

## Admission Policy 2026.

Stepping Stone is a Special Education School offering placements to learners with a range of Special Educational Needs. This policy intends to guide admissions to Stepping Stone.

Learners considered for placement at Stepping Stone School are:

1. Learners facing neurodivergences including:
  - Learning impediment
  - Specific learning disability
  - Sensory/multi-sensory difficulties
  - Behavioral difficulties
  - Autism Spectrum Disorder
  - Language and communication difficulties
  - Social and Emotional Difficulties
  - One or more interrelated impairments
2. Learners facing visually impairment and blindness. (see Addendum B):
  - Visually Impaired Candidates:
  - Learners with a corrected visual acuity of more than 6/24 Snellen screening and progressive conditions with poor prognosis.
  - Significant field of view loss despite good acuity.
  - Progressive, uncorrectable myopia.
  - Learners with albinism and genetic ocular disorders (e.g., retinal detachment, Retinitis Pigmentosa).
  - Braille Candidates / Fully Visually Impaired:
  - Visual acuity less than 3/60 Snellen screening.
  - Visual acuity between 3/60 and 6/60 with a field of vision <50%.
  - Visual acuity over 6/60 with field of vision <25%.

This policy is ratified with the discretion of the School Board in November 2025.

## 1 INTRODUCTION

### 1.1 Stepping Stone provides educational opportunities for learners with:

- 1.1.1. Severe or complex learning difficulties
- 1.1.2. Moderate learning difficulties
- 1.1.3. Sensory deficits that are affecting their ability to work effectively in a mainstream setting
- 1.1.4. Visually impaired and blind challenges

### 1.2 Stepping Stone considers learners for admission, irrespective of their gender, race, disability, or special educational needs, provided that:

- 1.2.1 There are reasonable prospects of meeting the learner's needs without unduly prejudicing the education and the welfare of other learners.
- 1.2.2 Stepping Stone has adequate resources available to ensure that the curriculum can be delivered.
- 1.2.3 The admission of the learner supports the vision and strategy of Stepping Stone.

### 1.3 Applications are received throughout the year and will be considered at the time of submission, rather than at set times of the year.

### 1.4 Enquiries may be directed and visits to Stepping Stone can be arranged by contacting Stepping Stone on +264 (0)81 143 3896 or [info@steppingstonenamibia.com](mailto:info@steppingstonenamibia.com)

## 2 PURPOSE

### 2.1 The purpose of this policy is to ensure that fair and consistent criteria is used when deciding on individual applications for admittance to Stepping Stone.

### 2.2 It further aims to ensure:

- 2.2.1 Stepping Stone can meet the needs of the applying learner.
- 2.2.2 Admission of new learners does not adversely affect the learning of current learners.
- 2.2.3 An inclusive education approach is followed.
- 2.2.4 Admission of a new learner is aligned to the school's ethos and vision for learning.

## 3 DEFINITIONS

|               |                                                                                                                                                                                        |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Complex Needs | Learners who need a specialized classroom and school environment and specialized teaching due to their learning, medical or neurodivergent needs. A specialized and adapted curriculum |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



|                      |                                                                                                                                                                                                         |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Director/Founder     | Director and Founder of Stepping Stone School                                                                                                                                                           |
| Finance Committee    | A committee of the Stepping Stone School board, representing the financial interest of the Stepping Stone Special Education School Trust                                                                |
| HOD                  | Head of Department for the different departments of the school                                                                                                                                          |
| Inclusive education  | All learners attend and are welcomed by their neighborhood schools in age-appropriate, regular classes and are supported to learn, contribute, and participate in all aspects of the life at the school |
| Learning Support     | Learners who need a remedial teaching approach in small class groups with relevant support due to their neurodivergent needs. An adapted mainstream curriculum                                          |
| Principal            | Principal of Stepping Stone Special Education School                                                                                                                                                    |
| Prospective learner  | A learner who is in the process of applying for admission at Stepping Stone or who may in theory be eligible for admission to Stepping Stone                                                            |
| Parent               | Biological parents, adoptive parents, and/or legal guardian                                                                                                                                             |
| Stepping Stone       | Stepping Stone Special Education School                                                                                                                                                                 |
| Stepping Stone Board | Management meeting to represent the interests of Stepping Stone Special Education School Trust Number T32/16                                                                                            |
| Suspending condition | Unconditional qualifying criteria for admission to Stepping Stone                                                                                                                                       |

#### 4 RELATED POLICIES, PROCEDURES, FORMS, GUIDELINES, AND OTHER RESOURCES

This Policy should be interpreted in alignment with other Stepping Stone Policies and procedures as applicable.

