

Academy 21
The Online Alternative Provision Experts

Prospectus

2026/2027



Welcome to Academy21

The UK's leading online alternative provision specialists

Thank you for taking the time to learn more about Academy21. I'm proud to share how our high-quality, cost-effective alternative provision has been developed in direct response to the needs of schools, local authorities, and the young people we support.

Partnership is central to our approach. Through flexible programmes and scalable, cost-effective support, we enable our partners to make efficient use of funding and support students with diverse needs, helping them re-engage with education and build the confidence to succeed.

Academy21 provides access to high-quality, live teaching that supports inclusive mainstream education. Our provision is built on live, relational teaching, with students learning in small groups led by experienced specialist teachers. Using formative assessment, spiral curricula, and research-informed pedagogy, we deliver a comprehensive academic curriculum from a nurturing

virtual classroom, regardless of a student's starting point.

We support a diverse group of young people, including those experiencing anxiety around school attendance, pupils at risk of exclusion, vulnerable learners, and students with medical or additional needs.

With a personalised approach at the heart of our work, I'm proud that every partner receives the right solution and every student can make meaningful progress and thrive.

- Amy Husband, Executive Head



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Department
for Education
Accredited Provision

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Why online alternative provision?

A circuit break

For some students, the physical school building itself can become a source of trauma. Online learning can provide a 'circuit break', removing the student from the environment that triggers their fight-or-flight response, giving them space to breathe without falling behind academically. Online AP also allows students to rebuild relationships and establish positive connections with teachers.

Flexibility and rapid onboarding

Online AP is quicker to set up (enrolment takes up to two working days at Academy21), so students can receive immediate support. It also allows greater flexibility in programme length and can be scaled up or down as the student's needs change.

Removal of external pressures

Mainstream classrooms can be sensory-heavy. Online AP strips this away, allowing students to learn in a quiet, familiar space (at home or in a dedicated space at school); it also reduces social

friction, removing the fear of peer judgment and allowing students to focus solely on the subject matter.

Support for inclusive mainstream delivery

Online provision can support schools to deliver inclusive education, particularly within the Universal, Targeted and Targeted Plus layers set out in the new SEND reforms. It provides flexible, immediate capacity to help schools meet need without escalation to specialist provision.

Improved engagement

One of the most effective tools for re-engagement is the ability to participate without being 'seen'. For many students with SEMH (Social, Emotional, and Mental Health) needs, being on camera is a barrier to entry. Online AP allows students to engage through features such as chat, polls, and interactive whiteboards. By taking the pressure off, students often feel more confident to 'speak up' via text or microphone and participate more than they ever did in person.

Key questions to ask when choosing an AP

Does the provider guarantee consistent, high-quality teaching across all settings?

Schools and trusts supporting students across multiple sites need assurance that teaching quality is consistent. Academy21 provides live, interactive lessons taught by fully qualified, experienced, and dedicated teachers skilled in delivering online instruction. All courses are developed and led by subject specialists.

Is the provider accredited by the Department for Education?

Current DfE guidance strongly recommends that schools and local authorities work with accredited providers to ensure students receive high-quality education and robust safeguarding. Both Academy21 and our sister school, King's InterHigh, are DfE-accredited under the Online Education Accreditation Scheme (OEAS).

How collaborative is the provider with schools?

Alternative provision works best when delivered in partnership. Providers should work closely with schools to support students who need a different pathway, (whether online, internal AP, or due to attendance challenges), and to help prepare them for reintegration into mainstream classrooms where appropriate.

How flexible is the learning environment?

Students benefit from learning in an environment that best supports their education and wellbeing. Ask whether lessons can be accessed from home, alternative provision settings, or on-site inclusion bases. Academy21's fully online model is designed for this level of flexibility.

Is support aligned with the new SEND reforms?

Every student has unique needs and support must be aligned with the objectives set out by the SEND reforms. Providers should offer rapid onboarding and personalised timetables, allowing students to integrate seamlessly into learning at any point in the year and balance other commitments alongside their studies.

Does the provider track progress and communicate effectively with schools?

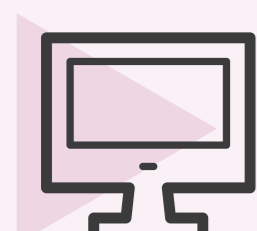
Regular monitoring and reporting ensure that provision remains responsive to students' development. Students should be able to move into more challenging subjects or add additional areas of study as they gain confidence.

Can the provision maintain continuity of education during periods of change?

Whether a student requires short-term support or a longer-term solution, continuity is key. A strong curriculum that spans Year 5 to Year 13 helps students maintain progress even in challenging circumstances, giving schools confidence that learning will not be disrupted.



Our provision at a glance



DfE-accredited, high-quality teaching

As the first online alternative provision accredited by the Department for Education, Academy21 is recognised for its rigorous quality standards. Our fully live, adaptive lessons ensure engaging, interactive learning for all students.



100% live teaching with recorded lessons

Our teachers deliver 100% live lessons, fostering real-time engagement and interaction. Recorded lessons support students who need to revisit content, enhancing learning flexibility.



Qualified and experienced teachers

Our team consists of highly qualified specialist teachers, supported by experienced senior leaders. All staff participate in our programme of professional learning which includes training on trauma-informed and quality-first teaching, comprehensive safeguarding training, including contextual safeguarding, and relational practice to maximise confidence in all of our students.



Highly effective safeguarding

Student safety is our highest priority. Our safeguarding measures include enhanced DBS checks for all staff, online safety education, robust filtering and monitoring, and a team of experienced designated safeguarding leads (DSLs).



Dedicated client and student induction

We ensure a smooth start for both students and partners. Our twice-weekly student induction sessions help learners settle in, while our customer services team is available to support partners and ensure they maximise the benefits of our provision.



With anxiety and mental health needs rising among students, Academy21 offers a space where learners can feel safe, understood, and supported.

It's not just about education - it's about building confidence and connection again.

- G Dire, EBSA Assistant, The Norwood School



We've worked with Academy21 for years now. It provides a platform for learning for young people who are very disadvantaged, perhaps through mental health, illness or anxiety.

The lessons are easy to follow, and our students tell us the teachers are kind, patient and funny.

We can access everything we need. From the reports, you can see how much a young person has engaged, understood and interacted. We have seen some very positive outcomes for our students.

I think Academy21 represents good value for money, it's good teaching and it produces good results.

- J Holder, Head of 'Apollo', Haybrook College,
(Alternative Provision Academy)



[View our safer recruitment and safeguarding policies here.](#)

Who we work with

Academy21 partners with a wide range of organisations including schools, charities, group homes, youth organisations and many others who commission Academy21 provision to support their young people. These are some of the organisations that we partner with most frequently:

Schools

We support hundreds of schools across England and Wales with high-quality, DfE-accredited education for students in Years 5 to 11. Our flexible programmes are bespoke and designed to meet a wide range of student needs. Because we are fully online, we have the additional flexibility to be quickly deployed in school settings as part of inclusion bases, and can fully support Internal AP, as well as hybrid models and part-time timetables. Whatever the student needs, we are able to deliver quickly, effectively, and at scale, allowing schools to deliver targeted, phased support, as and when needed, without needing to overstretch their own resources.

“ Academy21 teachers delivering the curriculum are truly making a difference for students who really are struggling, whether it is behaviour, mental health, or attendance issues. The goal is to get the student back into a routine of school. With Academy21, it is not just about staying at home; it is about helping students transition back into school life.

– M Judd, Sittingbourne School

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Pupil Referral Units, Alternative Provisions and other settings

We work in partnership with Pupil Referral Units (PRUs) and other alternative provision settings to provide academically focused provision. This collaborative approach allows settings to:

- **Free up resources** – By integrating our high-quality curriculum, we enable settings to allocate more time and resources to pastoral and vocational support.
- **Increase capacity** – Our flexible provision helps settings support more students, allowing them to meet growing demand without compromising the quality of care or education.
- **Expand the depth and breadth of academic provision** – We enhance the academic opportunities available to students, ensuring they have access to a wide range of learning experiences.
- **Cater to a wide range of abilities** – Our live, adaptive lessons are pitched at the student’s level. This means multiple children can be supported in a shared space while working at different levels across different subjects and classes.

“ What we’ve found with Academy21 is that the lessons are tailored to the individual needs of the students... [They’re] more relaxed coming into school knowing that the Academy21 classes are pitched towards them. Students are much more engaged and are taking more responsibility for their learning.

– S Ojo, Centre Manager, Evolution Sports

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Find out more about how we work with education partners [here](#).



Local authorities and virtual schools

Academy21 is proud to work directly with more than 100 local authorities and to be featured in 70+ AP directories and frameworks. As an approved provider for many local authorities, we have successfully passed rigorous quality-assurance processes, ensuring a trusted and reliable provision for vulnerable learners.

We work with LAs across England and Wales, supporting them with:

- **Meeting 6th-day requirements** – Our short-term options are ideal for meeting 6th-day requirements. Enrolment processes can be as short as 48 hours, and solutions are bespoke, with no long-term commitments;
- **Budget constraints** – We offer a flexible commissioning model that can be scaled up or down as needed. This allows local councils to manage budgets and funding efficiently;
- **Local capacity** – LAs can support students immediately, regardless of location, without waiting for local space to become available. The support is always available to help them meet the requirements of Local SEND Reform Plans;
- **Need for high-quality education** – Access to fully qualified, UK-based teachers, experienced in supporting students with diverse needs. A comprehensive curriculum for Key Stages 2 to 5 aligns with mainstream education standards and is delivered via live, adaptive lessons;
- **Accountability and reporting** – Access to comprehensive, real-time data on student attendance, engagement, and academic performance, which they can easily track via their Mentor Portal.

Pupils have consistently reported they enjoy their lessons and look forward to them, which is a testament to the quality of education being delivered. Academy21 has proved to be an invaluable resource, not only in maintaining continuity of education but also in providing a stepping stone for pupils to reintegrate into other educational settings.

– D Linehan, Service Lead | Inclusion Engagement, Derbyshire County Council

[Find out more about how we work with local authorities here.](#)

Multi-Academy Trusts

As a national provider, we offer a range of specialist services tailored to the needs of Multi-Academy Trusts, including:

- **Strategic planning** – Meet your Trust's unique needs through dedicated roadmaps;
- **Cost efficiency** – Leverage economies of scale across your organisation;
- **Flexibility** – Adjust subjects, timetables, and classes as needs evolve;
- **Enhanced induction** – Access large-group induction sessions with ongoing support;
- **Unified training** – Delivery of customised mentor training to enhance staff capabilities;
- **Quality assurance** – Joint quality assurance activities with your leadership team to maintain high standards;
- **Continuous monitoring** – Track engagement, attendance, and assignments via your portal.

My mental health was going downhill in a mainstream school, but since joining Academy21, I've been engaging much more, and I feel like my mental health is improving. I'm feeling happier and more confident than I ever was before.

I find it much easier to engage online than in a classroom with many students. I wouldn't listen in a mainstream classroom, but with Academy21, I can just put on my headphones and focus. I'm writing more than I ever did. I love it. Now that I've done Academy21, I can go home and tell my mum, 'I learned this today.'

It's made me become a better learner and a better student. It makes me feel really good about myself. Now, I feel like I can achieve more than I ever thought possible. I didn't think I could get a 4 or 5 in my GCSEs, but now I believe I can.

– Shantay, Former Academy21 student

[Find out more about how we work with MATs here.](#)

Getting started with Academy21

At Academy21, we aim to make the enrolment process straightforward and efficient, so your students can access the support they need, exactly when they need it. In most cases, students can be enrolled in as little as two working days.

1: Initial consultation

The best way to get started is to get in touch through our website – academy21.co.uk/contact. You'll then be connected with your dedicated Academy21 contact.

2: Need assessment and solution design

You can refer a student immediately or meet with your Academy21 representative in person or online to discuss the specific needs of your school and your students. When developing your tailored proposal, we will consider educational requirements, timetabling, wellbeing support and more.

3: Account setup

We will create your school account and provide step-by-step instructions for registering and accessing our secure online portal. This portal is where you can securely enter all necessary student enrolment information.

Your Regional Client Administrator (RCA) will also be on hand to guide you through onboarding and ensure the process runs smoothly.

4: Implementation

Once your students' enrolment information is entered and your quote is confirmed, you're all set!

You will receive the student(s) login credentials directly. Login credentials provide immediate access to lessons.

Important: Please share login credentials directly with your students. Our customer support team communicates only with mentors or school staff, not students.

Commissioning options

At Academy21, our solutions are flexible to meet each student's unique needs. We understand that schools, local authorities, and multi-academy trusts require flexibility when commissioning alternative provision, so we offer a range of options designed to support both short-term interventions and longer-term placements.

There is no minimum purchase or requirement to buy credits in advance, giving you the freedom to tailor provision exactly to your students' academic and wellbeing needs. Importantly, our students can stay with us for as little as one week, making our provision ideal for short-term solutions.

Our four commissioning options allow you to plan placements with confidence:

• Pay-As-You-Go:

Our most flexible option, commissioned on a weekly basis, is ideal for urgent or temporary needs. Place your students with us for as little as one week and scale up or down as circumstances change, with no long-term commitment.

• Half-Termly in Advance:

Provision for half a term allows organisations to respond quickly to emerging needs, provide targeted interventions, or support students during periods of absence or transition.

• Termly in Advance:

Provision is commissioned for a single school term, giving a structured and predictable schedule for the term ahead. As with the other commissioning options, progress is continuously monitored throughout this fixed period.

• Annual in Advance:

This option provides a full academic year of provision, ensuring continuity for students who need sustained, long-term support. Commissioners can adjust subjects, timetables, or levels in-year as needed, while our staff monitor engagement, progress, and wellbeing throughout the placement.

Our breadth of options enables partners to:

- Offer short-term, immediate support (as little as one week);
- Commission provision for individual students or groups;
- Select specific subjects for each learner;
- Add tailored wellbeing support alongside academic lessons;
- Monitor attendance, engagement, and progress through our online portal;
- Adjust timetables or support as students' needs evolve.

Set up for new placements is designed to be rapid and straightforward. Our team works closely with each commissioner to identify the most effective arrangement, aligning resources, priorities, and financial considerations with students' individual needs.

In many cases, placements can be set up and fully operational within two working days, ensuring timely access to high-quality education and support.

Our twice weekly live induction sessions help students to understand their Student Portal and settle into their online classes.



Case Study: *Jaya's Story*

Re-engaging with education after prolonged absence

After missing almost three years of formal education, Jaya joined Academy21 through her school as part of an alternative provision placement. Today, she is studying A-Levels in Psychology, Law, and Politics and hopes to pursue a career in law. Her journey illustrates how a carefully structured, relational online provision can support students who are academically capable but unable to thrive in a mainstream setting.

The challenge

Jaya had always enjoyed the academic side of school, but increasingly struggled with the social demands of a mainstream environment. Following the Covid lockdown, these challenges intensified, leading to prolonged absences and significant learning gaps.

"I often struggled with the social aspect of [school] and found it challenging to maintain regular attendance. It just felt too demanding. I reached a point where I just couldn't carry on attending. I believe it was around two and a half years, so almost three years of missed education."

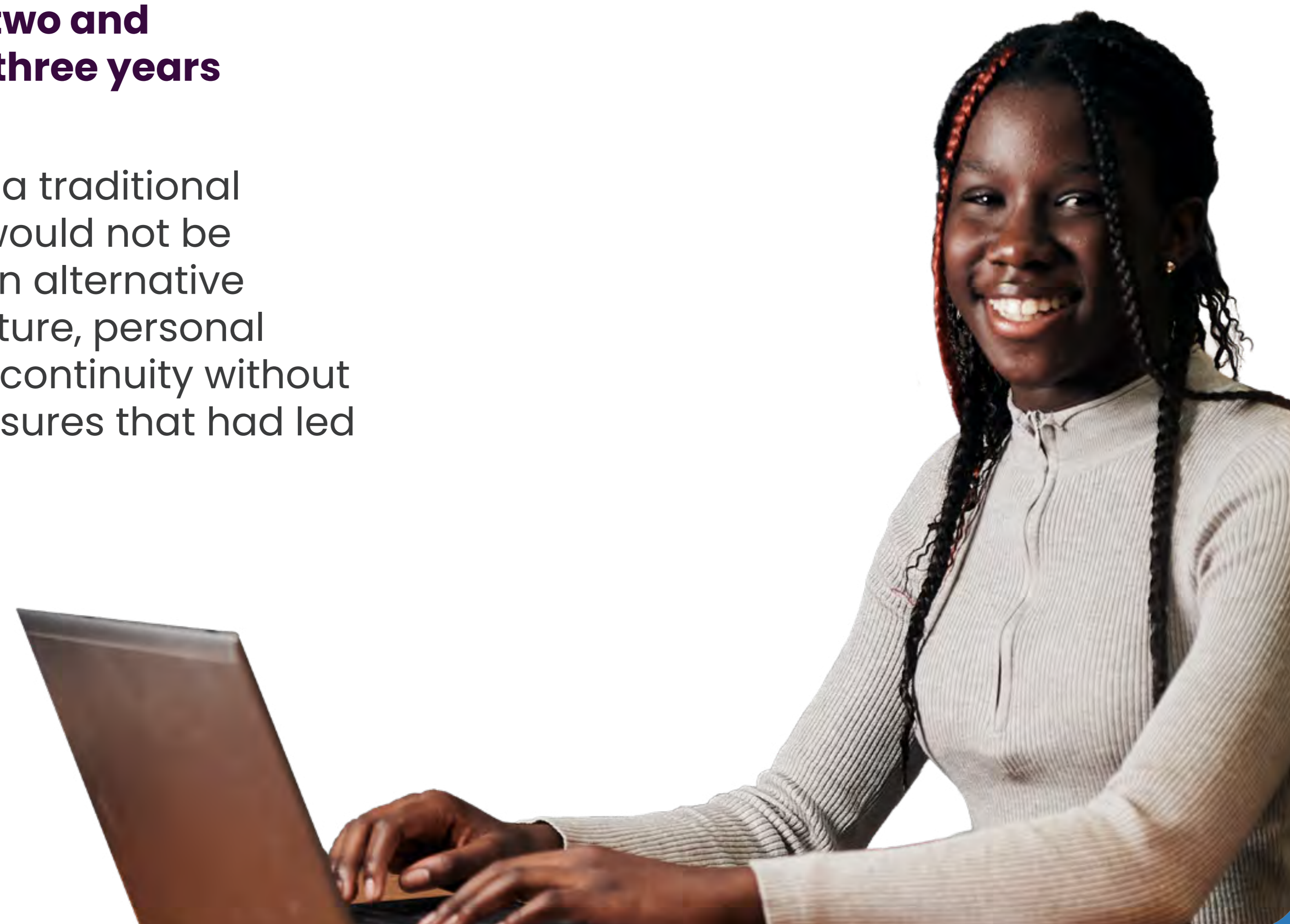
Her school realised that a traditional reintegration pathway would not be suitable. Jaya needed an alternative that could provide structure, personal support, and academic continuity without exposing her to the pressures that had led to her non-attendance.

The solution

Jaya was referred to Academy21 by her school's AP lead. She joined a full-time online programme, studying a broad range of subjects aligned to her GCSE timetable, with 15–20 hours of live teaching per week and additional independent study supported by her teachers.

"Academy21 felt well-tailored to my needs. It provided a flexible learning space that felt both manageable and achievable. It allowed me to stay connected to my studies in a similar way to my peers and gave me the opportunity to actively work towards my GCSEs at a pace that felt comfortable and a pace that benefited me."

Tutorials played a key role in her re-engagement, enabling Jaya to revisit content, practise exam technique, review written feedback, and consolidate her understanding before assessments. By the time exam season approached, she felt more prepared and capable.



The small-group online lessons and the relational approach of her teachers supported not only academic progress, but also confidence, independence, and self-discipline. Over time, Jaya learned to take ownership of her studies, manage her workload, and participate actively in lessons.

"My teachers always acknowledged my contributions and showed genuine interest in my thoughts, which made me feel seen and valued as a student... I became more self-motivated, organised, and able to manage my time efficiently because before doing online provision, I really struggled with my time management, and since being with Academy21, I definitely learnt to use my time more wisely."

Despite missing nearly three years of education, Jaya achieved a grade 9 in English Literature, developed a renewed passion for literature (particularly Macbeth), and used these skills to shape her A-Level choices and future aspirations. By the time she moved on to her A-Levels, she had re-established routines, regained self-confidence, and was fully prepared to manage independent study.

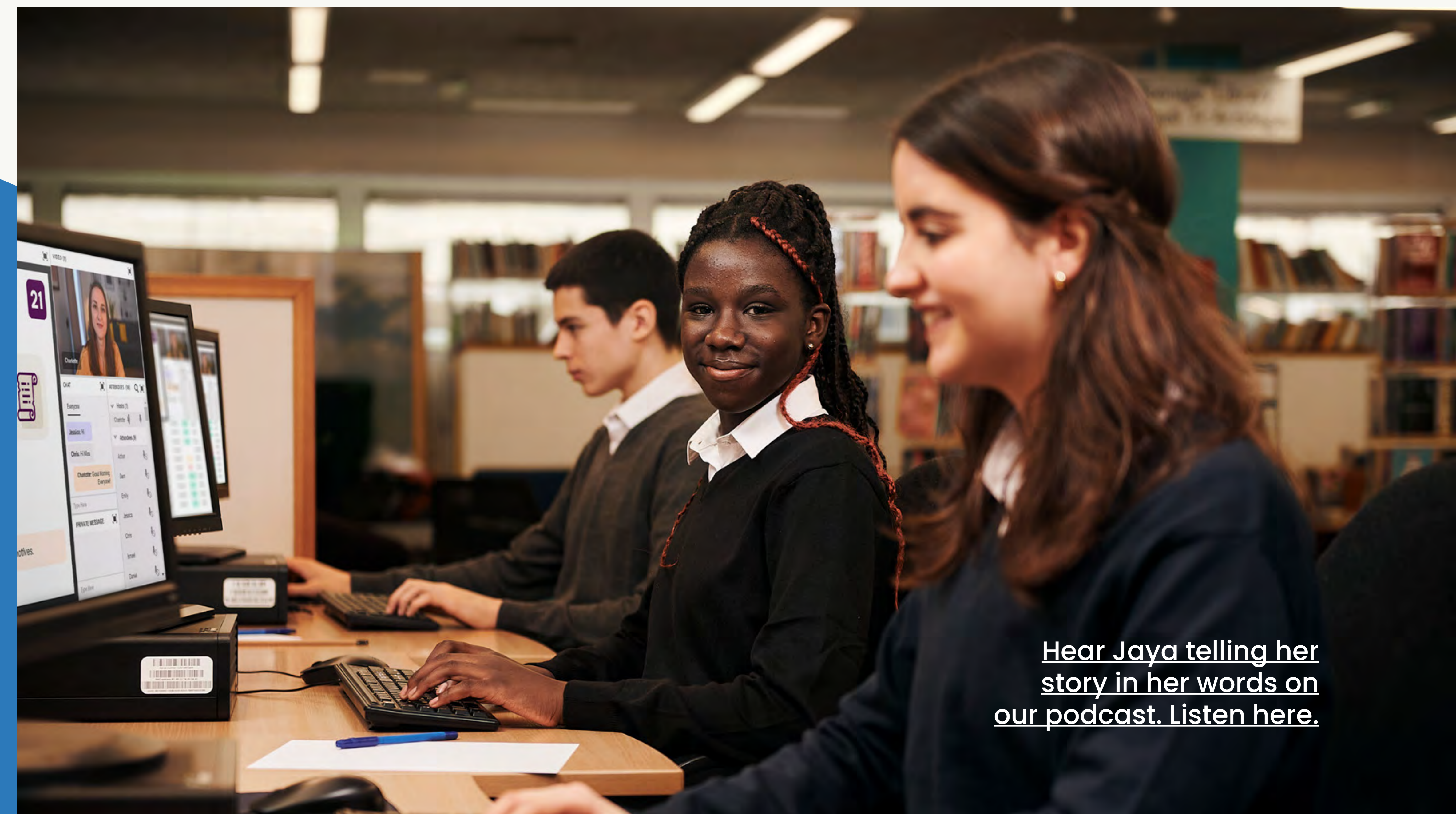
"Academy21 transformed not only my outlook on learning but my outlook in all different areas of my life and it gave me new perspective and helped me advance both academically and in my personal life."

Helping more students like Jaya

Reflecting on her experience, Jaya describes Academy21 as rewarding, empowering, and transformative. Now progressing confidently through further education, Jaya hopes to become a barrister specialising in criminal law, driven by a desire to advocate for those who feel unheard.

"I want to be a voice for people who are often dismissed, unheard or failed by the system... I hope through my line of work I'm able to bring change and allow for reform both in society and through supporting families and communities."

Jaya's story demonstrates how alternative provision can do more than fill learning gaps - it can rebuild confidence, nurture independence, and inspire students to aim high in both education and life.



Hear Jaya telling her story in her words on our podcast. Listen here.

Successful reintegration through inclusive education

We offer a tailored learning experience that supports students' unique needs, helping them regain confidence, close learning gaps, and transition to mainstream schooling at a pace that works for them.

Our approach at a glance

1. Reset

The speed of access, change in environment, and dedicated support from Academy21 teachers create an opportunity for students to reset. They can refocus and re-engage with learning in a structured, supportive setting by stepping away from previous challenges or triggers.

2. Maintaining connection

Students remain connected to their school community while using Academy21. We work closely with schools or commissioning organisations to integrate online learning with the student's support network, helping them maintain connections.

3. Individualised teaching

We offer Individual Teaching Plans, which closely match the Individual Support Plans set out in the new SEND reforms. These are customised, dynamic learning plans that are co-created with students and schools and outlines tailored educational goals, learning strategies, and support measures that address the students' individual academic and pastoral needs.

4. Building confidence

Through relational, live teaching, students develop meaningful connections with our experienced teachers, helping them regain confidence in their learning abilities. This trust and encouragement equips them to handle challenges and re-engage with their own learning journey.

5. Dedicated reintegration and wellbeing support

Beyond academics, we provide guidance and support for reintegration planning. From teacher-led support in lessons to our Reintegration and Wellbeing classes, we prepare students to return to their school environment confidently.

6. A phased approach to reintegration

The nature of online learning allows for a gradual transition back to school. Students may start attending their Academy21 lessons from home and transition to attending some of the lessons on their school site before a complete reintroduction to in-person learning. This flexible, phased approach prevents a 'cliff-edge' return and can be tailored to individual needs.

For detailed advice and information download our [reintegration guide here](#).



Academy21 is our primary provider of live online, face-to-face learning at Gloucestershire County Council. They have been instrumental in fulfilling our duty to provide Alternative Education Provision under Section 19 of the Education Act. In just the first twelve months of our partnership, Academy21 has played a crucial role in the educational journey and reintegration of nearly 200 pupils. We are immensely proud of the positive impact this partnership has had on the lives of Gloucestershire's children.

– J Saunders, Gloucestershire County Council



I shall forever be grateful for my Academy21 teachers' dedication and motivation. I needed a place where I could concentrate in lessons, not feel intimidated by classmates, and teachers that I could communicate with. At first, I was nervous, having been out of education for a year. But within a short time frame, I felt both the environment in the online classes and the workload kept me engaged and feeling significantly less under pressure than before; I think this is why I resonated so well with online schooling.

– Lilia, Former Academy21 student



We are very grateful to Academy21 for their excellent organisation, teaching, and support. Lilia has achieved excellent GCSE results and is now studying full-time at Sixth Form college, in person. We would highly recommend Academy21 to anyone seeking alternative education for their children.

– Coralie and Nigel, Lilia's parents



How we teach

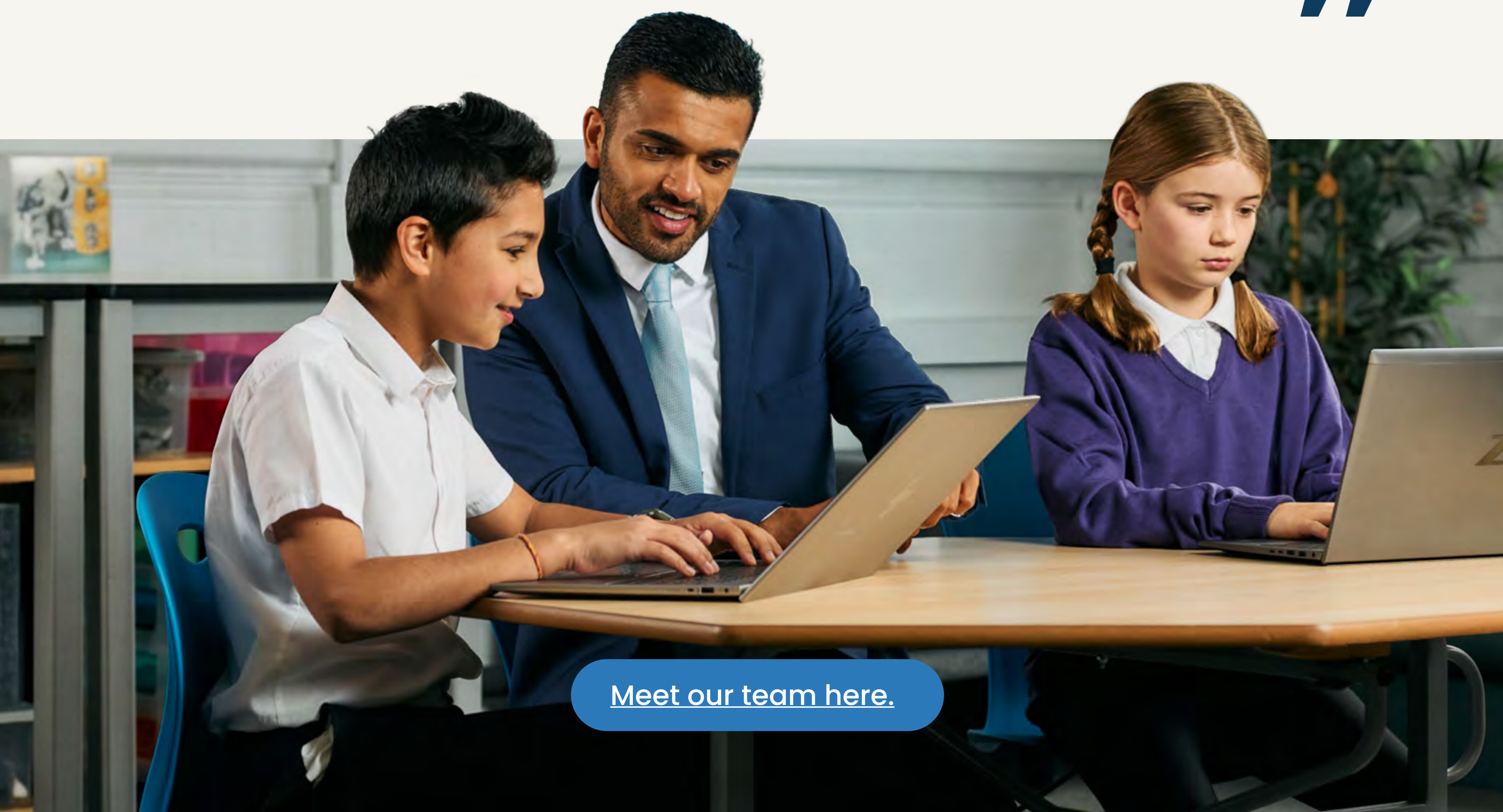
Beyond being subject experts, our teachers have extensive experience teaching students who may have vulnerabilities or need additional support. All our teachers are experts in adaptive and relational pedagogy for online learning, and they leverage a variety of technology tools to make lessons interactive and personalised, keeping students engaged and motivated.

Our teachers are welcoming, supportive, and empathetic. They have chosen to work in an alternative provision setting and care deeply about the impact their lessons can have on their students.

“The success of this [live teaching] approach is reflected in the feedback we obtained from both parents and school mentors, who all highlighted the personal qualities that teachers bring to their lessons, which encourage pupils to engage (and often re-engage) in learning. Teachers establish a positive learning environment, welcoming pupils into class by name and encouraging them throughout lessons. This has a demonstrable impact on improving pupils' confidence and readiness to learn.

Ofsted Inspection Report, 2024

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[Meet our team here.](#)

Quality-first teaching

Our teaching and learning practices are informed by our own extensive research and expertise, combined with the latest approaches. Our staff are trained in quality-first, inclusive teaching as part of their ongoing professional development, regularly reflecting on how to ensure our live lessons and our platform are accessible to all. At Academy21, our aim is to continually adapt to ensure our service remains inclusive by design.

