



Toilet Training

Guidance Notes for Parent/Carers

The positive movement towards 'inclusion' within mainstream education has seen an increasing number of young children entering Nursery, who initially require assistance with toileting. We have made suitable adjustments to support these individuals, but ask that parent/carers work in partnership with the Nursery to help pupils gain competence. In our experience, when a positive home/school partnership is fostered the majority of children quickly become independent.

This factsheet provides simple guidance for any parent/carer who is encountering difficulty in toilet training their child.

BEFORE YOU START...

It is important to avoid rushing into toileting before your child is ready. It can be difficult when friends' children are toileted or you have the pressure of a special event, such as starting Nursery, but much of the frustration around toileting can be prevented by waiting until your child indicates they are ready.

SOME SIGNS TO LOOK OUT FOR...

- Your child telling you they are actually doing a 'wee' or a 'poo'. With praise, they will gradually begin to recognise sooner and sooner until eventually they are able to 'hold on' long enough to get to the potty or toilet in time.
- Taking an interest in going to the toilet with you.
- Pulling at or telling you they have a wet or soiled nappy/pull-up or telling you they no longer wish to wear nappies/pull-ups.
- Able to stay dry for extended periods.

PLANNING...

Once your child is ready to begin toilet training, decide:

- What language you would like to use and be consistent - always use the same

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words to prevent confusion. For example: at Nursery we encourage the children to say, “*I need the toilet*” rather than “*I need a wee or poo*”. We are mindful that our younger pupils may well use the more descriptive phrase and this is not frowned upon, so do not be concerned.

- What are you going to use, potty or child’s toilet seat? Where will this be kept? Again be consistent, keep it in a place whereby the child becomes familiar with its place of belonging.
- Who else needs to know? Make sure that you let everyone know who looks after or cares for your child that you have begun toilet training and importantly; what phrases you are using, what equipment and where it will be kept.
- If possible take your child to the toilet with you and talk them through, step by step, what you are doing. Ask them if they would like to try.
- Introduce the toilet or potty in a comfortable and safe way. Make the experience fun by singing, playing games or reading a story. Give lots of praise, even when your child does not manage to do anything.
- Use a few drop a food colouring to the toilet bowl. The yellow urine will change colour; red to orange and blue to green. Use cereal, Cheerios for instance, as a target for boys to aim.
- Expect accidents they are inevitable in the early attempts. Try not to show your disappointment, but deal with accidents in a ‘matter of fact’ way.

Use the checklist overleaf to determine how ready your child is for toilet training. Remember all children are individuals and not all items on the list will be appropriate for your child. However, the more items on the list ticked the more likely your child will conquer toilet training. Do not be disheartened if you are not able to tick many of the boxes at this point, simply wait a few weeks and try again. A few weeks really are significant within a small child’s development - so do not worry!

If your child is not toilet trained prior to commencing Nursery in September, we would be really grateful if you could bring this list into school to share with the team, so that we can plan together for the next steps. Thank you



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TOILET TRAINING CHECK LIST...

CHILD'S NAME: DATE OF BIRTH:	Tick & Date if appropriate
My child is able to stay dry for an hour or more.	
My child knows what a potty or toilet is for.	
My child knows if s/he has a wet or soiled nappy/pull-up.	
My child imitates the actions of others.	
My child is able to concentrate on a task for three minutes or more.	
My child is able to indicate his/her needs (using words, gestures, signs)	
My child is NOT currently experiencing any particular stressful situations.	

FURTHER SUPPORT...

Should you require any further support or advice, do not hesitate to call you child's Health Visitor.