



GLENOAKS SCHOOL
Remedial and Vocational
School for Neurodiverse
Learners

Glenoaks Prospectus

Empowering Every Child, Unlocking Every Potential



Contact

Phone [\(+27\) 11 624 1160](tel:+27116241160)

Website www.glenoaks.org.za

Email info@glenoaks.org.za

Address 72 Roberts Ave, Kensington,
Johannesburg, 2101, South Africa

About us

In the heart of Johannesburg, where dreams meet challenges, Glenoaks School stands as a beacon of hope for children facing unique learning needs. Glenoaks is not just an institution; it is a haven for potential waiting to be unleashed. For over five decades, we have been committed to providing a nurturing and inclusive environment for learners with remedial and special needs. Our story, rooted in the vision of Dr. Lorna Swartz, has evolved into a testament of resilience and triumph over learning challenges.

Glenoaks is a private remedial and special needs school that nurtures academic, functional, social, and emotional growth for learners by personalizing support according to their individual needs and strengths. Our dedicated, passionate, and professional team creates a nurturing and inclusive environment through innovative adaptation, accommodation, differentiation, and individualization for each learner.

Choosing the right school for your child is never easy. With over 50 years of experience in remedial and special needs support, Glenoaks offers a unique and comprehensive educational experience for any child presenting with wide-ranging barriers to learning. We aspire to create an environment where the true potentials of learners can be reached, providing adequate resources, an appropriate curriculum, innovative teaching and learning strategies, and individualized support.



Visitors often comment on the friendly and nurturing atmosphere that permeates every aspect of Glenoaks School. Our committed staff shares a passion for working with children to address the variety of barriers to learning they might face. From small class settings to individual and group therapies, our ultimate goal is to help our learners grow to be their best. We want our learners to be happy at school, to thrive, and to be engaged academically, functionally, vocationally, emotionally, and socially.

Our learners grow in confidence, self-efficacy, and self-worth from the first week they join us. Being a part of this process is our privilege. Through the support of our multi-disciplinary team, we help our learners identify their strengths, accept and work on their areas of challenge, and reach their potential.

Placement decisions are based on various formal and informal assessment processes and are made by a collaborative team, including the parent, the child's teachers, therapists, and heads of department. Similar processes follow when it comes to mainstreaming learners, transitioning to high school, or deciding on future prospects beyond primary schooling. We hold termly parent feedback meetings, and our doors are always open for regular communication with parents.

We remain at the forefront of teaching excellence by supporting the professional development of staff. We develop sensitivity to and understanding of different cultures and religions through interaction in an environment characterized by mutual respect, interest, and regard for others and the broader community.



The History of Glenoaks School

In 1969 Dr Lorna Swartz started a small school in her garage in Melrose, for her daughter Tammy, who was then regarded as 'learning disabled'. As word spread, other parents brought their children to Dr Schwartz, and Glenoaks School was born. In 1975/6 the school moved to a building in Orange Grove. Dr Swartz's vision was to create a school for learners who showed little academic potential and had major barriers to academic learning and physical barriers. The school worked with children who had Cerebral Palsy, were visually impaired and had emotional and behavioral difficulties. Dr Lorna left the school at the end of 1979. In 1981 Glenoaks expanded and was moved to our current premises in Kensington. Her vision has lived on through the leadership of Ms. Peacock, Ms. Patt, Mr. Barnes and currently Mrs. Caldeira. Mr. Barnes, who was our head of school for 35 years, realized his dream in 2015 when he opened the Oak House Vocational Academy. The Academy was developed to provide a secondary school for learners for whom an academic or formal matric was not possible. Mr. Barnes handed the school's legacy over to Mrs. Caldeira who has been a member of the Glenoaks family since 2002. She began as a facilitator and progressed to become a teacher and head of department, before taking the position of principal.



Mr. Barnes & our first school bus



Glenoaks Staff Photograph 1993

We currently have 7 houses and approximately 130 learners (2024) and a staff of over 70. Glenoaks was officially registered with the Department of Education in 1976. Since then, Glenoaks has continued to grow and provide a safe and supportive environment for learners with remedial and special learning needs.

