

Rosehill School

Intimate and Personal Care Policy



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|------------------------|--|
| Policy lead: | Headteacher |
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For detailed procedures, see Personal and Intimate Care Guidance for Staff/ Agency workers

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Intimate and Personal Care Policy

Updated Statement of Intent

Rosehill School takes the health and wellbeing of its pupils very seriously. As described in the Managing Medicines and Medical Needs Policy, the school aims to support and assist pupils with physical disabilities/needs and illnesses to enable them to have a full and rich academic life whilst at school.

The Governing Board recognises its duties and responsibilities in relation to the Equality Act 2010, which states that any pupil with an impairment affecting their ability to carry out normal day-to-day activities must not be discriminated against.

At Rosehill, we understand that the pupils may require physical assistance and for some this can include assistance with intimate personal care needs. Intimate personal care includes 'hands-on' physical care in personal hygiene, and physical presence or observation during such activities. We have a duty to safeguard children, school employees and agency workers at all times. We must develop independence in each pupil but on those occasions when pupils need any form of physical assistance, they must feel safe, feel valued, are treated with dignity and respect, and have personal privacy. Pupils should be involved and consulted about their own intimate personal care with school employees that are specially trained in intimate and personal care procedures.

We wish to work in close partnership with parents/carers and other professionals to ensure continuity of care for all pupils.

At all times we treat all pupils with respect but especially when intimate personal care is given. All school employees are sensitive to each pupil's individual needs treating them gently and sensitively as possible in order not to cause any form of distress, embarrassment or pain.

We have a duty to take full account of the religious views and cultural values attached to aspects of intimate personal care with pupils. Also, to agree with parents, school employees, pupils the appropriate terminology for private parts of the body and its functions, in line with the schools PSHE and RSE Health Policy.

This policy applies to all staff members¹ undertaking personal and intimate care tasks with pupils. At Rosehill, personal and intimate care duties will be completed by Teachers, Teaching Assistants, and Agency workers who have undergone appropriate training. Agency workers undertaking this role, must be approved by the Headteacher/ Lead DSL. The policy has been updated in each section to reflect this information.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy. This policy should be read in conjunction with the policy for Managing Medicines, Positive Behaviour Support and Physical Intervention, the Schools PE and PSHE related policies and Personal and Intimate Care Guidance for Staff/Agency workers

¹ Throughout this document, the term 'staff member' will be used to refer to Teacher and Teaching Assistants employed by the school and Agency workers procured and contracted by the school by supply agencies.

The procedures should be completed in line with a pupils Intimate Personal Care Management Plan and relevant risk assessments i.e., Showering & Bathing Risk Assessments.

United Nations Convention on the Rights of the Child

Rosehill School is committed to providing intimate personal care where it has been recognised as an assessed need and indicated in the Intimate Personal Care Management Plan, embracing the United Nations Convention on the Rights of the Child.

- Every child and young person has the right to feel safe and secure
- Every child and young person has the right to be treated as an individual
- Every child and young person has the right to remain healthy
- Every child and young person has the right to privacy, dignity, respect and a professional approach from all staff when meeting his or her needs
- Every child and young person has the right to information, in a format that is understandable, and support relevant to their needs, which will enable him or her to make informed and appropriate choices. Also, for any complaint or queries he or she may have regarding their personal and intimate care.
- Every child and young person has the right to be accepted for who they are, which is inclusive of their age, gender, ability, race, culture, religion or belief and sexual orientation

Every pupil should be encouraged to care for themselves as much as they are able. Promoting independence is key.

