

Part of The O Education Group



A modern online school for
an evolving world



BELONG. LEARN. THRIVE.



Welcome to Ohana

Ohana is a modern school for an evolving world.

Designed for all children, Ohana reimagines school through belonging, flexibility, human connection and future readiness. It combines high-quality teaching, personalised pathways, emotionally intelligent design and innovative digital experiences to create a learning environment that is ambitious, deeply relational and built for modern life.

The world children are growing up in has changed. Connection now exists across communities, cultures and digital spaces, and education must evolve with it. Learning should not be limited by one building, one pace, one timetable or one traditional way of participating.

Ohana is more than school delivered online. It is a new model of education that recognises every child learns, connects and grows differently, with the flexibility to adapt while maintaining high expectations.

At Ohana, every child is known as an individual. Learners are supported to build knowledge, confidence, independence, creativity and belonging. Whether they need greater flexibility, a different pace, a personalised pathway or a school experience designed for today's world, Ohana provides a place where they can learn, grow and thrive.

Ohana means family, and family means no one gets left behind or forgotten.



OHANA
LEARN DIFFERENTLY



Our Mission

Our mission is to create a future focused school experience that helps all children thrive academically, socially and personally.

We do this through relational teaching, flexible learning pathways, a high quality curriculum, emotionally intelligent design and safe, purposeful technology. Ohana helps each learner discover how they learn best, build confidence in who they are, and develop the knowledge, skills and character they need beyond school.

We believe education should evolve beyond traditional ideas of where learning happens, how relationships are formed and what meaningful participation looks like. At Ohana, connection is intentional, learning is flexible and every child has a pathway to success.

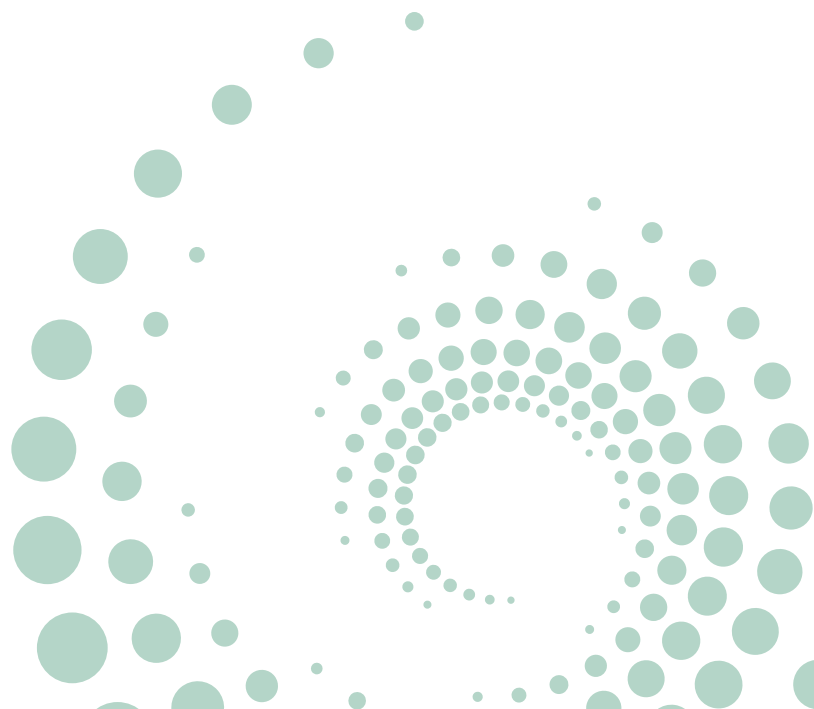
Our Vision

To create a modern school for a changing world where every child can learn differently, belong fully, and feel seen, valued and understood.

Our Promise

Ohana promises a school experience where children feel known, learning feels meaningful, progress feels possible and belonging is built into every part of the journey.

We are here to help every child grow with confidence, not by asking them to fit an old model of school, but by building a better one around them.





The Ohana Journey

From feeling understood to learning with confidence. Every child's Ohana journey begins with one promise: we understand the learner before building the path forward.

At Ohana, children are not expected to fit a fixed model of school. We take time to understand how each child learns, communicates and participates, creating a calm, relational experience where learning feels possible again.

The journey begins in the Hearth, a welcoming digital space where each child meets OMI, Ohana's regulation and learning companion. Here, children explore the Ohana Realm, choose sensory preferences and begin school at a pace that feels safe.

From there, learners begin Quest of Minds, a story led adventure that helps Ohana understand their strengths, needs, confidence, motivation and preferred ways of participating. There are no scores or labels, only insight to support each child's journey.

Every child begins their Ohana journey through a gentle, personalised introduction designed to build trust and understanding. Through the Hearth and Quest of Minds, children explore the Ohana environment at their own pace while teachers gain meaningful insight into how they learn, connect and engage. This creates the foundation for a learning experience that feels supportive, purposeful and built around the individual child.

This early understanding shapes the child's First Lesson Access Card and Personal Pathway Plan, giving teachers clear insight into what supports them, what to avoid and how they can enter learning successfully.

