



## ACADEMIC SUPPORT CENTRE



### To make a booking, please contact:

Mrs Ingrid Ludlow (Secretary Primary School Principal) 031 261 7369    Mr S. Leech (Grade 12 Supervisor)  
 Mrs Illona Sumner (Primary School Principal)    Rev. Michael O'Neill (Grade 11 Supervisor)  
 Mrs René van Zyl (High School Principal (Acting))    Mr Peter Robinson (Grade 10 Supervisor)  
 Mr Stephen Leech (HIGH SCHOOL Deputy Principal)    Mrs Tiffany Callaghan (Grade 9 Supervisor)  
 Mrs Barbara Burns (H.O.D. Pre Primary and Foundation Phase)    Mr Pierre Puren (Grade 8 Supervisor)  
 Mr Craig Anderson (H.O.D. Intermediate Phase)

The Academic Support Centre, Dartmouth Road, Glenwood: Telephone: (031) 261 7369. Fax (031) 261 2125;  
 E-mail: office@sthenrys.co.za. Postal Address: P. O. Box 30480, Mayville 4058  
 Street Address: 210 Mazisi Kunene (South Ridge) Road, Glenwood, Durban, Kwazulu Natal, South Africa

### Mrs Hazel Spires (Kip McGrath Education Centres, Glenwood) 031 201 9141 (Ph/Fax)



Kip McGrath Education Centres exist, world wide, as an organisation to give Parents Peace of Mind. At the Glenwood Kip McGrath Education Centre we cater for learners from Grades 1 to 12. We offer individualised lessons in Mathematics, English (covering reading, phonics, spelling and comprehension), and Afrikaans. Our teachers are caring, patient, fully qualified and experienced in their fields of expertise.

Not all children find learning to read easy. At Kip McGrath we realise that there are children who need a professional tutor to help with this learning process. We assist children in acquiring the skills required to enable them to read. Some children read adequately, but have difficulty with language and struggle with grammar, written expression or comprehension exercises. Maths problems can occur at any time. Some children seem to have difficulty by Grade 3, or even before, while others don't encounter problems until Grade 5, 6 or 7. Others only struggle when percentages, geometry or algebra are introduced. Most maths problems occur through not grasping the basics. We offer a FREE Assessment in the above subjects to determine the child's strengths and weaknesses and then plan a programme of remediation around their specific needs. Our programme also accommodates learners who have gaps due to moving schools or to missing classes through illness, as well as those learners who excel academically but require some lessons to boost their confidence and maintain their levels.

We also offer Short Courses in: 'Getting Ready for Grade R, Getting Ready for Grade 1, Intelligence Development, Study Skills and Essay Writing'.

We prescribe to developing the complete child and therefore work on developing the self-confidence and enhancing the self-esteem, while addressing their academic needs. To us every learner is a special and unique individual!



### Mrs Mary Rawsthorn (Language/Remedial teacher) 031 563 1418/082 080 1528 (Ph)

Mrs Rawsthorn has been a qualified teacher since 1971 and has taught at schools in England, Johannesburg and for the last twenty years she has taught in Durban schools.

After gaining her Remedial qualification [ACE- Remedial] in 2007 she joined Maris Stella School as their Junior Primary Remedial Teacher and since then has worked closely with staff and children to overcome specific learning difficulties.

For the past six years she has been actively involved as a Language/Remedial teacher in an 'Outreach Programme' organised by the 'Children's Assessment and Therapy Centre'. This programme promotes the teaching of English to Zulu speaking children.

### Mrs Anwen Cunningham (Educational Psychologist) 082 706 37177 (Ph) 086 550 1546 (Fax)



I have had experience working with schools and in my Private Practice. I also am experienced with Primary and High School learners. Working with a school such as this can offer a unique opportunity to address children's needs individually as well as being able to work alongside teachers and parents.

My areas of interest include the following:

Educational assessments: Registered tests screen for concerns such as school readiness, mild learning difficulties, ADHD and giftedness. They can also give an idea of whether a child is performing at his or her potential and are a useful starting point when parents are concerned with a child's progress. A further emotional/behavioural assessment may be recommended if there may be other factors contributing to a child's attitude towards school or the learning process. I like to work closely with parents and am very open to including other therapists and teachers if parents are comfortable with this.

Practice Operations: I will be working through my Private Practice and charge at or below Medical Aid Rates.

### Mrs Bianca Grey (Occupational Therapist) 031 261 7732 (Ph/Fax)



This mainstream school based Occupational therapy intervention aims at improving visual perceptual, sensory motor and fine motor development. These areas are vital for all aspects of learning and it is therefore important that difficulties are identified and remedied as early as possible and during the Foundation Phase to prevent future learning difficulty.

**Who should be referred?** Children of all ages and abilities who experience difficulties such as: maintaining an upright sitting posture; delayed or deficient gross motor coordination; sensory-motor processing difficulties; difficulty crossing midline; delayed establishment of dominance; difficulty with efficient grasp of pencils/pen/scissors; difficulty learning to cut with scissors; handwriting difficulties; letter and numeral reversals and transpositions; visual perceptual difficulties; concentration and attention difficulties.

#### Recommended Services: Foundation Phase (Pre-School to Grade 3):

The child is assessed by a qualified Occupational Therapist following a referral from his/her class teacher or parent. The assessment, where possible, involves standardised tests, non-standardised tasks and clinical observations that specifically focus on sensory motor, gross motor, fine motor and visual perceptual areas of development.

The assessment includes: a parent interview to obtain background information; a teacher's questionnaire or if possible a teacher interview to obtain information regarding the child's scholastic performance. It is preferable to divide the assessment period into two forty-five minute sessions for younger children. The assessment could be conducted in the afternoon from 12h00-17h00 or if necessary during the morning as arranged with the Principal. The assessment findings are recorded in a formal Occupational therapy report and are discussed with the child's parents during a feedback session. With parental consent, a copy of this report and feedback is also provided to the class teacher. A period of intensive, weekly Occupational Therapy (usually for an initial period of 6 months or twenty, 45 minute sessions) is planned with the assessment findings as a baseline. Occupational therapy treatment aims to enhance the child's functioning in both his school and home environment, through the use of gross and fine motor activities, as well as perceptual and sensory motor activities. A home programme is provided to the parents to ensure carry-over of learning from the individual session. Ongoing monitoring of progress occurs during treatment and communication and feedback from both the teacher and the parents is encouraged. Usually, a brief reassessment after approximately 6 months of therapy is important to measure the child's progress, the efficacy of therapy and if future therapy is advised.

#### Intermediate Phase (Grades 4-7) and High School (Grades 8-12):

If a child in the intermediate or senior phase is experiencing specific motor and/or perceptual difficulties relating to his/her scholastic performance, a detailed standardised assessment could be conducted. This identifies underlying problems relating to the child's current task performance and assists in planning future management to maximise functional potential. Problems relating to writing speed and pencil grip could still be addressed during this phase although therapy is more successful in the Foundation Phase. The Practice initially offers two afternoons for therapy sessions, gradually increasing the service to fill other afternoons of the week as further children are referred. Should their child require more specialised treatment or equipment the parents may be required to attend the Main Practice at Entabeni Hospital.

### Miss Nerisha Pillay (Audiologist) (031) 3095798 / 3095799: Email: mte@pmnaidoo.co.za



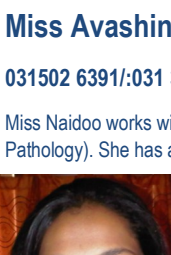
Good hearing is essential to everyone, regardless of age. Children with hearing problem can experience serious difficulties with speech and language development. For adults, hearing loss can restrict enjoyment of life. Miss Pillay has a Bachelor of Communication Pathology in Audiology and she practises audiology in four private hospitals in the Durban region. She is interested in further developing her skills in pediatric audiology which is both a challenging and fascinating field diagnostically and clinically.

We offer the following services at Durban Medical Centre, Entabeni Hospital, Ethekwini Hospital and Mt Edgecombe Hospital:

Identification and the diagnosis of the different types of hearing loss; Measuring the extent of hearing in terms of sensitivity; Describing auditory perceptual skills using special tests; Determining the child's needs in terms of therapy or other remedial steps; Making recommendations and counselling of pupils and parents; Prescribing and fitting of hearing aids and the rehabilitation of those with hearing impairment; Balance test for patients with dizziness; Where indicated appropriate specialist medical referrals can be made; Identifying and assessing adults exposed to loud, industrial or recreational noise; Assessment and treatment of tinnitus (ringing noises in the ear) .....(Miss Pillay plans to do an annual auditory screening at St Henry's).

### Miss Avashini Naidoo (Speech-Language Therapist)

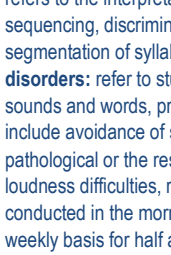
031502 6391/031 309 5798 Email: mte@pmnaidoo.co.za



Miss Naidoo works with Mr. P.M. Naidoo and Associates and has a Bachelor in Communication Pathology (Speech-Language Pathology). She has an interest in Childhood Disorders and of Spelling and Language Development, as well as the Speech Processing skills and its role in spelling and reading development, and in stuttering therapy. The Speech-Language Therapist is the professional responsible for the assessment and treatment of communication disorders across the lifespan. Communication disorder refers to any difficulty with expression and/or reception of language, speech production, voice production, and fluency disorders, eg. stuttering. Disorders may be developmental or acquired. **Concerns with school age children may include:** Articulation and Phonology: Sound production difficulties identified in younger pre-school and foundation phase learners, when sounds are substituted or produced incorrectly, which may be due to a delay in development of the speech sound system or due to abnormal structure or functioning of the oral musculature. (e.g. lispng, reduction of cluster sounds – stop-top, substitution of sounds – red-wed, shoe-soe, see-tee, cat-tat) **Understanding and Receptive Language Delays or Disorders:** this refers to poor vocabulary, poor sentence construction, etc. **Expressive and Receptive Language Delays or Disorders:** This refers to the interpretation and manipulation of information received via the auditory pathway which include auditory memory and sequencing, discrimination of sounds in words, analysis of syllables and sounds in words, and sounds in a cluster, as well as segmentation of syllables and sounds in words and in a cluster. These skills are vital for spelling and reading development. **Fluency disorders:** refer to stuttering or cluttering. An increased rate of speech and the presence of primary behaviours such as repetitions of sounds and words, prolongations of sounds, and blocks in sound production that disrupt the fluency of speech. Secondary behaviours include avoidance of speaking situations, and negative feelings towards speaking and ones speech. **Voice disorders:** may be pathological or the result of vocal misuse and abuse. The typical symptoms are a hoarse voice quality or loss of voice, and pitch and loudness difficulties, resonance difficulties such as hyper-nasal voice. Intervention would be the form of an initial assessment, conducted in the morning session. The parent or caregiver should ideally be present. Therapy thereafter if warranted is usually on a weekly basis for half an hour. Therapy is on a one to one basis.

### Mrs Dee Munks (Dynamic Educational Experiences )

031 205 5848/083 411 4282 (Ph), rosieunks@telkomsa.net (email)



Mrs Munks has many years of teaching experience and is a qualified Remedial Teacher. She offers individual and group sessions in her air-conditioned home studio (74 Deodar Avenue, Glenwood). She offers extra lessons as well as remedial lessons from Grade 2 to 7 in which confidence is developed. She ensures the children work in a calm, quiet and caring environment.

### Mrs Riekie van der Merwe (Remedial Educator) 031 201 2676/076 909 5244 (Ph)



With 30 years experience, Mrs van der Merwe has considerable expertise and vast experience in the fields of remedial and special education. Her tried and tested methods are effective in addressing the needs of learners struggling in the areas of reading, phonics, spelling and numeracy. She has enjoyed great success with methods that ensure learners overcome their learning difficulties. Lesson plans are tailored to meet the diverse needs and interests of the learner. Her strong passion to educate young minds and help them blossom into successful and responsible individuals underpins her approach and this applies particularly to children with learning barriers. Her goal is to foster and maintain an honest communicative and supportive classroom in which learners feel safe and appropriately challenged.