**Case Study**

The pupil transferred to Knightsfield from a mainstream school in year 8 as they were not coping with friendship groups and were becoming isolated. Parents reported that the pupil found friendships and the outside world difficult and would frequently have emotional meltdowns.

In Spring / summer of Year 8, the pupil took a took a Pearson’s Resiliency Test. Their resiliency score was 30, which was below the average range. Their vulnerability score was 70, which is well above the average range. Although the pupil had settled in well to the school and made a number of friends, they had a number of anxieties related to change and social situations.

In the Autumn of year 9 the pupil received a block of counselling for 12 weeks. The counsellor reported that the pupil responded well to strategies. After counselling the pupil received a weekly intervention with a TA to talk through anxieties. This followed the Penn Resiliency Programme.

In Spring of Year 9, the pupil received a diagnosis of ASD and they were referred to an ASD advisory teacher. The advisory teacher met with the SENCo, parents and the TA. The weekly meetings were adapted to included emotional literacy and support with social interactions (comic strip conversations).

In Year 10, the pupil took a took a Pearson’s Resiliency Test. Their resiliency score was 30, which was just below the average range. Their vulnerability score was 70, which is within the average range. The pupil continued to make improvements with friendships inside and outside of school, but continued to have anxieties relating to trips and leaving their house (for example going to the local shops). The weekly sessions focused on talking through risk assessments for future trips and towards independently venturing out in his area. The pupil was able to go on a trip to London and take part in the school play, something that they really struggled to do. However, they continued to have issues with accessing their local area.

In the middle of Year 10, the country went into lockdown. Instead of reverting to previous behaviours, the pupil helped people in their community, extended their friendships (and now has multiple friendships at an international level), and took part on local radio.

In Year 11 Their resiliency score was 48, which was just below the average range. Their vulnerability score was 55, which is within the average range. The pupil was able to complete examinations during a very unpredictable time and received a number of very high GCSEs. The pupil also felt confident enough to attend a local sixth form to undertake A levels (something that they would have struggled with a few years beforehand).