



ALTERNATIVE STREAM PROSPECTUS 2019

Oakley House High School is an independent school specialising in supporting learners who struggle to achieve their potential in a mainstream classroom. The school's aim is to provide a complete education sensitive to the academic, social and emotional needs of the learners.

At **Oakley House High School** we aim to offer sympathetic assistance to learners whose learning difficulties affect their ability to achieve their potential in a mainstream classroom, be it for academic, social or emotional reasons. Examples of difficulties include ASD, ADHD, dyslexia, processing and working memory challenges, anxiety, etc. Our priority is to build confidence and to develop a positive attitude to learning by providing specialised teaching within an atmosphere of support and understanding for each learner's specific needs. While we do this in an age-appropriate context of building independence, and of following the CAPS curriculum, we also offer an Alternative Stream class for learners unable to cope with the CAPS curriculum who are wanting a more skill-based curriculum within a school context. This Prospectus pertains to the Alternative Stream offering. Please see our High School Prospectus for the mainstream offering.

The Alternative Stream is an exciting offering, divided into the ASDAN and Transition Focused Education (TFE) phases. The ASDAN Phase takes its name from the dominant, assessed module in the phase, which is part of the UK-based ASDAN programme. See www.asdan.org.uk for further details. The TFE phase is a two-year, transition to work program designed to straddle the worlds of school and work.

Criteria for acceptance

The **Alternative Stream** caters for learners between 13 to 18 years of age.

Learners can enter the ASDAN class in the year they turn 14, but will leave in the year they turn 16, i.e., spending up to three years in the phase. The ASDAN accreditation body awards learners a certificate based on the length of time they

have participated in the program – one year, Bronze; two years, Silver; three years, Gold. Everybody in the class does the same activities in any given year, and because certificates are not awarded based on difficulty level, different learners may be on track for different certificates in a year depending on when they joined the program. The ASDAN learners are therefore not in Grades. Most learners coming to the High School AS program are likely to have already spent some junior school years following non-mainstream programs. For example, learners at the Oakley House Preparatory school are likely to be coming from the ALP (Amended Learning Program) class.

The ASDAN Phase is followed by the two-year TFE phase. Learners enter this phase in the year they turn 16, or later, and leave in the year they turn 18. At this age learners are eligible for school-independent transition-to-work programs, such as that offered by *The Living Link*, or work placements.

Applicants are typically unable to cope with the National curriculum (CAPS), and must have an assessment from an educational psychologist to this effect – not older than two years – indicating that they have a generalised learning difficulty. As a small specialist school with a very limited number of places, we carefully assess the suitability of each learner during a week-long observation period before making a decision as to whether we can offer a place. Oakley House will not offer any learner an Alternative Stream place unless the staff feels confident that they can help him or her. Oakley House will not accept learners who have emotional or behavioural problems which might seriously inhibit their progress or compromise the learning of others.



Assessments

A psycho-educational assessment (to determine potential) is a requirement, but any other supporting documentation is taken into account (therapy reports, scholastic reports, etc.).

Curriculum

The ASDAN phase is non-academic in that learners do not have standards to pass, and there are no tests, exams or academic pressure of any sort. Projects exist but these are for the experience and are done mostly, if not entirely, in class time. A small amount of routine homework may be set.

To reduce the anxiety and complexity of a typically High School context, learners in the ASDAN program spend the majority of each day in their home room with their Register Teacher, moving classes for the occasional specialised subject (e.g., Art, Drama, Physical Education).

There are five aspects to the curriculum:

Personal Development Program (PDP): This is the main component of the curriculum, assessed by the ASDAN authority. The program consists of ongoing tasks that form the object of assessment; there are no examinations.

Literacy: This is focused on increasing the learners' comprehension of, and competence in, basic English language.

Numeracy: This is focused on functional, number-based literacy, such as basic sums, telling the time, etc.

Integrated Content (IC): This is the closest to learning content. Each term follows a themed approach, such as ‘The Farm’, and the course teaches basic knowledge from disciplines such as Geography, History, Economics, Science, etc.

Specialised subjects: The specialised subjects are Art, Drama and Physical Education, each of which are one hour per week.

The ASDANs frequently go on outings to both enrich and enthuse them. They also do hand-on culinary skills in our small kitchen areas.