Remedial vs Special Needs

Remedial programs are for learners with average or higher intellectual abilities who are not performing well in school. The focus is on narrowing or closing academic gaps to the extent that a learner can be re-introduced to mainstream schooling.



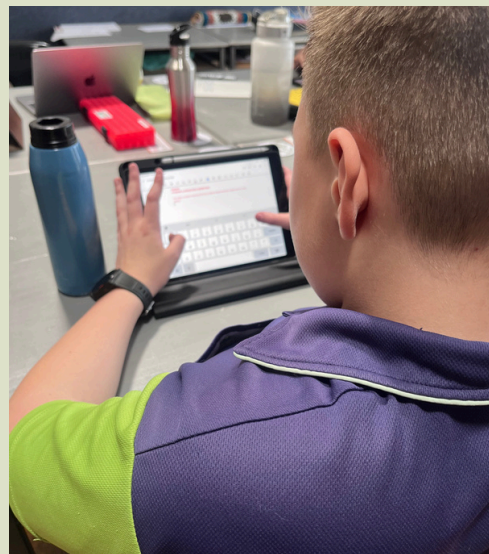
Special education programs are for learners who lack the intellectual ability, social and emotional maturity, physical ability or the analytical skills needed to perform in a remedial or mainstream environment. The focus is to assist learners to be functional, independent and employable adults.

The Glenoaks Remedial Stream

The Glenoaks Remedial Programme is to offer support and targeted remediation for learners with a range of IQ levels who are not managing at other mainstream schools for a variety of reasons. These learners have potential to be reintegrated back into supportive mainstream education. Our admissions process looks holistically at overall ability and not simply a test score. Our classes are small, the receive various individual and group therapies which form part of the school day, as well as English and Maths academic support during classroom lessons. Glenoaks follows an accommodated CAPS curriculum and testing requirements. Based on Psycho-Educational Assessment recommendations, we are equipped to offer the following Accommodations, where necessary, in formal assessments: Reader, Scribe, Prompt, Spelling, Additional Time, Separate Venue, Adapted Questions, and Assistive Technology. Learners are also able to use technology in the classroom.



Our accommodation is that we present the curriculum using methods that are not overly content heavy. We focus on the skills and strategies needed to successfully cope with high school and mainstream education when our learners re-enter other schools. Learners who pass grade 7 at Glenoaks are reintegrated into supportive mainstream schools where they can complete an academic or vocational grade 12. Many past Glenoaks Learners have continued to further their studies at universities, colleges and other tertiary institutions.



THERAPY

A unique benefit of our offering is the therapeutic support provided which is included in the school fees. Our multi-disciplinary therapy team comprises of psychologists, speech and language therapists, occupational therapists and remedial therapists. A private physiotherapist is also available at an additional cost. The therapy team work together with class teachers to set learner goals and evaluate progress. Educational Psychologists are available to conduct Psycho-Educational Assessments if required.

PSYCHOLOGY

Our psychologists primarily focus on the emotional well-being of our learners either in individual or group sessions. We follow an eclectic therapy approach which is determined by the learner's individual needs, cognitive functioning and the issues being addressed. Parent counselling is provided to assist parents in supporting their children to reach their full potential.

REMEDIAL THERAPY

Remedial therapy focuses on helping learners overcome or cope with their academic difficulties. An integrated approach is used, comprising of a variety of phonics-based, multi-sensory programmes, including Letterland, Phono-Graphix and Thrass. Remedial therapy includes reading, comprehension, spelling and written expression. Numeracy intervention is also offered. We work with individual learners, small groups and assist learners in the classrooms.

OCCUPATIONAL THERAPY

Our Occupational Therapists use an interdisciplinary and multidisciplinary approach to assess and treat learners in the areas of gross motor, fine motor, and visual perceptual development, as well as sensory processing. Therapy takes place in individual, paired and group sessions, as determined by each child's specific needs.

SPEECH, LANGUAGE THERAPY AND AUDIOLOGY

The focus of this therapy is on the assessment and treatment of social and cognitive-communication difficulties. Attention is given to the learner's speech, auditory processing as well as their receptive and expressive language skills, to support interpersonal communication and curricular goals. Therapy is offered on an individual and/or group basis.



