



Welcome to Kollegievejens Skole

- a school without scolding and bullying ...



KOLLEGIEVEJENS SKOLE
For elever med autisme

Kollegievej 1 . 9000 Aalborg . Tlf. 99 31 45 80 . kollegievejensskole@aalborg.dk . www.kollegievejensskole.dk

Kollegievejens Skole



KOLLEGIEVEJENS SKOLE
KOLLEGIEVEJENS SKOLE AALBORG
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- 1 Class Room on wheel
- 2 Class Room on wheel
- 3 Class Room on wheel

Class Rooms on wheel are located at G-building towards the park

Kollegievejens Skole is a special needs institution, which functions as a special school with an attached after-school centre for pupils with Autism Spectrum Disorder. (ASF). Pupils with ASF in Aalborg Municipality are referred to the school. Furthermore, municipalities in the region of Northern Jutland are serviced.

Organizationally, Kollegievejens Skole is placed in the School and Culture Service of Aalborg Municipality. The school is an independent unit with an administration comprised of Principal, Vice Principal, Co-Manager of the After-School Centre and Secretaries.

For peoples with Autism

Kollegievejens Skole has room for 130 pupils. In connection with the school, an afterschool centre is available for the pupils. Opening hours for both school and after-school centre are 8.00 am - 4.00 pm.

For parents who need it, an early opening offer is established. The staff is ready to receive pupils from 7.00 am.

Classes start every day at 8.00 am and end at 14.00 pm. (0. - 2. cl.) At 14.30 pm (3. - 6. cl.) and at 15.00 pm (7. - 10. cl.). Afterwards, the pupils not living at a 24 -hour care centre go to the after-school centre.

The after-school centre supports activities and contributions from the school. At the moment our after-school program houses 79 pupils.

As a neighbor to the scholl, there is a large, green area which gives great opportunities for outdoor activities. This includes footpaths, bicycle tracks, workout routes, and play areas.



Team 1J building F
99 31 45 84

Team 2J building E
99 31 45 88

Team 3/5J building C
99 31 45 89

Team 4/7J building C
99 31 45 87

Team 6J building G
99 31 45 85

Team 7J building G
99 31 45 86

Team 8J building D
99 31 45 82

**Team 8J building D
basement**
99 31 45 83

Team 9J building G
99 31 45 94

Music Room
26 79 07 59

Guidance Room building C
99 31 45 83

IT-support
Søren Barsøe
23 47 12 54



Office

Office phone . Tlf. 99 31 45 80
School Secretary Bente Rimmen . Tlf. 99 31 45 80
bsr-skole@aalborg.dk

Assistant - Public Relation/Graphic Design
Bent Sørensen . Tlf. 99 31 45 93
bens-skole@aalborg.dk

FOR PARENTS

In case of disease:

Register it in the Aula under Report absence

Management

Principal Søren Barsøe Sørensen . Tlf. 99 31 45 90
Mobil 23 47 12 54
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Vice-Principal Tina Engstrøm Lyhne . Tlf. 99 31 45 91
Mobil 30 20 90 20
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Joint leader of the leisure part
Gert Salomonsen . Tlf. 99 31 45 92
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Department manager Michael Lundsgaard Thomsen . 99 31 45 95
Mobil 61 65 02 15
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Consultants

Schol Psychologist Bogumila Danuta Zelechowska . Tlf. 93 52 02 32
bdz-skole@aalborg.dk

School Pernille Madsen . Tlf. 22 57 68 36
pema-fb@aalborg.dk

Occupational Karina Møller Buus . Tlf. 93 52 01 52
kbu-skole@aalborg.dk

Occupational Therapist Louise Kronborg . Tlf. 93 52 01 72
lk-skole@aalborg.dk

Speech Therapist Susanne Helmenkamp Thygesen . Tlf. 93 52 02 37
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Guidance counselor Per Svenninggaard . Tlf. 25 20 45 34
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School Social Worker Camilla Brixler . 99 31 25 52 . 22 63 09 13
camilla.brixler@aalborg.dk

KOLLEGIEVEJENS
For elever med autisme **SKOLE**

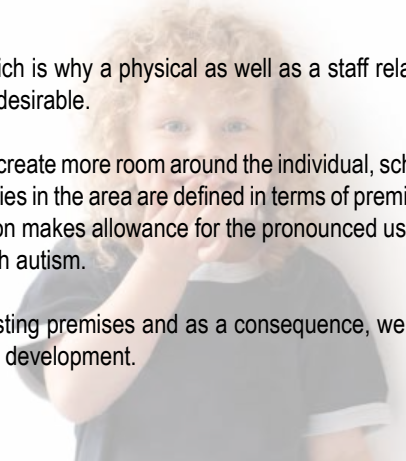


The school's substitute teachers are included in the prescribing, which is yet another way of ensuring an as constant day as possible for the pupil. The individual teams are central co-operation partners in the planning and use of substitute teachers.