Aims

The aim of this policy is to;

- Safeguard the dignity, rights, and well-being of pupils, and staff members who are involved in their intimate and personal care.
- Ensure that pupils are consulted and encouraged to participate in decisions about their intimate personal care. Particular attention must be given to those pupils who have disabilities/ conditions who may need additional support to be able to do this.
- To ensure that school guidance is developed. This must inform all staff members, whose role includes intimate and personal care, of good working practice and procedures.
- To protect staff members, acknowledging that physical contact between staff and pupils is necessary.
- To ensure there is a system for producing Intimate Personal Care Management Plans for pupils who require them.
- To ensure that all staff members who are involved in intimate personal care have access to training and Guidance Procedures enabling them to implement the pupils intimate personal care plan and all relevant procedures. (For detailed procedures, see Personal and Intimate Care Guidance for Staff/ Agency workers).
- To remove barriers to learning and participation, protect from discrimination and ensure inclusion for all pupils.
- To ensure the continuity of care through the sharing of information between parents/ carers/ involved professionals.
- To promote independence, whenever possible.

This policy has been compiled by the school in conjunction with Health and Health and Safety colleagues within Nottingham City Local Authority, including Safeguarding Childrens Partnership.

1. **Updated** Legal Framework

1.1. This policy has due regard to relevant legislation and guidance, including, but not limited to, the following:

- Children and Families Act 2014
- Education Act 2011
- Health Act 2006
- Equality Act 2010
- **Updated** DfE 'Keeping children safe in education'

1.2. This policy will be implemented in conjunction with the school's:

- Personal and Intimate Care Guidance for Staff/ Agency workers
- Bodily Fluid Risk Assessment
- Health and Safety Policy
- Managing Medicines and Medical Needs Policy
- First Aid Policy
- Infection Control Policy
- Offsite Educational Visits Policy, including Swimming Pools Risk Assessment
- Child Protection and Safeguarding Policy
- Staff Code of Conduct
- Whistleblowing Policy
- Allegations Guidance
- PE Policy

2. Definitions

Forms of physical contact/ intervention

2.1. Intimate/Personal care

- a. For the purpose of this policy, **intimate care** tasks are associated with bodily functions, body products and personal hygiene that demand direct or indirect contact with, or exposure of, the genitals. They are defined as any care which may involve the following:
- shaving, bathing, showering, cleaning/ washing, i.e., assisting in washing intimate parts of the body
 - assisting in toileting i.e., changing incontinence pads, nappies or nappy bags such as colostomy bags, helping someone use the toilet i.e., changing a child who has soiled themselves, assisting with menstrual management
 - support with dressing and undressing
 - some medical procedures such as administration of rectal diazepam, skin care, applying external medication.

*All areas listed in 2.1a should be delivered by trained staff members (as noted above this approved Agency workers.

- b. For the purpose of this policy, **personal care** is defined as those tasks which are non-intimate and usually has the function of helping with personal presentation and enhance social functioning. They are defined as care which may involve the following:

- washing non-personal body parts i.e., hands
 - hair care
 - brushing teeth
 - applying deodorant
 - sun cream
 - this could also include supporting a pupil with their coat/shoes (outer garments), physical positioning to promote and manage physical wellbeing, or following physiotherapy/OT programmes
 - feeding (where a child requires a higher levels of support, and therefore may require an eating/drinking plan, this should be delivered by trained Rosehill employees)
 - administering first aid
 - oral medication (this will require consent and will be written into a care plan and should be delivered by trained Rosehill employees).
- 2.2. Communication** – to function as the main form of communication or to reinforce other forms of communication. In addition, to respond non-verbally to another person’s own use of physical contact for communication and to make social connections e.g., day to day greetings, use of intensive interaction.
- 2.3. Prompts and guides** – the use of touch to gain attention or direct movement as part of teaching and in order to guide people between places, rooms or activities i.e., support a pupil to demonstrate a technique within PE or another practical curriculum area, taking a child by the hand, linking arms to access a transition.
- 2.4. Therapy** – provided either by the therapist or by a member of staff carrying out a therapy program or following therapy advice (e.g., massage, physiotherapy, sensory techniques i.e., supporting with a therapy ball).
- 2.5. Play** – play activities naturally include touch, people of any age who are at early levels of development are likely to be quite tactile and physical. Contact play may include an adult chasing and catching the child or an adult and child playing a game of building towers with their hands.
- 2.6. Emotional support, comfort and reassurance** – touch used for emotional reasons to communicate positive emotions, security and comfort i.e., to calm and reassure a distressed pupil.
- 2.7. Physical support/ manual handling** – to pupils who have physical difficulties (e.g., transfers in and out of wheelchairs, transitions in PE).
- 2.8. Physical intervention** – i.e., guided and supported holds. The benefit of this action is often proactive and can prevent a situation from escalating. In a case where restrictive physical interventions may be required, trained staff members will follow the agreed principles and practice within the schools Positive Behaviour Support and Physical Intervention Policy, and CPI Training.
- 2.9.** Some learners may find physical touch unwelcome and this right must be respected. Such sensitivity may arise from the individual’s personal requirements, personal history, age etc. The Rosehill community is responsible for ensuring that relevant staff are aware of any pupil who finds physical touch unwelcome, where this is known.

3. Equality and Diversity

- 3.1.** Children and young people with impaired personal development have the same rights of access to services as other children and young people and are protected from discrimination under the Equality Act 2010.

4. Partnership and Participation

- 4.1. Much of the information required to make the process of intimate care as comfortable as possible for the child is available from parents/carers. They must be closely involved in the preparation of intimate personal care plans.
- 4.2. The importance of regular consultation and information sharing with parents/carers and professionals working with the child is emphasised throughout the policy and guidance.

5. Protection of Children, Young People and Staff/ Agency workers

- 5.1. Parents/carers have the prime responsibility for their child's health and must provide the school with information about their child's intimate personal care needs. This information will be sought through an assessment of the pupils needs and subsequent Intimate Personal Care Management Plan will be drawn up with review dates.
- 5.2. If the child is known to have intimate personal care needs or there have been a number of incidents, then it is essential that an individual intimate and personal care plan is drawn up in consultation with parents and professionals as required, and reviewed regularly. This plan will be based on a risk assessment of all aspects of the tasks required.
- 5.3. Permission must be sought from the parent/carer before Intimate Care is undertaken ([Appendix A - Permission for School to Provide Intimate Personal Care](#)).
- 5.4. All staff members working with the pupil are informed that permission must be given before undertaking Intimate Care.
- 5.5. The Intimate Personal Care Management Plan must be written in consultation with parents/carers and as appropriate pupils/other professionals ([Appendix B – Intimate Personal Care Management Plan](#)).
- 5.6. Every effort must be made to assist those pupils who are not able to communicate easily to participate in their care planning.
- 5.7. Where an Intimate Personal Care Management Plan exists, this information must be shared with all relevant staff members involved in the child's personal and intimate care.
- 5.8. Where an Intimate Personal Care Management Plan does not exist, the initial agency identifying the need must ensure that an assessment and plan are completed prior to accessing the school, or where the pupils needs or circumstances change.
- 5.9. Young people over the age of 18 who are living independently of their parents/ Carers should provide information about their intimate personal care needs. Those young people with a disability/condition must be provided with additional support to be able do this where possible.
- 5.10. Parents/carers must be consulted and their views respected in terms of the intimate personal care provided for their child unless the young person is living independently as outlined above. Procedures must be discussed with the family to ensure consistency of care and support to encourage the development of intimate personal care skills for their child.
- 5.11. There is no legal or contractual duty that requires staff members to undertake intimate personal care procedures. However, this may already be a specific requirement in an individual job description and staff members may formally elect to support pupils in this way. In these circumstances staff will be informed of the specific types of intimate personal care that they will be required to carry out and

be appropriately trained. They will also complete the following policy and guidance sign off.

- 5.12.** Relevant staff members will have access to guidance and ongoing training that supports good working practice which complies with health and safety legislation.
- 5.13.** All staff members working with children and young people must have been through an appropriate safer recruitment process.
- 5.14.** In recognition of the vulnerability of disabled children and young people all schools must ensure that they follow the Nottingham City Safeguarding Children Partnership Safeguarding Children Procedures Child Protection practice in order to minimise the risks for both children and staff.
- 5.15.** Each pupils right to privacy must be respected. Careful consideration must be given to each pupil's situation to determine how many carers might need to be present and which carers may be involved when a pupils needs help with intimate personal care. Under normal circumstances, one pupil will be cared for by one adult, unless there is a sound reason for having two or more adults present. If this is the case, the reasons must be clearly documented. (The United Nations Convention on the Rights of the Child: Article 12 Children have the right to say what they think should happen, when adults are making decisions that affect them, and have their opinions taken into account).
- 5.16.** The number of staff members required will be indicated in the pupils Intimate Personal Care Management Plan. The number of staff members may also be influenced by the preference of the pupil, or specified in Safe Handling or behavioural risk assessment.
- 5.17.** The school must make provisions for emergencies i.e., a staff member on sick leave.

6. Safeguarding

- 6.1.** Intimate personal care is a regulated activity; therefore, only members of staff who have an enhanced DBS certificate with a barred list check are permitted to undertake intimate care duties.
- 6.2.** Staff members involved in intimate personal care should read and sign off the schools Child Protection and Safeguarding Policy.
- 6.3.** An Intimate Personal Care Management Plan will be drawn up for pupils as appropriate to suit the circumstances of the pupil.
- 6.4.** Each pupil's right to privacy will be respected. Careful consideration will be given to each pupil's situation to determine how many carers will need to be present when the pupil requires intimate care as outcome above (5.15). While it is recommended to have two adults assisting the pupil, this level of resourcing may not be available, and while the introduction of a second assistant may be perceived as providing protection against allegations of abuse, it can also further erode the child's privacy. If the plan has been agreed and signed by parents, staff, and the pupil if appropriate, it is acceptable to have one assistant unless there are implications regarding safe handling.
- 6.5.** If any member of staff has concerns about physical changes to a pupil's presentation, such as marks or bruises, they will report the concerns to the DSL immediately.
- 6.6.** Information regarding agreed procedures will be treated confidentially and recorded/held only in the child's school file. Information will not be disclosed or discussed with any adults other than those with responsibility for the child's personal care, and will not be referred to in the presence of other children.

- 6.7. Care should be provided at agreed times, at the child's request or in response to an agreed signal. Staff members should make themselves familiar with the child's manner of communication, whether verbal, sign or eye contact.
- 6.8. Appropriate terminology for parts of the body and bodily functions should be clarified between the child, parents, and his/her assistant/s.
- 6.9. The school will ensure that the programme of assistance is monitored. The school's lead DSL will undertake this responsibility.
- 6.10. All school employees receive child protection training, and personal/ intimate care training undertaken to help children do as much as possible for themselves and develop each child's ability to achieve independence. They also receive appropriate specialised training and are provided with facilities and equipment to ensure safety, privacy and dignity.
- 6.11. Agency workers will only take part in personal/ intimate care in the school setting if approved by the senior leadership team/ lead DSL and when they have completed the appropriate training.
- 6.12. Cameras and mobile phones **will not** be taken into bathroom/changing areas by staff or children.

7. Health and Safety

- 7.1. The Health and Safety Policy/ Procedures/ Risk Assessments lays out specific requirements for cleaning and hygiene, including how to deal with spillages, vomit and other bodily fluids.
- 7.2. Any member of staff that is required to assist a pupil with medical needs will be trained to do so and will carry out the procedure in accordance with the Managing Medicines and Medical Needs Policy.
- 7.3. Staff will wear disposable aprons and nitrile gloves while assisting a pupil with showering/ toileting or while changing a nappy, incontinence pad.
- 7.4. Soiled nappies, incontinence pads and sanitary products will be securely wrapped and disposed of appropriately, in line with the Bodily Fluid Hygiene Policy.
- 7.5. Where pupils require intimate personal care/toileting, nappies, incontinence pads and nappy bags will be disposed of in a contamination bin.
- 7.6. The changing area or toilet will be left clean.
- 7.7. Hot water and soap are available to wash hands. Correct handwashing should be followed at all times (see Guidance in toilet areas around the school site).
- 7.8. Paper towels are available to dry hands.
- 7.9. Two persons are required to assist if a hoist is being used. In this case, the second person should be identified and made known to the child and parents.