Once the right starting point is understood, each child follows a pathway that fits them. Ohana's curriculum is flexible but academically ambitious, allowing learners to work towards meaningful outcomes through the route that best supports them, from academic study and supported learning to reconnection, applied skills, creative portfolios and future pathways.

Throughout the journey, children can participate in multiple valid ways: they may join live lessons, use recordings, contribute through chat or voice, work independently, take part with camera off, submit creative evidence, complete quests or re-entry learning through smaller supported steps. Flexibility at Ohana does not mean lowering expectations. It means improving access so that every child has a real route into learning.

Children are recognised for the growth that matters most: courage, kindness, insight, persistence and readiness. Ohana avoids public leaderboards, comparison culture and shame-based systems, instead recognising progress privately for effort, reflection, asking for help, returning, supporting others and taking safe steps forward.

The first six weeks help establish the right timetable, support plan, participation routes, curriculum pathway and goals, which continue to evolve as each child grows.

The Ohana journey is about moving from uncertainty to belonging, from avoidance to participation and from learning feeling impossible to feeling possible again.

Ohana is a modern relational online school where children are welcomed, understood, supported and guided to meaningful progress, without being left behind or forgotten.

What Makes Ohana Different

Ohana is not traditional school moved onto a screen. It is designed from the ground up around belonging, motivation, emotional safety, safeguarding, academic progress and strong human relationships.

At Ohana, every child is seen as an individual. We begin by understanding how each learner thinks, communicates, engages and responds to challenge, then place them on the pathway that best fits them.

This may be academic, supported academic, creative, applied, international, reconnection focused or destination ready. Children are not required to follow a fixed route; their pathway is shaped around their starting point, strengths, confidence, readiness and goals. The ambition stays high, but the journey is personalised, flexible and sustainable.

Ohana combines structured curriculum pathways, live teaching, independent and project based learning, recognised qualifications and ongoing feedback with flexible participation routes, including live lessons, recordings, chat, voice, camera off engagement and supported re entry. Flexibility improves access without lowering expectations.

Relationships sit at the centre of the school. Teachers and trusted adults act as mentors and consistent guides who know each child, notice progress, build confidence and support them when learning feels difficult. Children learn best when they feel safe, known and connected.



Ohana is a school for a changing world where children can learn differently, belong fully and move forward with confidence.

Safeguarding is foundational at Ohana. Systems help keep learners visible and supported without creating surveillance or judgement. Technology may flag patterns and support staff awareness, but safeguarding decisions always remain with trained adults.

OMI, the digital regulation companion, helps children notice how they feel and return to learning safely, while the Ohana Compass supports staff in responding with regulation, connection and the right next step.

Motivation is growth based rather than comparative, recognising courage, kindness, insight, persistence and readiness. Children are encouraged to grow into confidence, not compete for belonging.

Ohana brings together academic ambition, flexible pathways, safeguarding, emotional safety and human connection in one school model.

The Family Ohana Experience

A calmer, more connected way to experience school

At Ohana, education is experienced by the whole family, not just the child. When school works well, children feel more confident, parents feel more informed, and home life feels steadier. Learning becomes easier to understand and progress easier to see.

The Ohana experience is designed around the family, not just the timetable. From the first conversation, families are welcomed into a calm, relational and transparent community. We take time to understand the child, their story and the family's hopes, building a thoughtful partnership rooted in trust.

Every child begins their Ohana journey with time to be understood. Through onboarding, Quest of Minds, family voice, early learning observations and ongoing review, we build a clear picture of how each learner communicates, participates, responds to challenge and reconnects with learning, with families involved from the start.

Parents and carers receive clear, meaningful communication about progress focused on what is growing: confidence, participation, academic skill, independence, readiness, resilience, relationships and next steps, rather than attendance, grades or behaviour snapshots.

Ohana also recognises that families need reassurance.

Safeguarding is central to Ohana. Named adults, pastoral oversight and human led support systems keep children visible, safe and known. Technology supports pattern spotting, but all decisions remain with trusted adults.

The family experience is designed to feel manageable. Learning is flexible, children can participate in different ways, and parents are not expected to become teachers. Ohana provides structure, teaching and support, while families remain active partners in the journey.

For many families, Ohana brings relief, clarity and hope: a school where the child is seen, parents feel supported, and learning is ambitious, flexible and human.

At Ohana, family is not a slogan. It is how we build school.



Gamified Learning, Reimagined for Real Education

Ohana meets children where they are and helps them move forward.

Children today grow up in a digital world where they connect, create, collaborate and solve problems online. For many, gaming is where they experience challenge, identity, teamwork, creativity and progress.

Ohana recognises this reality. Rather than relying on traditional approaches alone, we use thoughtful gamification to support meaningful learning.

At Ohana, gamification is not about turning school into a game. It uses motivational design children already understand, including quests, progress, challenge, discovery, customisation and shared missions, to make learning more accessible, purposeful and alive.

Why Gamification Matters

Good games are brilliant at something education has often struggled with: they help children keep trying, make the next step visible, allow mistakes without humiliation, offer challenge at the right level, give instant feedback, build identity and belonging, and make progress feel possible.