Pupils with ASF need as few changes as possible, which is why a physical as well as a staff related division between school and after-school centre is not desirable.

In order to meet the pupils' needs and at the same time create more room around the individual, school and after-school centre are in the same area. The activities in the area are defined in terms of premises so that a sense of clarity is maintained. This organization makes allowance for the pronounced use of differentiation which is crucial when teaching pupils with autism.

Furthermore, we will gain a far better usage of the existing premises and as a consequence, we will be able to offer the individual pupil the best settings for development.



abc 123 The Staff

The staff is made up of teachers, educationists and untrained educational personnel. We currently have 115 employees. Everyone has, or are in the process of completing, the school's fundamental education. This education intends to qualify the staff to work with pupils with ASF through a comprehensive understanding of disabled and handicapped. Generally, the staff has a great empirical knowledge of the work with our group of pupils. Furthermore, relevant on site courses are continuously held, and a large part of the staff have finished or are in the process of the pedagogical diploma education.

Attached to the school is a school psychologist, ergo- and psyiotherapists, a communication team and music therapy.



Target Group



The pupils that are referred to Kollegievejens Skole are pupils with Autism Spectrum Disorder. This includes pupils who have disturbances to a more or less pronounced extend in areas such as communication, sociality, and abilities of imagination and who might have diverging behavioral patterns. Their lives are often marked by fear and insecurity and a pronounced lack of self-esteem and self-confidence. Derived from the latter problematic, a consequence is a fear of the unpredictable - the incomprehensible.

Clarity, predictability, and structure are therefore the cornerstone in our contact with these pupils. The establishment of a positive atmosphere is a paramount element. The good atmosphere is the foundation for development. It is all about feeling secure.

abc 123 Choise of Method

The teaching and identity formation are based on the principles of TEACCH (Treatment and Education of Autistic and related Communication handicapped Children). As a consequence, the focus is on differentiation. Here, all pedagogical approaches that have a developing effect on the pupil are included (PECS, simultaneous play, self-esteem strengthening activities, etc.). These methods are combined with the knowledge and understanding that we can cultivate. On this basis, we establish optimum offers, which find their primary basis in the safe and good atmosphere.

We meet the individual child at his or her developmental level. At this state, we find the foundation for optimum development in relation to the human as well as the academic dimension. In "MyEducation", a special pedagogical student plan is developed, a dynamic tool that is continuously evaluated. At the same time, a plan for the goal of the following school year is composed.





School magazine Autryk is a magazine for students, parents and staff of Kollegievejens Skole. The articles are written by and with students and staff in the individual teams.

The magazine is published quarterly and in June 2023 we rounded sheet no. 55th.

Issues of school newspapers can be read on our website:
www.kollegievejensskole.dk



In order to gain greatest possible insight into the individual student, the co-operation with parents and any external institution is highly prioritized. The total amount of knowledge of the pupil creates the foundation for the optimum action.



The pupils are divided into ten teams OJ- 10J. It is our goal that the individual teams are built so that we have a representation of each pupil type in all teams. The pupils are subsequently divided into smaller groups dependent on their functional level. Play and social gathering across teams is widespread.

It is central that the school part and the after-school part are understood as a unified offer in that the principles from TEACCH and the methods and approaches connected to this form the basis for both teaching methods and pedagogies.

To each team/group one staff team is attached, including teachers, educationists and educationists assistants.

The staff group is the same for the entire week to ensure that the pupils will not have to relate to more adults than necessary. The staff in the nine groups is organized as self-governing teams. In the school, it is central to create a "we-culture". This is done in order to increase the staff related influence and understanding of decision-making processes and as a consequence create job satisfaction which might positively influence the group of pupils. The self-governing teams are an important element in this development.

The staffing takes its starting point in an average division. In order to secure an optimum teaching situation and the maximum development of pupils with autism, flexibility and thorough knowledge of the individual and the school on the whole are central requirements.

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