

Paarl School

PROSPECTUS



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1 PREFACE

Paarl School started in 1978 through the initiative of a small group of people in Paarl to build a school for learners with cerebral palsy. In acknowledgement of their endeavour, it was decided to name the school Paarl School.

The school offers a wide variety of services and employs a large number of staff. Apart from the teaching staff, the school has a multidisciplinary team consisting of physio-, occupational and speech therapists, psychologists, a social worker, school nurses and learning support teachers. This team is responsible for the assessment and treatment of enrolled learners.

Paarl School functions, in accordance with the relevant regulations of White Paper 6, as a special school and resource centre. The school not only accommodates learners who have high intensity support needs, but also provides a range of support services to mainstream schools and other educational institutions within the broader community.

2 VISION

Our aim is to fully develop the potential of learners at Paarl School and as a resource centre to serve the broader community of learners with special educational needs.

3 MISSION

We follow a multidisciplinary team approach and as a resource centre we provide support and training opportunities to the broader community.

4 VALUES

Paarl School is bound to pursue the following values:

- Respect
- Responsibility
- Care
- Courage

5 SYMBOLISM OF THE SCHOOL SHIELD

The background of the shield is formed by white and black transverse beams indicating the twilight world in which the cerebral palsied and learning-disabled learners live initially. In these circumstances the light is kindled by teaching, which is represented by an inward curved point opening at the top, on which an open red rose is placed. The contrast in colour contributes to a striking shield. The motto is "Fide et Amore" meaning "Through Faith and Love" and is indicative of the school's approach to its learners.

6 SCHOOL ANTHEM

Let us sing
and rejoice
there's a school in Brackenfell
starting us upon the road of life.
Where we live,
where we grow
and we have faith -
with our feet on earth, our eyes on High.
And more precious still than all the pearls there are,
Paarl School guides our steps with love and care.
We have faith in ONE who is love Himself;
also loving let us be.
We have faith in ONE who is love Himself;
also loving we shall be.

7 CRITERIA FOR ADMISSION

The following groups of learners are admitted to Paarl School:

- Learners with **cerebral palsy** – a neurological condition affecting posture, movement and muscle tone. It develops owing to damage and/or malformation of the immature brain, which occur in utero, during birth or after birth up to the age of 5. This category includes acquired brain injury after the age of 5 (e.g. as a result of a motor vehicle accident)
- Learners with a **physical disability** – this includes medical or physical conditions that complicate placement in mainstream schools e.g., spina bifida, muscular dystrophy, spinal atrophy, arthritis, neurofibromatosis, arthrogyrosis, syndromes, myopathy, progeria, complicated serious respiratory and/or medical conditions (e.g. asthma, heart conditions. Kidney conditions, skeletal disorders, cancer treatments, etc.).
- Learners with **specific learning disabilities** – learners with average to above average cognitive ability but does not perform in accordance with his/her cognitive ability in a certain scholastic area (e.g. reading, spelling, mathematics or writing). This impediment has neurological origins.
- Learners with **neurogenic speech and/or language disorders** – impairments in speech and language abilities that results from damage of the nervous system (e.g. aphasia and verbal apraxia).
- Learners with **developmental coordination disorder (DCD)** - a chronic neurological condition that affects motor coordination and the ability to perform everyday tasks. It is typically diagnosed in childhood and can persist into adulthood. Symptoms of DCD include difficulties in acquiring motor skills, delays in reaching motor milestones, poor balance and coordination, problems with fine motor skills, and difficulty with planning and organization. It

is not a learning disability, but it can impact learning. Children with DCD struggle with physical tasks and activities that they need to perform both in and out of school.

8 ADDITIONAL SERVICES

Orthopedic clinic services from Tygerberg Hospital are organized in collaboration with Paarl School's Physiotherapy Department. Each year Tygerberg Hospital's Orthopedic Department provides six appropriate dates. These services are available to learners who are registered on the state hospital system. Paarl School's Physiotherapy Department identifies, in consultation with the parents, learners with physical disabilities who should attend the clinic.

Learners identified during the learner evaluation as candidates for physiotherapy, receive functional physiotherapy as well as intensive rehabilitation after surgery. Surgical interventions must be discussed in advance with the learner's physiotherapist for the planning of this rehabilitation process.

Orthopaedic clinics for medical aid and private funded learners are held when needed in cooperation with the orthopaedic surgeon and orthotist at Louis Leipoldt Medi-Clinic.

Paarl School physiotherapists visit *Conradie Orthotics and Prosthetics Center* every third week during the school term for the management of orthoses (e.g. splints) and prostheses of learners. A limited number of learners are allowed per visit. Learners are prioritized according to need.

Physiotherapists facilitate the process for wheelchair follow-ups and make adaptations within the school set-up. This concerns learners with proven disability who were during the evaluation recommended for physiotherapy and it is done in collaboration with the state hospitals.

Wheelchairs and other aids are provided by government services or private services after input from the physiotherapists.

Student oral hygienists visit the school annually to advise junior learners on dental care and hygiene.

Immunisation services are provided annually to learners, through the Department of Health.

Student training: all disciplines

Training of students take place at various departments where students are involved with therapy and treatment of learners under supervision.

