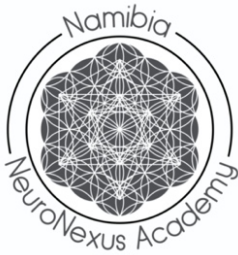


PARENT INFORMATION

Frequently Asked Questions



A warm, practical guide to learning and support at NeuroNexus Academy

Every child deserves to be understood before they are taught.

At NeuroNexus Academy, safety, connection and individual understanding form the foundation for meaningful learning.

Welcome to NeuroNexus Academy

NeuroNexus Academy is a specialised school in Windhoek dedicated exclusively to supporting autistic children. Founded by experienced educators Elsje Fowler and Willesia Dorfling, NeuroNexus grew from a clear need within the Namibian community for an educational environment where autistic children are understood, respected and supported as individuals.

Our approach brings together education, communication support, life-skills development, therapeutic collaboration and carefully structured learning. Every child’s programme is shaped around their individual strengths, needs, interests and developmental profile.

At a glance

Our purpose	To help each child feel safe, valued, connected and able to develop meaningful skills.
Our approach	Individualised, structured, collaborative and responsive to each child’s communication and sensory profile.
Our partnership	Families, teachers and relevant therapists work together to support consistent development.

About our school

1. Who is NeuroNexus Academy for?

NeuroNexus Academy provides a specialised educational environment for autistic children whose learning, communication, sensory or developmental needs are best supported within a small, structured and individualised setting.

Because every child's profile is different, suitability is considered individually. We review the child's application, developmental and therapeutic reports, current support needs and the school's capacity to provide an appropriate placement.

2. What is the school's philosophy and mission?

We believe every child deserves to feel safe, respected and genuinely known. Our aim is to create an affirming environment in which autistic children can develop communication, independence, emotional regulation, relationships, life skills and academic abilities at a pace that respects their individual learning profile.

Our purpose is not to make children appear less autistic. It is to help them communicate, participate, learn and experience a meaningful sense of competence and belonging.

3. What makes NeuroNexus different from a mainstream school?

NeuroNexus is designed specifically around autistic ways of learning and experiencing the world. The environment is intentionally structured, predictable and responsive to differences in communication, sensory processing, regulation and attention.

Children receive individualised goals, visual support and carefully paced learning. Progress is measured against each child's own developmental and educational pathway rather than through comparison with peers.

Learning and development

4. What curriculum and learning pathways are offered?

Our programme combines academic learning with communication, life skills, motor development, emotional regulation, social development, creativity and practical independence. Learning is organised through two flexible pathways rather than a one-size-fits-all grade structure:

- **Individualised Academic Pathway:** for children whose learning profile is suited to an academic curriculum. Subjects may be taught at different levels so that a child can work at the most appropriate level in each area.
- **Developmental and Life-Skills Pathway:** for children who benefit from a functional, developmental and life-skills-focused programme. Learning may include communication, cognitive development, practical life skills, fine- and gross-motor development, technical skills and creative exploration.

These pathways are not a hierarchy and a child's programme may draw from both. Children are given additional time to consolidate foundational learning when needed.

5. How are Individualised Learning Plans incorporated into daily learning?

Following admission and an initial observation period, the child's teachers work with the family and relevant therapists to identify meaningful priorities. These priorities are recorded in an Individualised Learning Plan and translated into practical goals that can be supported throughout the school day.

Goals may relate to communication, regulation, self-care, social connection, motor development, independence or academic learning. Plans are reviewed as the child develops and new information becomes available.

6. What teaching approaches does the school use?

Our primary framework is the TEACCH approach, which uses clear physical organisation, predictable routines, visual information and individualised work systems to support understanding, engagement and independence.

Depending on the child's needs and communication profile, the team may also draw on Augmentative and Alternative Communication (AAC), the Picture Exchange Communication System (PECS), social narratives, play-based approaches and carefully selected behaviour-support strategies. No single method is appropriate for every child; strategies are individualised, monitored and reviewed collaboratively.

