

EduGarden Early
Learning Adventure
Care Centre

TREE HOUSE HANDBOOK



Growing Together



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ABOUT US



Welcome to Tree House, a nurturing learning pod for neurodiverse children and children needing developmental support.

At Tree House, we use a child-led, goal-oriented approach inspired by the DIR Floortime® framework. We focus on building communication, confidence, independence, and meaningful connections through play and everyday interactions.



Each child receives an Individual Education Plan (IEP) following an initial evaluation, allowing us to support their unique strengths and developmental goals throughout the school year.

Our small-group setting allows teachers to provide individualized attention and create strong relationships with every child and family. We value open communication and work closely with parents, caregivers, and therapists to support each child consistently across environments.

At Tree House, we believe in “Growing together” and are committed to creating a supportive space where every child can learn, develop, and thrive.

PHILOSOPHY



At Tree House, we believe every child deserves to feel understood, supported, and included. Our approach to inclusive education is grounded in the understanding that all children learn, communicate, and experience the world differently.

Celebrating Diversity: Recognizing neurodiversity as a natural, valuable part of human variation and honoring the strengths of neurodivergent individuals.

Respect and Dignity: Promoting a culture of respect, acceptance, and equal rights for all.

Equity and Accessibility: Ensuring all students have equal access to education, removing barriers, and providing needed support.

Individualized Support: Adapting accommodations to meet each student's unique needs and strengths.

Collaborative Partnerships: Encouraging teamwork among educators, families, and communities to support students' development.

Promoting Positive Identity: Helping neurodivergent students build a positive self-image, self-advocacy skills, and a sense of belonging.

Continuous Improvement: Committing to ongoing learning and reflection, staying informed about research and best practices to enhance support for neurodivergent students.

CURRICULUM

At Tree House, we recognize that children learn in different ways, which is why we adapt and differentiate our curriculum to meet a wide range of developmental, communication, sensory, and learning needs.

Our approach is flexible, child-centered, and play-based, allowing children to engage in learning experiences that build confidence, independence, communication, and social-emotional skills at their own pace.

We use clear expectations, positive behavior supports, visual aids, and co-regulation strategies to create a calm and supportive classroom environment. Our focus is on connection, encouragement, and helping children develop the skills they need to navigate everyday experiences successfully.

We also understand that transitions can sometimes feel overwhelming. Whether transitioning into school, between activities, or into new routines, we work closely with families to ensure children feel prepared, secure, and supported throughout the process.

Through individualized support, collaborative partnerships, and responsive teaching practices, Tree House provides an inclusive learning environment where every child can grow, participate meaningfully, and thrive.

DIR® (DEVELOPMENTAL, INDIVIDUAL-DIFFERENCE, RELATIONSHIP-BASED)

Developmental

We understand that children grow and develop at different rates. Our goal is to support age-appropriate skills in areas such as communication, emotional regulation, play, social interaction, and independence through engaging, hands-on experiences.

Individual Differences

Every child has their own strengths, challenges, interests, sensory preferences, and learning style. We tailor activities, supports, and classroom strategies to meet each child's individual needs and help them feel successful and confident.

Relationship-Based

Strong, trusting relationships are at the heart of learning. We prioritize warm, responsive interactions between children, teachers, and families, recognizing that connection and emotional safety are essential for growth, communication, and development.



DIR® FLOOR TIME APPROACH

Floortime: A Child-Centered Approach to Development

Floortime is a technique within the DIR model, developed by Dr. Stanley Greenspan, which focuses on engaging with children through play to promote communication, emotional regulation, and social interaction.

Key Principles:

Child-Led Play: Adults join children in their play, following their interests.

Emotional Engagement: Building emotional connections to foster meaningful interactions.

Back-and-Forth Interactions: Encouraging reciprocal play where adults respond to and expand on the child's actions.

Challenge and Support: Gradually introducing new challenges with appropriate support.

Goals:

Enhance social communication (e.g., turn-taking, joint attention).

Improve emotional and self-regulation skills.

Foster creativity, problem-solving, and foundational skills for complex learning.

Teaching Strategies:

Scaffolding: Providing support that decreases as the child gains skills.