Virtual classrooms and lesson libraries

All lessons are conducted live, fostering a truly immersive environment for students. Classes are delivered via our custom-built 'Student Portal', where students can communicate with their teachers via virtual whiteboards and dedicated chat pods. Our teaching approach is underpinned by trauma-informed practice, with staff trained to create predictable routines, build positive relationships, and respond sensitively to individual needs.

The engaging lesson content is tailored to meet students' diverse abilities and needs. All lesson content is accessible in the students' lesson library 24/7, supporting both learning and exam revision. Students also have access to support materials, homework assignments, and assessments, and receive personalised written feedback from their teachers to support progress and deepen understanding.

InspiredAI

Our InspiredAI platform provides tailored activities that extend students beyond their current level, delivers real-time feedback, and complements our live lessons by giving every learner extra opportunities to build confidence and understanding.

With InspiredAI, live lessons are supported by short, engaging, adaptive task pathways that are closely mapped to lesson content and use videos and quizzes to target each student's knowledge gaps.

All students access a fully supported, personalised programme that is novel and challenging, provides instant feedback and recognition at any time, fosters a sense of accomplishment, and uses in-built diagnostic assessments to inform our teaching and highlight progress.

97% of students

say Academy21 teachers' feedback helps them to understand their areas of success and improvement.



Our virtual classroom

The Academy21 virtual classroom facilitates interactive learning with communication and engagement tools.

Students access lessons securely via personalised dashboards, where they can view timetables, access lesson content, and submit work.

All communication is recorded for safeguarding purposes, and teacher-controlled support tools ensure a safe learning environment.

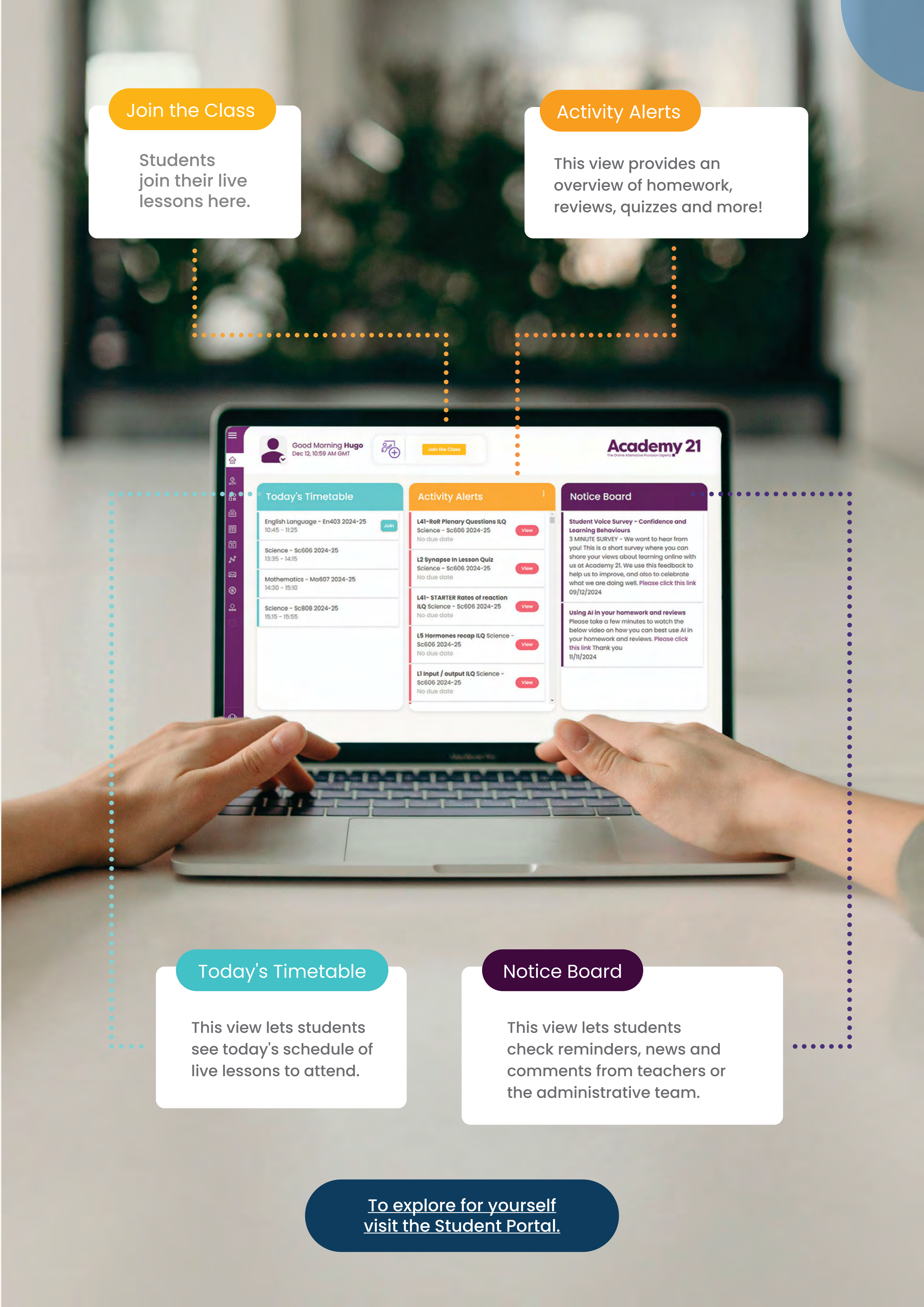
“This platform can make a big difference to students’ academic outcomes, ensuring they excel and develop a love for learning in a place that feels safe.”

– N Ehlinger, Abbeyfield School

95% of Academy21 students say our technology features help them to participate.

93% of students state they have more confidence in their learning now that they study with Academy21.

95% of Academy21 students say our technology features help them to participate.



Join the Class
Students join their live lessons here.

Activity Alerts
This view provides an overview of homework, reviews, quizzes and more!

Good Morning Hugo
Dec 12, 10:59 AM GMT

Academy 21
The Online Alternative Platform

Today's Timetable

English Language - En403 2024-25	10:45 - 11:25	Join
Science - Sc606 2024-25	13:35 - 14:15	
Mathematics - Ma607 2024-25	14:30 - 15:10	
Science - Sc808 2024-25	15:15 - 15:55	

Activity Alerts

- L41-ROR Plenary Questions ILQ Science - Sc606 2024-25
No due date [View](#)
- L2 Synapse In Lesson Quiz Science - Sc606 2024-25
No due date [View](#)
- L41- STARTER Rates of reaction ILQ Science - Sc606 2024-25
No due date [View](#)
- L5 Hormones recap ILQ Science - Sc606 2024-25
No due date [View](#)
- L1 Input / output ILQ Science - Sc606 2024-25
No due date [View](#)

Notice Board

Student Voice Survey - Confidence and Learning Behaviours
3 MINUTE SURVEY - We want to hear from you! This is a short survey where you can share your views about learning online with us at Academy 21. We use this feedback to help us to improve, and also to celebrate what we are doing well. Please click this link 09/12/2024

Using AI in your homework and reviews
Please take a few minutes to watch the below video on how you can best use AI in your homework and reviews. Please click this link Thank you 11/11/2024

Today's Timetable
This view lets students see today's schedule of live lessons to attend.

Notice Board
This view lets students check reminders, news and comments from teachers or the administrative team.

To explore for yourself visit the [Student Portal](#).

Reporting and monitoring

When you partner with Academy21, you will have access to our user-friendly 'Mentor Portal'. This is our custom-built system that allows you to enrol, manage, and review your students' progress.

Commissioning organisations can give access to multiple members of staff and assign roles and responsibilities, for example, lead mentor, child protection mentor, contract mentor and others. When you enrol a student, you will set the student's attendance and engagement expectations that we monitor and report on.

We encourage mentors to set realistic targets to suit each student's situation – whether that's increased attendance, more engagement in lessons, or regular homework completion.

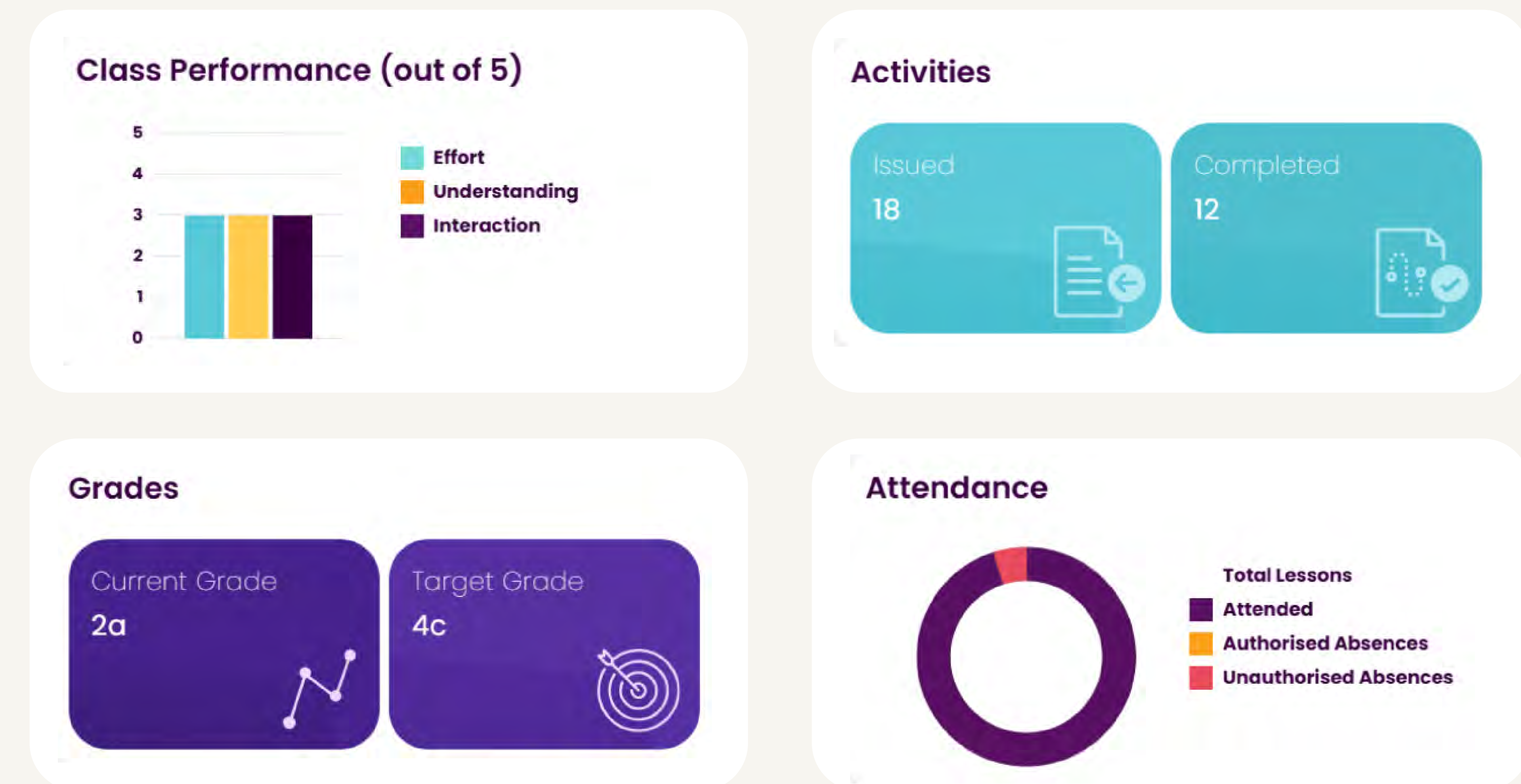
Teachers record each learner's Effort, Understanding, and Interaction (EUI) levels every lesson. These daily EUI scores are easily accessible from the Mentor Portal. Attendance information, completed assignments, teacher comments, and termly academic reports are also available.