8. Facilities and Resources

- 8.1. Suitable equipment and facilities will be provided. For some pupils, this may require additional resources to assist those who need special arrangements following assessment from a physiotherapist or occupational therapist. Equipment may include the following:
 - Disposable gloves/aprons
 - Nappies, pads and nappy bags
 - Tissue rolls (for changing mat/cleansing)
 - Supply of hot water
 - Soap
 - Clinical waste bag
 - Sanitary bins

- Spillage kit
- Biohazard kit
- Sanitary products
- Adjustable bed
- Changing mat
- Non-slip step
- Cupboard for storage (where possible, the storage cupboard will be kept locked)
- Adapted toilet seat or commode seat
- Hoist
- Swivel mat
- Barrier creams
- Antiseptic cleanser for staff
- Antiseptic cleanser for the changing bed/mat
- Adapted cutlery
- Adapted seating
- Adapted swim wear

Care facilities

Primary School:

- 4 accessible toilet facilities with a washbasin and 4 standard toilet areas with washbasins.
- 2 personal care areas, which include shower cubicles.

Middle School:

- 1 accessible toilet facilities with a washbasin and 9 standard toilet areas with washbasins.
- 2 personal care areas, which include shower cubicles.

Upper School:

- 2 accessible toilet facilities with a washbasin. There are 12 standard toilet areas with washbasins.
- 3 personal care areas, which include shower cubicles/bath.

Central School:

- 2 changing rooms, with 2 toilet and 2 shower cubicles.
- 1 extended accessible toilet facility with a washbasin.

- 8.2.** Parents/carers will have nappies and pads delivered to home, and should provide their child with an allocated supply for school, as well as disposal wipes and bags. Product supply should be agreed with parents/ carers.
- 8.3.** Schools are responsible for providing gloves, plastic aprons, a bin and liners to dispose of any waste.
- 8.4.** Mobile pupils will be changed while standing up.
- 8.5.** Pupils who are not mobile will be changed on a purpose-built changing bed or changing mat.
- 8.6.** Staff members will be supported to adapt their practice in relation to the needs of individual pupils, taking into account developmental changes such as the onset of puberty or menstruation.

9. School Responsibilities

- 9.1.** Staff members should work in partnership with the pupils' parents or carers, to discuss their needs, routines or preferences. In liaison with the pupil and parents, an

Intimate Care Personal Management Plan will be created by the teacher/ DSL to ensure that reasonable adjustments are made for any pupil with a health condition or disability.

- 9.2.** Wherever possible, pupils who require intimate personal care will be involved in planning for their own healthcare needs.
- 9.3.** Regular consultations will be arranged with all parents and pupils regarding toilet facilities, health care plans, eating/drinking needs other intimate personal care assistance.
- 9.4.** The privacy and dignity of any pupil who requires intimate personal care will be respected at all times.
- 9.5.** Staff members will react to 'accidents' in a calm and sympathetic manner, for example if a child has soiled themselves/spilt their drink.

For detailed procedures, see Personal and Intimate Care Guidance for Staff/ Agency workers.

10. Parents and Carers

- 10.1.** Parents have the right to information regarding school policy and procedures designed to meet the needs of their child. The school works closely with parents to ensure that all aspects of the care procedure are shared and understood. This policy will be provided to parents on an annual basis via a school comms.
- 10.2.** Parents have a responsibility to ensure that all relevant information is provided to help the school assist their child in an appropriate way.
- 10.3.** Parents will change their child, or assist them in going to the toilet, at the latest possible time before coming to school.
- 10.4.** Parents will provide nappies, incontinence pads, nappy bags, wet wipes and a change of clothing in case of accidents.
- 10.5.** Parents will inform the school should their child have any marks/rashes.
- 10.6.** Parents will come to an agreement with the relevant staff in determining how often their child will need to be changed, and who will do the changing, contributing to the Intimate Personal Care Plan.

11. The Child (All Pupils) / Developing Pupil Independence

- 11.1.** As outlined above, the child has the right to assistance that respects his/her dignity, and to feel safe when being moved or handled.
- 11.2.** The child has the right to feel comfortable with the adult's assisting him/her, and to make it known if this level of comfort is disturbed.
- 11.3.** The child should be encouraged to engage in the care procedure, to know what is happening, and give permission at each stage.
- 11.4.** The child should be encouraged to work towards independence, and helped to do so as much as possible for him/herself. Ask the pupil what element of the routine they would be comfortable to undertake (such as; pass the wipes to the support assistant, or attempt to wipe themselves, etc.) This can be supported by a visual cue and/or linked to a reward chart and shared with parents at home.
- 11.5.** All personal care is carried out in a manner as to maintain the pupil's dignity and confidence.

12. Home/ School Communication

- 12.1.** At Rosehill we maintain a regular diary system to pass information between the school and home: i.e.,

- how well a child or young person has eaten/or what s/he ate
- particular achievements
- seizures or other medical or physical incidents of note

12.2. Information on sensitive issues, such as intimate care will be communicated where possible via telephone, sealed letter or personal contact as appropriate.

12.3. Relevant use of language, signs, symbols, photographs or objects should be used as appropriate at all times.

12.4. Staff should work in a reassuring, supportive and focused manner with the pupil when involved in intimate care.

12.5. Staff should have an understanding of parental and cultural preferences and take account of these.

12.6. It is important to continue to maintain confidentiality and dignity for the parent/ carer and to be compliant with regard to Equalities legislation in the dissemination of information.

13. Swimming

13.1. Pupils across the school, particularly those in Years 5 and 6 regularly participate in swimming lessons: during these lessons, pupils are entitled to privacy when changing; however, some pupils will need to be supervised during changing. Please refer to PE and Swimming Policy and Risk Assessment.

13.2. Parental consent will be obtained before assisting any pupils in changing clothing before and after swimming lessons.

13.3. Details of any additional arrangements will be recorded in the pupil's Intimate Personal Care Management Plan.

14. Offsite Visits

14.1. Before offsite visits, including residential trips, the pupil's Intimate Personal Care Management Plan will be amended to include procedures for intimate care whilst off the school premises. Please refer to Educational Offsite Visits Policy and associated Risk Assessments.

14.2. Staff members will apply all the procedures described in this policy during residential and off-site visits.

14.3. Consent from a parent/carer will be obtained and recorded prior to offsite visits.

15. Staff/ Agency Workers Training

15.1. Staff members assisting pupils with their intimate care needs, for example toileting/eating, will be provided with sufficient information, instruction and training to enable them to carry out their work safely and without significant risk to their health and that of others.

15.2. School employees are regularly trained regarding child protection and health and safety, (which may include manual handling), and are fully aware of infection control, including the need to wear disposable gloves, aprons and where required a face mask.

15.3. Agency workers are offered training as outlined in 15.2.

15.4. A member of the trained staff (who is ideally familiar to the pupil) will work alongside a new or more inexperienced colleague when they are introduced to a pupil and their toileting routines.

15.5. All School Staff and those agency workers who have been approved to undertake this role, should read the schools Personal and Intimate Care Guidance Document for Staff.

16. Monitoring and Policy Review

16.1. This policy is reviewed at least every two years by the headteacher and the Lead Designated Safeguarding Lead (DSL).