Modeling: Demonstrating behaviors or language for the child to imitate.

Naturalistic Learning: Creating learning opportunities within daily routines.

Visual Supports: Using pictures or visual timers to aid understanding.

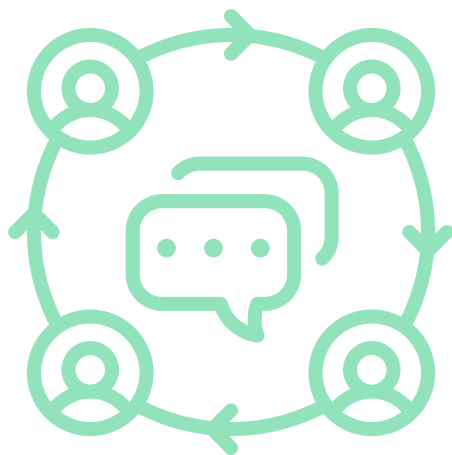
Positive Reinforcement: Reinforcing behaviors with praise or rewards.

COMMUNICATION

At Tree House, we value open communication and strong partnerships with families. To help keep parents connected and informed throughout the day, we use the ***Illumine app*** for daily communication and updates.

Through the app, parents can communicate directly with teachers, receive important announcements, and stay updated on their child's daily experiences at school. Teachers may share photos, classroom activities, meals, toileting updates, rest times, and other important information throughout the day.

We encourage all parents and caregivers to have access to their child's profile and to ensure contact information is kept current so communication between home and school remains smooth and consistent.



GOAL OF TREE HOUSE

Our goal is to support each child's growth, independence, confidence, and emotional well-being in a nurturing, child-centered environment. We recognize and build on every child's unique strengths while providing individualized support through play, connection, and meaningful learning experiences.

Our program focuses on:

- Building confidence and independence
- Supporting emotional regulation and communication
- Encouraging sensory exploration and curiosity
- Developing fine and gross motor skills through play and hands-on activities
- Creating a safe, supportive environment where children can learn and thrive



GOAL BASE PROGRAM

The Tree House Program is a goal-based program designed to support each child's individual development, emotional well-being, and growth. Every child works toward personalized goals tailored to their unique strengths, needs, and developmental stage, allowing us to provide meaningful, individualized support throughout the school year.

Inclusive Learning

Tree House students also participate in selected activities with students from Edugarden, our mainstream school. These shared experiences encourage social interaction, confidence, inclusion, and opportunities for peer learning within a supportive environment.

INDIVIDUALISED EDUCATION PLAN (IEP)

At Tree House, each child receives an *Individualised Education Plan (IEP)* tailored to their unique strengths, needs, and developmental goals.

IEPs are typically introduced during the second term of the academic year, beginning in January, after an observation and evaluation period during the child's initial months in the program. This allows teachers and support staff time to understand each child's learning style, communication, sensory needs, and areas of development before setting individualized goals.

The plans are created collaboratively with input from teachers, therapists, and families to ensure children receive consistent and meaningful support across all areas of development.

Each IEP includes clear goals and individualized strategies designed to support communication, social-emotional growth, independence, and learning.

Progress is monitored throughout the term through observations, assessments, and ongoing communication with families and support teams. IEPs are reviewed and adjusted as children grow and develop to ensure support remains responsive, effective, and child-centered.

PROGRESS REPORT

A formal assessments are completed at the end of each term to provide parents and teachers with a clear overview of each child's development, progress, and growth toward their IEP goals.

Assessment reports are discussed during a virtual parent meeting, where families and teachers can collaboratively review progress, celebrate achievements, and discuss any adjustments or additional supports that may be beneficial moving forward.

We believe in maintaining open, supportive communication with families and ensuring parents feel informed and involved in their child's developmental journey. In addition to termly reports, teachers also provide daily updates, observations, and activity highlights through the Illumine app, giving families insight into their child's engagement, learning experiences, and social interactions throughout the day.



ENTRY ASSESSMENT

Upon entry into Tree House, an initial assessment is conducted by the teaching team, with oversight from the principal, to evaluate each child's functional, emotional, and developmental capacities.

This assessment is used to guide classroom planning and helps the team identify current strengths, emerging skills, and areas that require targeted support. It forms the foundation for individualized goal setting and informs early intervention strategies within the classroom.

Children present differently based on their developmental profile, observations are interpreted by trained educators and leadership to ensure they are understood within the context of each child's unique learning style and needs. This collaborative, professional process ensures that support is purposeful, consistent, and aligned with best practice in early childhood development.

FUNCTIONAL EMOTIONAL DEVELOPMENTAL CAPACITIES CHART



Functional Emotional Developmental Capacities: Basic Chart

Use the following chart to help you identify which capacities your child has developed or is developing and which still need work. Depending on neurodevelopmental differences, some of the ways to observe each of these items can vary, so it is important to get connected with a professional that can help you understand how these developmental capacities can be used to best understand your child's unique developmental process.

Capacity 1: Self-Regulation and Interest in the World	Always	Sometimes	Never	Not under stress
Shows interest in different sensations for 3+ seconds				
Remains calm and focused for 2+ minutes with your help				
Recovers from distress within 20 minutes				
Shows interest in you (i.e. not only in inanimate objects)				
Capacity 2: Engaging & Relating	Always	Sometimes	Never	Not Under Stress
Responds to your overtures (with a smile, frown, reach, vocalization, or other intentional behavior)				
Responds to your overtures with pleasure				
Responds to your overtures with curiosity and assertive interest				
Anticipates an object that was shown then removed (for example, may smile or babble to show interest)				
Becomes displeased when you are unresponsive during play				
Protests and grows angry when frustrated				
Recovers from distress with 15 minutes with your help				
Capacity 3: Purposeful Two-Way Communication	Always	Sometimes	Never	Not Under Stress
Responds to your gestures with intentional gestures (for example, reaches out in a response to your outstretched arms or returns your vocalizing or look)				
Initiates interactions with you (for example, reaching for your nose or hair or for a toy or raises arms to be picked up)				

OUR TEAM

Tree House is led by Aunty Shannique, an experienced early childhood educator with over 10 years in the field and training in DIR 201–202, special needs education, and child psychology.

She works under the guidance of Principal Suzanne Sancho and is supported by a classroom assistant.

Her approach is warm, child-centered, and relationship-based, focusing on building respectful and meaningful connections with each child. She takes time to understand every child's unique strengths, needs and learning style so they feel supported, confident and valued.

She works closely with families and her team to create a nurturing, inclusive environment where children are encouraged to grow at their own pace emotionally, socially and academically while feeling safe, understood and cared for.

TUITION

At Tree House, we maintain a clear and structured fee system to support the smooth running of our program and your child's learning experience.

Fees are payable to secure your child's place and are due at the start of each term or month, depending on your selected payment plan. A yearly fee of \$1,000 is also applicable.

Payment ensures continuity in your child's education and supports the ongoing operations of the school. A two-week grace period is provided for late payments, after which reminders will be issued and a 5% late fee may apply to any outstanding balance. Continued non-payment may result in temporary suspension until accounts are settled.

Please note that fees are based on annual planning and remain payable for the full school year, even if a child is withdrawn during the term.

Late pick-up fees apply as follows: a \$40 charge for pick-ups more than 15 minutes after the scheduled dismissal time, and a \$100 charge for pick-ups after 5:00pm. Additional early drop-off arrangements outside agreed hours may also incur charges. Prepaid additional hours are available at a reduced rate for added convenience.

TUITION



EARLY BIRD

8:00 am- 12:00pm

MONTHLY FEE- \$2000 TTD

TERM FEE- \$6000 TTD



ACADEMY

8:00 am- 2:00pm

MONTHLY FEE- \$2475 TTD

TERM FEE- \$7425 TTD



COMPREHENSIVE

8:00 am- 4:00pm

MONTHLY FEE- \$3300 TTD

TERM FEE- \$9900 TTD

EXTRA CURRICULAR ACTIVITIES

At Tree House, we offer a range of extracurricular activities designed to support children's development through movement, creativity, and play.

Activities include:

Dance (\$400 per term)

Music (\$300 per term)

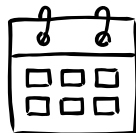
Football (\$450 per term)

All activities once per week from (1:15pm–2:00pm).

All activity days will be announced each term. These programmes help build coordination, confidence, teamwork, and self-expression in a fun and supportive environment.



ACADEMIC CALENDAR



The school year runs from September to June within Tree House, providing a structured programme of learning and development throughout the academic cycle.

Holiday camps are offered during the main school breaks in December (Christmas), Easter, and July–August.

These camps provide engaging, play-based activities that support learning, creativity, and social development during the holidays.

The yearly calendar can be accessed on the Illumine app for easy reference and regular updates.

TOILET TRAINING

Toilet training is not a requirement for entry into Tree House. We will work together with families to support each child's readiness and progress. Please speak with us before beginning toilet training, as consistency between home and school is important.

Our general approach is as follows:

- *Discuss your child's readiness signs with us*
 - *Begin training at home when you can dedicate at least two full days (a long weekend or break is ideal)*
 - *Parents are required to sign a toilet training agreement with us before support begins at school*
 - *We provide access to helpful books and guidance materials on toilet training*
 - *Please provide pull-ups with side tabs for easier changing at school*
 - *Dress your child in clothing they can manage independently*
 - *We recommend children are consistently accident-free in pull-ups for two weeks before transitioning to underwear at school*
- Each classroom may have slight variations in routine, so ongoing communication with us is essential throughout the process.

OPERATIONAL POLICIES

At Tree House, the safety and well-being of our students and staff is our top priority. The school will remain closed in line with national or local school closures due to inclement weather or emergencies.

In the event of an unexpected closure during school hours (such as power outages, water disruptions, plumbing issues, or national emergencies), parents will be notified immediately via the app and asked to make arrangements for pick-up where necessary.

Please note that compliance with health and safety requirements, including access to running water, is essential for school operations.

DRESS CODE

As your child transitions to the Tree House class at Tree House, we introduce a simple uniform policy to support belonging and consistency within the learning environment.

Children are required to wear their Edugarden T-shirt daily. For comfort and independence, this should be paired with easy-to-manage bottoms that support self-dressing and toilet training, allowing children to pull them up and down independently.

DAILY SCHEDULE

At Tree House, we follow a structured daily routine that provides consistency, balance, and support for each child's learning and development.

The day includes arrival and greeting, snack time, outdoor play, motor activities, music, and learning centres. A daily rest period is held from 12:00pm to 1:00pm to support regulation and well-being.

While the routine is consistent, teachers adjust activities based on the children's needs, interests, and energy levels to ensure a calm, engaging, and responsive learning environment.

OPERATIONAL POLICIES

BIRTHDAY PARTY

A birthday is a special milestone in a child's life, and we are happy to celebrate it with them at Tree House. Children may celebrate in class with their peers during the school day.

Parents are welcome to send cake, decorations, food, and party bags if desired. School decorations are also available, and if you are bringing your own, please drop them off the day before so the classroom can be set up in advance.

DISCIPLINE

SOCIAL-EMOTIONAL LEARNING AND BEHAVIOUR SUPPORT

At Tree House, we use the Conscious Discipline framework to support children's social-emotional development, self-regulation, and positive interactions. This approach integrates emotional learning into daily classroom experiences while also guiding adults in responding calmly and effectively to challenging situations.

We maintain a safe, respectful environment at all times. Physical punishment, threats, or intimidation are **not permitted** under any circumstances. In cases of significant or repeated concerns, parents will be informed and appropriate documentation will be completed to support resolution and next steps.

Confidentiality is maintained throughout all behaviour-related processes to ensure children feel safe and supported.

Biting incidents are documented and communicated to all relevant parties, and parents will be informed promptly so that appropriate strategies can be put in place collaboratively.



HEALTH & SAFETY

Medication Policy

At Tree House, medication will only be administered to a child during school hours with appropriate authorization.

Parents must complete a medication log via the app with clear instructions. Prescription medication must be provided in its original container with a valid label including the child's name, doctor's name, date, dosage, and medication details. Over-the-counter medication must also be in its original packaging and administered strictly according to label instructions.