Ohana brings those principles into education, safely, relationally and with academic purpose. Instead of children feeling that learning is something being done to them, they begin to experience it as a journey they are part of.



Learning Through Quests

At Ohana, lessons can become quests. Challenges can become missions. Progress can become visible. Reflection can become part of the adventure.

A learner might explore a story-led maths challenge, complete a science investigation, join a Fellowship mission, unlock a hidden learning pathway, build a creative portfolio, or take on a personal-best challenge.

The academic content remains serious. The experience feels more engaging.

This is where Ohana is different: we use gamification to increase access to learning, not to dilute it.

Progress Children Can See

In traditional schooling, progress can feel invisible until a mark, grade or test result appears. For some children, that is too late. By then, confidence may already have taken a battering.

Ohana makes progress visible in smaller, more motivating ways. Learners may receive private growth signals, unlock new areas of the Realm, collect recognition linked to effort and reflection, customise their avatar or space, grow their Backpack, or contribute to shared Fellowship achievements.

These are not gimmicks. They are carefully designed signals that say:

You tried. You returned. You helped. You noticed something about yourself. You are growing.

Recognition Without Comparison

Ohana does not use gamification to rank children publicly. Learners are recognised for the things that genuinely build success



There are no public leaderboards.

No shame charts.

No "top of the class" status race.

No rewards for masking distress.

No punishment for absence, wobble or needing support.

At Ohana, the question is not “Who is winning?” The question is: “Who is this learner growing into?”

Many children who struggle with school have not lost the ability to learn. They have lost confidence that learning can work for them.

Gamification helps restore that confidence.

Not by turning learning into a game, but by creating experiences of progress, purpose and achievement. Every challenge completed, level reached and mission accomplished helps learners rebuild trust in themselves as capable people.

Over time, they develop motivation, confidence, resilience, emotional regulation, collaboration, independence and a stronger sense of belonging.

The goal is not engagement for its own sake. The goal is growth.

For some learners, that growth marks the moment they move from simply attending school to actively participating in their own future.

- ✓ Gaming Principles, Human Values
- ✓ Ohana uses the best of gaming design, but holds it inside a deeply human school culture
- ✓ Quests that give learning purpose
- ✓ Levels of challenge that stretch without overwhelming
- ✓ Unlocks that create curiosity and momentum
- ✓ Customisation that builds identity and ownership
- ✓ Fellowship missions that strengthen belonging
- ✓ Personal-best challenges that encourage growth without public comparison
- ✓ Recovery rewards that recognise coming back after something felt hard

Safe Challenge for a Digital Generation

Ohana prepares children for the real world by helping them experience challenge, pressure, teamwork, deadlines and setbacks in a way that protects dignity. Learners may take part in timed missions, collaborative problem solving, role based challenges or scenario quests, without public ranking or exposure to shame.

There is no pressure here at Ohana, our challenges are designed as adventure alongside safety.

The Ohana Promise

Ohana meets children in the world they are growing up in: one shaped by digital identity, connection, creativity, gaming and constant choice. We build a school experience that feels intuitive to enter, safe to trust and ambitious in what it enables.

At Ohana, gamification supports learning by making progress visible and meaningful. When children can see their development, take ownership of their journey and feel they belong, learning becomes more engaging and growth naturally follows.