#### 5 SCHOOL DEPARTMENTS

Stepping Stone Special Education school have 4 Departments.

##### 5.1 Complex needs Primary Department:

5.1.1 Pre-primary for learners 6 years and under, who have delayed developmental milestones.

5.1.2 Primary School: Learners who are not able to attend the learning support classes due to:  
Behaviour difficulties including patterns of behaviour; Learning delay; and/or Pervasive developmental disorders.

5.1.2.1 Junior primary class(es) for learners 7 to 9.

5.1.2.2 Senior primary class(es) for learners 10 to 13.

## 5.2 Learning Support Department:

- 5.2.1 Junior primary class(es) for learners' grade 1 to 3. Learners who are not able to attend a mainstream school for any determined reason, and/or diagnosed by a multidisciplinary professional specialist, but is able to work at a grade 1 to 3 level.
- 5.2.2 Senior primary class(es) for learners' grade 4 to 7. Learners who are not able to attend a mainstream school for any determined reason must now be formally diagnosed by a multidisciplinary professional specialist but is able to work at a grade 4 to 7 level.

## 5.3 Vocational Department:

- 5.3.1 Complex Needs Secondary school for learners 14 to 18. Learners who are not able to attend any other school due to; Behaviour difficulties including patterns of behaviour; Learning delay and/or Pervasive developmental disorders.
- 5.3.2 Vocational Training for learners 19 to 21. Learners with Complex needs who are unable to attend any other Tertiary facility.
- 5.3.3 Learning Support learners 13 years and older who are unable to attend mainstream High schools. Working towards NQF level 1.

## 5.4 Visually Impaired Department:

- 5.4.1. Grade R and Grade 1 opening in January 2026. This Department will annually expand.

## 5.5 The Stepping Stone School Board employs the following Head of Departments (HOD):

- 5.5.1 Complex needs Primary  
5.5.2 Vocational Department  
5.5.3 Learning Support Junior Primary Department  
5.5.4 Visual Impaired Department

## 6 POLICY FOR ADMISSION

### 6.1 Applicability:

This Policy is applicable to all applications for admission of learners to Stepping Stone Special Education School.

### 6.2 First contact to an admission:

Enquiries for admission, will be done on a first contact admission form will be filled in although it may derive from various sources including:

- 6.2.1 Recommendation by education institutions, usually in conjunction with the parents/guardians of the prospective learner.

6.2.2 Recommendation by therapists or other professionals, usually in conjunction with the parents/guardians of the prospective learner.

6.2.3 Parents/guardians contacting Stepping Stone independently.

6.2.4 Online search

### **6.3 Developmental History Interview and Observation:**

6.3.1 An interview with parents/guardians and/or the prospective learner will be done to complete the developmental history form is required and arranged prior to the admission process, as per the discretion of the Director or Principal.

6.3.2 An observation period of the prospective learner and/or his/her parents/guardians may be required and arranged prior to the admission process, as per the discretion of the Director of Principal

6.3.3 Such interview and/or observation period will not necessarily result in the admission of a prospective learner to Stepping Stone but may serve as a tool to consider the admission of such potential learner.

### **6.4 Review process:**

6.4.1 The Director and/or Principal will determine whether the level of support and the special education needs, or the sensory needs of the prospective learner can be addressed by the curriculum, infrastructure, and resources available at Stepping Stone.

6.4.2 The Stepping Stone Board retains the final authority regarding admissions and may reject any recommendation for admission by the principal, in terms of the Stepping Stone Board Terms of Reference.

6.4.3 Specific information that may be considered as part of the application process include:

6.4.3.1 Information provided by professional reports and diagnostic reports.

6.4.3.2 Information provided by parents.

6.4.3.3 Observation of the prospective learner by HOD, Director and/or Principal.

6.4.3.4 Additional information like previous reports from professionals currently involved with the prospective learner, e.g., an occupational therapist.

