



## Rossington Tornedale Infant School Personal care needs policy

### Guidance on meeting personal care needs of children coming into school

#### Current Position

- In order to meet the requirements of the DDA and to fulfil the LEA's commitment to good inclusive practice no child should be refused admission to a school because they are not toilet trained.
- If a child is not toilet trained on admission to school the following checklist can be used to make appropriate provision.

#### Parent/Carer arrangements

- During the initial contact with the parent/carers staff should encourage them to share any concerns they may have about their child's care needs.
- If the parent/carers identifies that their child is not yet fully trained to use the toilet independently then an agreed programme should be implemented by both school and home.  
**See Appendix**
- When a child's personal care needs have been identified by other professionals, before entry to school, a personal care plan should be written and agreed between school and the parent/carers. **See Appendix B**
- When a child's needs do not become apparent until after they have started school then the parent/carers should be approached discreetly and invited to discuss an agreed programme  
**Appendix A**

#### Use of nappies

If it is agreed that a child should use nappies as part of their programme these should be supplied from home. It is advisable that these are brought in a labelled container and stored separately for each child. Ideally, soiled nappies should be double bagged. They can then be disposed of in the ordinary trade waste.

#### **Appendix A**

## **PROTOCOL FOR TOILET TRAINING**

During consultation with parent/carer refer to the following checklist:

- The toilet facility needs to provide a secure seating arrangement for the child e.g. feet on a stable surface and a safe seat— provide a child seat and/or step if necessary.
- Advise that comfortable, easy to remove clothing is preferable for children who are toilet training.
- Let the child know which adult to go to for assistance if they need to use the toilet or have had an accident.
- Ask the parent/carer to come into school and show this member of staff how the child prefers to be helped/changed.
- Continual liaison with parent/carer is very important, share concerns and successes (on a daily basis if possible).
- Don't forget praise for children should lead to quick success.

## **Appendix B**

### **PROTOCOL FOR PLANNING PERSONAL CARE NEEDS FOR AN INDIVIDUAL CHILD**

If a child is coming into an education setting and needs assistance with some aspect of his/her personal care, then the school must ensure that the appropriate assistance is provided.

In order to do this the following steps should be taken:

- Invite the child and their parent/carer to meet support staff and agree the nature of the help the child will need.
- When a routine for the care is being agreed opportunities for the child to develop independence skills should be included, (e.g. helping to pull up their own clothing). It is also reasonable to recognise that there may be time constraints on the activity and the child may need to accept support in order to keep up with the timeline for other children. This all needs to be agreed and understood with the parent/carer.
- To involve the child in the planning for care, it is advisable to ensure that the child has opportunities to talk about their care in school with the parent/carer at home. (This also allows the child to express any worries they may have about how they are being handled e.g. the nappy might be put on too tightly).
- When the routine has been agreed, it is sensible to briefly record the levels of help required in case they need referring to in the future. (This is referred to as Care Plan).
- A Care Plan should be reviewed at least annually or when the school feels it is appropriate.
- When the above protocol is followed, there is no need for additional adults to be present. The child's dignity is the most important issue.