



EOTAS Case Study Two

Background

Daniel is a Year 3 pupil with a diagnosis of Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD). Within a school environment, Daniel experienced significant difficulties with emotional regulation. When dysregulated, this led to challenging behaviours, which ultimately resulted in periods of exclusion.

Over time, these experiences had a profound impact on Daniel's relationship with education. His attendance declined significantly over several months, and he became increasingly disengaged. By this stage, Daniel was fully burnt out, unable to access learning in a meaningful way, and the school environment was no longer suitable to meet his needs.

Following careful consideration and agreement, Education Other Than at School (EOTAS) was identified as the most appropriate provision to support Daniel's re-engagement with education while prioritising his emotional wellbeing.

EOTAS in Place

Daniel has been accessing a bespoke EOTAS package for approximately six months, tailored specifically to his needs, strengths, and interests.

He currently accesses two five-hour days of tuition per week with a dedicated tutor. Sessions take place within his own home; where a calm, supportive environment has been created. Sessions include a balanced curriculum, covering core subjects alongside a wide range of wider curriculum activities. This variety has been key in maintaining Daniel's engagement, motivation, and enjoyment of learning.

In addition to academic tuition, Daniel also accesses art therapy, with the art therapist visiting him at home – a setting where Daniel feels most comfortable, regulated, and safe. This therapeutic input supports Daniel's emotional expression, regulation, and overall wellbeing, complementing his educational provision.

From the outset, the tutor prioritised relationship building, recognising that trust and emotional safety were essential foundations for learning. Initial sessions focused on establishing routines, understanding Daniel's communication style, and helping him feel secure and confident. Alongside this, baseline assessments were carried out to accurately identify Daniel's starting points.

Using this information, clear next steps in learning were identified, and a structured yet flexible learning plan was developed. Daniel's parents receive a weekly feedback report, providing clear evidence of progress, engagement, and achievements, as well as maintaining strong communication between all parties.

Progress and Outcomes

The transformation seen in Daniel over the past six months has been fantastic. He is now able to access his education in a meaningful and positive way, something that was previously not possible within a school setting.

Daniel is fully engaged in learning, actively participating in sessions, exploring new topics, and developing both academic and personal skills. Most importantly, he is enjoying learning again, which marks a significant shift from his previous experiences of burnout and disengagement.

His increased confidence, improved emotional regulation, and positive relationships with professionals demonstrate how well the EOTAS provision is meeting his needs. The combination of personalised tuition, therapeutic support, and learning in a familiar environment has enabled Daniel to thrive.

Summary

Daniel's case clearly demonstrates the positive impact of a carefully planned and individualised EOTAS package. By removing the pressures of an unsuitable school environment and placing his wellbeing at the centre of provision, Daniel has been able to re-engage with education successfully.

We are extremely excited to continue supporting Daniel and to see how he progresses as his confidence and skills continue to grow.

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



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