6.4.3.5 It may be necessary to undertake an extended period of assessment for particularly complex prospective learners. This may include evaluation and recommendation by medical professionals in areas of therapy and psychology. Postponement of admission based on such extended period of assessment is within the discretion of the principal.

6.4.4 Since Stepping Stone is a private institution, ability to make 100% on-time payment of school fees (either by parents or sponsors) is a suspending condition for admission to Stepping Stone.

6.4.5 Factors playing a role in admission of a prospective learner include:

6.4.5.1 The number of places and their availability across the whole department of existing learners.

- 6.4.5.2 The prospective learner profile and compatibility with existing learners in the relevant department.
- 6.4.5.3 The complexity of the needs of the prospective learner (including the age of the prospective learner) and the suitability of any alternative provision that could be considered.
- 6.4.5.4 Reasonable daily travelling distance between Stepping Stone and the prospective learner's place of residence.
- 6.4.5.5 Whether the admission can be accommodated within the efficient use of available resources of the school, in terms of support, facilities/infrastructure, learner to teacher ratio, etc.
- 6.4.5.6 There is an additional intake criterion for learners with Visually impaired and blind learners. See annexure C.

## 6.5 Administration process:

The following is required as part of the application process for admission to Stepping Stone:

- 6.5.1 The admission policy needs to be read, adhered to, ticked and initialed on each page and fully signed on the pages as indicated, by legal parents/or guardians
- 6.5.2 An application form will be completed and signed by the prospective learner's parents/guardians when firstly admitted after approval. (A re-registration form must be completed each calendar year.)
- 6.5.3 Medical & Indemnity form and re-registration form and code of conduct need to be completed annually by the learner's parents/guardians (attached as annexure/s).
- 6.5.4 A certified copy of the learner's full birth certificate. (Only first year of admission)
- 6.5.5 A certified copy of the learner's passport where applicable. (Only first year of admission)
- 6.5.6 A certified copy of an immunization chart (only first year of admission unless not up to date). The chart must indicate that the learner has been immunized against the following communicable diseases:
  - 6.5.6.1 Polio
  - 6.5.6.2 Mumps/Measles/Rubella
  - 6.5.6.3 Tuberculosis
  - 6.5.6.4 Diphtheria
  - 6.5.6.5 Tetanus
  - 6.5.6.6 Hepatitis B

*If proof of immunization cannot be provided, parents must seek guidance from the school on how to arrange for immunization. Once proof of immunization is obtained and submitted to Stepping Stone, the application for admission in question will be considered and processed.*

- 6.5.7 For learners older than 5 years, the latest original report card (or equivalent document) issued by the previous school.

#### 6.5.8 Copies of the following if available:

- 6.5.8.1 Any medical diagnosis relevant to special education needs of the prospective learner.
- 6.5.8.2 Any reports from therapists.
- 6.5.8.3 Any remedial reports relevant to the prospective learner.
- 6.5.8.4 Proof of the residential address(es) of the learner and parents/guardians e.g., copy of utility bill not older than three months. (Only first year of admission, if this changes the school must be informed in written order of any change/s)
- 6.5.9 Parent's ID card and/or proof of guardianship (Only first year of admission)

Please note that it is an offence to provide false information regarding the age of a child. Stepping Stone reserves its rights to verify all information and documentation regarding a prospective learner for admission and reserves its rights to take legal action against any applicant who intentionally provides false information and documentation.