A relational digital world for belonging,
learning, regulation and growth

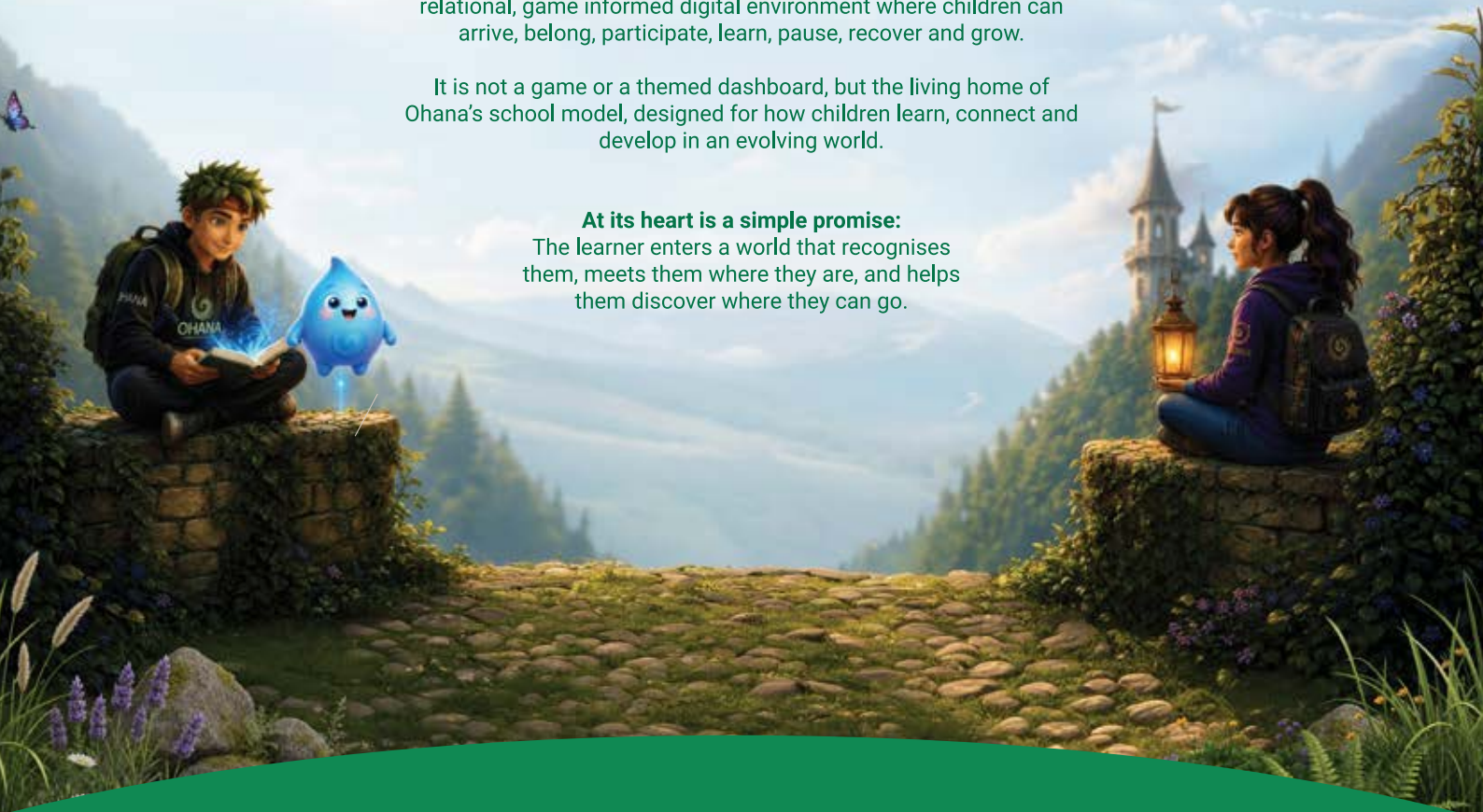


The Ohana Realm is the learner facing world of the school: a calm, relational, game informed digital environment where children can arrive, belong, participate, learn, pause, recover and grow.

It is not a game or a themed dashboard, but the living home of Ohana's school model, designed for how children learn, connect and develop in an evolving world.

At its heart is a simple promise:

The learner enters a world that recognises them, meets them where they are, and helps them discover where they can go.



The Realm is built around Ohana's core principles



Belonging comes
before achievement.



Regulation is part
of learning.



Participation can take
many valid forms.



Re-entry is
progress.



Evidence should support
understanding, not
surveillance.

The Ohana Realm

Ohana is built for all children, combining academic ambition, emotional safety, digital fluency, flexible participation and human relationships. The Realm is the learner facing environment that helps children enter school with confidence, curiosity and agency.

Learners begin in the Hearth, a calm starting point to check in, prepare and choose their next step, before moving through spaces that support learning, participation, regulation and reflection.

Throughout the Realm, OMI, a digital companion, helps support regulation, choices and re-entry, while adults remain responsible for teaching, care and safeguarding.

The Realm replaces narrow measures of progress with a clearer view of how each learner begins, participates and grows, including academic development, confidence, independence, collaboration, creativity and wellbeing.

It begins with arrival, not assessment. It offers belonging before demand. It treats return as progress and helps every learner find a way in.



FOYER

Orient, explore and choose your next step.



HEARTH

Arrive, connect and prepare.



QUEST BOARD

Discover opportunities, Set Intentions, and track Your Journey.



FELLOWSHIP HALL

Connect, collaborate and learn together.



SANCTUARY

Pause, reflect and restore. You are safe here.



THRESHOLD

Step forward when you're ready.



VILLAGE SHOP

Spend what you've earned, unlock resources and customise your experience.

Ohana is a modern school for an evolving world

Academically purposeful, emotionally intelligent and designed around the whole child. The Realm is where that promise becomes visible.

WELCOME TO THE QUEST OF MINDS

Quest of Minds is each child's first journey into the Ohana Realm, a story led experience where curiosity opens doors and the world responds to the learner's arrival.



Guided by OMI, their gentle companion, each child enters a living Realm of light, mystery and adventure. It is not a lesson or checklist, but an invitation to explore, make choices, solve problems and see the impact of their ideas and actions.

Behind the journey, Quest of Minds helps Ohana understand each learner through natural exploration and playful interaction, building insight into how they think, communicate, focus, respond to new experiences and build confidence.

The child experiences story and discovery, while adults gain meaningful insight to support their next steps.

The outcome is a meaningful starting point for learning at Ohana, helping teachers, mentors and families understand each child's strengths, preferences and learning needs so future lessons feel more personal and accessible from the start.

At its heart, Quest of Minds is about belonging. It tells every child they are welcome, their way of learning matters and the Realm will grow with them.

The Ohana Compass is our relational readiness framework, helping children find their way back to learning when they feel anxious, overwhelmed, withdrawn, restless or unsure where to begin. Instead of seeing these moments as misbehaviour or failure, the Compass helps staff understand what a child may need and choose the next right step through four stages: Regulate, Relate, Reflect and Re-enter.

It recognises different readiness states: **Nest** (settled and ready), **Spark** (anxious or stretched), **Storm** (overwhelmed), **Drift** (withdrawn or unable to begin) and **Bridge** (starting to return after a difficult moment) so support can be calm, timely and personal. For learners, it offers a kinder way to understand themselves. For families, it gives reassurance that their child is seen, supported and never left without a way back to learning.



Assessment, Progress and Reporting

Assessment at Ohana is purposeful, supportive and development-focused.

We use assessment to understand what a child knows, where they are ready to grow and how to support their learning over time.

Ohana's model identifies strengths, gaps and needs, giving clear next steps for learners and helping families understand progress and support pathways.

Learners are assessed through Quest of Minds, teacher observation, feedback, mastery checks, projects, portfolios, mock exams, qualifications and reflection.

Assessment may include academic progress, participation, communication, independence, creativity and readiness for future learning.

Reports share strengths, progress, development areas, support strategies and next steps.

This approach is not about labelling, but about understanding each learner clearly and supporting meaningful, recognised progress.



The Ohana Curriculum Promise

Ohana's curriculum is a living pathway model, not a fixed timetable. It begins by understanding each child and building the right route forward.

Learners may be rebuilding confidence, preparing for GCSEs, working towards functional skills, developing creative portfolios or progressing towards college, work or enterprise.

Wherever they start, Ohana provides structure, belonging, flexibility and ambition.

The right pathway is the one that helps a child belong, engage, grow and move towards a possible future.

Curriculum Offer and Pathways

Ohana offers an online curriculum for modern learners that is academically serious, emotionally accessible and designed to make learning feel possible.

It is British rooted, internationally informed and shaped around each learner's starting point, strengths, readiness and goals. It combines the structure of the British National Curriculum, inquiry led learning and Cambridge style progression.

Each child begins with **Quest of Minds**, a gentle, story led baseline experience guided by OMI that helps understand how they learn, communicate, respond to challenge and build confidence.

The outcome is a strengths first profile that informs the right starting point for learning, not a label or score.

Each learner joins a pathway that fits them. It is flexible, reviewed regularly and shaped through teaching, observation and learner and family voice.

If a child needs to rebuild confidence, we make space for that. If they are ready for stretch, we provide it. If they need a reduced load or alternative route, the curriculum adapts without lowering ambition.



The Ohana Curriculum Blend

Ohana's curriculum brings together three powerful educational traditions.

British National Curriculum Spine

The British National Curriculum provides the structure for core knowledge and progression across the school.

Ohana Learners access English, mathematics, science, humanities, computing, creative subjects, PSHE and physical wellbeing, ensuring learning is structured, recognisable and academically credible.

Inquiry-Led and Global Learning

Ohana also uses inquiry led, globally minded learning where learners explore big questions, real world themes and values such as integrity, creativity and contribution.

This builds curiosity, reflection, communication, independence and a broader understanding of the world beyond the classroom.

Cambridge-Style International Progression

Ohana draws on Cambridge style principles including clear stage based progression, subject depth, academic rigour and preparation for recognised qualifications where appropriate.

This supports families who want academic credibility, flexible progression and pathways suitable for both UK based and internationally mobile learners.

The result is a curriculum that is structured and flexible, ambitious and supportive, and personalised while remaining clear and coherent.

Curriculum Phases

Entry and Baseline: Understanding the Learner

All learners begin with Quest of Minds, OMI support, a Hearth welcome and an initial access profile.

This phase helps Ohana understand academic starting points, communication preferences, motivation, regulation, participation and what helps each child feel safe enough to learn. A six week review then refines this understanding and confirms the right support and pathway moving forward.

Foundation and Reconnection

This phase supports younger learners or those rebuilding confidence, routines and learning habits. The curriculum focuses on core literacy, numeracy, science, creative learning, digital confidence, emotional literacy and belonging.

The aim is not just to catch up, but to help learners feel capable again, build strong foundations and develop a reliable route into learning.

Lower Secondary Discovery

For lower secondary learners, Ohana offers a broad curriculum across English, mathematics, science, humanities, computing, creative arts, PSHE and wellbeing.

This phase builds curiosity, subject confidence, independent learning habits, digital skills and learner identity.

Learners begin to understand not only what they are learning, but how they learn best.

Middle Secondary Pathways

The middle secondary phase is a guided pathway year where learners explore subject strengths, readiness for qualifications, participation, regulation needs and future direction.

The aim is to identify the most suitable KS4 route, rather than placing every learner into the same exam pathway.

This may include academic, supported academic, international, applied skills, creative portfolio, reconnect or stretch pathways.

KS4 Qualification Pathways

At KS4, learners work towards recognised outcomes through pathways matched to their readiness, goals and future plans.

This may include GCSEs, International GCSEs, Cambridge style qualifications, Functional Skills, Entry Level Certificates, applied awards, portfolio evidence or creative routes.

Ohana maintains high expectations while balancing qualification load, exam readiness, access needs, emotional wellbeing and destination goals.

Bridge / Level 2 Plus

Bridge / Level 2 Plus is a positive progression route for learners who benefit from more time to consolidate learning, rebuild confidence and prepare for the next stage.

It includes English and maths development, GCSE resits, Functional Skills, digital skills, applied projects, careers support and transition planning.

This is a readiness route that recognises different timelines. Some learners simply grow best with more time, not less ambition.

Post-16 Destination Pathways

At Post-16, Ohana supports learners towards higher study, college, apprenticeships, employment, enterprise, creative routes or supported adulthood.

Pathways may include A Level-style preparation, International A Level-style routes, applied or vocational learning, creative portfolios, enterprise and future skills, or personalised transition programmes.

The focus is on independence, confidence, destination readiness and helping each learner move forward with a clear sense of direction.



Our pathways at a glance

Personalised Learning Without Losing Direction.

A learner may access live lessons, recordings, chat, voice, camera-off participation, small groups, tutorials, independent study, creative submissions, project work or supported re-entry. Flexibility does not lower expectations, it improves access.

Ohana keeps ambition high while giving learners more ways to participate, show understanding, recover after difficulty and move forward with confidence.

Ohana personalises learning across five layers:



Our pathways

Ohana Core Academic

For learners ready for a broad academic pathway leading towards GCSE, IGCSE and A Level-style progression.

Ohana Supported Academic

For learners who can access formal academic qualifications but need a reduced load, additional scaffolding, more tutorials, a longer timeline or carefully planned exam entry.

Ohana Applied Skills

For learners whose pathway is best supported through Functional Skills, employability, digital skills, practical learning, vocational preparation and real-world application.

Ohana Creative Portfolio

For learners with creative, technical, media, design, performance or project-based strengths. This pathway may include portfolio evidence, creative qualifications, project work and selected formal subjects.

Ohana Reconnection

For learners who need to rebuild confidence, routines, trust, attendance-to-learning and engagement before moving into a more formal academic route.

Ohana International

For learners needing portable or globally recognisable pathways, including International GCSE, Cambridge-style progression and internationally transferable records.

Ohana Destination Ready

For learners preparing for post-16 progression, college, apprenticeships, work, enterprise, supported transition or adulthood.

Fellowships

Where every learner belongs, because connection matters more than ever.

When people think about online education, they often imagine children learning alone. At Ohana, we design something different.

We believe meaningful relationships are the foundation of learning, not an optional extra.

That is why every learner belongs to a Fellowship: a small, trusted community where they are known, valued and connected to others.

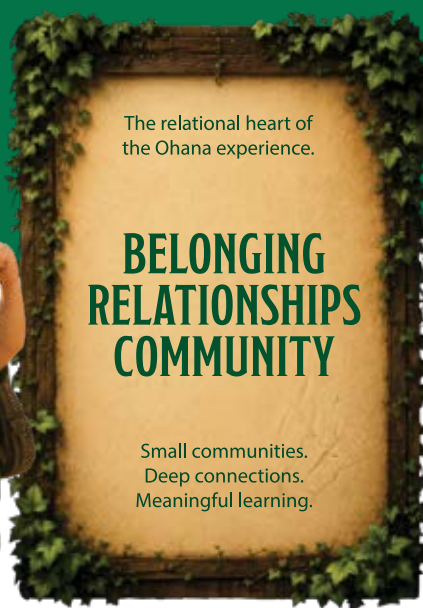
Children do not thrive through content alone, but through belonging.

What Is a Fellowship?

A Fellowship is Ohana's version of a tutor group, house system and community combined into one.

Each Fellowship provides:

- ✓ Trusted adults who know every learner
- ✓ Consistent peer connections
- ✓ Shared experiences and challenges
- ✓ Opportunities for leadership and contribution
- ✓ Emotional support and encouragement
- ✓ A sense of identity and belonging It becomes the learner's home within the wider Ohana Realm



Why Fellowship Matters

For many learners, especially those who have experienced anxiety, EBSA, bullying or unmet needs, relationships may feel fragile.

Traditional school environments can sometimes feel overwhelming, while online learning creates opportunities for calm, flexible and intentional connection when it is thoughtfully designed.

Our Fellowships create small, safe communities where learners build confidence, friendships and participate in ways that feel natural and authentic.

The result is flexible online learning with the connection and belonging every child needs.

More Connected Than Traditional Models

One of the misconceptions about online education is that children spend less time building relationships. For many learners, the opposite is true.

Without crowded corridors, noisy classrooms or social overwhelm, children often find it easier to engage, communicate and form meaningful connections.

Through Fellowship gatherings, collaborative quests, mentoring, clubs and community events, learners have regular opportunities to connect with peers and trusted adults, often for the first time feeling genuinely included in a learning community.

