Case study 1: helping a pupil show what she knew

An autistic secondary pupil was finding academic pressure increasingly difficult to manage. In timed English assessments, she could become overwhelmed, stare at a blank page and struggle to begin. Coaching provided a safe and supportive space for her to reflect openly on the impact of autism, social pressures and academic expectations on her wellbeing.

Parents and school reported the pupil to becoming more and more withdrawn, preferring her own company than that of her friends.

Coaching gave her space to explore what was happening. Together, we identified that she needed more time to process questions and plan her responses.

With her involvement, I discussed these barriers with her English teacher. Additional time and an opportunity to plan before the assessment were agreed. **She achieved over 90% in her next English test.**

Sessions also explored how perfectionism and excessive planning were contributing to anxiety and feelings of overwhelm. She began experimenting with more flexible routines and reducing the planning she felt she needed before starting everyday tasks.

Her self-rated general outlook increased from **3/5 to 5/5**. Asked what she now did differently, she said:

> "Plan less and just let life be life so I'm less worried."

Coaching helped connect the pupil's experience with practical classroom adjustments, supporting both her wellbeing and her ability to demonstrate her learning.

Identifying details have been omitted.

Case study 2: building self-awareness and focus in Year 10

A Year 10 pupil began coaching struggling with sensory overwhelm, rumination and motivation. He described replaying conversations and events at night, making it difficult to switch off and sleep.

Coaching gave him space to understand how these experiences affected his confidence and engagement in school. We also explored his lack of motivation in maths and reluctance to ask for help when struggling.

He developed greater self-awareness, recognising connections between his thoughts, emotions and behaviour and identifying what helped him concentrate.

Alongside coaching, I liaised with staff and his pupil passport was updated with suggested strategies for teachers, helping connect his growing understanding of his needs with classroom support.

By the end of the programme, he reported a more positive outlook and greater confidence in managing learning. Asked what had changed, he said:

> “I can focus more in maths.”

He also explained:

> “I can manage my behaviour better to focus.”

Consistent use of strategies remained an area for further support, but he left with a clearer understanding of his needs and practical recommendations shared with staff.

Identifying details have been omitted.