## 7 SCHOOL FEES

**School fees for 2026 is N\$ 4 200 per child per month for 12 months, payable on or before the 7<sup>th</sup> of each month in advance. An annual registration fee of N\$ 2000.00 is needed to be paid with registration and re-registration.**

### 7.1 Fees

- 7.1.1 Stepping Stone can only afford expert special education if the appropriate resources are available to learners enrolled at Stepping Stone. Non-payment of the full monthly school fee affects all learners since school fees are directly applied to maintain the necessary teacher: learner ratio.
- 7.1.2 Sponsorship(s) and the sourcing and maintenance thereof is the sole responsibility of the parents/guardians of the prospective learner.
- 7.1.3 School fees are determined by the Stepping Stone Finance committee based on reasonable maintenance and provision of the expert special education provided by Stepping Stone.
- 7.1.4 School fees are payable for 12 months of the year notwithstanding periods where the school is closed on account of school holidays, public holidays, long weekends, mid-term breaks and/or when the school is closed due to circumstances beyond the control of the school, parents are liable to pay the full months school tuition for **12 months**.
- 7.1.5 If a learner attends school for the months of July to November, parents/guardians are not allowed to withdraw the child from school before December. Parents/guardians are liable to pay school fees for the month of December if the child is at school during the months of July to November.
- 7.1.6 Any school fee queries can be addressed to the Stepping Stone Finance committee in writing.

- 7.1.7 Parents/guardians should note that transport to- and from Stepping Stone is not included in the school fee and will require separate additional payment and/or sponsorship.
- 7.1.8 Should after-school or holiday care services be available, parents/guardians should note that the cost of such care services is not included in the school fee and will require separate additional payment and/or sponsorship. This service is **not available** for the Visually Impaired and Blind learners. Should extra-mural activities, e.g., swimming or music lessons be available at a fee, parents/guardians should note that the cost of such activities is not included in the school fee and will require separate additional payment and/or sponsorship. This service is **not available** for the Visually Impaired and Blind learners as they will be exposed to a full school program.
- 7.1.9 Parents/guardians may incur cost for miscellaneous items from time to time including:
- 7.1.9.1 Specific stationary relevant for their own child.
- 7.1.9.2 Swimming gear if the learner participates in swimming lessons.
- 7.1.9.3 Items of clothing e.g., sun hat, spare clothes, etc.
- 7.1.9.4 Toiletries, including sunscreen, tissues, hand wipes, toilet paper, liquid hand soap, etc. This is not applicable to the Visually Impaired and Blind learners.
- 7.1.10 All learners are required to provide their own lunch, snacks, and drinks in sealable containers.
- 7.1.11 All learners are required to attend school with a backpack with their daily lunch box, snacks, and drinks, their personal stationary if relevant and/or an additional set of clean clothing or additional toiletries if relevant.
- 7.2 Application for reduction of school fees**
- 7.2.1 Parents may wish to apply for reduction of school fees. The policy is as follows:
- 7.2.1.1 Parents may apply for the reduction of school fees on the prescribed form (on request).
- 7.2.1.2 Proof of income of both parents must be attached and certified if no income it needs to be done by an affidavit.
- 7.2.2 Incomplete applications will not be considered.
- 7.2.3 The reduction of school fees, is at the discretion of the Stepping Stone Finance committee, and may be granted according to the following criteria:
- 7.2.3.1 Fees for a second or third child may be reduced.
- 7.2.3.2 A certain percentage of the total fees may be cancelled.
- 7.2.3.3 Income, lifestyle, and/or possessions will be taken into consideration, after a house visit.
- 7.2.3.4 Parents must be willing to pay in kind during school events.
- 7.2.4 School Board may phone applicants to discuss their applications.
- 7.2.5 Application for the reduction of school fees will be granted for one school year only. If the parents' financial situation has not improved within the year, such parents must submit another application to the Stepping Stone Finance Committee the following year.
- 7.2.6 Applications are to be submitted to the Stepping Stone Finance Committee not later than 30 November of the previous year. Late applications will not be considered.

### 7.3 Outstanding school fees

7.3.1 Payments made later than 7<sup>th</sup> of each month will result in a penalty of N\$100 for the month.

7.3.2 If school fees are outstanding over 2 months, the learner will not be allowed a termly report or access to school until outstanding fees are paid.

## 8 SCHOOL HOURS AND CALENDAR

8.1 The school premises are open from 7:00am to 13:00pm for all learners.

8.2 The school afternoon services from 13:00 – 17:00 is only for the learners registered for afterschool care which does not include the Department for the Visually Impaired and Blind learners.

8.3 Teaching hours are from 8:00am till 12.30 pm for Neurodiverse Department. The Teaching hours for the Visually Impaired Department will be from 07:30 till 13:00.

8.4 The school follow an adapted school calendar (not the standard calendar provided by the Ministry of Education.) Our number of school days correlate with the department of Education in Namibia. Our holidays are usually shorter than other local schools but are more regular to support the needs of our learners. Please request the Stepping Stone School calendar for the year. This is also applicable to the Visually Impaired and Blind Department.

## 9 AFTER SCHOOL CARE (Not applicable to the Visually Impaired and Blind Department)

Stepping Stone offers afterschool to only the learners enrolled at the Neurodiverse Department of the school.

### 9.1 Opening hours:

13:00 till 14:00 – packed lunch and rest or free play.

14:00 – 16:00 – activities and work

### 9.2 Lunch:

Lunch must be in the form of a packed lunch for each child. We have a fridge, microwave, and toaster at school to store and warm children's lunch.

### 9.3 Fees:

13:00 – 14:00: N\$ 160.00 per month payable in advance along with school fees.

13:00 – 17:00: N\$ 730.00 per month payable in advance along with school fees.

#### 9.4 Registration:

To register your child for afterschool care, please complete the relevant form (on request) and return it to school. No children of the Neurodiverse Department will be allowed to stay at school after 13:00 without the registration form.

#### 9.5 About the Afterschool Care:

The Afterschool Staff provides on-site childcare and tutoring to Stepping Stone pupils of the Neurodiverse Department from 1.00pm to 5.00pm, Monday to Friday (School term only). At the Afterschool Care, we provide a fun and safe environment for the children, supervised by a team of dedicated, experienced staff.

#### 9.6 Different optional activities:

Additional seasonal activities will be provided for the children in addition to afterschool care. This may include a variety of classes, sports development lessons, musical classes and Floor time Therapy. Information for these classes / sessions will be communicated clearly to parents to sign up for these classes seasonally. Each class will have an additional cost that will be specified as class is announced.

### 10 WAITING LIST

At Stepping Stone no official capacity waiting list is maintained as it may not be in the best interests of the prospective learner's educational needs to make a commitment if a school place cannot be made within a reasonable time scale.

### 11 APPROVAL ON BEHALF OF STEPPING STONE SCHOOL BOARD

Delegated Signatory:



Almarie Mostert  
Stepping Stone Principal

**BANK DETAILS**  
**STEPPING STONE TRUST**  
 Bank Windhoek  
 Swakopmund Branch  
 Branch code: 481 772  
 Acc No: 8005504399

## Annexure A.

### Stepping Stone Code of Conduct for Parents/Guardians

At Stepping Stone School, we believe that a positive and constructive partnership between the school and a child's parent(s) or legal guardian(s) is essential to fulfil the mission and vision of the school. Accordingly, the school reserves the right to discontinue enrolment or not to re-enrol a learner if it is reasonably determined that the conduct, actions, or attitude of a parent or guardian:

- renders a positive and constructive working relationship with the school impossible, or
- seriously interferes with the school's ability to fulfil its educational purpose, or
- undermines or contradicts the core values, policies, or ethos of the school, or
- unable to make payments.

Parents and guardians are expected to uphold and support a school climate of mutual trust, respect, and cooperation by communicating any concerns openly, respectfully, and constructively.

Such communication should be directed to:

- the educator most closely involved, or
- the Head of Department, or
- the principal of the school,

by means of a pre-arranged appointment scheduled through the school office.

Efforts by parents or guardians to lobby other parents or external parties, or to engage directly with them on internal school matters without first following the proper communication channels and exhausting the school's internal processes, will be regarded as conduct that undermines the integrity and educational process of the school community.

As parent(s)/guardian(s) of a learner enrolled at Stepping Stone School, I/We hereby undertake to:

1. Comply fully with all rules, regulations, policies, and codes of conduct as may be established and/or published by Stepping Stone School from time to time.
2. Recognise, respect, and uphold the School's Vision Statement, which envisions a learning institution that:
  - 2.1. offers a world-class standard of education.
  - 2.2. strives for excellence in all areas of endeavour according to each individual's unique abilities.
  - 2.3. nurtures sound, caring relationships.
  - 2.4. fosters respect for and understanding of all religions.
  - 2.5. creates a stimulating and challenging working environment for the entire school community; and
  - 2.6. provides an educational asset that serves the broader community.
3. Support the School's Vision and Mission, which include:

- 3.1. encouraging lifelong learning and the best use of each learner's talents.
- 3.2. upholding the core values of caring, honesty, integrity, diligence, and respect for the needs of others.
- 3.3. providing a broad and balanced curriculum that promotes the acquisition of life skills.
- 3.4. fostering independence, responsibility, and accountability in learners.
- 3.5. encouraging learners to contribute positively to the wider school community; and
- 3.6. ensuring that the school is managed on sound ethical and business principles.
4. Acknowledge that effective partnerships between the school and parents/guardians are characterised by clearly defined responsibilities, a shared commitment to collaboration, open communication, mutual respect, and a common vision regarding the goals to be achieved.
5. Respect the School's responsibility to act in the best interests of the entire school community while recognising and accommodating the individual needs of each child wherever reasonably possible.
6. Support the School's values, policies, and procedures, and refrain from any conduct that may undermine or compromise these processes or the reputation of the school.
7. Address concerns or grievances through the proper and established communication channels within the school, seeking resolution in a respectful and constructive manner.
8. Provide a home environment that supports the development of positive learning attitudes, habits, and values consistent with those upheld by the school.
9. Participate actively in the life of the school, through volunteerism and other forms of constructive involvement, to promote the best interests of the learners and the school community.
10. Share openly with the school any relevant religious, cultural, medical, or personal information that may be necessary to ensure the well-being, support, and appropriate care of the child within the school context.
11. Treat all members of the school community — including staff, learners, and other parents — with respect and dignity, maintaining an educational, professional, and solution-oriented tone, even in the face of disagreement or conflict.
12. Declare truthfully that all information provided in the admission application and related documentation is accurate and complete.

I/We acknowledge and accept that any false, misleading, or incomplete information provided to the school may result in the withdrawal of placement, the refusal of admission, or the termination of the child's enrolment at Stepping Stone School.

**Declaration of the parent/guardian:**

I/We, the undersigned parent(s) and/or legal guardian(s) of the minor child referred to herein and hereinafter as "the Child," do hereby declare and confirm that I/We hereby apply for the admission of the Child as a learner at Stepping Stone School.

I/We further declare that I/We have read, understood, and fully accept the contents of this Admission Policy, and that all particulars and information furnished by me/us herein are, to the best of my/our knowledge and belief, true, correct, and complete.

I/We confirm that no material or relevant information has been withheld or omitted.

I/We acknowledge and agree that:

1. This application for admission shall be subject to the policies, procedures, and admission criteria of Stepping Stone School for each department, which reserves the right of final acceptance and placement.
2. Priority for placement shall be afforded to learners with special educational needs, including those who are visually impaired or blind.
3. No admission or placement of the Child shall be deemed to have been granted or secured unless and until all applicable admission criteria have been satisfied and all required contractual documentation has been duly completed, signed, and executed by the parties concerned.

Accordingly, I/We acknowledge that submission of this application does not constitute an offer, guarantee, or confirmation of placement at Stepping Stone School until such time as all condition's precedent have been met and formal written confirmation of admission has been issued by the school.

We, the undersigned parent(s)/guardian(s), hereby confirm that we have read, understood, and agree to the admission policy, indemnity and consent declaration as set out above. We also agree to abide the Stepping Stone School Parent/Guardian Code of Conduct as set out above.

Signed at \_\_\_\_\_ on this \_\_\_\_\_ day of \_\_\_\_\_ 20\_\_\_\_\_.

Parent/Guardian Name: \_\_\_\_\_

Contact details: \_\_\_\_\_

Signature: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Contact details: \_\_\_\_\_

Signature: \_\_\_\_\_

Witness Name: \_\_\_\_\_

Contact details: \_\_\_\_\_

Signature: \_\_\_\_\_

## Annexure B.

### Indemnity and Consent Declaration

I/We, the undersigned, being the father, mother, and/or legal guardian(s) of \_\_\_\_\_ (child full names and surname) do hereby jointly and severally indemnify, defend, and hold harmless Stepping Stone School, its Executive Trustees, School Board, Founder/Director, Principal, Educators, Teacher Assistants, Employees, and all authorised agents and/or representatives of the School (hereinafter collectively referred to as “the Indemnified Parties”) against any and all claims, demands, actions, proceedings, damages, losses, liabilities, costs, and expenses of whatsoever nature and howsoever arising, whether in delict, contract, or otherwise, including but not limited to any claim in respect of injury, harm, loss, damage, or death sustained by the Child, arising directly or indirectly from:

- any act, omission, or negligence (whether ordinary or gross) on the part of any of the Indemnified Parties; or
- any event, accident, or occurrence during the course of, or incidental to, the Child’s attendance at the school, or participation in any school-related activity, excursion, camp, sporting event, or outing, whether conducted on or off the school premises, to the extent that such indemnity is permissible and enforceable under the laws of the Republic of Namibia.

This indemnity shall extend to any lawful and reasonable actions taken by the school or its authorised representatives in the interests of safeguarding the welfare, health, and safety of the Child while under the care or supervision of the school.

#### **Multidisciplinary-focused approach:**

The teacher and multidisciplinary team may, as deemed necessary, convene to review the learner’s progress and make appropriate adjustments to the Individual Learning Plan to support the learner’s ongoing development.

#### **Consent to Photography and Media Publication**

I/We acknowledge and accept that, during normal school hours, school functions, excursions, and related activities, photographs and/or video recordings of learners, staff, and guests may be taken by or on behalf of Stepping Stone School for legitimate purposes, including but not limited to:

- documenting school events.
- use in official school publications, newsletters, and yearbooks; and
- publication on the school’s official website, social media platforms, and other promotional or informational materials.

By affixing my/our signature hereto, I/We hereby grant the school full, irrevocable, and royalty-free consent to capture, store, reproduce, and publish such photographs and/or video recordings of the

Child for the purposes stated above. The school shall, within reasonable means, accommodate the parents' choice.

I give consent to media publication:

YES, I do give my consent:

☐

NO, I do not give consent:

☐

### Waiver of Claims

I/We hereby irrevocably waive, release, and abandon any and all claims, causes of action, or rights of recourse of whatsoever nature that I/We or the Child may now have or hereafter acquire against Stepping Stone School and/or any of the Indemnified Parties in respect of any of the matters contemplated herein.

This waiver shall be binding upon my/our heirs, executors, administrators, successors, and assigns. We, the undersigned parent(s)/guardian(s), hereby confirm that we have read, understood, and agree to the admission policy, indemnity and consent declaration as set out above. We also agree to abide the Stepping Stone School Parent/Guardian Code of Conduct as set out above.

Signed at \_\_\_\_\_ on this \_\_\_\_\_ day of \_\_\_\_\_ 20\_\_\_\_\_.

Parent/Guardian Name: \_\_\_\_\_

Contact details: \_\_\_\_\_

Signature: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Contact details: \_\_\_\_\_

Signature: \_\_\_\_\_

Witness Name: \_\_\_\_\_

Contact details: \_\_\_\_\_

Signature: \_\_\_\_\_

## Annexure C:

### Intake Criteria for learner for Visually Impaired:

A learner will be accepted in this specialised school if he/she fits the following criteria:

- If the learner is referred by a registered Ophthalmologist and has been diagnosed as being visually impaired.
- The learner is referred by Ministry of Gender Equality, Poverty Education and Welfare with medical records providing proof of visual impairment.

### Visually Impaired age 5 to Grade 12.

1. The intake criteria for special needs care in an inclusive setup are set by The Ministry of Education of Namibia. This school will cater for visually impaired learners in terms of the permit granted by the Ministry of Education. They need to look at different curriculum options for the learners, specifically individual specialized care with educational support. These learners will be dealt with on a one-on-one approach in the educational set up.
2. A holistic evaluation will provide a secure intake of the individual learner. All combinational factors influencing or aiding the learner must be taken into consideration, ensuring the adequate potential of everyone in place contributing towards an idealistic approach to future care.
3. The learner must be primarily visually impaired. All other needs must also be taken into consideration before the learner is accommodated. If a learner has severe multiple impairments a full assessment for intake will be done. The decision of the intake committee will be final.

