



Alternative Provision Case Study Two

Background

Emma is a Key Stage 3 student with a profile of Autism Spectrum Disorder (ASD), communication difficulties and a history of trauma. Due to these needs, Emma found it extremely difficult to regulate her emotions within a school environment. This led to significant challenging behaviours and meant that she was unable to engage in learning at all.

As Emma's difficulties increased, she stopped attending school entirely. She had not accessed formal learning for approximately two years, which had a considerable impact on both her academic progress and emotional wellbeing. It was agreed her current setting was not currently able to meet her needs. A carefully planned alternative provision placement was identified as the most appropriate way to support Emma to re-engage with learning and develop her emotional regulation skills.

Alternative Provision in Place

Emma's alternative provision was designed to be fully personalised and holistic. Spark Academy provided the tutoring element of her provision, delivering 15 hours per week of one-to-one tuition across three days. On the remaining two days, Emma attended a forest school setting and accessed Speech and Language Therapy to support her communication needs. Given that Emma had not accessed learning for a significant period of time, her tutor initially focused on relationship building and helping Emma feel safe, understood and emotionally regulated.

Alongside this, baseline assessments were carried out to gain a clear understanding of Emma's academic starting points. This allowed a bespoke learning plan to be created, with realistic next steps tailored to her individual needs. The flexible and nurturing approach meant that Emma was able to engage positively with her tutor. Sessions were adapted to support her emotional regulation, communication and learning simultaneously, enabling Emma to gradually rebuild her confidence and trust in education.

Progress and Outcomes

Over time, Emma made tremendous progress both academically and emotionally. Gaps in her learning were effectively closed, and she became increasingly confident and engaged in her sessions. Her ability to regulate her emotions improved significantly, allowing her to access learning in a more consistent and meaningful way.

As Emma's confidence and skills developed, a graduated reintegration plan was introduced. This involved slowly reducing her tutoring hours while gradually increasing her time spent back in school. This careful and supportive approach ensured that Emma was able to transition successfully without becoming overwhelmed.

Emma has now successfully reintegrated back into the classroom and is thriving in her school environment. She is engaging with learning, managing her emotions more effectively and accessing education in a way that was previously not possible.

Summary

Alternative provision played a crucial role in Emma's journey. The bespoke, personalised approach provided through Spark Academy enabled her to re-engage with education, develop emotional regulation skills and close significant gaps in her learning. Most importantly, this support allowed Emma to successfully reintegrate back into school and access learning within the classroom once again.

We are incredibly proud of Emma and feel privileged to have been part of her journey.

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



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