

EOTAS & Alternative Provision Prospectus



Personalised education. Building confidence.
Supporting every learner to succeed.

Bespoke 1:1 education for children and young people who require an alternative approach to learning.

In-person & online provision | Ages 4-18

Delivered by fully qualified teachers with QTS

Quality-assured, approved provision available across the UK

**Working in partnership with families, schools and local authorities
to create positive educational outcomes for every learner.**

Contact Us

 0330 043 2488

 contact@sparkacademytutoring.com

Welcome to Spark Academy

Our Values

Compassion • Integrity • Excellence
• Inclusivity • Collaboration

At Spark Academy Tutoring, we believe that every child and young person deserves access to an education where they feel safe, supported and able to succeed.

For some learners, attending school full-time is not currently possible or appropriate. Others may require additional support, a reduced timetable or an alternative approach to help them remain engaged with education.

Our EOTAS and Alternative Provision services provide high-quality, personalised 1:1 education, delivered by fully qualified teachers.

We take the time to understand each learner - their strengths, needs, interests and aspirations - before creating a programme that works for them.

Our aim is not simply to deliver lessons. We want learners to rebuild confidence, experience success and develop a positive relationship with education.



Becky Kowalski
Founder & Director
Designated Safeguarding Lead

"I am incredibly proud of the personalised provision we provide and the difference our tutors make to children, young people and their families."

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Understanding EOTAS & Alternative Provision

EOTAS

Education Other Than At School (EOTAS) can provide education for children and young people where education within a school setting is not appropriate for their individual needs.

An EOTAS package may include a bespoke programme of education delivered outside a traditional school environment.

At Spark Academy, we can work alongside families, local authorities and other professionals to provide personalised 1:1 tuition as part of an agreed EOTAS package.

Alternative Provision

Alternative Provision can support children and young people who require education outside, or alongside, their usual school placement.

This may include learners who are experiencing difficulties accessing education, require a reduced or alternative timetable, or need additional support before progressing towards their next educational setting.

Our Alternative Provision focuses on engagement, progress, confidence and positive educational outcomes.



A Bespoke Approach to Education

There is no one-size-fits-all approach at Spark Academy.

Every learner is different, which is why our provision begins with understanding the individual child or young person.

We consider:

- Current educational needs and attainment
- EHCP outcomes and identified SEND needs where applicable
- Previous educational experiences
- Strengths and areas requiring additional support
- Interests and aspirations
- Emotional wellbeing and readiness to learn
- Preferred ways of learning
- Appropriate short and longer-term outcomes

Learners are carefully matched with an appropriate tutor, with consideration given to their educational needs, personality and interests.

Our tutors can adapt the pace, structure and content of learning so that progress can be made without losing sight of the learner behind the plan.

Starting where the learner is.

For some children, success may initially mean completing a full lesson. For another, it may mean engaging with an activity, developing trust with their tutor or beginning to believe that they can learn again.

We recognise and celebrate these steps alongside academic progress.

What Can Spark Academy Provide?

Our personalised provision can support learners working across a wide range of developmental and academic levels, including:

- EYFS learning and development objectives
- Primary curriculum objectives
- Literacy and numeracy development
- SATs preparation where appropriate
- GCSE qualifications
- Functional Skills Level 1 & Level 2
- A-Level qualifications
- Individualised learning objectives for learners with SEND and complex needs
- Engagement Model and pre-key stage standards where applicable
- EHCP outcomes and individually agreed educational targets

We can support learners studying different examination specifications, including AQA, OCR and Pearson Edexcel.

Wider Curriculum

Depending on the learner's individual programme and tutor availability, learning may also incorporate subjects and activities including:

Humanities • History • Geography • RE • French • Design & Technology • Cooking • Creative Learning • Science Projects

Our aim is to create a programme that reflects the learner's educational needs, interests, strengths and future aspirations.