Medication will not be given in any manner that contradicts label directions unless supported by a written instruction from a physician. All medication is securely stored in a locked cabinet in the school office or in a labeled container within the school refrigerator where required.

Administration is carried out by staff and fully documented on the school app, including time and dosage.

Illness

the health and safety of children is a priority. If a child becomes unwell at school, parents will be contacted immediately and the child will wait in a supervised area until pick-up.

Children must remain at home until they are symptom-free for at least **24 hours** without medication or have medical clearance to return.

Children should not attend school if they are unable to participate fully or present symptoms such as fever, vomiting, diarrhea, rash, sore throat, breathing difficulties, or significant changes in behaviour.

Parents must inform the school of any contagious illness to ensure appropriate precautions and communication.

HEALTH & SAFETY

Emergency Medical Procedures and Allergies

At Tree House, staff will administer immediate first aid in the event of injury and notify parents without delay. If necessary, parents will be asked to collect their child for further medical care.

It is essential that all contact and emergency information is kept up to date and that phones remain accessible during school hours.

For children with severe allergies, every reasonable effort is made to reduce risk; however, exposure cannot be fully guaranteed.

Parents must inform the school office and ensure all allergy details and required protocols are clearly documented on the app. Any prescribed medication, including antihistamines or epi-pens, must be provided in its original container for use if required.

SCHOOL SAFETY

Arrival & Dismissal

Parents **must inform the office of any changes** to the usual pick-up routine, even if the authorised person is already listed on the enrolment form. In emergencies, details of the new pick-up person, including name and ID information, must be provided to the class teacher or Aunty Suzy.

Children must be dropped off and collected within school operating hours. Late pick-ups will incur a fee. As a courtesy to staff and to ensure your child's well-being, parents are asked to notify the office if they are running late.

Class Security

The safety and security of all students is a priority. A CCTV camera is in place within the classroom (Tree House only) for internal monitoring purposes only. This system is not internet-connected and is used solely as an additional safety measure.

Monitoring is carried out by Aunty Suzy to support the safety and well-being of the children and staff.

SCHOOL SAFETY

SOCIAL MEDIA

All photos and videos are used strictly for school-related purposes. Written consent from parents or guardians is required before any media featuring a child is used. Any content shared on social media will protect children's privacy, including the use of face blurring or obscuring where necessary.

EMERGENCY PREPAREDNESS AND EVACUATION DRILLS

An emergency preparedness plan is in place to ensure the safety of all children and staff. Procedures cover situations such as fire, severe weather, medical emergencies, intruders, and national alerts. Regular drills are conducted with both staff and children to ensure readiness and safety.

FAMILY EXPECTATIONS

Appropriate Language

Parents, guardians, and visitors are expected to use respectful and appropriate language at all times on school property, including parking areas and playgrounds. Foul or abusive language is not permitted.

Smoking

Smoking is **strictly prohibited** on all school property, including parking lots and playgrounds.

Weapons Policy

Weapons, firearms, and ammunition are not permitted on school grounds or at school-related events. Any authorised concealed weapons must be secured in a vehicle while on premises.

Physical and Verbal Discipline

Corporal punishment is not permitted on school property under any circumstances. This includes parking areas, playgrounds, and all facilities. Verbal abuse or inappropriate discipline towards any child is also not allowed. Concerns regarding another child must be directed to management.

Family Conduct

Parents and visitors must not discipline or correct any child other than their own while on school premises. All concerns should be reported to management for appropriate follow-up.

Custody and Visitation

The school does not intervene in custody arrangements. Unless legal documentation is provided, both parents are assumed to have equal rights regarding pick-up, drop-off, and information access. The school will follow the most recent court order where applicable.

THANK YOU

Thank you

Growing Together

Thank you for your continued support and partnership with Tree House. We truly value the trust you place in us as we support your child's learning and development journey.

We look forward to welcoming you soon and sharing many meaningful moments together. Your involvement plays an important role in your child's growth, and we are excited to continue working alongside you as we learn, grow, and celebrate each milestone together.



THANK
YOU

The words "THANK YOU" are written in a large, orange, hand-drawn style font. The text is surrounded by several yellow, five-pointed stars of varying sizes, creating a celebratory and warm atmosphere.