Glenoaks Academy

At Glenoaks Academy, we celebrate the unique strengths and abilities of every learner through our inclusive approach to education. Our Academy houses our special needs stream and is designed to support learners who require an adapted and alternative approach to learning, different from traditional academic methods.

The Academy offers a nurturing and supportive environment, where programs are often personalised, and where we recognise and build upon each learner's individual areas of strength. Our goal is to empower each learner to reach their full potential, cultivating the practical skills and confidence necessary for a successful and fulfilling adult life.



Junior Academy

The Junior Academy is a vibrant learning community designed to empower students aged 6 to 13 with special educational needs. Our innovative curriculum is tailored for those who may find the 'traditional classroom' setting challenging.

In the Junior Academy, we recognise and celebrate the unique strengths of each learner, understanding that their chronological and developmental ages may vary significantly. We prioritise a learning environment that allows them to progress according to their abilities and at their own pace. Practical tasks are a key focus, showcasing the diverse areas of strength our learners may possess. A positive learning environment is created in which functional skills for daily living within each individual's abilities is fostered, and where every learner can flourish, embracing their unique journey towards personal success. For our older learners in the Junior Academy, there are exciting opportunities for project-based learning, preparing them for in-house work experiences.

Our tailored curriculum consists of subjects in three core learning areas:

Functional Life Skills

- Community Based Learning
- Social Communication Skills
- Activities of Daily Living
- Physical Education



Academic Skills

- Functional Mathematics and English



Vocational Skills

- Hospitality
- World of Work
- Craftsmanship and Enterprise
- Environmental Studies and Sustainability



Therapy in the Junior Academy

Occupational Therapy, Speech-Language Therapy and Physiotherapy are an integral part of the Junior Academy programme. Occupational Therapy is offered on both an individual and group basis, addressing postural, gross motor, fine motor, and visual perceptual development, as well as sensory processing. We place a special emphasis on activities of daily living and work skills.

Speech-Language Therapy is also offered on both an individual and group basis, with individual sessions focusing on social and cognitive-communication difficulties, thereby aiding interpersonal communication skills and the achievement of individualised goals.

Physiotherapy takes place in a weekly group and is aimed at improving our learners' physical wellbeing by involving the musculoskeletal, neurological, cardiovascular, and respiratory systems. We work on strength, flexibility, balance, coordination, and endurance. This in turn improves the children's motor skills, their ability to participate more fully in school and social activities and increases their sense of self-esteem.



Senior Academy

The Senior Academy is a progressive learning environment catering for learners aged 13 to 21 whose abilities and needs are not met in a mainstream or remedial setting. The Senior Academy provides learners with a sense of purpose and self-worth, with a focus on the essential skills needed to facilitate more independence, societal engagement and employability.

Learning across subject areas is practical so that learners experience an end goal that is tangible. Building a learner's independence, confidence, self-esteem and emotional maturity is fundamental to our outcomes.

The Senior Academy aims to prepare learners for meaningful employment, and work experiences and opportunities are based on a learner's independence and required support. Those suited for open labour market employment progress through the Independent Vocational Program, engaging in tailored work experiences at external companies with the support of a Glenoaks job coach. Alternatively, learners needing more concentrated assistance join the Supported Vocational Program, focusing on in-house project-based work experience where continuous individualised guidance and supervision is provided.

Our creatively crafted curriculum focuses on four core learning areas:

Life Skills

- Community Based Learning
- Social Communication Skills
- Activities of Daily Living
- Physical Education
- World Knowledge and Current Affairs



Academic Skills

- Functional Mathematics and English
- Accredited Learnerships (NQF1 and NQF2)
- ASDAN Bronze and Silver International Award Programs from the UK-based Preparing for Adulthood curriculum

Vocational Skills

- Hospitality
- Craftsmanship and Enterprise
- Environmental and Sustainability Studies
- Computers and Administration

Subjects are interconnected and based on a business model, fostering learners' understanding of work purpose and project completion. They're encouraged to grasp the broader business context and appreciate the significance of each role within a team. While future work experience placements extend beyond the vocational subjects we offer, assessing learners in these lessons offers valuable insight into their strengths and work preferences.