Learning Through Community

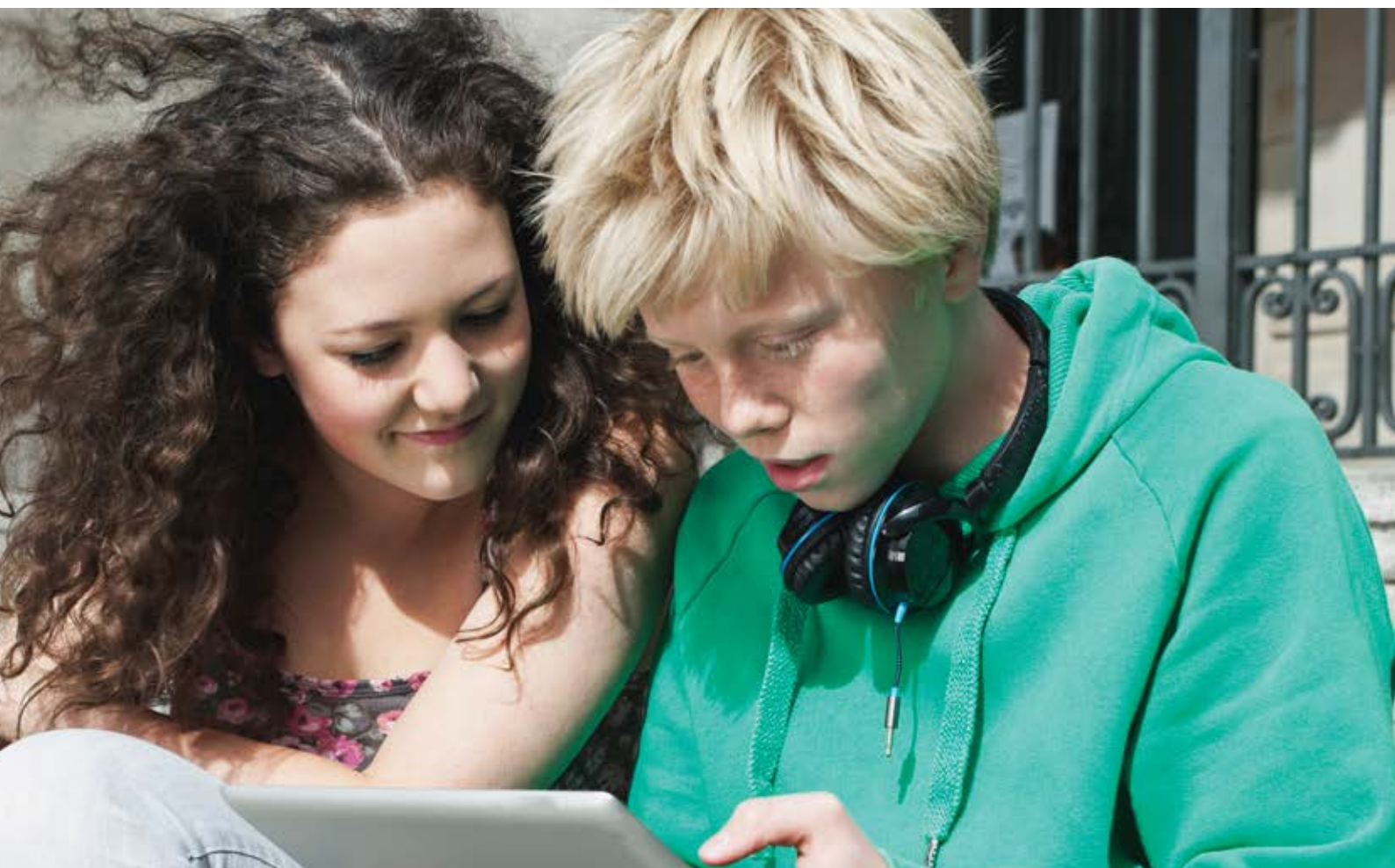
Fellowships regularly come together for gatherings, check-ins, celebrations and shared experiences, as well as collaborative quests where learners work together to solve challenges and achieve goals. They also include mentoring and guidance from adults who know each learner personally, leadership opportunities that build confidence, responsibility and voice, and community celebrations that recognise effort, kindness, growth and achievement.

Relational By Design

Relationships do not happen by accident; they are intentionally built into every part of the Ohana experience. Every learner is known by adults who understand their story and strengths, recognise when they are struggling, celebrate their successes, help them navigate challenges and support their growing confidence. We call this being relational by design, because when learners feel safe and understood, participation increases, confidence grows and learning follows.

The Ohana Difference

Many learners arrive at Ohana feeling disconnected from education. Through Fellowship, they discover a place where they are recognised, where they matter and where they belong. In a changing world, children need more than access to learning; they need connection, and it sits at the heart of everything we do.



Ohana for Local Authorities, SEND Teams and Commissioners

Ohana: A Full-Time Online Education Pathway

Ohana is a full-time, structured online education pathway for children and young people who need a flexible, accessible and emotionally safe learning environment, while still requiring a rigorous, qualification-led education.

It is not a short-term intervention, tutoring package or holding provision. It is a complete school offer, including live teaching, curriculum pathways, safeguarding, assessment, pastoral support, reporting and structured progression planning.

Ohana is designed for learners who are unable to thrive in traditional settings but still need an ambitious education leading to recognised qualifications, progression and preparation for adulthood.

