



EOTAS Case Study One

Background

Tegan is a young person with a complex profile of needs, including anxiety, Obsessive Compulsive Disorder (OCD), and selective mutism. These needs significantly impact her ability to interact with unfamiliar people and environments. At the height of her difficulties, Tegan found it extremely challenging to leave the house and was unable to engage with education in a traditional setting.

Both mainstream and specialist school placements were tried, however neither was able to meet Tegan's emotional, social, and mental health needs in a way that allowed her to access education safely or meaningfully. Following ongoing difficulties and careful consideration, the school and the local authority agreed that Education Other Than at School (EOTAS) was the most appropriate and suitable way to meet her needs and secure her right to education.

EOTAS in Place

From the outset, it was clear that relationship-building and emotional safety would be paramount to the success of any educational package. Considerable care was taken when selecting tutors to ensure they were not only subject-competent, but also understanding, patient, empathic, and highly skilled in adapting teaching approaches for pupils with anxiety and communication difficulties.

A key element of the provision was the careful matching of tutors to Tegan. Recognising her selective mutism and anxiety around new people, tutors initially introduced themselves through written communication, allowing Tegan to become familiar with them at her own pace. This thoughtful and flexible approach proved vital in reducing anxiety and establishing trust.

Tutors adapted their teaching methods to suit Tegan's needs, using low-pressure, child-led strategies and demonstrating a strong understanding of how anxiety and OCD can impact learning. Sessions were initially shaped around Tegan's interests, which helped to re-ignite her curiosity and motivation after several years without consistent access to education.

A gradual and carefully scaffolded approach was used to build up both the length and frequency of tuition. This ensured that Tegan was never overwhelmed and could engage successfully, building confidence step by step.

Progress and Outcomes

Over the course of the year, Tegan made exceptional progress, both academically and emotionally. As her confidence grew, she was able to engage more consistently with learning and develop positive, trusting relationships with her tutors. Fast forward one year, and Tegan is now successfully accessing her A-level studies through a 1:1 online tuition model. She is fully engaged in her education, working towards her dream career, and is on track to sit her A-level examinations next year – an outcome that previously felt unattainable.

Importantly, this progress has not come at the expense of her wellbeing. The EOTAS package continues to respect her needs, providing flexibility, emotional safety, and personalised support while maintaining high academic expectations.

Summary

Tegan's journey provides clear and compelling evidence that EOTAS was the right choice for her. Through a bespoke, well-planned, and empathetic approach, she has moved from being unable to access education to thriving academically and emotionally. This case study highlights how EOTAS, when implemented thoughtfully and collaboratively, can transform outcomes for young people with complex needs – enabling them not only to re-engage with education, but to flourish and achieve their aspirations.

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



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