



Policy on Supporting Inclusive Services to Children with Special Care Needs

Tadpole Learning Center is proud of our history of working with the individual needs of our children and will work with the parents whose children may need additional support or have special care needs. When applicable, we will make referrals to outside support services including but limited to, early intervention, speech, occupations, and physical therapy and other types of services, and participate in IEP (Individual Education Plan) or ISFP (Individualized Family Service Plan) meetings when appropriate to best meet the needs of the child.

Tadpole Learning Center will make appropriate accommodations for a child with special care needs as recommended by the child's healthcare provider and/or qualified professionals affiliated with the school district or an early childhood intervention program. Accommodations may include, but are not limited to adapting equipment, procedures, and methods to meet the child's needs in the classroom setting.

Tadpole Learning Center will allow outside resources/therapists into the program to work with any child as needed, provided those services are communicated in advance, the provider of the services has the appropriate clearances to be in the building, the behavioral/therapeutic plan is shared with the administration and the resource/therapist works cooperatively with Tadpole Learning Center employees to meet the needs of the child. Presence of the resource/therapist must mitigate any and all safety risks the child presents to themselves and to others and must be collaborative and complimentary to the program. Should the resource/therapist be disruptive to the program or not have authority or ability to mitigate, through appropriate therapeutic methods, the child's dangerous behaviors, the child may be excluded from the program.

Tadpole Learning Center will utilize any recommended adaptive equipment that has been provided by the parent or resources/therapists.

Tadpole Learning Center does not provide separate classrooms for children with special care needs. Research has shown that children with disabilities benefit from learning alongside their peers in an inclusive environment. Inclusive classrooms promote lifelong skills such as empathy and compassion as well as increase social-emotional development for all children.