We encourage mentors to monitor the EUI data regularly and to use it to motivate and encourage their learners to make small incremental gains towards their overall goals.

This way, schools can use this data to ensure every learner makes the personal progress they're aiming for, such as achieving qualifications, improving attendance, or reintegrating into mainstream education.

Attendance notifications

Student attendance records are viewable within the portal, but for added visibility, mentors can also choose to receive twice daily email notifications for the morning and afternoon periods as well.



With Academy21, we have an alternative that truly works for our students. Each week, I log into the Mentor Portal, which I find incredibly helpful. It gives me a comprehensive view of everything the students are doing, including teacher feedback – like a school report – that I can easily share with parents. I can also track their work schedule, making it simple to stay on top of their progress. It's a user-friendly tool that keeps me well-informed and connected.

- M Judd, Sittingbourne School



As a senior leader, not having to take registers or chase up data is a huge time-saver. The platform does it all, and it's simple to use.

- J Meloni, Headteacher, Sackville School

How we support schools through Ofsted inspections

Academy21 regularly supports schools during Ofsted inspections and understands the expectations placed on schools that are using alternative provision under the updated framework.

The updated inspection framework

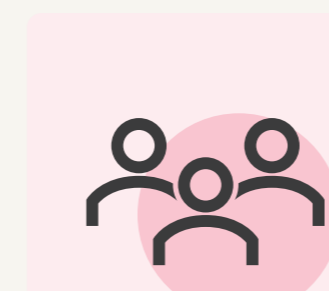
The new inspection framework launched in November 2025 introduced overall structural changes and more consistent scrutiny of how schools commission, oversee, and review alternative provision. Inspectors now look closely at how decisions are made in pupils' best interests, how attendance, engagement, and progress are monitored over time, and how safeguarding arrangements are assured in practice. Reintegration and transition planning carry greater weight, and schools are expected to demonstrate clear accountability for pupils educated off-site. As part of this process, inspectors may contact alternative provision providers directly during inspections to test consistency between school evidence and provider practice.

How Academy21 helps your school evidence current Ofsted requirements



Data at your fingertips

Our custom-built mentor portal provides commissioners with attendance, engagement, and progress data for each student. Teachers provide a score for Engagement, Understanding, and Interaction (EUI) after every class, and mentors can also assess baseline assessments, homework assignments, class summative assessments, and InspiredAI tasks. This continuous stream of data enables mentors to closely track their students' progress. Meanwhile, our relational teaching approach with a focus on building confidence and readiness for progression, combined with our Reintegration and Wellbeing curriculum, supports the new framework's enhanced focus on transition planning.



Direct access to senior educational leadership

All Ofsted calls are handled by an experienced headteacher from Academy21. Inspectors speak directly with senior educational leaders who understand inspection requirements, statutory responsibilities, and the realities of school accountability. This ensures inspectors receive consistent, informed responses based on a clear understanding of how our provision operates, how it is monitored, and how it supports schools in meeting Ofsted expectations.



Positive feedback from inspected schools

Schools that have been inspected consistently report that the support provided by Academy21 was clear, responsive, and helpful. They value the fact that inspectors can speak directly with senior leaders, who can explain the provision accurately and in detail. This support helps ensure that a school's use of Academy21 is understood within the wider inspection context.



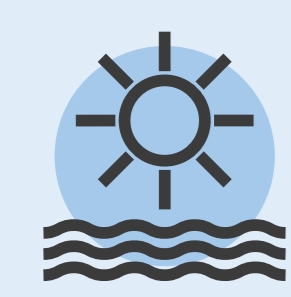
Experience built through regular inspection engagement

We support schools both before and during inspections. This includes answering questions in advance to help schools prepare for discussions on their use of online alternative provision, and providing clarification to inspectors as required. Academy21 is frequently involved in inspections. As a result, we have a strong understanding of the questions inspectors ask, the evidence they expect to see, and how lines of enquiry develop. Commissioners can be reassured that Academy21 understands the expectations of the inspection framework and that our provision enables settings to evidence appropriate standards.

[Our guide 'Online Alternative Provision and Ofsted', provides further detailed information. Download here.](#)



5 ways to use Academy21 for targeted support



Early intervention and reintegration

Online provision offers a practical way to deliver Individual Support Plans, including tailored early interventions, flexible timetabling, curriculum continuity, and scalable support based on need. Our short-term solutions enable students to re-establish positive routines and habits, break cycles of poor behaviour, and reintegrate into mainstream schooling fully. This supports schools to meet their responsibilities for early, targeted intervention.



Accelerated GCSE support

Our GCSE courses and GCSE Booster equip students with the essential knowledge and skills needed for success within a condensed timeframe. Our spiral curricular approach means that students who may have missed large portions of their Key Stage 4 or Key Stage 3 education can cover key topics and consolidate existing knowledge. Lessons run right up to the examination dates, with a focus on exam-taking and study skills, past papers, and revision techniques.



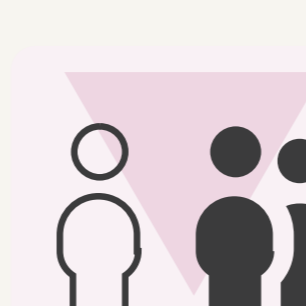
Medical needs and absence

Students only need a computer and broadband to access our live, adaptive classes, meaning they can learn from wherever is most convenient, including medical settings. Our 24/7 lesson library helps them stay on track, even when medical appointments may disrupt their schedule. Our small-group classes foster peer and teacher interaction and help students feel comfortable.



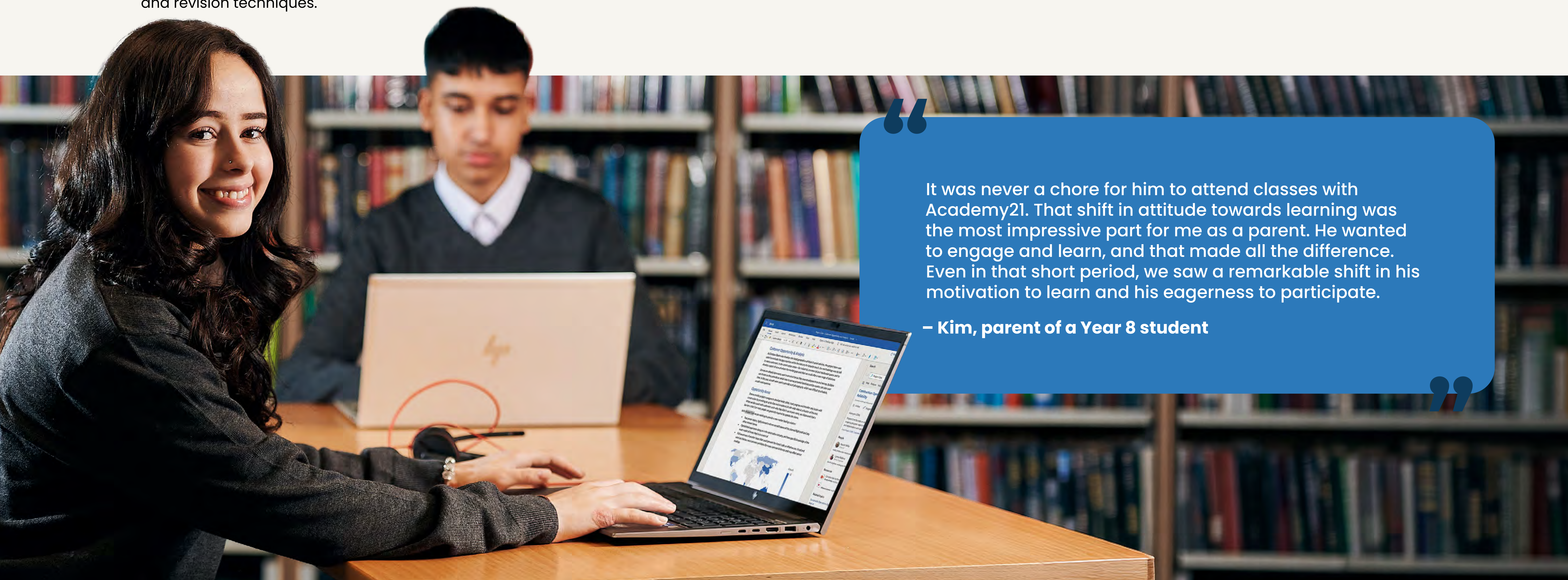
Capacity challenges

Many schools, Pupil Referral Units, and Alternative Provisions use Academy21 to supplement their offer, providing academic support across core subjects, geography, history, ICT, citizenship, and art. This flexibility enables schools to maintain breadth and quality of provision while freeing staff time and resources to focus on pastoral support, vocational pathways, and targeted interventions.



Fixed-term suspensions, exclusions, and Day 6 requirements

Academy21 provides seamless support from 'Day 6' through to governing body hearings, with the option to extend provision if needed. Our rapid enrolment process and flexible timetabling ensure students can join our live adaptive classes within two working days, minimising disruption to their learning.



It was never a chore for him to attend classes with Academy21. That shift in attitude towards learning was the most impressive part for me as a parent. He wanted to engage and learn, and that made all the difference. Even in that short period, we saw a remarkable shift in his motivation to learn and his eagerness to participate.

– Kim, parent of a Year 8 student



Case Study: Raynes Park High School

Transforming support for at-risk students

Raynes Park High School is a large, mixed, comprehensive school in inner London with a Sixth Form on site.

With a commitment to providing inclusive education and preventing permanent exclusions, Deputy Headteacher Josh McInerney and his team explored Academy21 to offer tailored, flexible learning for students at risk.

“Some students, if left without support, would be at real risk of permanent exclusion. Academy21 gave us a practical, high-quality way to keep them engaged in their learning for a given period of time, and safeguard their futures.”

– Josh McInerney

Like many schools, Raynes Park wanted to ensure that vulnerable students could continue learning core subjects, especially English, maths, and science, while also maintaining their wellbeing.

The challenge

Raynes Park faces a complex context: of its 1,000 students, around 80 have EHCPs, and roughly 400 have SEN. Many students are double or triple disadvantaged, facing barriers such as EAL, behavioural challenges, absenteeism, or a combination of factors.

