RANDBURG AUTISM CLINIC CENTRE

INFORMATION FOR PROSPECTIVE PARENTS 2014

1. ADMISSION CRITERIA

- **AGE**
  - Children between the ages of 5-9
- **PRIMARY DIAGNOSIS OF AUTISM SPECTRUM DISORDER (ASD)**
  - The child needs to have a PRIMARY diagnosis of mild to moderate Autism Spectrum Disorder. This should be supported by a diagnostic report from a relevant medical professional in the field of paediatrics, such as a neurodevelopmental paediatrician.
- **COGNITIVE ABILITY**
  - Adequate joint attention for group learning and following group instructions.
  - Adequate self-help skills.
  - At the time of admission, the learner should not present with behavioural challenges or co-morbid conditions that will disrupt group learning or pose significant safety concerns for the individual and others.
  - Applicants who meet identified criteria are required to attend a screening interview (child and parents, guardians or caregivers) to ascertain placement suitability.

*Ultimately, the decision on admission to the school rests with the school’s Trans - Disciplinary Team consisting of:*

- Psychologist
- Occupational therapist
- Speech and Language therapist
- Class teacher
- Principal

2. ADMISSION PROCESS

- The admission process consists first of an application stage during which the application forms, medical forms, prior evaluations, assessments and ISLP’s (if available) are submitted and reviewed. If the criterions are met the admission moves on to the second stage.
- The second stage consists of a questionnaire being forwarded to the referring person. This needs to be completed and all the relevant reports required by the school needs to be attached. This will then be reviewed by RACC. If the learner is a likely candidate the parents will be informed of an assessment date and time, after which the admission will move on to the third stage.
- During this stage the child and parents are allocated a pre-arranged date and time for a screening interview. A fee of R550-00 is required for the screening.
3. SCREENING PROCESS

- A Psychological Evaluation to ascertain suitability.
- There will be an interview with the parents
  - The Multi-disciplinary Team will then spend some time with the child doing some psychological testing.
  - A combined report will be written by the team.
  - A preliminary decision will be taken about possible placement.
  - Parents will be informed of this decision within 2 days.
- If the child is a possible candidate the admission process moves on to the next stage. The child is then admitted for a four to six week observation/assessment period by the school. During this time an in-depth assessment and observation will be made to determine whether the learner is able to adapt and benefit from the programmes offered by the school.
- After the observation period a feedback session with the parents would inform them as to whether the child is ready to be enrolled at Randburg Autism Clinic Centre. Alternately, they would be advised on other suitable placement.
- Parents will then be required to retrieve the referral forms and transfer card from the learner’s current school.
- Thereafter, the admission forms for Randburg Clinic School needs to be completed for placement.
- A Psychological Evaluation to ascertain suitability.

*Parents to Note:*

- Submission of an application form does not guarantee a place for your child at RANDBURG AUTISM CLINIC CENTRE. Admission will depend on various factors which include the outcome of the decision by the Trans-Disciplinary Team, and Educators, availability of sufficient physical and teaching resources, class suitability and overall capacity.
- During the course of the admission process the child remains the Responsibility of the Referring School until it has been established that he/she has been accepted as a learner at Randburg Clinic School.

3.1. DOCUMENTATION REQUIRED

- Admission documentation/pack
- Relevant medical and supplementary information
- Indemnity forms

4. ADMINISTRATION

4.1. FEE STRUCTURE

ALL are payable in advance on the first day of each month. Fees for 2014 are structured as follows:

- Class Assessment/Observation (4weeks): R 2 000-00 – If applicable
- Monthly school fees: R 2 000-00

5. CURRICULUM AND PROGRAMMES

5.1. CLASSROOM SETUP

- There are 4 classes with a maximum of 6 - 9 children in a class.
- A class is overseen by a teacher and class assistant.
5.2. LANGUAGE OF LEARNING, TEACHING AND COMMUNICATION

- English will be the language of learning and teaching in conjunction with Makaton Sign Language and PECS (Picture Exchange Communication System).
- Makaton is a language programme designed to provide a means of communication to individuals who cannot communicate efficiently by speaking. Makaton has been effectively used with individuals who have cognitive impairments, autism, Down’s syndrome, specific language impairment, multisensory impairment and acquired neurological disorders that have negatively affected the ability to communicate.
- PECS – Picture Exchange Communication System. This is one of our teaching techniques to respond appropriately to the differing curricular needs of our learners. A very important part in our curriculum delivery is the use of alternative communication systems like PECS and Makaton.
- TEACCH – Treatment and Education of Autistic and related Communication handicapped Children. This is another one of the teaching techniques we use. It presents as a receptive communication system to promote growth individually as well as to increase understanding.
- Training will be offered to all parents, guardians and caregivers.

