

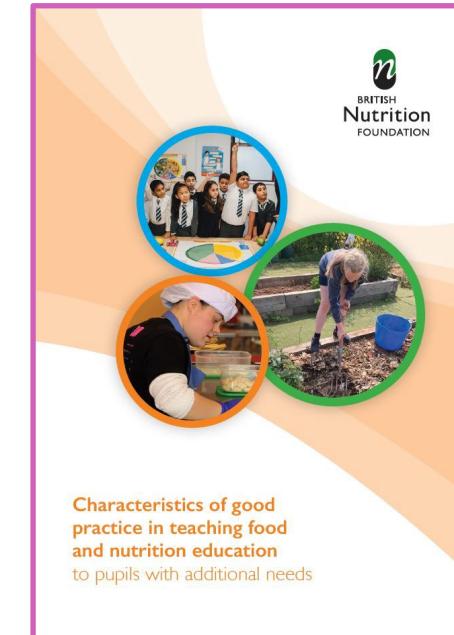


Supporting pupils with additional needs

Frances Meek
Education Services Manager
British Nutrition Foundation

Characteristics of good practice in teaching food and nutrition education to pupils with additional needs

- **Defines the key characteristics of good practice** that are specific to teaching food and nutrition to pupils with additional needs.
- **Exemplifies these characteristics** of good practice in UK schools, both special and mainstream.



Guide and supporting resources

The British Nutrition Foundation would like to gratefully acknowledge the financial support provided by the [Savoy Educational Trust](#) for the production of this Guide.

Characteristic 6
Developing skills for work

A characteristic when teaching pupils with additional needs is that pupils acquire, develop, and secure skills and knowledge from a range of experiences to enable them to seek and maintain meaningful employment. (In this document, the context of work is set around food.)

Overview

- Staff plan activities and seek out opportunities and experiences around food and drink to promote developing pupil-centred skills for work.
- Staff plan activities and competitions in order to fulfil their individual potential.
- Staff plan activities that promote recognition and familiarity from home to school and to the wider world. Include visits to local food producers.
- Staff enable pupils to follow accredited courses or qualifications, with a focus on skills for work, where appropriate.

As Square Food Foundation we understand the confidence, pride and dignity that comes with having a job and working in a real-life business. Our clients are a diverse group of people with a wide range of backgrounds and educational profiles, getting involved in a range of activities that are designed to develop their interests and strengths.

Caroline Persons
Square Food Foundation, Bristol, England

CAROLINE'S TIPS

1. **Ask** young people to build upon a young person's individual interests and strengths when choosing how to support their learning needs in a working situation.
2. **Take** time to **build** local and national business contacts in the community.
3. **Prepare** in **key** prior to an event.

CHARACTERISTICS OF GOOD PRACTICE IN TEACHING FOOD AND NUTRITION EDUCATION TO PUPILS WITH ADDITIONAL NEEDS

– 30 –

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The Characteristics - overview

- The guide sets out **12 key characteristics**, with exemplification, but it is acknowledged that other characteristics and practice exists.
- The guide is **not an exhaustive or static list** to be followed rigorously. It is a **starting point** to support reflection of current practice in order to further develop teaching and learning.
- **Considerations for teaching pupils with additional needs are also included** for each key characteristic.
- **Four sections per characteristic:** *Overview, Case study, Putting the characteristic into practice, and Exemplary practice.*

Characteristic 12 Making choices

A characteristic of good practice when teaching pupils with additional needs is that pupils can highlight different food preferences and the reasons for food and drink choices.

Overview

- Staff are aware of the factors that affect food and drink choice.
- Staff are aware of allergies, intolerances and food sensitivities of different pupils.
- Staff consider and apply factors affecting food and drink choice when making decisions for themselves and pupils.
- Staff develop Schemes of Work and lessons that integrate factors affecting food and drink choice and demonstrate progression.
- Staff develop and/or select resources and ingredients that support pupils to make informed choices, exploring a range of factors.
- Staff provide pupils with the opportunity to make choices, apply and explain their knowledge through planning, verbal/written tasks and food activities, depending on individual pupil needs.



Debbie Jenkins
Ysgol Bryn Derw
ASD Special School
Newport, Wales



Pupils with autism spectrum disorder commonly have a limited food selection or strong food dislikes. They may be sensitive to the taste, smell, colour and texture of foods and may limit or totally avoid some foods and/or specific food groups. This can be problematic for parents carers, particularly in relation to a balanced healthy diet. I have worked with a number of pupils with very restricted diets, in order to help them make healthier choices.

