**Olivia** is a 6 year old girl who has just started mainstream primary school. Olivia’s mother feels that Olivia will settle and be ok at school, if she is understood and supported in the right way by the school. Olivia is very skilled in the area of music.

Mum thinks Olivia is bored and needs to be challenged, talking about how Olivia can read high level non-fiction on music and doesn’t read the readers as they aren’t interesting. Mum would like the school to assess Olivia’s skills as she says that the school processes aren’t autism friendly. Mum has a wide circle of autistic friends who get together regularly to play music. Olivia prefers adult company to kids. Olivia retreats if other kids come over.

Olivia has trouble getting organised for school in the mornings, she is often late as isn’t able to leave enough time to get dressed and eat a proper breakfast, this often causes tension as mum is trying to get out the door for work as well. If she is late for school Olivia becomes anxious and often doesn’t want to enter the classroom and hides under the desk. Olivia has a visual schedule to help her remember the days she has to wear her sports uniform.

Olivia loves her non- fiction books about music and instruments and can relay the information she has read in these books but has trouble reading the class reader. When asked to complete a series of steps to complete a maths task, Olivia does not know where to start and will spend a long time on one section, she often does not have time to complete the whole task and she becomes upset as she likes maths and wants to finish.

Olivia does not join in playground games unless she is in charge, she has trouble following the rules when children play games that change and ebb and flow as she can’t keep up. This means that teachers and other children see her as bossy and spoilt. When Olivia becomes anxious her speech volume and noise making increases she has trouble controlling this and annoys teachers and other students.