### Technical Intake criteria.

To be taken in by a school for special needs which focuses on visual impairment, the learner's visual ability must be affected in such a way that the mainstream schooling is not possible without an Individualised Education program (IEP). Written proof is a requirement. The focus will remain on mainstream schooling with each learner having an IEP and the adequate educational support, for example a tutor assigned to the individual learners. A personal educational support system will be provided and maintained.

Hereby the different criteria:

1. Braille Candidates.
  - Learners with visual acuity of less than 3/60 Snellen.
  - Learners with visual acuity between 3/60 and 6/60 Snellen and with a field of view of less than 50% of normal sight.
  - Learners with a visual acuity of more than 6/60 and a field of view of less than 25% of normal sight.
2. Visually Impaired.
  - Learners with a visual acuity of more than 6/24 Snellen for the best eye after correction of a progressive eye condition with a poor prognosis.
  - Learners with a better visual acuity of 6/24 Snellen, but with a big field of view loss.
  - Learners with a high degree of myopia which is progressive and cannot be corrected.
  - Learners with Albinism, regardless visual acuity.
  - Learners with a genetic eye disorder/defect for example retinal detachment or Retinitis Pigmentosa.
3. Teaching must be done in English as language of instruction.
4. Admission age is 5 years.
5. No learner will be allowed without a full medical evaluation. This includes vision test done by an ophthalmologist.
6. No medical information may be withheld from the Staff of the school.
7. Learners should be fully potty-trained.

#### Learners with severe learning barriers Grade R to 12.

1. Such learners will not be allowed in the school. Proof is needed of evaluations done over time to show that there are severe learning hurdles.
2. If there is an academic backlog of 2 years academically the learner will be evaluated for possible admission. This backlog will be evaluated on language, reading, writing, spelling and mathematical skills. The decision of the intake committee is final.
3. A pre-school learner will only be admitted if the developmental history is not severe, and a prognosis of development can be medically proven.
4. When learning barriers are evaluated the external factors such as environmental, social, medical and emotional factors will be taken into consideration.
5. Visually impaired learners need to be identified as early as possible.
6. Combinations of the following with behavioural issues will be looked at by the intake committee before admission will be allowed.
  - a. Hard and soft neurological signs of EEG abnormalities.
  - b. Secondary symptoms of hyperactivity, concentration disability, emotional lability, low impulse control, aggression, anger outbursts, anxiety linked to new things, low perseverance, low self-esteem, no planning, poor organisational skills.
  - c. Fine- and gross motor coordination and dominance
  - d. Visual perceptual development
  - e. Language and auditory perceptual development.
7. Language of instruction will only be English. Afrikaans will be offered on a second language level.
8. Admission age is 5 years for Grade R.
9. A learner will not be allowed without a report (if applicable) from his/her previous school.
10. No learners with behavioural issues as primary learning barrier will be allowed.

#### Learners with multiple learning barriers age 5 – 18 years.

If a learner has been diagnosed visually impaired the following need to be taken into consideration:

1. A learner must be primary visually impaired (blind, visually impaired: with Snellen card vision of 6/24 with correction in the best eye). The ophthalmologist diagnosis is decisive. With border line cases which cannot be accommodated in the mainstream or other institutions allocated with tutoring. The decision of the intake committee is final.
2. Learner with developmental delays must benefit from an Individualized Education Program (IEP).
3. Learners must be able to communicate basic needs in a sensible way to those around them.
4. Learners must be sufficiently mobile to enable being taught self-help skills.
5. No learner with mental disorders like psychoses or other mental disabilities which will negatively influence or hamper the training will be accommodated.
6. Learners must have full day and night bladder and bowel control.
7. If there are degenerative behavioral issues which influence the group negatively admission will not be allowed or declined.
8. A trial period will be considered when there is doubt about admission. The final decision about admission will be taken by the intake committee.
9. A learner in need of one-on-one physical care will not be accommodated. Support programs will be given to the parents if needed for such a learner. No accommodation will be granted to a learner having a personal assistant.

#### Deaf and blind intake 5 to 18 years.

A learner diagnosed as deaf-blind (visually and auditory impaired) cannot be accommodated as the language of learning is a deep specialized field.