7. How do classroom stations support learning?

Classrooms include purposeful stations for communication, practical life skills, sensory and motor development, academic learning, technical exploration and creativity. Themes connect learning to the children's interests and to the natural and human-made world.

Stations provide clear expectations and manageable learning steps. Activities are refreshed thoughtfully to maintain interest while preserving enough predictability for children who rely on routine.

Communication, regulation and relationships

8. How do you support communication and social development?

Communication is recognised in all its valid forms, including speech, gesture, signing, pictures, communication boards and speech-generating devices. AAC may support children who are nonspeaking, use limited spoken language or communicate more effectively with visual support.

Social learning is supported through structured, respectful opportunities for shared attention, turn-taking, cooperative activity and relationship-building. Social narratives and adult modelling may be used to help children understand unfamiliar situations. Expectations are adapted to the individual child rather than requiring performative eye contact, masking or compliance for its own sake.

9. How does the physical environment support sensory and emotional needs?

Classrooms include quieter, lower-stimulation areas where children can regulate or co-regulate with a trusted adult. Children can work independently, alongside others or in small groups according to the activity and their current needs.

Visual structure, thoughtful transitions and appropriate sensory resources help reduce uncertainty and overwhelm. Support is proactive wherever possible: the goal is to understand what a child's behaviour communicates and to respond with safety, curiosity and compassion.

People and partnership

10. What qualifications and training do staff members have?

NeuroNexus employs qualified educators and prioritises experience in supporting autistic and neurodivergent children. Staff members undertake ongoing professional development so that classroom practice continues to reflect current understanding of autism, communication, learning and child wellbeing.

External therapists and psychologists who work with children at the school are appropriately qualified and professionally registered where required.

11. What therapeutic support is available?

The school has a dedicated therapy space that may be used by speech-language therapists, occupational therapists, educational psychologists and other approved professionals who support enrolled children. This allows relevant services to take place within the familiar school environment where arrangements permit.

Therapists remain independent service providers. The availability, scheduling and cost of therapeutic services should be confirmed directly with the school and the relevant practitioner.

12. How do parents, teachers and therapists work together?

Families hold essential knowledge about their children. We therefore value respectful, two-way communication and collaboration between parents, teachers and relevant therapists.

Information from home, school observations and therapeutic recommendations is brought together to guide goals and support consistency. Meetings are arranged when plans require review, concerns arise or meaningful progress needs to be discussed.

13. What extracurricular and community-based activities are offered?

NeuroNexus currently offers swimming, therapeutic horse-riding, kinderkinetics and music. Activities are selected for their potential to support confidence, physical development, enjoyment, participation and connection.

Offerings may change according to provider availability, the children's needs and the school programme. Families are informed of current opportunities and any associated arrangements.

Admissions

14. What is the admissions process?

The admissions process is designed to help the family and the school determine whether NeuroNexus can provide a safe, appropriate and beneficial placement for the child.

1. Contact us at admin@neuronexusnamibia.com and share your child's basic details.
2. Complete the application form and provide the requested developmental, educational and therapeutic reports.
3. Once the information has been reviewed, the family and child may be invited to meet the NeuroNexus team.
4. If a placement is offered, the child enters an initial observation and assessment period of approximately one month.
5. The school then meets with the family and, where appropriate, the child's therapists to agree on an Individualised Learning Plan.

15. Does applying guarantee placement?

No. Admission depends on whether the school can safely and appropriately support the child's individual needs, as well as available space, staffing and the composition of the relevant class group. If NeuroNexus is unable to offer a placement, this does not reflect a judgement of the child's worth or potential; it means that the current setting may not be the right match for their support needs.

Would you like to learn more?

Contact our team to discuss your child's needs or begin the application process.

admin@neuronexusnamibia.com