5.3. CURRICULUM DELIVERY

We incorporate the following learning areas:

- Social Interactive Behaviour
- Language and communication
- Imagination and thinking development
- Numeracy
- Daily living and independent skills
- Gross motor, fine motor and perceptual skills
- Motor movement
- Leisure activities
- Sensory modulation

5.4. ISLP (INDIVIDUAL LERNER SUPPORT PROGRAMME)

As learners on Autistic Spectrum vary with regard to their experience of educational barriers and priorities for support and interventions, an IEP is the backbone of curriculum delivery, recording and reporting at RANDBURG AUTISM CLINIC CENTRE.

An ISLP is drafted in collaborative, complimentary way by a trans-professional team consisting of:

- Class teacher
- Teacher assistant
- Parents
- Occupational therapist
- Speech therapist
- Psychologist
- Principal

Any other person who might be a stakeholder in the process, on condition, that the parents give consent.

6. PARENTAL INVOLVEMENT

Parents are the primary care givers of their children. They have invaluable knowledge and experience with their child. Professionals need their perspective to effect a meaningful educational programme. We regard ourselves as partners in the upbringing and education of their children.
Parents are intimately involved in the formulation of the ISLP for their children. Parents are not allowed to serve as tutors or volunteers in classrooms because of the emotional burden on all parties. Attendance of parents at parent-teacher meetings to discuss their child’s education is expected. Parents are welcome to offer ideas for school improvement via the principal or school governing body.

As far as possible, parents are invited to attend formal staff training projects. Sometimes it is preferable to arrange separate training for parents. Parents are encouraged to make use of autism specific approaches that the school offers. The importance of implementing PECS in the family context for example, is stressed, bearing in mind that the parents need training and support to do so.

The school psychologist is available to parents for guidance and counselling. Extended family members and other significant role players are often involved in sessions. Parents and siblings are invited to attend regular held support meetings organised by the psychologist. Involvement in fundraising efforts is appreciated.

7. SCHOOL DAY, AFTER CARE AND SCHOOL UNIFORM

- The school day will be from 8h00 – 14h00 (After Care available)
- The school will be open from 6h45 in the morning for early arrivals.
- We will provide a first break snack and a fruit and then lunch, during our lunch break, unless the child has specific dietary requirements.
- In the case of specific dietary requirements the parents would be responsible for the first break and lunch break food.
- After care starts at 14h00 – 17h30.
- During after care time the children will receive a snack and a fruit again.
- In the event of a learner being fetched late from either school or after care you will be charged a fee of R 50-00 for every half an hour.
- However, advance arrangements can be made in the case of an emergency where your child could be accommodated at the aftercare for a fee of R 100-00.

The School Uniform is as follows:
- **Winter**: Denim/ dark navy track suit with a dark navy t-shirt and dark navy warm top/jacket
- **Summer**: Denim/dark navy shorts with a dark navy t-shirt.
- **ALL CHILDREN ARE EXPECTED TO HAVE A SPARE SET OF SCHOOL CLOTHES AT SCHOOL.**

8. MEDICATION

- The school does not take any responsibility for prescribed medication but any medication that should be administered during the school day will be giving to the children by the school nurse.
- All and any prescribed medication must be accompanied by a copy of the prescription. This is compulsory.

GLOSSARY

- **ASD** – Autistic Spectrum Disorder
- **HPCSA** – Health Professions Council of South Africa
- **ISLP** – Individual Education Programme
• RACC – Randburg Autism Clinic Centre
• Application form
  ➢ To make an appeal or request in the form of a written application document for placement in the school
• Admission form
  ➢ You first need to have completed an application document and after the admission process, and if your application was successful you will complete the school admissions forms
• PECS – Picture Exchange Communication System
• TEACCH – Treatment and Education of Autistic and related Communication
• Handicapped Children
• Parents – where ever we refer to parents, we speak of the person/s that brought up and cared for the child