16.2. The Headteacher and Lead DSL will monitor the implementation of this policy and make adjustments as required.

16.3. The scheduled review date for this policy is written on the front page of this policy.

Rosehill School

Appendix A – Permission for School to Provide Intimate Personal Care

| | |
|--------------------|--|
| Child's last name | |
| Child's first name | |
| Male/Female | |
| Date of Birth | |
| Parent/Carers name | |
| Address | |

I understand that:

- I give permission to the school to provide appropriate intimate care to my child e.g., changing, toileting, feeding, showering, medical support or other.
- I have read the schools intimate personal care policy and I will be involved, where required, in the preparation of an intimate personal care plan.
- I will advise the school of any medical issues which impact on the intimate care of my child.
- I will provide updated information if any changes occur to my child's intimate care needs.
- I will provide the required equipment to support my child's intimate care plan.

| | |
|-----------------------|--|
| Name | |
| Signature | |
| Relationship to Child | |
| Date | |

Appendix C – Intimate Personal Care Management Plan

| | |
|--|-------------------|
| Pupil's name: | Class/year group: |
| School: Rosehill | Teacher: |
| Pupils preferred method of communication? | |
| Does the pupil have any allergies or sensitivity? (Refer to health care plan as required) | |
| Does the pupil require assistance with mobility or transfers (refer to manual handling assessment and subsequent safe systems of work) | |
| Does the pupil have any religious or cultural needs? | |
| Date: | Review date: |

1. Assessment

| | | | Other information |
|---------------|---|--------------------------|-------------------|
| Toileting | Nappy/ incontinence pad change | <input type="checkbox"/> | |
| | Menstruation support | <input type="checkbox"/> | |
| | Assistance with toileting | <input type="checkbox"/> | |
| | Supervised toileting | <input type="checkbox"/> | |
| | Other (specify) | <input type="checkbox"/> | |
| | | | Other information |
| Personal care | Washing | <input type="checkbox"/> | |
| | Showering | <input type="checkbox"/> | |
| | Bathing (only for post 16 training) | <input type="checkbox"/> | |
| | Dressing/ undressing | <input type="checkbox"/> | |
| | Cleaning/ supporting e.g., gastronomy | <input type="checkbox"/> | |
| | Teeth | <input type="checkbox"/> | |
| | Shaving | <input type="checkbox"/> | |
| | Hair/ styling | <input type="checkbox"/> | |
| | Lotions/ creams | <input type="checkbox"/> | |
| | | | Other information |
| Other | Eating/ drinking plan | <input type="checkbox"/> | |
| | Action plan to respond to inappropriate touch/ masturbation | <input type="checkbox"/> | |
| | Other (specify) | <input type="checkbox"/> | |
| | <i>See sensory journal/ OT programmes as required</i> | | |

2. Area of need, support and equipment (NB: duplicate page 2 of this document, if there is more than 1 area of need)

| Area of need | | | |
|---|--------------------------|---------------------------|--------------------------|
| | | | |
| Pupil's level of ability | | | |
| Independent | <input type="checkbox"/> | Fully assisted by 1 staff | <input type="checkbox"/> |
| Independent/ supervised | <input type="checkbox"/> | Fully assisted by 2 staff | <input type="checkbox"/> |
| Partially assisted | <input type="checkbox"/> | Other | <input type="checkbox"/> |
| Locations of suitable facilities | | | |
| | | | |
| Equipment required (e.g., adapted cutlery/ gloves/ toiletries/ adapted swim wear) | | | |
| | | | |
| Support required Include off-site visits; i.e., swimming etc | | Frequency of support | |
| | | | |

3. Working towards independence – detailed description of procedures

| Pupil will try to | Personal assistant will |
|----------------------|--------------------------|
| | |
| Parents/ Carers will | Targets achievement date |
| | |

Signed _____ Parent

Signed _____ Personal assistant/staff

Signed _____ Signed _____

Signed _____ Other members of staff/ agency worker

Signed _____ Pupil (where appropriate)