9 **COMMUNICATION BETWEEN PARENTS AND THE SCHOOL**

For more detailed information, see Appendix A: Channels of Communication for Parents

- General expectations for visitors are:
 - ✓ Report to reception upon arrival at the school.
 - ✓ Complete the visitor's sign-in book and obtain approval before proceeding to any of the classrooms/person. Upon completion of the visitor's book, a visitor's sticker will be issued.
 - ✓ No individual(s) will be allowed to visit classrooms, educators or therapists without making a scheduled appointment and reporting to reception.
- Parents are kindly requested not to phone educators during school hours. Parents are encouraged to use email, WhatsApp or use the learners' homework book to discuss any daily concerns that may be present.
- Circulars and letters, highlighting noteworthy events taking place at school, are regularly sent to parents. Parents are requested to acknowledge receipt of these communications by filling out and returning the tear-off slips to school, where applicable.
- Each learner's progress and developmental goals are reviewed annually by members of the multidisciplinary team. Parents of learners in the Preschool, Foundation and Functional Phase/Work Preparation are encouraged to attend these discussions to communicate any concerns they may have at the given time.
- The progress and developmental goals of learners in the Intermediate and Senior Phase are discussed annually during meetings where all members of the multidisciplinary team are present. Feedback regarding the discussion is provided to parents during a parent evening. Parents are encouraged to attend the parent evening to speak to educators regarding the learners' progress. If additional information is required from therapists and/or other staff members, parents may schedule appointments (via the case manager/psychologists).
- Please keep the school's secretary informed regarding changes in contact details (physical address and phone numbers).

10 **SCHOOL HOURS**

Monday to Friday: 07:55 to 14:00

Breaks: 09:55 to 10:15
 12:10 to 12:30

Parents will be notified in advance of changes, in the above times.

11 **CURRICULAR**

11.1 **Phases**

The school offers the following phases:

Pre-school Phase	(from the year the learner turns 5)
Foundation Phase	(grade 1 - 3)
Intermediate Phase	(grade 4 - 6)
Senior Phase	(grade 7 - 9)
Functional Phase	(from 7 to 13 years of age)
Work Preparation	(from 14 to 18 years of age)

The Functional Phase/Work Preparation is exclusively reserved for learners with neurogenic speech and/or language disorders, DCD, cerebral palsy and physical disabilities.

11.2 **Curriculum**

The CAPS (Curriculum Assessment Policy Statement) document, as prescribed by the Department of Basic Education, is followed by the academic phases of the school.

The D: CAPS (Differentiated CAPS curriculum) is followed in the Functional phase/Work Preparation.

11.3 **Examination and Tests**

Intermediate and Senior phase

Continuous assessment is implemented, as stipulated in the CAPS and constitutes class tests and assignments. Test series are written in March, June and September. The examination is written during November.

12 **EXTRA-CURRICULAR ACTIVITIES**

12.1 **Sport**

Sport is incorporated within school hours on Thursdays during the last two periods. All learners (except Pre-school phase) are expected and encouraged to participate in one of the following: soccer, netball, swimming, cross country, chess, athletics, coding & robotics, darts and land service.

The following sports are available for learners with cerebral palsy and physical disabilities: athletics, boccia, table tennis, co-ordination games, cycling, movement, table cricket, land service, darts and wheelchair basketball.

12.2 Cultural

12.2.1 Senior Choir

Since 2000, the Paarl School choir has gone from strength to strength. Learners, mainly from grade 4 to 9 as well as learners from the senior Functional Phase/Work Preparation participate in this cultural activity. The choir regularly participates in the various Eisteddfods. Other highlights are an annual music night, SASCE as well as performances at retirement homes and churches.

12.2.2 Eisteddfod

Learners are encouraged to develop their potential as performers by participating in different Eisteddfods including Paarl Valley Eisteddfod with mainstream learners as well as Courage Eisteddfod for learners with special needs. Courage Eisteddfod's vision is to promote the arts by providing a platform for learners with special needs to participate and reach their full potential despite their learning barrier or disability.

13 **ABSENTEEISM**

13.1 Late arrivals

Learners who arrive late for school, should report to reception before proceeding to class.

13.2 Absenteeism

Attendance of school is compulsory. Medical and other appointments must be arranged, if possible, after school hours. In case of absenteeism, the school secretary or register educator must be informed of the learners' absence, before 09:00, on the given day. When a learner is absent for a period of 3 or more consecutive days, a medical certificate will be required. If an extended period of absence is required, for example medical procedures, the school must be informed well in advance and relevant documentation handed in.

Very important: According to departmental requirements it remains the responsibility of the parent/guardian to provide the school with a medical certificate if a learner is absent during a formal assessment.

14 **CLOTHING BANK**

Clothing bank times: Mondays to Fridays, 7:55 to 8:15 and 13:10 to 14:00.

Mrs. Sanlie Roelofse is prepared to make an exception from these hours, if an appointment is made in advance. Second-hand school clothes can be donated to the school.

15 **PREFECTS**

The prefects are chosen from both grade 9 as well as the Work Preparation 5 class. This group assists educators in enforcing discipline and has specific tasks during assembly, breaks and other occasions.

16 CONTACT DETAILS

The Principal
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BRACKENFELL
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