For example, to encourage one pupil to eat more than spaghetti hoops at lunchtime, we began introducing a new food from the menu each day, such as a potato, or piece of vegetable. We gave him a tiny piece to initially lick, and then built up to a bite, eventually building up to eating a very small amount. We then introduced different foods in the same way. Over time (a few months), he was then able to eat a selection of foods and used symbol cards to choose what he wanted to have each day. He now eats a school meal every day, choosing his own food using symbols, including how many pieces he eats - his favourite is broccoli!

Being able to make choices includes more than just a balanced diet - it impacts on family life too. It means that families can eat a meal together, either around the kitchen table or in a restaurant.

DEBBIE'S TIPS

1. Use symbols and objects of reference to help pupils make choices for themselves.
2. Take time to build up a pupil's tolerance and acceptance of new foods – it can be a very slow process.
3. Work with parents and carers to continue familiarisation of different foods at home.

How can the guide be used?

The guide could be used in a variety of ways, such as:

- ensuring that the **teaching of food and nutrition is pupil-centred** and appropriate for a **pupil's own learning journey**;
- developing pupils' **skills for independent living and the world of work**, especially within catering and hospitality;
- **showcasing good practice** through defined characteristics;
- encouraging the consideration of other characteristics of good practice, leading to further discussion and implementation;
- **promoting lifelong personal and professional development**, helping individuals to audit their knowledge and skill set;
- developing the **management of food and nutrition teaching**;
- acknowledging the role of the teacher in the **whole school approach** to health and wellbeing.

Characteristic 4
Teaching the curriculum

A characteristic of good practice when teaching pupils with additional needs is that food teaching should reflect the curriculum, where appropriate, and individual needs of pupils, with due regard to progression based on a pupil's individual learning journey. Consideration should also be given to other reputable guidance, e.g. Core competences for children and young people aged 5 to 16 years: A framework of skills and knowledge around food, diet and physical activity, and specialist guidance documents across the UK.

Overview

- Staff develop a curriculum that builds food skills applicable to independent life, including independent living and work, and is relevant to pupils' needs.
- Staff address the needs of the pupil, whilst considering learning intent and measurable outcomes.
- Staff consider individual pupil learning journeys when developing Schemes of Work and associated activities, accounting for possible gaps in curriculum knowledge.
- Staff develop Schemes of Work and lesson plans that meet curriculum requirements for food education and, where appropriate, follow other guidance, e.g. Core competences for children and young people aged 5 to 16 years: A framework of skills and knowledge around food, diet and physical activity, and specialist guidance documents across the UK.
- Staff consider pupils' allergies, intolerances, food sensitivities and behaviour around food when planning learning activities.
- Staff select and adapt teaching resources, equipment and ingredients to support pupils and engage pupils.
- Staff teach learning in relevant curriculum areas dedicated 'food' curriculum subjects and also within other curriculum areas to enrich pupils' food experiences and help provide context, e.g. English, science and mathematics, plus thematic learning and one-to-one support.
- Staff provide opportunities for pupils to complete accredited qualifications to enable them to achieve qualifications in 'food' to enable them to reach their potential.
- Staff ensure that good practice and healthy principles underpin all curriculum areas, such as sensory and sensory play, key skills, and the development of independence, self-confidence and approaches to behaviour management.
- Staff build risk assessment into planning practical food lessons and activities, ensuring it is specific to the environment and pupils' needs.
- Staff know what success looks like for individual pupils in food lessons and activities, and set clear learning intentions, which are shared with pupils.
- Staff are aware of the budget for food lessons and activities and make the most of available resources and ingredient provision accordingly.
- Staff continuously evaluate teaching and learning in food lessons, activities and revise plans as necessary to meet pupil needs, ensure progression and take into account pupil voice.



Rosalie Forde
Three Ways School
Bath, England


CASE STUDY

I focus on creating food experiences, activities and lessons that are relevant, interesting and challenging for their learning needs. I use a variety of approaches to identify opportunities for skill progression.

See the Introduction (page 2) for information about PMLD, SLD and MLD.

ROSLIE'S TIPS

1. It is easy to create lessons around pupils' hobbies and interests if it engages and achieves the objectives set.
2. Repetition is key to reinforcing good learning, especially for life and living skills second nature.
3. Make it fun. Humour activates the brain's dopamine reward system, engaging goal-oriented motivation and long-term memory.

CHARACTERISTICS OF GOOD PRACTICE IN TEACHING FOOD AND NUTRITION EDUCATION TO PUPILS WITH ADDITIONAL NEEDS

- 17 -

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The Characteristics of good practice

How can **you** use this guide in practice?

- Governors, head teachers and senior leadership teams – ensure provision is inclusive, pupil and family-centred, and appropriately funded.
- Trainee and newly qualified teachers/teaching assistants – determine your future practice.
- More experienced teachers/teaching assistants – check and reflect on your current practice and identify future actions.
- Teacher training providers – design programmes, set assignments, use as a framework for classroom observations or trainee assessment.

Characteristic 12
Making choices

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Overview

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Debbie Jenkins
Ysgol Bryn Derw
ASD Special School
Newport, Wales

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Pupils with autism spectrum disorder commonly have a limited food selection or strong food dislikes. They may be sensitive to the taste, smell, colour and texture of foods and may limit or totally avoid some foods and whole food groups. This may be particularly common, particularly in relation to a balanced healthy diet. I have worked with a number of pupils with very restricted diets, in order to help them make healthier choices.

For example, to encourage one pupil to eat more than his/her usual intake of vegetables, I would offer him a new food from the menu each day, such as a potato, or piece of vegetable. We gave him a tiny piece to initial like, and then built up to a larger piece of food over a very small amount. We then introduced different foods in the same way – over time (a few months), he was then able to eat a selection of foods and used symbol cards to choose what he wanted to have each day. He now eats a school meal every day choosing his own food using symbols, including how many pieces he eats – his favourite is broccoli.

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– 69 –

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Support for your professional development

Reflection documents

- Help develop reflective practice.
- Ideal for staff at all career stages.
- Provide an opportunity to reflect on personal practice and identify future actions.

There are also [resources](#) to support needs analysis and planning your own professional journey based on the *Teaching food in primary/secondary schools: A framework of knowledge and skills*.

[Characteristics of good practice in teaching food and nutrition education to pupils with additional needs](#) – free online training course!

Developing skills for work - reflection		Name: _____	Date: _____
A characteristic when teaching pupils with additional needs is that pupils acquire, develop, and secure skills and knowledge from a range of experiences, to enable them to seek and maintain meaningful employment.			
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Putting the characteristic into practice		Personal reflection	My actions
Planning	In practice, staff:	<ul style="list-style-type: none"> • highlight different employment opportunities in 'food', e.g. catering and hospitality, bakers, fishmongers, green grocers, farming, manufacturing (small and large scale); • plan a range of activities that develop skills for work; • enable pupils to recognise and become familiar with equipment used in the workplace; • organise visits, trips and experiences to broaden pupils' understanding of the world of work; • engage with local business to help broaden pupils' employment opportunities, e.g. local charities and hospitality organisations; • provide opportunities for pupils to study for accredited courses or qualifications to support future employability. 	
Breaking down barriers and building confidence	In practice, staff:	<ul style="list-style-type: none"> • build relationships with employers and community groups; • enable pupils to develop confidence around work experience in stages, e.g. starting with observational visits, leading to supported work experience, leading to independent work experience; • provide opportunities for pupils to engage with role models in the workplace, either face-to-face or virtually; • enable pupils to learn how to dress appropriately for work. 	
Develop skills for working with food and drink	In practice, staff:	<ul style="list-style-type: none"> • provide opportunities for pupils to: <ul style="list-style-type: none"> ◦ recognise and use kitchen equipment; 	

[Reflection documents](#)

Sources of support and further information

Three pages of websites and useful information/ documents can be found at the end of the *[Characteristics of good practice in teaching food and nutrition to pupils with additional needs](#)* guide.

Further sources of information and support

Characteristic 1: Developing professional competence	Free school meals (Northern Ireland) Free school meals (Scotland) Free school meals (Wales) Griffith Foundation breakfast clubs Characteristics of good practice in teaching food and nutrition education in secondary schools (BNF 2019) Education Endowment Foundation - Making the best use of teaching assistants Education Scotland (Inspection) Eduyn (Wales) Food - a fact of life reflection, review and planning tool Food teaching in schools: a framework of knowledge and skills (H E D C E 2013) (primary) Food teaching in schools: a framework of knowledge and skills (H E D C E 2013) (secondary) General Teaching Council for Northern Ireland Office for Standards in Education (England) Teacher professional development Wales (Teachers of Standards) School Milk Scheme (Northern Ireland) School Milk Scheme (Scotland) School Milk Scheme (Wales) School food standards resources for schools (England) School Milk Scheme (England) School Milk Scheme (Northern Ireland) School Milk Scheme (Scotland) School Milk Scheme (Wales) Wales Network of Healthy School Schemes The General Teaching Council for Scotland Please check your local area for Healthy School Initiatives
Characteristic 2: Taking a whole school approach	British Nutrition Foundation Healthy Eating Week Establishing a whole school food policy (Northern Ireland) Food - a fact of life - whole school approach Food for life - transforming food culture Free breakfast in primary schools (Wales) Free food and fitness in Wales Free school meals (England) Free school meals (Northern Ireland) Free school meals (Scotland) Free school meals (Wales) Additional Support for Learning statutory guidance 2017 (Scotland) ADID (foundation) Acutal/restrictive food intake disorder (ANRD) British Dyslexia Association Council for disabled children
Characteristic 3: Knowing your pupils	SEN and disability early years tool kit SEN Magazine Sense Social and emotional behavioural needs - Education Scotland Special Educational Needs (Wales) Special educational needs and disabilities code of practice 0-25 years (England) Special educational needs code of practice (Northern Ireland) Special educational needs code of practice (Wales) The Equality Act 2010 and schools
	

