

# BEWSEY LODGE PRIMARY SCHOOL



## PERSONAL CARE POLICY

Date of Review	November 2024
Date of next Review	November 2025

# **Personal Care Policy for Early Years Foundation Stage (EYFS) and Children with Special Educational Needs and Disabilities (SEND)**

## **Introduction**

This Personal Care Policy outlines the procedures and practices for ensuring that the personal care needs of children within EYFS and those with SEND, are met in a safe, respectful, and inclusive manner. The policy reflects our commitment to providing a nurturing and supportive environment that promotes the dignity, well-being, and autonomy of all children in our care, with particular consideration for individual needs.

The policy is in accordance with current legislation, including the Children Act 1989, the Equality Act 2010, the SEND Code of Practice, and guidance from the Department for Education (DfE) and the Early Years Foundation Stage statutory framework.

## **Purpose**

The purpose of this policy is to:

- Ensure that children's personal care needs are met sensitively and appropriately, taking into account the diverse needs of children, including those with SEND.
- Establish clear protocols for staff to follow when assisting children with personal care tasks.
- Safeguard the welfare of all children, ensuring that their dignity, privacy, and individual preferences are respected at all times.
- Promote the development of self-care skills in a supportive and child-centered environment, with an emphasis on autonomy and independence where possible.

## **Scope**

This policy applies to all staff members working within the school setting, including those involved with children with SEND.

## **Principles**

- 1. Child-Centered Approach**  
Every child is treated as an individual, and their personal care needs are addressed in a manner that respects their preferences, cultural practices, and dignity. This includes ensuring that the child's comfort and privacy are prioritised at all stages.
- 2. Safeguarding and Welfare**  
All personal care activities are conducted with the safety and welfare of the child at the forefront. The staff responsible for personal care are trained in safeguarding procedures and are fully aware of how to report any concerns. Regular safeguarding training is mandatory to maintain a high level of awareness and understanding.
- 3. Consent and Communication**  
Where possible, children are encouraged to communicate their needs and desires regarding personal care. For children with SEND, strategies such as visual supports,

communication boards, or alternative communication methods may be employed to ensure understanding and consent. In the case of children who may not yet have the ability to express consent, a presumption of consent is made through the child's demonstrated comfort and established routines.

**4. Respect for Dignity and Privacy**

Personal care routines are carried out in a manner that upholds the child's dignity and respects their privacy. This includes ensuring that care is provided discreetly, with consideration for the child's developmental level and personal comfort. When necessary, staff should use privacy screens or similar barriers to maintain confidentiality and minimise any embarrassment.

**5. Staffing and Training**

Staff involved in personal care receive training on both the physical and emotional aspects of providing care to young children, including those with SEND. Training should encompass understanding specific needs, dignity, appropriate physical handling techniques, and the use of positive reinforcement to encourage self-care skills. Staff should be aware of the possible health implications for children with SEND, such as feeding or toileting support, and be equipped to respond appropriately.

## **Personal Care Practices**

**1. Toileting and Hygiene**

Staff should assist children with toileting according to individual needs and preferences. The child's comfort and dignity are prioritised at all times. For children with SEND, it may be necessary to provide additional support, such as the use of adaptive toileting equipment, or more frequent reminders and guidance.

- Where possible, children are encouraged to perform as much of the task independently as they can, with appropriate support offered for children with SEND.
- Toileting routines are always conducted in a private setting, ensuring that children are not unduly exposed or embarrassed.
- Clear, consistent routines should be established, so children know what to expect and when.

**2. Feeding**

Children who require assistance with feeding due to medical or developmental needs must receive personalised care. This may include help with spoon feeding, the use of adapted utensils, or assistance with oral motor skills.

- For children with SEND, specific strategies should be in place to support feeding, including the use of visual or communication aids and adapted mealtime settings if needed.
- Staff should be trained to recognise any dietary or medical requirements, such as allergies or swallowing difficulties, and to follow any relevant protocols (e.g., choking prevention techniques).

**3. Dressing and Changing**

Support with dressing or changing should be approached with sensitivity. Staff should respect the child's autonomy and preferences in the process, supporting as much independence as possible while still providing assistance when necessary.

- A child's routine preferences for clothing choices should be taken into account, particularly for children with SEND who may have sensory sensitivities related to clothing (e.g., textures, labels, or seams).
- Where intimate care is required (e.g., nappy changing or assistance with clothing for children with SEND), staff should ensure that this is done in a private, calm environment, following established guidelines on safeguarding.

#### **4. Mobility and Physical Support**

Some children, particularly those with physical disabilities or sensory impairments, may require assistance with mobility. This could include the use of specialised equipment such as hoists, wheelchairs, or adapted seating.

- Support should be given in a way that promotes independence and comfort. When providing physical assistance, staff should be trained in safe manual handling practices and ensure that any equipment used is suitable and well-maintained.
- Individual mobility plans should be developed for children with SEND to ensure that the support provided is consistent and responsive to their needs.

### **Role of Parents and Carers**

The involvement of parents and carers is critical in ensuring that personal care practices are tailored to each child's needs. Parents should be consulted to share their child's preferences, routines, and any specific strategies that have been successful at home or in other settings.

- Parental consent should be obtained for any personal care routines or strategies that involve direct contact with the child, particularly for intimate care.
- Communication channels between staff and parents should be open, with regular updates provided regarding the child's personal care experiences and any issues that arise.

### **Record Keeping and Monitoring**

Accurate and confidential records must be maintained for any personal care provided. These records should document:

- The time and nature of the care provided.
- Any concerns or issues that arise during the care process.
- Any adjustments made to the child's personal care plan, particularly for those with SEND.

These records are essential for ensuring continuity of care and for safeguarding purposes. They must be reviewed regularly to ensure that care practices are being implemented effectively.

### **Review and Evaluation**

This policy will be reviewed annually or sooner if required, to ensure that it remains compliant with current legislation, reflects best practices, and meets the evolving needs of

children in our care. Staff feedback and insights from parents and carers will be integral to the review process, particularly in relation to children with SEND.

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By adhering to these guidelines, we ensure that all children, regardless of their developmental or physical needs, receive personal care that is supportive, respectful, and empowering. The ultimate goal is to enable children to develop the confidence and skills they need for their ongoing personal development while safeguarding their well-being at all times.