



Alternative Provision Case Study One

Background

James is a young person with a profile of Autism and Anxiety. While attending mainstream school, James experienced significant emotional dysregulation caused by high levels of anxiety. This made it increasingly difficult for him to cope with the school environment and led to persistent non-attendance.

Over time, James stopped attending school altogether. This prolonged absence had a serious impact on his mental health and wellbeing and resulted in substantial gaps in his learning. James became disengaged from education and found it difficult to imagine a positive future for himself.

James's mother worked closely with the school and the local authority to explore the best way forward. After careful discussion, it was agreed that a mainstream setting was no longer meeting James's needs and that an alternative provision would be more appropriate. It was decided that James would receive private tuition at home, delivered through Spark Academy, to provide a calm, safe and supportive learning environment.

Alternative Provision in Place

James began his alternative provision with 5 hours per week of one-to-one tuition in his own home. From the outset, his tutor focused on relationship building, emotional safety and trust. This initial phase was essential in helping James feel comfortable, understood and ready to re-engage with learning.

Sessions were carefully tailored to James's individual needs, interests and emotional state. Learning was delivered at his pace, with flexibility built in to support his anxiety and reduce pressure. Over time, James's confidence grew and his engagement in sessions steadily increased.

Spark Academy, James's tutor and his school have remained in regular communication throughout the provision. Weekly feedback sheets clearly evidence James's progress, engagement and wellbeing. This consistent collaboration has ensured that everyone involved has a shared understanding of James's development and that his provision continues to meet his needs effectively.

Progress and Outcomes

One year on from starting alternative provision, James has made significant and meaningful progress. He is now working towards Level 1 Functional Skills in both Maths and English, which represents a huge step forward from his starting point.

James now engages very well in sessions. He is chatty, relaxed and shows genuine enjoyment in his learning. His emotional health has noticeably improved, and he is better able to regulate his emotions within a learning context.

Perhaps most importantly, James is now beginning to think positively about his future. He has developed an interest in working with animals and has started to talk about possible career pathways – something that would not have felt achievable or imaginable for him prior to alternative provision.

Summary

Alternative provision was 100% the right decision for James. The bespoke, personalised learning plan provided through Spark Academy has enabled him to re-engage with education, rebuild his confidence and make clear academic and emotional progress. Through strong communication, collaboration and a nurturing approach, James is now accessing learning successfully and looking forward to the future.

Please note: A pseudonym has been used in this case study to anonymise the student.



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 01226899567

 contact@sparkacademytutoring.com