Pupil Premium funding helps us provide additional support and opportunities for eligible students.

This may include tailored interventions, extra resources, and wider experiences that support both learning and wellbeing.

Staff Training

Our staff receive ongoing training to ensure they can provide the best possible support.

This includes areas such as autism, communication needs, and specialist interventions, as well as regular updates from external professionals.

Working in Partnership with Families

We truly value working in partnership with parents and carers.

You are warmly invited to:

- Coffee mornings
- Informal conversations with staff
- PSP reviews
- Annual EHCP reviews

Your insight and involvement are an important part of your child's journey.

Transition Support

We take great care to make transitions feel safe and positive.

When students join us, we work closely with families and previous settings to create a personalised transition plan. This might include visits, taster sessions, or a gradual start. When students move on from Knowle DGE, we work closely with their next setting to ensure a smooth and supported transition.

Listening to Our Students

Student voice is very important to us.

We regularly gather feedback through surveys and student voice groups, giving young people a chance to share their thoughts and help shape their school experience.

Further Information and Support

If you have any questions or concerns, please don't hesitate to get in touch.

For information about complaints, please see the Knowle DGE website.

Key Staff

Leadership Team:

- **Alun Williams** – CEO
- **Sophie Addison** – Executive Headteacher
- **Kate Lee-Wells** – Head Teacher
- **Nick Lee-Wells** – Deputy Head Teacher
- **Suzanne Nelson** – Assistant Head Teacher
- **Jenny Hughes** – Assistant Head Teacher
- **Matt Franzke** – Assistant Head Teacher
- **Nick Field** – SENDCo

Heads of School:

Lower School:

- **Hannah Harrold**
- **Rob Baker**

Middle School:

- **Craig Caradine**
- **Tamsin Karim**

Upper School:

- **Mark Scott**
- **Matt Carroll**
- **Jane Townsend**

<p>In class intervention:</p> <p>Overall:</p> <ul style="list-style-type: none"> • SEN friendly teaching and classrooms <p>Eg. visuals, word wall, task planner, social stories</p> <ul style="list-style-type: none"> • Nurturing classrooms eg. positive scripts • Sensory friendly classroom <p>Eg. clean, sensory items,</p> <ul style="list-style-type: none"> • Daily interventions offered 1:1 or group • PSPs (reviewed, visual and being followed and shared with appropriate staff) • Boxall profiles • LGBTQ++ group • Young carers lunchtime group <p>English/ communication:</p> <ul style="list-style-type: none"> • Key skills builders • Fresh start/ Read write inc • Talk boost • SALT <p>(in class recommendations)</p> <ul style="list-style-type: none"> • TJugs • 5 minute boxes • Guided reading books • In print • Doodle English/ spelling <p>Maths:</p> <ul style="list-style-type: none"> • +1 books • 5 minute boxes • Doodle maths • Power of 2 books • Time/ Timetables books <p>PSHE/Emotions:</p> <ul style="list-style-type: none"> • 'Talk about' • Zones of regulation • Comic strip conversations 	<p>Out of class intervention:</p> <p>Overall:</p> <ul style="list-style-type: none"> • Bespoke curriculum (evidence: sleuth, strategies meetings, PSP, CPOMS, risk assessments) • Nurture (evidence: Boxall, CPOMS, Sleuth, teacher/ HOH recommendations, Matt/ Hannah recommendation) • ELSA (as above) • Educational psychologist (sleuth/ CPOMS) • Art Therapy • Drama Therapy • School Nurse drop in • Primary Mental Health Specialist • Mentors • Mental health lead support • Horse world • Alpaca therapy • Empire fighting chance • Lionel (therapy dog) • Music tutors • New Mango (Jo) • Off the Record <p>English/ Communication:</p> <ul style="list-style-type: none"> • Catch up Literacy • Elklan • Speech and Language support • Reading age tests • G and T support <p>Maths:</p> <ul style="list-style-type: none"> • Catch Up Numeracy • Numeracy age tests • G and T support 	<p>External Professional/ offsite interventions:</p> <p>Overall:</p> <ul style="list-style-type: none"> • Families in focus • Social Care • CAHMS • School nurse (Via referral) • Occupational Therapy • BIBIC • Bespoke offsite • ALP • PCSO <p>English/ Communication:</p> <ul style="list-style-type: none"> • Online mentors <p>Maths:</p> <ul style="list-style-type: none"> • Online mentors
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To move to out of class interventions information needed is:
 Assessment Data
 Reading/ number age
 Sleuth
 CPOMS
 Teacher/ Head of hub/ SENDCo/ Subject Lead recommendation
 Complete intervention referral form

Examples of how to evidence External professionals would be:
 TAF/ TAS/ TAC meetings
 CPOMS
 First response referrals
 Referral forms
 Risk assessments
 PSPs
 Education assessments
 External professionals recommendations eg EP, OT, Nurse.