The school needed a solution that could:

- Keep at-risk students engaged in core subjects;
- Reduce the likelihood of permanent exclusion;
- Complement the limited alternative provision available locally;
- Provide flexible learning that could fit alongside part-time placements or home study.

The solution: A hybrid alternative provision model

Raynes Park designed a hybrid approach combining part-time off-site alternative provision with Academy21's live online lessons. Students spend two or three days in a local alternative provision setting, then access core subjects at home or at school via Academy21. This approach allowed the school to support students who struggled with traditional classroom structures, without risking disengagement or permanent exclusion. Sessions are delivered by qualified teachers in small, interactive groups.

There being a live, qualified teacher is the biggest thing... these are qualified professionals in a sensible-sized group. There is interaction, a completely traceable curriculum, and completely traceable attendance.

Strong impact on engagement and outcomes

Even with a small cohort, Raynes Park has seen significant positive outcomes. One Year 11 student, previously disengaged and isolating at home, engaged fully with Academy21 lessons and even requested to delay his exams to gain another year of study. Another student, awaiting an EHCP, has been able to study from home while avoiding serious behavioural incidents that previously put him at risk of police intervention. Josh also highlights how Academy21's Mentor Portal has simplified monitoring. Staff can track attendance, engagement, and progress in real time, enabling rapid interventions, improved oversight, and safeguarding.

“Online alternative provision is a credible, reliable, and safe option when used thoughtfully with regular review and a certified endpoint. With the right structures, it can prevent permanent exclusions and give students a real chance to thrive.”

Josh notes that, aside from the high-quality curriculum and interaction, communication has proven key in the success of the pupils studying with us.

“I think your level of accessibility and the fact that you'll come to the school to have a discussion are huge strengths for me. There's always someone from your team willing to have a conversation, and that's really important because I don't want to be in a position where I can't talk to someone about it.”

Raynes Park High School's experience demonstrates that online provision, when integrated strategically, can complement in-person alternatives to create a flexible, student-centred learning environment.



7 best practices for an effective inclusion base

At Academy21, we partner with schools to build inclusion bases that are purposeful, consistent, and aligned with whole-school strategy. To ensure your on-site AP is as effective as possible, we encourage you to consult with us from the outset. Early collaboration helps us understand how our live, adaptive lessons can complement your provision and fit your specific requirements.

The tips below reflect what we've seen work across hundreds of on-site units, from specialist inclusion teams to mainstream academies and other partners.

1. Embed AP into your inclusion strategy

Map AP into behaviour, safeguarding, curriculum, early intervention, and SEND. Position it as a core inclusion mechanism and review referrals/outcomes regularly at SLT level. Framing AP as a core inclusion mechanism, rather than an isolated unit, helps staff, students, and families see its value and encourages a consistent approach to engagement and behaviour.

2. Designate clear leadership and training pathways

Appoint a named AP lead (ideally a senior leader) and equip staff with training in trauma-informed, relational, de-escalation, and SEMH practice. Build in coaching, observation, and reflection. Ownership makes all the difference; this is most apparent when the senior leader responsible for AP effectively champions the provision and shapes its culture, quality, and outcomes.

3. Set clear routines and expectations

Establish predictable daily structures (starts, transitions, check-ins, feedback, supervision). Align rewards/consequences with whole-school systems so expectations are consistent. The MINDSPACE research from the Institute for Government shows that consistent cues, clear routines, and alignment with wider systems improve engagement and reinforce positive behaviour.

4. Build physical and relational connections

Locate and design the space so it feels part of your school, not apart from it. Maintain a relational connection through regular contact with mainstream staff, shared routines/breaks, and use mentors to bridge settings.

5. Create induction and referral systems that build buy-in

Use a clear referral pathway with defined purposes and outcomes. Involve families early and deliver a structured induction, whether in person or online, to establish a positive tone from the outset. Ensure students are introduced to staff or support teams and know where to go for help. Listening to the student's perspective at this stage helps to create a sense of ownership and commitment.

6. Plan reintegration with purpose

Set measurable goals from the start, such as attendance targets, engagement levels, or behavioural milestones. These should be agreed with the students, family and key staff. Review attendance, progress, and engagement frequently and adjust pace based on evidence.

Where possible, use a phased return, allowing the student to reintegrate part-time while supported by a staff member. If online provision forms part of the model, align timetables with the reintegration plan from day one, gradually reducing hours or adjusting lesson times as progress is made.

Recognise key achievements along the way, using visible praise and rewards to reinforce progress and build the student's confidence in returning to full-time mainstream learning.

7. Measure and monitor quality

Track daily data (attendance, engagement, learning) and qualitative feedback (staff and pupil voice). Integrate AP data into safeguarding, SEND, and senior leadership reporting to drive improvement. Ensure leaders regularly review these reports during inclusion meetings, reintegration panels, and designated safeguarding lead briefings.

“It's somewhere where they feel like they belong. They can still be taught their core subjects; and face to face contact is maintained. It's been a good way of keeping a child in school, providing them with an education. They were socialising with friends at lunchtime, and there were so many benefits to coming in and accessing Academy21 from the inclusion room.”

– J Gardiner, Assistant Headteacher,
Ursuline Academy

[For detailed guidance and case study examples download our full guide.](#)



Enhanced Support Services

As the leading online alternative provision specialist, Academy21 understands that many students require targeted support to enhance their learning.

Our Enhanced Support Services provide exactly that for students from Key Stages 2 to 5. These tailored solutions are delivered by qualified counsellors and practitioners, are cost-effective and readily available, and are offered in short, flexible blocks to adapt easily to students' evolving needs. They can be purchased alongside our core academic offer or as a standalone service, giving you complete flexibility.

Benefits at a glance:

- ✓ **Live, interactive lessons**
 Delivered live one-to-one or in small groups by skilled practitioners.
- ✓ **Flexible scheduling**
 Fit around students' existing learning commitments during the school day.
- ✓ **Targeted support**
 Smaller class sizes, with a maximum of 10 students and as few as three students, or one-to-one support.
- ✓ **Inclusion**
 Our services support outcomes for students with additional needs, boosting engagement, confidence, and attendance.

Academic support

Each student has an Individual Teaching Plan to support their specific needs. Aside from this, and as part of our wide offering, we have academic support courses that equip students with vital study skills for school, further education, and life beyond the classroom.

English as an Additional Language – Classes are based on the Cambridge curriculum and delivered by qualified specialists.

Literacy Support – Classes are designed to build confidence in reading and writing, with dyslexia-friendly approaches that complement the Academy21 curriculum.

Numeracy and Maths Support – Lessons are tailored to individual groups to build confidence and provide targeted strategies to address maths-related anxiety.

Wellbeing support

Wellbeing courses equip young people with the skills they need to thrive now and in their futures.

Wellbeing mentoring – Focused group sessions (up to 3 students) combined with one-to-one mentoring with experienced professionals to help students manage their wellbeing and engage with their learning.

One-to-one counselling – Intensive, personalised support from accredited counsellors, using CBT and person-centred therapy to address significant wellbeing issues.

Anxiety management – Small-group sessions using a curriculum designed to help students understand and manage anxiety through psychoeducation and coping strategies.

Social skills – Small-group sessions to enhance students' communication skills, social interactions, and exploration of social norms in a supportive environment.

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 09:05-09:45					
Period 2 09:50-10:30					
Period 3 10:45-11:25	Anxiety Management				
Period 4 11:30-12:10	English Language	English Language	English Language	English Language	
Period 5 12:50-13:30	Science	Science	Science	Science	Reintegration and Wellbeing
Period 6 13:35-14:15	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
Period 7 14:30-15:10					
Period 8 15:15-15:55					

Example timetable for a KS3 student focused on short-term intervention for core subjects and SEMH support. Timing of lessons and the number of subjects taken are flexible depending on the needs of the student. Optional consolidation lessons are available on Fridays for all subjects.

[Learn more about our wellbeing courses here.](#)



Courses for Key Stages 2 to 4

At Academy21, we work with you to create a tailored approach for your specific needs. We provide an innovative, easy-to-use platform, comprehensive monitoring and reporting, and flexible delivery that work for you and your students.

When you partner with Academy21, you and your students can access:

- ✓ **Our Student Portal** with access to classes, timetables, tutorials, class recordings, and additional lesson content, as well as teacher feedback.
- ✓ **Our Mentor Portal** with course information, oversight of completed activities, exam codes, tutorial bookings, and comprehensive attendance and engagement reports.
- ✓ **Regular reporting**, including oversight of activities completed, lesson-by-lesson effort, and half-termly and termly reports. EUIs also highlight changes in engagement to identify where interventions may be needed.
- ✓ **Small class sizes** (up to 15 students) to enable teachers to deliver more personalised support to each student.
- ✓ **Customisable timetables** to fit in with each learner's school and outside-of-school commitments or their needs.
 - Primary pupils receive 3 x 40-minute lessons per day, delivered Monday to Friday.
 - Secondary pupils receive 4 x 40-minute classes per subject, delivered daily, Monday to Thursday as standard. Optional consolidation classes on Fridays can be added on.
- ✓ **Specialist teachers** experienced in supporting students with diverse needs through adaptive and relational teaching approaches.
- ✓ **PSHE classes** available on Fridays for secondary students (PSHE is embedded into the curriculum for Key Stage 2 pupils).
- ✓ **Reintegration and transition support** through relational teaching, one-to-one tutorials, and our dedicated 'Next Steps' course.
- ✓ **A 39-week academic calendar**

Next Steps: Reintegration and Wellbeing Programme

The Next Steps: Reintegration & Wellbeing programme is a sequenced, live series of workshops designed to support Key Stage 2, 3, and 4 students in transitioning successfully back into mainstream schooling or other placements. These sessions focus on personal attributes such as resilience, independence, emotional wellbeing, and goal setting, helping students reconnect with learning and peer communities. Topics include emotional regulation, study skills, transition and change, diversity and inclusion, and digital wellbeing.

Sessions run once per week and are accessible via the Student Portal, with recordings available 24/7 for students to revisit. The curriculum emphasises both personal and academic preparation, bridging gaps in confidence and engagement through reintegration planning.

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 09:05-09:45					
Period 2 09:50-10:30	GSCE English Literature	GSCE English Literature	GSCE English Literature	GSCE English Literature	
Period 3 10:45-11:25	GSCE History	GSCE History	GSCE History	GSCE History	PSHE
Period 4 11:30-12:10					
Period 5 12:50-13:30	GSCE Mathematics	GSCE Mathematics	GSCE Mathematics	GSCE Mathematics	Reintegration and Wellbeing
Period 6 13:35-14:15	GSCE Science (Double Award)	GSCE Science (Double Award)	GSCE Science (Double Award)	GSCE Science (Double Award)	
Period 7 14:30-15:10	GSCE English Language	GSCE English Language	GSCE English Language	GSCE English Language	
Period 8 15:15-15:55					

Example timetable for a KS4 student. Timing of lessons and the number of subjects taken are flexible depending on the needs of the student. Optional consolidation lessons are available on Fridays for all subjects.



