

Waltham Forest Early Years Guidance

Children not yet toilet trained

The purpose of this guidance is to support schools and early years settings, including childminders, in promoting inclusion and ensuring the wellbeing of children. It offers practical advice, as well as clarification of the support and information available regarding young children who are not yet toilet trained.

Context

- Eligible 2-year olds and all 3 and 4 year olds are entitled to 15 hours education, either in a non-maintained setting, maintained setting or in a nursery attached to a mainstream school.
- The majority of children will probably be toilet trained by the age of three, some children take longer to develop control. Some will continue to have 'accidents' up to, and even after, the age of five.
- As children admitted into Reception Classes are aged 4, some may not be fully toilet trained when starting school. This may be particularly true for some children with SEND.
- All settings are required to have an Inclusion/SEND Policy that emphasises equality of access and opportunity. As well as reflecting the legal requirements of the [SEND Code of Practice 2015](#).
- [The Equality Act 2010](#) **prohibits** schools and settings from discriminating against disabled children, in respect of admissions, for a reason related to their disability.



Expectations

- Settings are normally expected to use existing funds to support children who wet and/or soil.
- All settings are expected to make '**reasonable adjustments**' to include children experiencing difficulties with wetting and soiling, in line with disability legislation. The arrangements made for a child who has the occasional 'accident,' should be enough for a child who wets and soils more frequently. Planning an individual toileting programme is recommended.

Creating an 'Individual Toileting Plan'

Talk to parents / carers first and focus on:

- What is happening in their child's life? Have there been any recent changes in health, diet, home environment, routines or do they have a disability / SEND?
- Are there any routines or aspects of the toilet area in the setting which are different from their child's experiences at home?
- Are there any sources of anxiety about access to, or use of, the toilet (this could include electric hand driers)?

Explain your policy and practice to parents/carers

- Ask parents/carers to sign an agreement form outlining who will normally change their child and where this is likely to happen.
- DfE guidance states 'it is not acceptable for schools to require parents, or otherwise make them feel obliged, to attend school to support their child.....including with toileting issues.
- Ensure that where visual prompt / communication cards are used that parents/carers have the same symbols for use at home.
- Find out if there is a pattern to when accidents happen (recorded observations will be necessary). Feedback to parents/carers about the outcomes of your observations.
- Advise parents/carers to contact their Health Visitor, GP or other relevant professional to discuss toilet training at home.

Agree with parents/carers

Create a programme for their child which:

- Is compatible with the child's habits and patterns. Ensure this includes the need to maintain the child's privacy and appropriate care.
- Includes frequent visits to the toilet which fit into the daily routine of your setting. This will help visits to be predictable and consistent.
- Allows you to begin to anticipate accidents and therefore work towards preventing them.



- Has an element of record keeping so it can be regularly monitored with staff.
- Monitors progress and adjusts targets and rewards as appropriate.
- States when you will feedback to the parents/carers on their child's progress.

Advice on handling and changing

- Make the dignity and privacy of a child your primary concern.
- Parent/carers should provide clean changes of clothes and nappies for their child.
- Appropriate equipment, i.e. latex gloves, plastic liners, wet wipes, waste disposal bags and bins should all be available for staff use, labelled and in a designated place.
- Soiled clothing should, wherever possible, be rinsed, double bagged and left out of reach for parent/carers to collect at the end of the session/day.

Further reading and useful Information

<https://www.eric.org.uk/>

<https://www.bbuk.org.uk/>

[DfE 2014 Supporting Pupils at School with Medical Conditions](#)