The **Transition Focused Education Phase** is a new initiative at Oakley House, starting in 2019. The plan is to have start, break and school end times coinciding with the rest of the school, but otherwise a day that follows a more flexible and dynamic timetable. The TFE Phase strives to offer learners real-life work experience, simulated at school, or ideally in the work context, and such opportunities may come up at short notice and take preference over the usual program.

The day will consist of two blocks:

Theory: In the block before first break, learners will follow Adult Basic Education and Training (ABET) modules, depending on the individual’s assessed ability, but likely at NQF level 1 or 2. Initially learners will work at a managed pace, with the aim of eventually working more independently. The modules will initially be Numeracy, and Communication Skills for the Workplace. The ABET program is a recognised South African qualification but please note that only completion of a full program of Level 4 modules is certificated.

The post-break block will consist of a mixture of work experience activities, including running a micro-enterprise. The block will also include further Effective Workforce (EWF) modules covering various aspects of conduct and professionalism in a workplace setting. The EWF modules are all NQF Level 1.

Oakley House has a strong commitment to blended learning and all learners are required to have their own Apple iPad at school daily. The iPads are variously used to meet special needs requirements, to promote learning, and as a personal organisation device.

We view Reports as record of past progress but also as the basis for setting new directions. Reports for Alternative Stream have no marks or ratings and consist of reflective comments by the class- or subject teacher related to progress socially, emotionally or in the various skills covered. Reports are emailed to parents at the end of each term.

Extra-curricular activities

ASDAN and TFE learners are very much a part of the school, and the program’s breaks and extra-curricular activities are scheduled to allow Alternative Stream learners to integrate with the rest of the school. Learners will also attend the annual school camp together.

- **Clubs** – ASDAN learners are expected to sign up for a **Club** of their choice that meets in a Wednesday Utility Period. Current examples include Newsletter, Photography, Hiking, Outdoor, Paws and Claws, etc. TFE learners will be involved in workplace activities during the Clubs slot.

A number of **paid for extra murals** are run by external service providers in the afternoons, depending on demand. To date we have had: Drama, Hip Hop, Self-defence, Computer Club, etc.

- **Sport** – Oakley House offers cross country from the school premises as part of the Western Province League. Learners are otherwise welcome to participate in sport at the nearby Bergvliet High School.



Specialist staff and support

All staff are SACE registered and carefully selected for their expertise and ability to understand our learners. Staff receive training and support in teaching learners with specific learning difficulties. Regular training sessions are conducted from our in-house specialist training centre that offers a range of accredited face-to-face and online courses geared towards inclusive education.

The ASDAN class has a classroom assistant who helps with the day-to-day running of the class and to tend to individuals in need of even greater attention.

Oakley House is working in partnership with the Department of Occupational Therapy (OT) of the University of Cape Town, which sees 4th year students coming in three times a year for 10-week blocks to run various programs with the ASDANs. The OT students work very closely with the ASDANs on an intensive basis, and initiate the introduction of work place skills within the school context.

We offer counselling sessions with our in-house registered counsellor to address the social, emotional and behavioural needs of our learners. When necessary, we refer learners off-campus for more specialised therapy. Fees and payments to referred providers is a private arrangement between therapist and parents.

While Oakley House shows strong support for learners needing concessions, concessions do not apply in ASDAN or TFE given the non-academic nature of the program.

Teacher/learner ratio

Small classes ensure individual attention and a caring and supportive environment, and enable teachers to work towards developing each learner's strengths as well as guiding them to use compensatory strategies to overcome areas of weakness. There is currently one ASDAN class and one TFE class.

Homework and structuring of work

Homework plays a minor role in the Alternative Stream program as most work is done at school. If there is any homework at all, it is simple and to reinforce basic concepts learnt at school.

Leadership

At Oakley House we believe in accountability, ownership and leadership as important life attributes and we have a number of structures promoting both personal and institutional leadership.

The ASDAN class, as with the rest of the school, elects a Class Representative to act as their mouthpiece. The TFE program will have a similar avenue for input. Class Representatives meet for fortnightly discussions. More informally, clubs

offer further opportunity for involvement and leadership and we regularly hold Community awareness and outreach projects. Here too, learners are encouraged to show themselves as leaders capable of making a difference.

Medication

The normal procedure is for any necessary medication to be given by parents at home. However, arrangements can be made for special circumstances to prevail – as in the administering of Ritalin for example. Where it is agreed that medication is kept and administered at Oakley House High School, a relating schedule will be completed and signed by the administering staff member.

