

Cultural and spiritual life at Camphill is grounded in Christian beliefs and values. We celebrate the four main Christian festivals: Easter, Michaelmas, Christmas and St. John's. Many of our learners can feel lost in time and space, and to experience the build up to a festival, with familiar songs, verses, music, plays and even food, provides them with an anchor within the year.

The week begins on Sunday, when the learners attend a non-denominational Christian service and thereafter, the houses often go for outings.

Saturday brings the week to a close, the house community rises later and the house is cleaned in preparation for a special Bible Supper which, in itself, is preparation for the Sunday services the next day and the beginning of a new week.

Within these strong daily, weekly, term and yearly rhythms is still time for birthday parties, concerts, whale watching, walks, games and dancing to the beat of children's marimba and drumming groups.

The volunteers who live and work with the learners, are fundamental to the therapeutic nature of the school. Community living is a process of building relationships and sharing in a common activity of work, social endeavours and spiritual values. Our volunteers are from different countries and backgrounds. We have a core group of permanent volunteers and a number of short-term volunteers who usually join the school for one year.



"A healthy social life is found only, when in the mirror of each soul the whole community finds its reflection, and when in the whole community the virtue of each one is living"

- Rudolf Steiner



Many of our learners are from disadvantaged communities and their families are not able to cover the cost of their child's education. These families rely on sponsors.

For more information on admission of new learners, sponsoring a child, volunteering with us, or if you would like to make a donation, please visit our website: <http://www.camphill-hermanus.org.za/school.php>



Donations may be paid to

Account name: Camphill School

First National Bank, Hermanus

Branch code: 200412

Account No: 524 7070 4936

SWIFT code: FIRZAJJ

Tel. +27 (0)28 313 8216 Fax.+27 (0)28 313 8238

E-mail: school@camphill-hermanus.org.za

Camphill School PO Box 68, Hermanus, 7200



Camphill School is a Non-profit Organisation and fundraising is an ongoing effort.

All donations made to Camphill School are tax deductible, as per Income Tax Act 18A



Camphill School

Hemel an Aarde Valley, Hermanus
Established 1952

Residential and Day school
for
Children and Young Adults
with Special Needs



Non Profit Organisation No. 003 - 320
Section 18A Public Benefit Organisation

Camphill School is part of the world-wide Camphill Movement – which provides supportive schooling and life opportunities for children and young adults with special needs. The school aims to create and maintain a therapeutic community in which children and young adults with special needs can live, learn and work with others in healthy social relationships based on mutual care and respect.

The foundation of our work is an acknowledgement of the uniqueness of every human being, regardless of differences such as disability, religion, social background or race. The recognition of the strengths and abilities of each member of our community is fundamental to our approach. We are committed to treating everyone with respect and dignity. The school uses a threefold approach called Curative Education, which integrates care, education and therapy to create a holistic plan that addresses the needs of individuals with special needs.

Therapeutic intervention plays an important part as one of the pillars of Curative Education for children and young adults with special needs. Each individual receiving treatment is approached through conventional and anthroposophical medicine, supplemented by various therapies. All treatments aim to support and stimulate internal healing processes of body and soul and to help the children face their individual challenges and/or lessen their effects. Therapies include: therapeutic eurythmy (movement therapy), massage, painting and art, hydrotherapy, speech, music and occupational therapy, physiotherapy and therapeutic horse-riding.

Kindergarten. The first seven years of a child's life is a period of great physical growth and development; children take in each impression from the external environment through imitation and this has a formative effect on the child's body. It is therefore crucial during this time to apply *early* interventions for children whose motor, speech and cognitive abilities are disrupted. Creativity and imagination are fostered by bringing the children into play through the use of simple and unformed toys made of natural materials and beautiful colours. Rhythm, regular activities and an aesthetically designed and carefully structured environment provide security and assurance for the child.

School. The curriculum aims to cultivate the *whole* person through responding to the various developmental stages the growing child experiences. Subjects are presented in a creative, artistic way and learners are involved in content-related activities such as drama, movement, painting, drawing and modelling. Children are grouped according to their ages and are supported by class helpers as needed. In the younger classes the emphasis is on working with movement and developing the imagination through stories. The emphasis shifts as the children grow older, when more formal subjects, such as geography and science, are introduced.

Upper School. The Upper School aims to bridge the world of school and the world of work. Our programme is designed to help young adults between the ages of 17 and 21 towards independence. Students who may benefit are admitted from the School as well as from elsewhere. 3 times per week the students make an in-depth study of a certain subject in 3-week blocks. They take part in musical and artistic activities alongside individual literacy and numeracy as well as life skills. Different workshops also form part of the curriculum. Pottery, woodwork, leatherwork as well as land based work in the medicinal plant garden, vegetable garden and farming. Cultural and recreational activities are an intrinsic part of evening and weekend life.

The '**House Community**' is the heart of Camphill life. The houses provide a therapeutic home environment, where children and co-workers live together. This provides the children with security, continuity and ample opportunity for developing various practical and life-skills. Time spent in the household is essential for acquiring the skills and maturity needed for everyday life. These include personal self-help skills, social skills, household tasks and the gradual growing towards personal maturity and independence through the daily experience of living in a community setting. Many children also learn to relax, play and develop friendships. All these provide a sense of achievement and self worth. Each learner has a co-worker who takes care of or accompanies them out of school hours. Some learners require 1-on-1 care, while others share a co-worker. The older students who attend the Upper School are generally accommodated in one house. In the other houses there are children of all ages and a variety of disabilities living together.



A Day Centre is also available for the learners transported from the local communities. Here, children take part in a number of activities and are provided with cooked meals.