Flexible Delivery

All Spark Academy EOTAS and Alternative Provision is delivered on a 1:1 basis, allowing learning to be highly personalised to the individual child or young person.

Provision can be delivered:

- In the learner's home
- Within schools
- Within other Alternative Provision settings
- Online

A blended approach combining face-to-face and online learning can also be provided where appropriate.

The location, timetable and method of delivery are agreed according to the individual learner's needs and the requirements of their placement.

The Spark Academy Learner Journey

1. Initial Referral or Enquiry

A referral may come from a parent/carer, school, local authority or another professional.

2. Getting to Know the Learner

We arrange an initial consultation, usually by telephone or Zoom, to understand the learner's circumstances, educational history, current needs and desired outcomes.

Where appropriate, we review relevant documentation including EHCPs, professional reports and information provided by schools, local authorities and other professionals.

3. EOTAS / Alternative Provision Proposal

Following the initial consultation, we create a bespoke proposal based on the individual needs of the learner.

This outlines the proposed number of hours, subjects and areas of learning, method and location of delivery, and associated costs for the placement.

Depending on the requirements of the placement, costs can be provided for a term or full academic year, giving families, schools and local authorities a clear overview of the proposed provision.

4. Tutor Matching

We carefully identify a tutor whose experience, expertise and approach are appropriate for the learner.

All tutors delivering our EOTAS and Alternative Provision are fully qualified teachers with QTS and have undergone our safer recruitment procedures.

5. Baseline & Relationship Building

The beginning of every placement focuses on developing a positive relationship between the learner and their tutor while establishing clear educational starting points.

A Baseline Assessment Sheet is completed to record the learner's starting point, identify areas of strength and development, and establish clear next steps for learning.

Formal and informal assessment methods may also be used where appropriate to the individual learner.

6. Personalised Learning & Weekly Feedback

Lessons are planned around the learner's individual starting points, needs, interests and agreed outcomes.

Throughout the placement, tutors complete Weekly Feedback Sheets, providing a regular record of learning, engagement, progress and next steps.

This allows progress to be monitored consistently and helps ensure that provision continues to reflect the learner's individual needs.

7. Review & Progress

Progress, attendance and engagement are monitored throughout the placement, allowing provision to evolve alongside the learner.

Regular communication and reporting help ensure that families, schools, local authorities and other relevant professionals remain informed about the learner's progress and provision.

Progress Is More Than Academic Attainment

Academic progress matters - but for many learners accessing EOTAS or Alternative Provision, successful outcomes extend much further.

Progress looks different for every child or young person. Depending on the individual learner, we may work towards outcomes including:

Educational Outcomes

- Improved literacy and numeracy
- Progress towards individual EHCP outcomes and targets
- Progress towards pre-key stage standards and individual learning targets, where appropriate
- Progress towards GCSEs, A-Levels or Functional Skills
- Closing gaps in learning
- Improved study skills
- Preparation for further education or training

Engagement Outcomes

- Improved attendance and engagement
- Greater willingness to participate in learning
- Development of positive learning routines
- Increased motivation
- Developing a more positive relationship with education

Personal Outcomes

- Improved confidence and self-belief
- Greater resilience
- Improved communication
- Increased independence
- Developing skills to make choices and participate in learning
- Recognising individual strengths and achievements

Transition Outcomes

Where appropriate, we can support learners towards:

- Reintegration into school
- Transition to another educational setting
- Further education
- Training or apprenticeships
- Increased independence and preparation for adulthood

The outcomes we work towards will always reflect the needs, starting points and individual circumstances of each learner.

Communication & Working in Partnership

Strong communication and positive working relationships are central to successful EOTAS and Alternative Provision.

We work collaboratively with children and young people, parents and carers, schools, local authorities and other professionals involved in the learner's education and wellbeing. At the beginning of a placement, key contacts are identified so that everyone understands how important information should be communicated.