Alignment with SEND and AP Reform

Ohana supports SEND and Alternative Provision reform by enabling earlier access to appropriate education, reducing disengagement and drift, improving evidence-based placement decisions, strengthening local area sufficiency and supporting system sustainability.

It reflects the principle that children should receive the right support, in the right place, at the right time, without unnecessary delay or crisis escalation.

A Full-Time Education Offer

Many learners referred through SEND and AP pathways experience disrupted education, anxiety-related absence, neurodivergent barriers, placement breakdown or emotionally based school avoidance. Existing provision can be fragmented, with limited curriculum progression, qualification planning, subject specialist teaching, assessment, safeguarding oversight or clear outcomes.

Ohana addresses this by providing a coherent online school pathway grounded in the core principles of high-quality education: teaching, curriculum, relationships, assessment and progression.

Qualification-Led and Outcome-Focused

Ohana maintains high expectations and does not lower ambition because provision is flexible. Learners may work towards GCSEs, International GCSEs, Functional Skills, Entry Level qualifications, vocational and creative pathways, project-based or portfolio routes, employability outcomes and post-16 preparation.

All pathways are personalised but outcome-driven, supporting progression towards recognised achievement and clear next steps.

Right Support: Understanding the Learner

Provision begins with a structured understanding of each learner through referral information, family input, records, onboarding and baseline assessment.

This builds a profile of academic starting points, learning gaps, communication needs, emotional readiness, regulation, executive functioning, interests and progression aims. This helps tailor provision, improve engagement and reduce the risk of failed placements.

Right Place: Education Without Physical Barriers

Ohana removes unnecessary physical barriers while maintaining full academic structure. It supports learners affected by anxiety, EBSA, neurodivergence, medical needs or placement breakdown.

Access may include live lessons, recorded learning, independent tasks, low-demand participation routes, chat or voice engagement, pastoral check-ins and gradual re-entry models. These are valid routes into full education, not reduced expectations.

Right Time: Preventing Drift

Delays in provision increase disengagement and reduce the chance of successful reintegration. Ohana provides a structured early pathway: referral review, information gathering, onboarding, baseline assessment, participation planning, teaching and observation, six-week review and confirmed outcomes.

This supports early stabilisation and prevents long-term educational drift.

A Stronger Alternative to Fragmented AP Commissioning

Ohana should be considered where Local Authorities are relying on fragmented or high-cost arrangements that do not provide a coherent full-time education pathway.

Existing packages may combine tutoring, mentoring, therapeutic input, online subscriptions or short activity-based sessions. While valuable, these often provide limited evidence of curriculum progression, qualification planning or sustained outcomes.

Ohana offers a single commissioned school pathway combining curriculum delivery, live teaching, independent learning, pastoral oversight, safeguarding, assessment, progress evidence, family communication, EHCP-linked review, qualification preparation and destination planning. This gives commissioners clearer oversight of provision, engagement, progress and next steps.

Evidence-Rich Reporting

Ohana provides structured reporting for EHCP reviews and commissioning oversight, including engagement data, curriculum progress, assessment evidence, qualification readiness, barriers to learning, interventions used, learner and family voice, EHCP outcome progress and next-step recommendations. This supports transparent, evidence-based decision-making beyond attendance metrics.

Safeguarding-Led and Accountable

Ohana is safeguarding-led and professionally governed. Digital systems support monitoring, but safeguarding decisions remain human-led. Concerns are managed through formal safeguarding procedures, ensuring safety and accountability in an online setting.

Family Confidence

Ohana prioritises clear, strengths-based communication with families, giving visibility of provision, progress, barriers and next steps. This builds trust, improves collaboration and supports SEND reform goals around parental confidence.

Local Sufficiency and Sustainability

Ohana supports local area sufficiency by providing structured provision for learners awaiting placement, experiencing breakdown, unable to attend physical settings, requiring interim education, transitioning back into learning or needing flexible KS4 and post-16 pathways.

It replaces fragmented packages with a single coherent school pathway, improving consistency, efficiency and outcomes.

Preparation for Adulthood

Ohana focuses on long-term outcomes including literacy, numeracy, subject knowledge, digital confidence, communication, self-advocacy, regulation, independence, employability and transition planning.

The aim is progression into further education, employment, apprenticeships or supported adulthood pathways.

Optional Specialist Support

The core offer is education. Therapeutic input such as SALT, OT, counselling or creative therapies can be commissioned separately and integrated where appropriate, while maintaining clear boundaries between education and clinical services.

Commissioner Summary

Ohana provides a full-time, qualification-led online school pathway for learners unable to access traditional settings but who still require structured, ambitious education.

It delivers full-time education rather than fragmented intervention, curriculum-led learning rather than isolated activity, recognised qualifications rather than informal engagement, live teaching rather than passive content, evidence-rich reporting rather than attendance snapshots, safeguarding-led oversight rather than unstructured provision, family partnership rather than crisis management, and clear progression rather than drift.

Ohana is flexible enough to access, structured enough to evidence, ambitious enough to achieve qualifications, safe enough to govern and coherent enough to reduce fragmentation.

It is not an add-on. It is a full education pathway for learners who need school to work differently.





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