Key Stage 2

Our Key Stage 2 provision for Years 5 and 6 combines core skills in reading, writing, and maths, interwoven with a holistic curriculum in PSHE, wellbeing, and oracy. Our online environment, small class sizes, and relational teaching approaches create a safe space for children to rediscover their love of learning, rebuild relationships with teachers, and grow in confidence. Our younger students get a fresh start, with more opportunities for feedback and connection, which are invaluable at the early stages of education.

Whether they require a short-term 'circuit break' or long-term extended support, our primary offer provides the stability and structure needed to ensure every child is truly secondary-ready.

Working in close partnership with schools and local authorities, we offer a flexible morning or afternoon programme that integrates into existing on-site alternative provisions, inclusion bases, or part-time timetables.

Our expert primary teachers focus on the whole child, blending National Curriculum standards in reading, writing, and maths with personal development. This holistic approach ensures that pupils develop the academic and emotional foundations needed for successful reintegration or transition into Key Stage 3.

Example Key Stage 2 Timetable

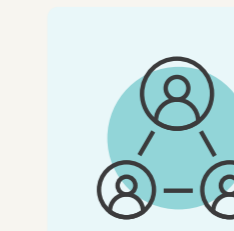
	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 09:05-09:45	Reading and Wellbeing	Reading and Wellbeing	Reading and Wellbeing	Reading and Wellbeing	Reading and Wellbeing
Period 2 09:50-10:30	Writing and PSHE	Writing and PSHE	Writing and PSHE	Writing and PSHE	Writing and PSHE
Period 3 10:45-11:25	BREAK				
Period 4 11:30-12:10	Maths and Social Skills	Maths and Social Skills	Maths and Social Skills	Maths and Social Skills	Maths and Social Skills
Period 5 12:50-13:30					Reintegration and Wellbeing
Period 6 13:35-14:15					
Period 7 14:30-15:10					
Period 8 15:15-15:55					

*Students attend either the morning programme (periods 1, 2, and 4), or the afternoon programme (periods 5, 6, and 7). Reintegration and Wellbeing is available in period 4 for students on the afternoon programme and period 5 for students on the morning programme.



Holistic, integrated curriculum

Students attend three 40-minute lessons per day, five days a week. Our experienced teachers interweave PSHE, wellbeing, and oracy into every lesson. By embedding emotional literacy and communication skills into core subjects, they help pupils build the resilience and self-regulation necessary to engage with their learning and progress.



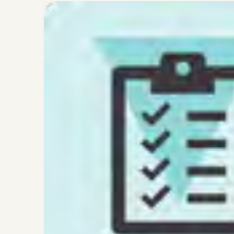
Flexible participation models

Our lessons are highly dynamic, with elements such as circle time, teamwork, movement, and turn-taking to maintain engagement. However, we offer a range of interaction levels, so every pupil feels comfortable participating in a way that works for them. This 'stepped' approach empowers students to find their voice at their own pace.



Relational teaching and small classes

We follow a class-teacher model focused on relational teaching and consistency. Our class sizes are limited to 15 students, enabling more one-to-one interaction. The welcoming environment and personalised support foster a sense of belonging and safety, which are essential precursors to progress and wellbeing.



Live data and transparent reporting

Following each lesson, we provide detailed data on attendance, effort, understanding, and interaction through our custom-built and easy-to-use Mentor Portal. This way, schools have close oversight of the student and can evidence compliance with any Ofsted requirements.



Case Study: Ellis's Story

Finding safety in learning again: A Year 5 pupil's journey with Academy21

Ellis is a bright, articulate Year 5 pupil at Havelock Junior School, a federated Infant and Junior School in Kettering, Northamptonshire. Diagnosed with emotionally based school non-attendance (EBSNA), he was experiencing severe anxiety about attending school and getting overwhelmed by crowded spaces, noise, and the pressure to meet expectations.

It was clear to his family and the school's SENCo that traditional school, in its usual format, was not currently a viable option for him.

The challenge

Ellis's emotional responses were often misunderstood. His mum, Claire, explains that the intensity of his behaviour made it difficult for others to see him for who he was.

"He has massive anxiety about going into the school setting, and that had come out in him as very aggressive behaviour, a lot of swearing, a lot of emotional distress. And so, it's very difficult for people to see beyond his behaviour to the actual child himself."

Initially, the plan for Ellis was a temporary hybrid approach that would lead to full-time reintegration: he would attend school in the mornings and then complete his lessons with Academy21 in the afternoons.

However, Ellis was unable to attend the morning sessions at school due to his anxiety. During an emergency review meeting, school leaders saw the video footage and first-hand observations of Ellis engaging in online lessons, which demonstrated just how much progress he was making at Academy21.

It was clear that the solution for Ellis was to learn fully online for the time being.

"I was just blown away by how much he was interacting. I can't speak for Claire, but it brought me to tears to see the change in him – the way he was interacting, articulating himself, and communicating with the members of staff," shares Jenny Carter, Deputy Head and SENCo at Havelock Junior School.

Turning to online learning full-time

Ellis follows a structured, afternoon-only online programme with Academy21. He works on homework or low-pressure activities in the morning, at home and with his mother nearby, who works from home. Having a dedicated workspace equipped with his preferred technology helps him feel comfortable and in control of his learning.

In the afternoon, he joins Academy21's structured lessons from the safety of his home. Here, he can interact confidently with teachers, ask questions through chat or breakout rooms, and participate fully without the overwhelming sensory input and social pressures of a physical classroom. This setup has enabled him to re-engage with learning in a meaningful way, rebuilding his confidence and motivation.

"He's doing it, he's turning up, he's doing what he's supposed to be doing. So, from my point of view, it's a dream because I can still work and know that he is alright, he's safe," shares Claire.

The ability to closely monitor Ellis's engagement through the Mentor Portal has been invaluable for Jenny.

"The portal is fantastic in terms of giving me the information I need, which I also use to support the EHCP review. It's very accessible."

This transparency has helped the school build a comprehensive, accurate picture of Ellis's needs, which is essential for annual reviews, EHCP processes, and planning future support.

Rebuilding confidence, curiosity and identity

The family and school now have evidence that Ellis can access education in a way that suits him, and that he is happier and more confident than ever.

Havelock Junior School continues to maintain contact and oversight, with teachers, the SENCo, and Academy21 staff laying the groundwork for a gradual, phased reintegration into school when he is ready.

Through flexible online provision, consistent monitoring, and a compassionate, personalised approach, Ellis has gone from survival mode to re-engaging with a curriculum he enjoys.



Key Stage 3

Our Key Stage 3 programme is designed to re-engage young people with education in preparation for GCSEs. We provide a balanced curriculum for Years 7, 8, and 9, offering a range of courses. Our Skillbuilder programmes provide students with the knowledge and understanding they'll need for future study. Alongside maths, English, and science, pupils can study PSHE, digital skills, and humanities and citizenship.

Example timetable for Key Stage 3

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 09:05-09:45					
Period 2 09:50-10:30	English Language	English Language	English Language	English Language	
Period 3 10:45-11:25	Humanities & Citizenship	Humanities & Citizenship	Humanities & Citizenship	Humanities & Citizenship	
Period 4 11:30-12:10			Social Skills		
Period 5 12:50-13:30	Science	Science	Science	Science	Reintegration and Wellbeing
Period 6 13:35-14:15	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
Period 7 14:30-15:10					
Period 8 15:15-15:55					

Example timetable for a KS3 student with an Enhanced Support course add-on. Timing of lessons and the number of subjects taken are flexible depending on the needs of the student. This example shows that only the maths consolidation lesson has been added for this particular student. Consolidation lessons are available for all subjects.

What drove us to implement Academy21 was the need for a DfE-accredited provider we could trust. We had a student who struggled even getting through the school doors, month after month in Year 8. She missed six months of school due to her challenges. We worked together to implement a hybrid model that incorporated Academy21's online lessons and it made all the difference.

– G Hare, Deputy Head, Swakeleys School for Girls



English

This course develops essential skills in reading, writing, speaking, and listening. Students will have the opportunity to read a range of engaging and challenging materials that will stimulate their passion for literature and strengthen their critical thinking.



Science

This course introduces students to all major content areas across the Key Stage 3 National Curriculum for science, with biology, chemistry, and physics units distributed throughout the year.



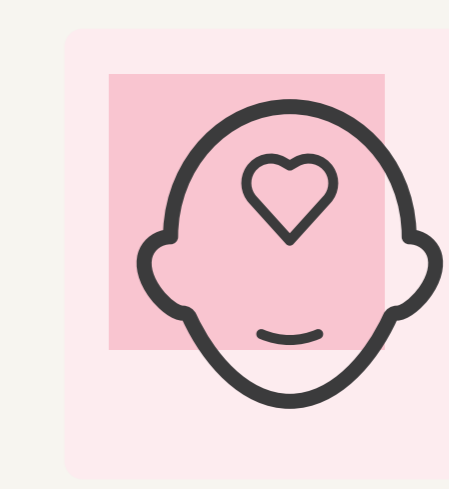
Digital Skills

Available at Level 1, the course covers five areas of study: using devices and handling information; creating and editing; communicating; making transactions; and ensuring online safety. The course aims to equip students with the skills to interact with the digital world at work and in their daily lives.



Maths

This course provides excellent preparation for the rigours of GCSE Maths in all areas, particularly in numbers and algebra. It is ideal for students who have missed a significant portion of their mathematics education and for those who find maths challenging.



PSHE

This course covers key materials pertinent to Key Stage 3 students on study skills, cyber safety, emotional and physical wellbeing, positive relationships, personal finance, mindfulness, and bullying.



Humanities and Citizenship

This combined course develops skills in investigation, analysis, interpretation, evaluation, and communication. Students will develop an understanding of change and continuity as well as an appreciation of cultural and societal development. Covering a range of topics, this course helps prepare students for GCSE History, Geography, and Citizenship Studies.

Key Stage 4

Our Key Stage 4 programme supports students throughout their GCSE years, helping them achieve their academic goals and prepare for future education or careers.

Course specifications

Our teaching is designed to build confidence and skills for examination success. Even if your specification isn't directly listed, the topics, teaching, and support we offer will likely benefit your students. See tables on page 50 for specifications.

GCSE boosters

Live lessons, focused support, and time-limited interventions to support your Key Stage 4 students.

Our suite of GCSE booster courses is designed to provide flexible, targeted interventions that complement your existing delivery and support your students on their path to success.

- ✓ **GCSE Resit Booster:** Focused support in the run up to GCSE resits. These courses give your students another chance at success with expert teaching in a stigma-free environment.
- ✓ **GCSE Booster:** Previously known as 'GCSE Rescue', provides students the opportunity to recover lost learning in maths, English language and science, and provides focused revision and exam preparation through to the exam dates in May/June.
- ✓ **GCSE Bespoke Booster:** Tailored provision for your students, which can often consist of dedicated 'closed' groups containing your school or MAT's students only. Bespoke boosters can be used to support students in improving grade boundaries, in addition to their attendance at a mainstream setting.