Depending on the placement, this may include identified contacts for:
Attendance • Safeguarding • Invoicing • Educational Progress

Daily Attendance Reporting

For funded EOTAS and Alternative Provision placements, attendance information is communicated to the identified contact in accordance with the agreed placement arrangements.

This helps ensure that attendance is monitored consistently and any concerns can be identified and communicated promptly.

Weekly Feedback

Tutors complete regular Weekly Feedback Sheets, providing information about the learner's education, engagement, progress and next steps.

This provides families, schools and local authorities with a consistent picture of how the learner is progressing throughout their placement.

Pupil Voice

We believe children and young people should have a meaningful voice in their education. Learner views are gathered throughout provision and through our formal Pupil Voice processes, helping us understand what is working well and where provision may need to develop.

Parent & Carer Feedback

We value the views of the families we work alongside.

Termly parental feedback is gathered to help us understand families' experiences of the provision, celebrate what is working well and identify opportunities to continually improve our services.

Working With Other Professionals

Where appropriate, Spark Academy tutors and management can contribute to professional meetings and provide information or reports to support reviews and ongoing planning.

By maintaining open and consistent communication, we aim to ensure that everyone involved in the learner's education is working together towards positive outcomes.

Safe, High-Quality Provision

Safe, High-Quality Provision

Safeguarding is at the heart of everything we do.

Spark Academy maintains comprehensive safeguarding policies and procedures aligned with current statutory guidance.

Our safeguarding arrangements include:

- A Designated Safeguarding Lead
- A Deputy Designated Safeguarding Lead
- Enhanced DBS checks
- Safer recruitment procedures
- Teacher prohibition checks
- Safeguarding guidance and ongoing updates for tutors
- Clear procedures for reporting concerns
- Lone-working procedures and risk assessment
- Online safety guidance
- Professional boundaries and confidentiality expectations

All tutors delivering EOTAS and Alternative Provision are fully qualified teachers with Qualified Teacher Status (QTS)

We believe learners should receive education from knowledgeable, experienced professionals who understand both teaching and the importance of adapting education to individual needs.

Quality Assured Provision

Spark Academy has successfully completed quality assurance and due-diligence processes with a number of local authorities and is an approved Alternative Provision provider with several authorities.

We continue to work collaboratively with local authorities, schools and other professionals to ensure our provision remains safe, effective and responsive to the needs of children and young people.

Why Spark Academy?

Fully Qualified Teachers

Our EOTAS and Alternative Provision tutors hold Qualified Teacher Status (QTS) and bring professional teaching experience, knowledge and expertise to each placement.

Truly Personalised

Every programme is developed around the individual learner, their starting points, needs, interests and agreed outcomes – rather than expecting the learner to fit into a predetermined programme.

Fully 1:1 Provision

All of our EOTAS and Alternative Provision is delivered on a 1:1 basis, enabling tutors to adapt the pace, structure, content and approach to the individual child or young person.

Flexible Delivery

Provision can be delivered in the learner's home, within schools, within other Alternative Provision settings or online, with blended programmes available where appropriate.

Academic & Personal Progress

We recognise that successful outcomes extend beyond academic attainment. Confidence, engagement, independence, wellbeing and developing a positive relationship with education can all form an important part of a learner's progress.

Strong Communication

We work collaboratively with parents and carers, schools, local authorities and other professionals, supported by clear attendance, feedback and communication processes.

Safeguarding First

Robust safeguarding, safer recruitment and quality assurance procedures underpin our provision, helping children and young people to learn safely and confidently.

Quality-Assured Provision

Spark Academy has successfully completed quality assurance and due-diligence processes with a number of local authorities and is an approved Alternative Provision provider with several authorities.

Every Learner Matters

Our goal is simple:

To provide personalised education where children and young people feel understood, supported and capable of succeeding.

Start a Conversation

Whether you are a parent, carer, school, local authority or professional, we would be happy to discuss how Spark Academy could support a child or young person through EOTAS or Alternative Provision.

Every enquiry begins with understanding the learner and considering what an appropriate package of education could look like.

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