



Self-Evaluation Form

<i>Main Strengths</i>	
Essentials Toolkits / Pupil Wellbeing	The 'Essentials Toolkits' are a bespoke individualised framework that ensures staff know how to best support each individual pupil to access learning, regulate their emotions, and engage with those around them. Our innovative work to promote pupil wellbeing was complimented when we secured the Wellbeing Award for Schools in 2020.
Curriculum	Our SCERTS-informed curriculum adopts a child-centred approach to learning, blending creative, cross-curricula and skills-based learning with therapy interventions. It places RSE at its heart, putting the development of positive healthy relationships at the core of pupils' learning.
Our work to support families and the wider community	In 2019, we secured the Leading Parent Partnership Award and this was renewed in 2022. We employ two family support workers and run a broad range of workshops / community events which support families. We are funded to provide two days of outreach support across Kingston and Richmond which enables us to upskill staff in those provisions.
Safeguarding	In the context of ever increasing risks to young people, staff work hard to ensure that pupils are safe. Rigorous training and a healthy safeguarding culture contribute to a highly effective safeguarding environment.
<i>Main Areas for Development</i>	
Addressing recruitment & retention of staff	We have established a staff 'Recruitment and Retention Working Party' to identify ways we can recruit high quality staff and retain those who are already in post. We have increased the number of agencies we use to recruit staff and have set up a staff wellbeing champions group to ensure that staff are supported to maintain positive mental health.
Embedding PBS approach to behaviour support	We recently invested in significant Positive Behaviour Support training for key staff and our ultimate intention is to merge PBS CPD with Team-Teach training with the same key staff being trained in both areas to ensure that there is an even more consistent approach being implemented across the school.
Reviewing the safeguarding and MHWB structures to ensure that we maintain high standards as the school grows	We have observed increasing numbers of safeguarding and mental health needs, as well as increased complexity for both. At present the existing systems are highly effective in meeting these needs but we recognise that as the national landscape continues to evolve we need to ensure that we are prepared to meet these increasing challenges.

Quality of Education – Overall Effectiveness: Outstanding

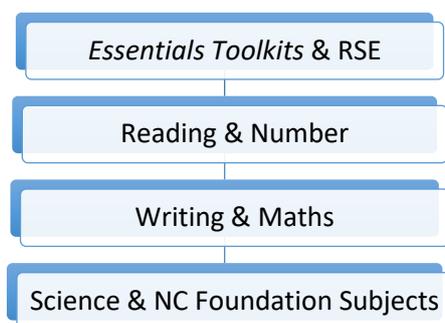
The overall intent of the curriculum at Dysart is to enable **meaningful lifelong social inclusion** for all of our pupils. Our intent for each of the three curriculum pathways is:

Red Pathway: to access and engage with the local community through supported interaction.

Yellow Pathway: to access, interact with, and participate in, the local community.

Blue Pathway: to access, participate in, and influence, the local community.

The curriculum at Dysart is very closely aligned with the EHCP structure and provides pupils with a broad, ambitious, and nourishing range of experiences that work towards realising this intent. It incorporates the full range of National Curriculum subjects but has been adjusted to ensure that pupils' SEND, as well as their emotional wellbeing, is given appropriate focus. We have identified the following curriculum priorities which enable us to do this. In order, they are:



By prioritising the *Essentials Toolkits* (please see the 'Curriculum' section of our website for detailed information about these) and RSE, we are placing pupils' engagement, wellbeing, emotional regulation, and their relationships with others at the heart of the curriculum, reflecting our firm commitment to enabling meaningful lifelong social inclusion for all pupils. Furthermore, we have adopted key aspects of *Read, Write, Inc.* to sit alongside the teaching of symbol recognition and other important pre-reading skills to promote pupils' reading and wider communication.

Teachers at Dysart worked together to develop skills ladders for each NC subject area, ensuring that the teaching of knowledge and skills in those areas is coherently planned and sequenced. Staff ensure that the delivery of the curriculum is engaging and well-matched to the needs of each pupil. They do this by making highly effective use of our assessment system – *Evidence for Learning* – an online platform that collects evidence against individual outcomes which are directly linked to each pupil's EHCP. Parents and carers can also contribute evidence towards these outcomes, creating a comprehensive picture of how each pupil is doing in a range of contexts. As a result, pupils at Dysart achieve exceptionally well.

