



Effectiveness of Early Years - Outstanding

As of the 2023-2024 A/Y we have 3 EY pupils on roll, who are based in a mixed EY /Key Stage 1 class.

Quality of Education

Pupils learn to learn in our EY provision. The EY environment is self-contained with its own play area and toilets and is the nearest class to the main entrance enabling pupils to transition positively at the start and end of day.

Birth to Five Matters is used to support the implementation of the Statutory Framework for the Early Years Foundation Stage. Staff are skilled in merging the structure SEN learners need to access the curriculum with purposeful and 'real-life' opportunities for play-based exploration that enables learning. Revisiting prior learning forms part of the curriculum, enabling pupils to remember and retain what they learned in EY as they progress through the school.

Communication and literacy are actively promoted throughout EY. The environment is symbol, word and language rich, fostering a strong foundation for pupils to build on as they progress through the school towards meaningful lifelong social inclusion. Staff are adept in ensuring that pre-reading skills are embedded within everyday practice. They teach sound discrimination and auditory/ picture understanding throughout their day using symbols, audio cues and methods from TEACCH. These tools remove barriers to learning, opening endless opportunity for pupils to thrive. Staff also make effective use of specialist teaching strategies such as *Intensive interaction*, *Attention Autism*, *Colorful Semantics* and *Lis'N Tel* to deliver learning to pupils, in order to develop the early skills required for reading.

Staff work collaboratively with SALT and OT to ensure each pupil's communication and sensory needs are assessed and met early on in their school life. These strong relationships across education and health ensure pupils in EY are provided with the tools to manage and communicate emotions earlier to break down barriers to learning more effectively.

Staff are experienced in 'planning in the moment' and will use their dual SEN and EYFS knowledge to follow a pupil's lead. Staff extend learning effectively, creating learning opportunities at every moment resulting in consistently high levels of engagement from pupils in their work and play.

Pupil learning is monitored using a tracking tool developed by our EY lead. Each pupil's *Essentials Toolkit* is carefully developed during their first year at Dysart and informs staff of the curriculum pathway best suited to meeting their needs.

We work in close partnership with families across all of Dysart, but this is particularly the case for pupils in EY. Work with families begins before each pupil joins Dysart and follows a carefully-planned induction process which builds positive relationships with families as well as ensuring that we are equipped to provide each pupil with the very best support from their first day at Dysart. Details of this induction process are on our website.

Behaviour & Attitudes

Pupils enjoy coming to school and show increasing levels of confidence, motivation and self-control. Staff work with therapy colleagues, as well as with each pupil's family, to overcome behaviours of concern when they arise.

We promote high levels of attendance by recognising the challenges faced by many parents and carers of young children with SEND and offering innovative and flexible options that fit around the needs of the pupil and / or the family. Due to the complexities of pupil need and other logistical challenges such as arranging transport, attendance can sometimes fluctuate for our youngest pupils. However, pupils in EY are typically attending regularly by the time they enter KS1. There are no differences in attendance between pupils in receipt of PPG and those pupils who are not.

Personal Development

Many pupils at Dysart are eligible for social care support as a result of their disability. We work very closely with the Children with Disabilities team in Kingston to ensure that families are supported to give consent to referrals to enable them to access this broader range of support.

Staff are skilled at supporting pupils within the cohort to share and re-tell their own day to the parents through the child's chosen communication system. This positively impacts pupil self-esteem and highlights the importance of pupil voice within the provision.

The settings' strong structure and routine supports the learners to learn their school routine quickly. Through a scheduled approach, learners are able to work towards increased independence within daily tasks; such as attending to adult led group time, collecting their coat to becoming independent with toileting.

Leadership & Management

Senior leaders ensure that staff working in EY hold a wealth of SEND knowledge which is built on and developed regularly over time impacting on pupils and beyond their class team. The EY provision hosts visitors into the environment to observe and learn from the consistently excellent EY SEND practice. The school has established partnerships with multiple EY provisions across Kingston and Richmond to support them in their own SEN practice to create inclusive EY settings outside of Dysart.

The EY provision is closely aligned with the overall intent of the Dysart curriculum. The outstanding EY provision at Dysart ensures that our youngest pupils begin their journey towards meaningful and lifelong social inclusion in the strongest possible way.

Staff maintain highly effective working partnerships with the local authority and the specialist pre-school that many of our EY pupils come to us from. Through the parent information mornings, Dysart open days, multi-agency meetings prior to a child attending Dysart strong, trusting relationships are established with families prior to a pupil starting in the EY provision.