Hemingbrough CP School
Supporting the Personal Development / Care of Young Children

Document Status			
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Introduction
At Hemingbrough Primary School we believe that all children have the right to receive personal care appropriate to their individual needs which ensures they are not precluded under The Disability Discrimination Acts (1995 and 2001) from accessing normal school or school activities.

Definition of a disability in the Disability Discrimination Act

1. The Disability Discrimination Act provides protection for anyone who has a physical, sensory or mental impairment that has an adverse effect on his/her ability to carry out normal day-to-day activities. The effect must be substantial and long term.

Definition of the terms:

- 'physical impairment' includes sensory impairments;
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- 'substantial' means 'more than minor or trivial'; and
- 'long term' is defined as 12 months or more

2. The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, attention deficit hyperactivity disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long term, as defined above.

   The effect on normal day-to-day activities is on one or more of the following:
   - mobility;
   - manual dexterity;
   - physical co-ordination;
   - continence;
   - ability to lift, carry or otherwise move everyday objects;
   - speech, hearing or eyesight;
   - memory or ability to concentrate, learn or understand; and
   - perception of risk of physical danger

Children with continence difficulties are included within this act

Children with continence problems are a very diverse group. It is not possible to make broad generalisations about their needs, nor is it possible to distinguish clearly between the needs of children in early years' settings and those of children in school. Each child needs to be seen as an individual. However, broadly speaking, children with continence problems can be divided into the following groups:

Late developers: The child may be developing normally, but at a slower pace

Children with some developmental delay

Children with physical disabilities: e.g. cerebral palsy, spina bifida, obvious physical impairment. Long-term continence development / management plans are likely to be needed.

Children with behavioural difficulties: Delayed toilet training me be part of more general emotional/behavioural difficulties.

Our School:

- will ensure it provides information for parents and carers about facilities, staffing arrangements and access for children with disabilities including personal care needs;
- has admission procedures which are supportive of children with personal care needs;
- will discuss arrangements for changing children's clothing with parents and carers;
- will work in partnership with parents and carers to achieve independence in their child's personal care needs and try to ensure that the child feels their needs are met in a positive way;
- will use changing sessions as s positive learning experience to encourage the child where possible to achieve independence;
- will where possible, contact parents / carers by telephone if their child has had to be changed and / or showered because they have soiled themselves. Children with care plans will have contacting arrangements in place;
- acknowledges that all children must be treated as individuals and takes note that other school policies and advice to parents and carers are consistent with this policy;
- will ensure that staff have access to the school's policy and guidance for supporting the personal development of young children;
- will make sure that all staff working with children are aware of and understand that they have a duty of care to safeguard and promote their welfare both legally and morally;
- notes that asking parents or carers to come and change a child is likely to be a direct contravention of the Disability Discrimination Act, and leaving a child in a soiled nappy / clothing for any length of time pending the arrival of parents or carers is a form of abuse;
- will ensure that all staff have appropriate information and are adequately trained to support and undertake pupils' personal care routines (including risk assessment, health and safety training and reviews of procedure and practice)
- will allow staff who feel vulnerable when changing a child's clothing or showering them to ask for another adult to be present;
- will aim to ensure that staff are able to handle the children's care needs safely and with dignity, using the designated rooms / areas for changing children

- ensure a personal care plan is implemented when necessary, but not in all cases

This policy will be updated February 2021

This policy will be reviewed as part of our self-evaluation review plan or as and when a particular issue arises.

APPENDIX 1

Resources and Information
Information in this policy was compiled with reference to:

- **Department of Health** (2001) Good Practice in Continence Services;
- **Department of Health** (1999) Working Together to Safeguard Children;
- **Department for Education and Skills** Special Educational Needs and Disability Act 2001, which amends the Disability Discrimination Act 1995 to apply to schools;
- **Department for Employment** Health and Safety at Work Act 1974;
- **Department for Children Schools and Families 2007** Statutory Framework for the Early Years Foundation Stage;
- **Promoting Personal Development in Foundation Stage and Key Stage 1 –** continence Publication by Leicester LEA endorsed by DCSF Sure Start;
- **Good Practice in Continence Services**, 2000 – section 6. Department of Health publication; and
- **Guidance for Safer Working Practice for Adults who work with Children and Young People** (commissioned by DCSF) 2007.

Further Information and Guidance

ERIC (Education and Resources for Improving Childhood Continence) 34 Old School House, Britannia Road, Kinswood, Bristol, BS15 8BD
Telephone: 0117 960 3060 Website www.eric.org.uk
Good Practice in Continence Services, 2000. Available free from Department of Health, PO Box 777, London SE1 6XH or www.doh.gov.uk/continenceservices.htm
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