Uniform

Oakley House learners wear a comfortable uniform which can be purchased from the school's secretary and *School and Leisure* in Rondebosch. There is no summer and winter uniform; learners can choose which items are the most comfortable.

Snacks and lunches

We believe that a learner's diet has a direct influence on his or her ability to concentrate effectively.

Being high school, learners are responsible for their own food choices but sugary foods and drinks are not permitted. Learners are encouraged to have a bottle of water with them each day.

Discipline

It is essential that all learners at Oakley House High School are made aware of the importance of good, well-mannered behaviour and we expect adherence to the standards that make our school a safe environment and one that is conducive for learning. A Code of Conduct and an incentive/encouragement (Merit) and sanction scheme (Demerit/ Detention) are signed by learners and parents and every effort is made to reinforce whatever school rules are in place at the time.

Generally speaking, we believe that action and reminders to prevent undesirable behaviour are much more desirable and effective than a stream of punishments. The learners are always encouraged to take ownership of their behaviour and to help devise solutions to any problems that arise.

As part of our commitment to discipline and a safe environment, learners **may not** carry cellphones during the school day.

Stationery

Parents are required to provide personal stationery items, for example pens, pencils, colouring pencils, notebooks, files, as well as all textbooks (such as readers) and workbooks required for the programme. A stationery list is available on enrolment. A separate photocopying levy is payable each year and this goes towards costs of individual printing and hand-outs and modules throughout the year.

School calendar

Oakley House High School operates according to the WCED school calendar unless otherwise informed.

School Hours (Grades 7-12)

Monday, Tuesday, Thursday 07h50 - 14h45

Wednesday 07h50 - 14h15

Friday 07h50 - 13h00

The school gates open at 07h00 daily. Please note that there is no aftercare and parents are encouraged to collect their children as soon as possible after their day is finished.

Notice period

Should parents wish to withdraw their child from Oakley House High School, written notice must be given not later than the first week of the learner's proposed final term, failing which the fees for the following term will be payable in full, whether or not the learner returns to school.

We reserve the right to make amendments to the prospectus from time to time as and when the need arises.

OAKLEY HOUSE ALTERNATIVE STREAM FEES

January - December 2019

TUITION FEES

TUITION FEES	Monthly Fees <i>(1 January - 1 December, except Grade 12)</i>	Quarterly Fees	Annual Fees	Discounted Annual Fees <i>(if paid before 31 January 2019)</i>
ASDAN, and TFE (Year 1)	R8 680.00	R26 040.00	R104 160.00	R98 952.00
TFE final year (Year 2) <i>(Monthly fees payable over 10 months: 1st payment on 01/01/2019, thereafter on the 1st of each month, up to and including 01/10/2019.)</i>	R10 416.00	R26 040.00	R104 160.00	R98 952.00

ENROLMENT FEES FOR NEW LEARNERS

In addition to the tuition fees, the following fees shall be payable by parents/legal guardians for all newly enrolled learners:

- An Observation Fee in the amount of **R1 210.00** (see Application Procedure)
- **Non-refundable** placement fee in the amount of **R21 780.00.00**, payable on acceptance of admission.

The non-refundable placement fee shall be allocated by Oakley House High School towards administration charges, school development costs, teaching resources and classroom equipment.

ADDITIONAL FEES

Parents/legal guardians shall be liable for an annual fee, payable on 1 January, in the amount of **R1 815.00** for each learner that they have registered at Oakley House High School. This fee is in respect of academic handouts and modules, and includes printing and photocopies.

Sundry charges may be applicable and are payable upon receipt of the monthly statement from Oakley House High School. The following items *inter alia* may be included under 'sundry charges':

- Stationery supplied by Oakley House High School
- Workbooks or textbooks supplied by Oakley House High School
- School outings and school camps
- Extra-mural activities
- Costs associated with the Farewell event
- ASDAN/TFE Annual Curriculum Enhancement Levy (**R1 200.00** per annum)

APPLICATION PROCEDURE

January - December 2019

Due to the disruption caused to learners of interested parents and others touring the school throughout the day, we closely follow the application procedure as set out below. Please note that no interviews or tours will be granted without prior arrangements being made.