Learners also produce sellable products across subjects, developing essential work and business skills such as following instructions, meeting deadlines, and collaborating effectively. Developing appropriate behaviour and communication skills, they also cultivate responsibility and endurance. Additionally, they gain hands-on sales experience, covering advertising, order management, stock, quality control, and customer service. Money management and performance assessment further enhance their understanding of business operations.



Work Experience

Independent Vocational Program (Open Labour Market goal) – younger learners participate in internal contract or project-based work, and older learners benefit from external work experience placements aligned to their strengths, abilities, and areas of interest. Learners are gaining exposure to a variety of industries and businesses including retail; IT; beauty; manufacturing; education; hospitality; sport; robotics and many more.

Supported Vocational Program (Sheltered Employment goal) – all learners participate in internal contract or project-based work where tasks and responsibilities are allocated according to learner's capabilities and support needs.

Through the work experience program learners gain the skills required for entry-level jobs, with emphasis on appropriate and positive social skills and attitudes required in the workplace, as well as the acquisition of specific job-related skills.

Job coaching is provided to learners participating in work experience, and if further training or employment opportunities exist for a graduate, those are facilitated and supported by the Senior Academy.

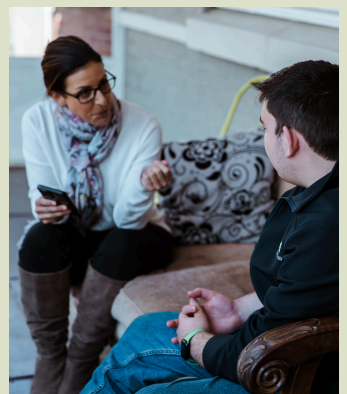
We are proud that most graduates from the Independent Vocational Program have been offered employment opportunities in the open labour market because of their significant growth and success through the work experience program.



Therapy in the Senior Academy

Vocationally based Occupational Therapy support is provided to all learners in the classroom and at work experience to assist with effective task completion, overcoming barriers to participation, building physical and mental endurance, and practising appropriate social skills.

Psychotherapy is available to Senior Academy learners on an individual basis and provides emotional support and practical tools to learners navigating life challenges.



Glenoaks Vision

- We focus on a student's strengths and potential through adaptation, accommodation, differentiation and Individualisation.
- We create a nurturing and inclusive environment for our learners which is supported by our dedicated, passionate and professional team.
- We are progressive and innovative, being at the forefront of teaching excellence.
- We actively engage with our stakeholders to empower and support them.

Glenoaks Mission

To be a leading remedial and LSEN school that unleashes potential.

Glenoaks School Ethos

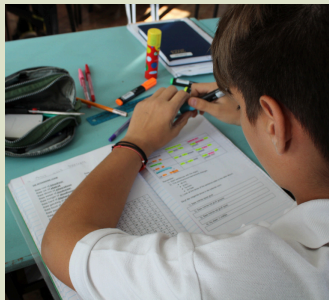
Glenoaks School aims to cultivate a school ethos that reflects the values and principles of the Constitution. South Africa has committed itself to providing an inclusive educational environment through the adoption of the Inclusive Education Policy (2001) which emphasizes **human dignity, respect, accommodation and inclusion**.

Our values include **Trust, Respect, Accountability, Optimism and Intentionality**. We aim to establish environments, and interactions with those environments, that intentionally promote positive perceptions and provide individuals with the optimum conditions to realize their full potential.



Glenoaks School Rules

- I will show good manners to everyone.
- I will keep my hands, feet, objects and unkind words to myself.
- I will take care of all my property and of my uniform.
- will not cheat, steal or lie.
- I will listen, do all my work and homework.



How Your Organization Can Make a Difference:

By sponsoring a child's education at Glenoaks, your organization becomes a partner in unlocking futures. Not only will you contribute to a child's academic journey, but you will also be fostering an environment where each learner can thrive socially, emotionally, and academically.

Tax Benefits:

As a registered Public Benefit Organisation, your organisation stands to benefit from tax deductions through the Section 18A Certificate issued upon your kind donation.