Behaviour & Attitudes – Overall Effectiveness: Outstanding

Pupils behave consistently well. This is because staff ensure that classroom environments are appropriate for the profile of pupils in their class, and because of the high quality of teaching across the school. Positive pupil behaviour is demonstrated through parental survey feedback as well as through our own behaviour data which shows a steady decrease in numbers and severity of behaviour incidents:

	Low (Including sensory-seeking behaviour)	Medium	High	Mean Number of Med & High Incidents per day
Autumn 2021	639 incidents	585 incidents	195 incidents	10.8 incidents per day
Spring 2022	551 incidents	519 incidents	122 incidents	10.7 incidents per day
Summer 2022	339 incidents	480 incidents	120 incidents	9.2 incidents per day
Autumn 2022	583 incidents	451 incidents	115 incidents	7.8 incidents per day

There are no recorded incidents of bullying at Dysart. However, our carefully-planned RSE programme ensures

that pupils learn about healthy, positive relationships that are founded on respect. Pupils are consistently committed to attending school and to their work in school. We regularly hear from parents and carers how much their child enjoys coming to Dysart. Attendance for the autumn term 2022 was 88.6% (87.4% including three pupils who are not attending due to medical reasons, or because they are currently not in the UK). Attendance for the 21-22 A/Y was 90.2% which is above the national average for SEND schools.

Personal Development – Overall Effectiveness: Outstanding

Pupils at Dysart access a broad, rich, set of learning experiences, which are often based in our local community. Across the 21/22 A/Y, there were a total of 1079 educational visits across the school (in the autumn 2022 term, there were 396). We provide significant financial funding for the *Yorda* after-school club, ensuring that there are a large number of funded places available for Dysart pupils to access – we funded 936 sessions across the 21/22 A/Y enabling the growth of pupils' talents and interests.

During the Easter holiday 2021, we opened the school to those pupils most affected by COVID-19: 43 pupils benefitted from additional work towards their EHCP outcomes. Similarly, during the first week of the Summer holiday 2021, we opened school for a total of 39 pupils who participated in activities supporting their EHCP outcomes. School was opened again during the Summer holiday 2022 with a total of 55 pupils benefiting from this. We also work closely with social care colleagues to secure appropriate after-school / holiday club placements for pupils at the Moor Lane Centre, which is provided by Kingston council.

We work hard to promote meaningful physical and mental health for all pupils. We work closely with the school nurse, colleagues in social care, and therapy colleagues to promote healthy eating. Dysart's mental health and wellbeing team work closely with class-based staff, as well as with parents and carers, therapists, and social care colleagues to actively promote pupils' emotional development, including the skills associated with effective self-regulation and the language of feelings. We have developed a system for triaging pupil need which includes the commissioning of a behaviour analyst and close working relationships with CAMHS.

Leadership & Management – Overall Effectiveness: Outstanding

There is a comprehensive CPD programme in school for all staff, ensuring continual improvements to the curriculum. We are particularly proud of the development of staff through teacher-training: we have a number of staff now employed as teachers who started at Dysart working as learning support assistants, evidencing the consistently high quality CPD delivered at Dysart.

Staff at Dysart are generally happy. In the wider context of schools taking on increasing responsibilities, senior leaders work hard to ensure that staff are listened to and supported. Governance is effective: we are fortunate to have a committed local governing body team who regularly visit the school, providing friendly but critical support and guidance.

Safeguarding at Dysart is a particular strength. We have a comprehensive programme of ongoing safeguarding CPD for all staff, including bespoke CPD for those staff who are not class-based. All of the safeguarding team receive annual DSL-level training from Andrew Hall and our DSL is in the final year of a Masters in Safeguarding. In the context of increasing complexity of safeguarding challenges, we work closely with the Children with Disabilities team in Kingston, maintaining strong relationships with leaders in that team, ensuring that we are very well placed to ensure meaningful and high quality support is provided to pupils and families as and when needed.