Consideration for admission is based on the following requirements:

Submission of the following documents

Parents are requested to first submit the following documents to the school for the relevant staff to determine whether an applicant fits our criteria for acceptance:

1. Copies of current (last 12 months) professional assessments
2. Copies of school reports
3. Application form

Please note that the school reserves the right to do reference checks with previous schools and/or other professionals.

Interviews with principal or heads of department

1. Based on the information taken from the above documents, an interview with the principal or heads of department may be arranged.
2. A tour of the school is given at this time.
3. Based on the suitability of the submitted assessment reports, further assessments may be requested.
4. If all is in order, an observation period for the learner is arranged.

Observation period of 5 days

1. A non-refundable fee of **R1 210.00** covers the cost of assessment and/or administration during the observation period.
2. The learner's performance is observed for a period of five full school days.
3. A brief scholastic assessment is usually administered to determine performance levels in English and Mathematics. The results are for diagnostic and placement purposes only, and no written report is given to parents.
4. Acceptance is based on the results of the assessment and the classroom and general observations by teachers during this period.

On acceptance

1. A second interview is arranged with parents, teacher and principal.
2. Parents receive enrolment forms, contact details of therapists to arrange assessments and/or sessions, invoice and fees agreement, school policy and code of conduct.
3. Acceptance is based on receipt of the following:
 - » Non-refundable Development Levy
 - » Annual Photocopying and Printing Levy
 - » Tuition fees for the month that the learner starts

APPLICATION FOR ENROLMENT

PERSONAL INFORMATION OF THE LEARNER

A *certified* copy of the learner's identity document / birth certificate must accompany this form.

First name(s): _____

Surname: _____

Date of birth: _____ Identity number: _____

Home telephone: _____ Male Female

Residential address: _____

Number of siblings: _____ Home language: _____

Hand dominance: _____ Foot dominance: _____

Any special medical conditions: _____

Chronic illness(es): _____

Current medication: _____

Allergies to medicine: _____

Allergies to food: _____

Recent operation(s): _____

Recent hospitalisation: _____

Family doctor: _____ **Fax:** _____

Telephone number: _____ **Mobile:** _____

Name of emergency contact person: _____

Relationship to learner: _____

Home telephone number: _____

Work telephone number: _____

Mobile: _____

PERSONAL INFORMATION OF THE MOTHER / GUARDIAN*A certified copy of your identity document must accompany this form.*

First name(s):

Surname:

Date of birth:

Identity number:

Residential address:

Home telephone:

Mobile:

Occupation:

Company / Institution:

Work telephone number:

Email address:

Marital status (please tick):

Widower Divorced Single Married **PERSONAL INFORMATION OF THE FATHER / GUARDIAN***A certified copy of your identity document must accompany this form.*

First name(s):

Surname:

Date of birth:

Identity number:

Residential address:

Home telephone:

Mobile:

Occupation:

Company / Institution:

Work telephone number:

Email address:

Marital status (please tick):

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FINANCE

Person responsible for all school fees:

Bank:

Branch code:

Account name:

Account number:

Residential address:

MEDICAL AID INFORMATION

Name of Medical Aid:

Medical Aid number:

Medical Insurance Plan:

Medical Aid telephone:

ACADEMIC DETAILS OF THE LEARNER*Copies of the learner's latest school report and all current assessment reports must accompany this form.*

Present school:

Present grade:

Present class teacher:

Grade(s) repeated:

School's telephone:

REASON FOR REFERRAL *(please tick)*

Scholastic difficulties	Behavioural	Emotional	Other
Reading	Temper outbursts	Weepy	
Spelling	Frustration	Fearful	
Mathematics	Aggression	Anxious	
Comprehension	Poor concentration	Dependent	
Language	Hypoactive	Wide mood swings	
Memory	Hyperactive	Poor self-esteem	
Organisation	Attention Deficit		
Planning	ADHD		

Specialist involved	Name	Contact numbers	Assessment report (y/n)	Date of assessment
Psychologist				
Psychiatrist				
Paediatrician				
Occupational therapist				
Speech & language therapist				
Physiotherapist				
Remedial therapist				
Neurologist				
Eye specialist				
Ear specialist				
Other				
Other				

Please add any comments or further information which may be relevant:

Full name *(please print)*:

Signature:

Date:

For Office Use

Accepted: YES NO

Admitted to grade:

To start:

Date:

Admission number:

Name:

Emis transfer form: YES NO

Sign:

Emis unique number: