



### **Effectiveness of Key Stage 5 Provision: Outstanding**

*As of the 2023-2024 A/Y we have 19 KS5 pupils on roll.*

#### **Quality of Education**

The whole Dysart curriculum is aligned with the EHCP structure, enabling the curriculum offer for each pupil to be exceptionally well-matched to the needs of individual students. In the 2023-2024 academic year, we offer the following programmes for students accredited through the *Ascentis* exam board:

#### **Red Pathway**

Entry Level 1 in Personal Progress;  
Entry Level 1 in Independent Living;

#### **Yellow Pathway**

Pre-Entry Level award in English  
Pre-Entry Level award in Maths;  
Entry Level 1 and Entry Level 2 in Independent Living and Leisure skills;

#### **Blue Pathway**

Entry Level 3 in Independent Living;  
Entry Level 3 and Level 1 in Personal Development  
Entry Level 1 award in English.  
Entry Level 2 award in English;  
Entry Level 1 award in Maths.  
Entry Level 2 award in Maths.

We promote meaningful lifelong social inclusion by ensuring that learning is developed in the community as much as possible, building on learning that has taken place between EY – KS4 which has a slightly stronger class-based focus. This ensures greater context to learning, ensures pupils understand and can apply knowledge and skills in their community, and enables better retention of knowledge and skills learned by students.

Learning is assessed primarily through *Evidence for Learning* which parents can contribute towards, leading to a rounded picture of each student's learning. Students in KS5 consistently achieve well across the curriculum. This is triangulated by data gathered from EHCP review meetings as well as data gathered from accredited and non-accredited curriculum outcomes. EHCP data shows that outcomes for pupils across all aspects of their EHC plans continue to excel. EHCP outcomes are tested in meetings attended by families as well as other professionals (social workers, SEN case-workers etc)

Accredited outcomes for students continue to be strong, with a significant number of the cohort in both 18/19 and 20/21 attaining an Entry 2. In 2022-2023 one student achieved an Ascentis Award in Personal Development Entry Level 3 - Level 1. Five students achieved Ascentis Awards in Independent Living Entry Level 1. Two student achieved Ascentis Awards in Personal Progress Level 1.

Out of 160 modules KS5 leaver students were enrolled for 110 modules were completed and achieve, 42 modules had evidence attached but were incomplete and 26 modules incomplete.

We anticipate that more students will be attaining Level 1 qualifications within the next two-three years. All Dysart KS5 leavers for the previous three academic years continue to be in some form of Education, Employment or Training that is relevant to their level of need.

### **Behaviour & Attitudes**

Students behave with respect and care towards each other, and towards staff and visitors. We promote pupil voice by encouraging students to have a say in decisions related to the accredited modules that they study, as well as through participation in events in their local community.

Students work hard and are persistent in the face of challenge. Staff promote SCERTS through the curriculum and encourage students to develop both their communication and independence through their learning and work closely with therapy colleagues to achieve this. Student wellbeing is actively promoted through the curriculum. Each student's *Essentials Toolkit* is regularly updated to reflect the personalised adaptations needed to ensure that they can successfully engage with their learning.

Students' conduct is typically positive. Where there are behaviours of concern, staff work with families and with the student themselves to implement strategies that are fair and effective in promoting positive outcomes.

### **Personal Development**

The curriculum actively promotes fundamental British values through planned events across the year, as well as through day-to-day interactions. Our strong emphasis on communication, independence, and wellbeing in the *Essentials Toolkits* ensures that students develop strength of character and that their spiritual, moral, social and cultural development is of a consistently high quality.

There are no recorded instances of bullying, child-on-child abuse, or harmful sexualised behaviours at Dysart. However, we work on the assumption that these may be taking place in and around the school and have developed a carefully-planned Relationships, Sex and Health Education curriculum which outlines three distinct tiers. The *Universal* tier promotes RSHE on a day-to-day basis for all students, the *Targeted* tier outlines the teaching of discrete topics such as masturbation, and the *Specialist* tier shows how we respond to and support individual pupils who have very specific profiles of need.

Work experience opportunities are provided to students across KS5 and are aligned with students' levels of need and aspiration. We hold an annual Careers evening which provides families and students with an opportunity to meet FE providers from Kingston and neighbouring LAs. We are fully compliant with the Gatsby benchmarks.

Students are encouraged to adopt healthy lifestyles and to nurture their talents and interests. Dysart funds a significant number of places at the *Yorda* after-school club. We ran a camp for students during Easter 2021, Summer 2021, Summer 2022 and Summer 2023.

### **Careers**

Dysart has been developing its Careers curriculum in line with the Gatsby Benchmarks. This criterion has helped to shape our ethos around functional learning and appropriate exposure to independent living, further education, and the working world. KS5 students have been working within the Careers Guidance since they started in secondary school. The programme is adapted across the Dysart Curriculum and transitions into the Ascentis supported Post 14 Curriculum. This fundamentally looks different for students across Dysart Curriculum pathways however, the overarching aim is to expose

as appropriately as possible meaningful work-related learning opportunities, personal/paternal guidance and installing student as much appropriate agency in their adult life. This is achieved through continuing to develop links with local businesses and organisation within our local community. As of 2022-2023 we have had external work-experience opportunities at restaurants, barbers, and shops. We have also started our own opportunities through community gardening projects, tuck shops and student led enterprise projects. We are also establishing further opportunities through cafes and creches. Our developing Careers Curriculum is informed and support by the statutory Careers Guidance from the DfE. Our curriculum is further shared and linked with provisions throughout our academy. In 2023 we have started to adapt our KS3 curriculum to be directly linked to our Launch Post 14 Curriculum. This has been achieved by starting to explore and entrench work-related learning and life skills learning opportunities in students core learning. The KS3 uses a three year topic cycle to appropriate bridge the gap from the Dysart Rainbow Curriculum to the functionality and independence driven Launch Curriculum. As of September 2023, this is still in the development stage and will be tested and implemented in time for the academic year 2024-2025.

### **Leadership & Management**

Leaders hold ambitious expectations which are reflected through the increasing number of pupils who are accessing higher levels of accreditation and through aspirational outcomes for EHCPs. Staff are well-trained and have an excellent understanding of the theories which underpin effective practice for students with SEND. CPD for staff is linked to identified areas needing development through appraisal and monitoring processes, identifying individual staff aspirations and aligning these with school needs as much as possible

Parents and carers are closely involved in all aspects of their child's learning. The school also maintains a strong local presence with employers and other local groups such as the Children with Disabilities team in Kingston, and the Kingston Community Learning Disability team ensuring that there is a consistently positive experience for students and families when transitioning to adult social care services.