We've used Academy21 creatively, as a short intervention with a real focus on outcomes. The quality of the teaching, the data we can access, and the ease of setup have made it a seamless process.

– K Barnes, Assistant Headteacher, Sackville School

GCSE Maths

Specification: AQA 8300/Edexcel IMA1

Content: Skills for the future, wide range of topics from all exam papers.

Grouping: Stage not age for Y9s and Y10s, students can move to higher groups when ready. Foundation, Foundation Plus and Higher level groups available at Y10 and Y11.

GCSE English Language

Specification: AQA 8700

Content: Engaging content to promote confidence and develop literacy skills.

Grouping: According to year group, gradual development of skills in Y10.

GCSE Combined Science ('Double Award')

Specification: AQA 8464

Content: Range of topics for 6 papers across biology, chemistry and physics. Practicals are embedded into lessons.

Grouping: Foundation and Higher, Foundation Basics available at Y11. Tiered exam entry, Foundation Basics for students working at grades 1-2.

'Triple Top-up' (Biology, Chemistry, Physics)

Specification: AQA 8461/2/3

Content: Extension to complement and extend the learning from enrolment in a Y11 higher tier combined science group. Additional Separate science content is covered for students who intend to sit all three separate sciences (triple award).



GCSE English Literature

Specification: AQA 8702

Content: Engaging content to promote confidence and develop literacy skills.

Grouping: According to year group, gradual development of analytical skills in Y10, in Y11 a full set of all texts are covered to support exam preparation for students who may have inconsistent attendance in Y10.

GCSE History

Specification: AQA 8145

Content: Students recognise how past events influence the present. Russia 1894-1945; Interwar years 1918-1939; Power and the People – 1170 to present day; Elizabethan England 1568-1603. Levels: 1-year and 2-year courses available for students in Y10 or Y11.

GCSE Geography

Specification: AQA 8035

Content: Living with the physical environment; Challenges in the human environment; Geographical applications. Levels: 1-year and 2-year courses available for students in Y10 or Y11. Y11 course covers all topics in a single year.

NB: Fieldwork is the responsibility of the student's commissioning organisation.

GCSE Citizenship Studies

Specification: AQA 8100

Content: Deeper knowledge of democracy, government and law. Present different viewpoints, develop reasoned arguments, plan practical citizenship actions to benefit society.

IGCSE Art and Design

Specification: Pearson Edexcel 4FA1

Content: Topics covered include drawing, mixed media, printing, graphic design, multi-media, 3D and product design.

NB: This course is assessed fully online.

Functional Skills Courses

Specification: Pearson Edexcel on-demand assessments

Subjects: English (Levels 1 and 2), Maths (Level 1), Digital Skills (Level 1)

NB: Mentors are responsible for entering their students for exams, Academy21 cannot prepare students for the Speaking & Listening Assessment.

Entry Level Science 'Everyday Science'

Specification: WJEC 6430QC

Content: GCSE Science topics, explored at a foundation level

NB: This course is designed for Y10 and Y11 students with significant learning gaps to provide the foundational skills and knowledge that will build confidence to progress to GCSE learning. Non-examined assessments, grades 1 or 2 at GCSE level.

Vocational Course: Cambridge Nationals ICT

Specification: J836

Content: Use of spreadsheets and augmented reality software, develops presentation and data manipulation skills.

NB: Aimed at Y10 and Y11 students optional to take over 1 or 2 years. Non-examined assessments and one exam.

PSHE Additional Curriculum

Content: Provides Key Stage 4 students an essential understanding of relationships, love, safe sex, emotional and physical wellbeing, drugs, alcohol, and cyber safety over 1 lesson per week.



I am incredibly thankful that I had access to Academy21. I wouldn't be where I am now without the support that I was offered through Academy21. They were so important in not only allowing me to continue my education but also in giving me structure and socialisation back into my life.

– Katy, Former Academy21 student

Key Stage 5 online provision

Academy21 is pleased to offer inclusive provision for Key Stage 5 via our sister school, King's InterHigh. With twenty years' experience pioneering online education, King's InterHigh is a DfE-accredited online school offering a full school curriculum in an engaging, nurturing environment.

Interactive lessons challenge students to develop teamwork, leadership, and self-directed study skills that will set them up for successful futures in apprenticeships, careers, and onward study.

What does an online Sixth Form look like?

- Students are taught in small classes, with live lessons and 24/7 access to learning materials;
- Online lessons are 40 minutes long. They are live, inclusive, enhanced with technology and recorded for playback;
- Students can study 1-5 A-Levels and blend online learning with in-person classes at a school or college;
- Our A-Level teachers are subject experts and experienced in teaching and offering tailored support online;
- School life includes: assemblies, clubs, schoolhouses and a school-led social platform.

Curriculum

Most students opt for 3 A-Level subjects to align with university entry requirements, but your students can study between 1 and 5 A-Level subjects with King's InterHigh:

Key Stage 5 Subject List



- Biology
- Business
- Chemistry
- Classical Civilisation
- Computer Science
- Economics
- English Language
- English Literature
- French
- Geography
- Further Mathematics
- German
- History
- IT
- Law
- Maths
- Media Studies
- Physics
- Politics
- Psychology
- Sociology
- Spanish



Academy21 and King's InterHigh: key features at a glance.

We know that young people deserve an education that meets them where they are, not a one-size-fits-all approach, and that's what we aim to support alongside our sister school, King's InterHigh. Both Academy21 and King's InterHigh are DfE-accredited and part of the Inspired Education Group.

We offer a range of pathways that ensure continuity, confidence, and opportunity for learners in every Key Stage from primary through to post-16. But we also offer fundamentally different solutions and approaches that cater to specific needs.

		
Primary Purpose	Short-term confidence-building intervention.	Longer-term online schooling.
Typical length of stay	Typically fixed-term (often 6-12 weeks).	Usually a minimum of a year.
Educational goal	Maintain progress, build confidence and support reintegration or transition.	Build confidence and connection to others, support future aspirations with a wide curriculum choice.
Timetabling	Flexible subject-level scheduling.	Structured school timetable with different options.
Pastoral support	Targeted welfare support in every class.	Wraparound pastoral support, for example through tutor groups.

[Read more about how Academy21 and King's InterHigh work together.](#)

Case Study: Thomas Rotherham College

Empowering ambition: Online A-Levels that transform outcomes for learners

Thomas Rotherham College (TRC) is a forward-thinking further education provider committed to meeting the diverse needs of learners aged 16–25, particularly those with Education, Health and Care Plans (EHCPs) who cannot access mainstream provision.

Through its Flexible Learning Centre, TRC offers a blend of academic, vocational, and technical education, alongside tailored careers support and enrichment opportunities. TRC's inclusive approach ensures minimal entry criteria and enables young people to access aspirational pathways, gain vital qualifications, and take confident steps towards their chosen careers.

Since 2020, King's InterHigh has been a trusted partner, working collaboratively to deliver a rigorous and inclusive academic and pastoral curriculum for TRC's students.



Our Flexible Learning Centre supports students with high needs and Education, Health and Care Plans (EHCPs) who are unable to access traditional classroom-based learning. Through Academy21's sister school King's InterHigh, we have been able to deliver a high-quality academic and pastoral curriculum tailored to these learners' individual circumstances. The platform enables students to study A-Levels remotely, often over an extended period, ensuring they can progress at a pace that suits their needs. This flexibility has been transformative, allowing young people to achieve ambitious qualifications without the barriers of a conventional setting.

The pastoral support embedded within the programme ensures that students remain engaged, supported, and connected throughout their learning journeys.

This provision, funded directly by the local authority, has become an essential part of our inclusive offer. It empowers students who might otherwise be excluded from advanced study to access meaningful pathways and achieve their aspirations. We recommend Academy21/ King's InterHigh for any institution seeking a flexible, academic solution for learners with complex needs.

– Emma Shakespeare, Vice Principal of TRC



All our courses at a glance

Key Stage	Course type	Subject	Specification	Provision
Key Stage 2	National Curriculum	Mathematics, English (including Reading and Writing)	Primary National Curriculum	Academy21
Key Stage 3	Skillbuilder Courses	Maths	National Curriculum	Academy21
		English	National Curriculum	
		Science	National Curriculum	
		Humanities & Citizenship	National Curriculum	
		PSHE	National Curriculum	
		Digital Skills	Edexcel	
Key Stage 4	GCSE	Maths	AQA 8300, Edexcel 1MA1, WJEC Mathematics & Numeracy (Foundation Tier)	Academy21
		English Language	AQA 8700, WJEC 3700QS	
		English Literature	AQA 8702	
		Combined Science (Trilogy)	AQA 8464	
		Triple Science	Biology AQA 8461 Chemistry AQA 8462 Physics AQA 8463	
		Science	WJEC 3430	
		Citizenship Studies	AQA 8100	
		History	AQA 8145	
		Geography	AQA 8100	
		IGCSE	Art & Design	
	Entry Level	Everyday Science	WJEC 6430QC	
	Functional Skills	Maths - Level 1	Edexcel - Level 1	
		English - Level 1	Edexcel - Level 1	
		English - Level 2	Edexcel - Level 2	
		Digital Skills - Level 1	Edexcel - Level 1	
	Vocational Skills	Cambridge Nationals IT-Level 1	OCR J836 - Level 1	
		Cambridge Nationals IT-Level 2	OCR J836 - Level 2	
	Year 11 GCSE Rescue	Maths	AQA 8300, Edexcel 1MA1	
		English Language	AQA 8700	
		Science	AQA 8464	
Non-accredited	PSHE	N/A		
Key Stage 5	A-Levels	Choice of over 20 subjects. Visit: kingsinterhigh.co.uk/a-levels-online	AQA/Cambridge International/Edexcel/OCR	King's InterHigh

Supporting students to thrive in and beyond school

Our range of optional support classes available across our provision.

Course type	Subject	Provision
Academic Support Courses	EAL Support	Academy21 or King's InterHigh
	Literacy Support	Academy21 or King's InterHigh
	Numeracy Support	Academy21 or King's InterHigh
	Maths Support	Academy21 or King's InterHigh
	Study Skills Workshops*	Academy21 or King's InterHigh
	Anxiety Management	Academy21 or King's InterHigh
Wellbeing Support Courses	Social Skills Classes	Academy21 or King's InterHigh
	One-To-One Counselling	Academy21 or King's InterHigh
	Wellbeing Mentoring	Academy21 or King's InterHigh
	Health and Wellbeing Workshops*	Academy21
	Next Steps: Reintegration and Wellbeing**	Academy21
Bespoke combinations	We are delighted to be working with schools to provide bespoke classes that meet the specific needs of their cohorts. Talk to your partnership manager for availability and details.	

*Available at Key Stage 3 and 4 only.

** Available at Key Stages 2, 3, and 4.



Academy 21

The Online Alternative Provision Experts

***Have a question?
Contact us to discuss your
and your students' specific needs.
academy21.co.uk/contact***



Access our free resources:

Blogs and Guides:

The Alternative Provision Podcast:

Webinars and events:

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