New dedicated area on *Food – a fact of life*

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Recipes Whole school Professional development

Pupils with additional needs

Teaching pupils with additional needs Healthy eating Cooking Where food comes from Recipes and videos Developing skills for independent living

Pupils with additional needs

Welcome to the Pupils with additional needs area. Here you'll find resources to support the teaching and learning about food and nutrition with children and young people with additional needs. The resources have been developed to provide a framework and structure for teaching around the key themes of Healthy eating, Cooking and Where food comes from.

The resources also support key considerations for teaching pupils with additional needs, based on the [Characteristics of good practice in teaching food and nutrition education to pupils with additional needs](#) document produced by the British Nutrition Foundation.

Pupils with additional needs

Areas



Teaching pupils with additional needs



Healthy eating



Cooking



Where food comes from



Recipes and videos

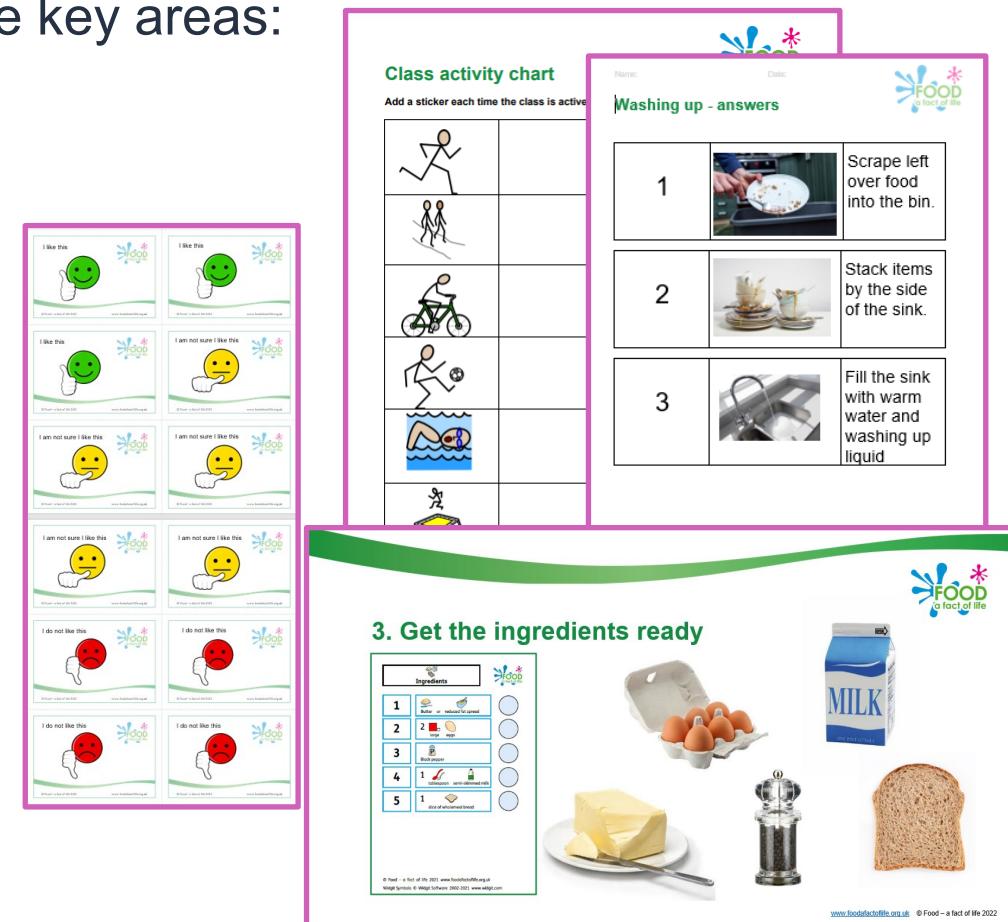


Developing skills for independent living

Food – a fact of life resources

The resources for pupils with additional needs cover nine key areas:

- Food and drink for life
- Variety (eat well)
- Being active
- Choice, preference and occasions
- Cooking (including food hygiene and safety)
- Serving and sharing
- Food origins
- Food is produced and processed
- Shopping
- Plus Peer-to-peer recipe videos and adapted recipes
Developing skills for independent living*



Class activity chart
Add a sticker each time the class is active

Washing up - answers

1		Scrape left over food into the bin.
2		Stack items by the side of the sink.
3		Fill the sink with warm water and washing up liquid

3. Get the ingredients ready

Ingredients	
1	1 egg, 100g flour, 100g sugar
2	2 red ripe tomatoes
3	1 small onion
4	1 small red pepper, 1 small green pepper
5	1 slice of wholemeal bread



These cards cover images of equipment, names, labels and descriptions of the equipment. These can be cut out and laminated. You know the cards are laminated to make the game easier if required.

Chopping board

Peeler

Mixing bowl

Kitchen scales

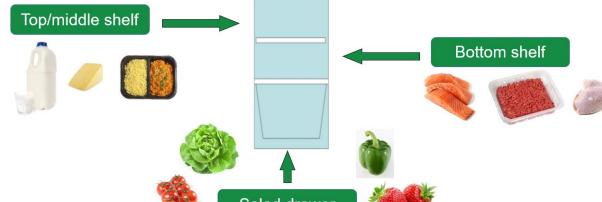
For measuring the weight of ingredients like flour.

2. Personal preferences



I like it ...

Where in the fridge?



Top/middle shelf →
Bottom shelf ←
Salad drawer ↑

Sharp knives



⚠️

Practical food skills

Weigh	
Measure	
Blitz, puree and blend	
Core	
Crush	

Name: Date: **Tasting words**

First: Draw the food you have tasted in the box.

Then: How does the food look, smell, taste and feel like?
Here are some words to help.

Word bank		
Bumpy	Colourful	Chewy
Soft	Smooth	Creamy
Hard	Strong	Crunchy
Gooey	Crumbly	Fatty

Name: Date: **Planning what to eat – now, next, then**

Now Next Then

Name: Date: **Shopping vocabulary**

Aisle	
Price	
Receipt	
Nutrition label	

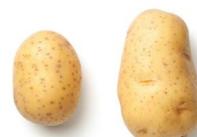
Name: Date: **Planning what to eat**

Ingredients

Ingredients can be us



Potatoes



Chicken



Milk



Lamb mince



Tomatoes



All resources are
fully editable

Ingredients

1	 Butter or reduced fat spread
2	 2 large eggs
3	 Small non-stick pan
4	 Fork
5	 Wooden spoon

Equipment

1	 Bowl
2	 Fork
3	 Measuring spoon
4	 Small non-stick pan
5	 Wooden spoon
6	 Toaster
7	 Plate
8	 Butter knife

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Scrambled eggs on toast - hob





Ingredients Checklist

- Butter or reduced fat spread
- 2 large eggs
- Freshly ground black pepper (optional)
- 1 x 15ml (tablespoon) semi skimmed milk
- 2 slices wholemeal bread
- Butter or reduced fat spread

Equipment Checklist

- Mixing bowl
- Measuring spoon
- Fork
- Small non-stick
- Wooden spoon
- Toaster
- Serving plate
- Butter knife

Method

Method - on the hob

Preparing the eggs

1. Crack the eggs into the bowl and season with black pepper.
2. Add 1 tablespoon of milk (15ml) to the eggs and mix together with the fork.

Cooking the eggs

1. Melt the butter or spread in the small non-stick saucepan or frying pan over a low heat.
2. Once the butter or spread is melted, add the egg mixture to the pan and cook.
3. Stirring constantly with the wooden spoon, cook slowly until the eggs are firm.

Making the toast

1. Put the bread in the toaster and toast.
2. Once the bread is toasted, put the toast in the middle of the plate and spread with the butter or spread.

Serving the eggs

1. Spoon the scrambled eggs on top of the buttered toast.
2. Season with a little black pepper.

Serving suggestion:
Serve with reduced sugar baked beans or sliced tomatoes.

Food skills
Measure
Combine and mix
Melt and simmer
Toast
Spread

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MULTI-YR 

Scrambled egg on toast - on the hob

A short video which demonstrates how to make scrambled egg on toast on the hob.

[Play ▶](#)

MULTI-YR 

Scrambled egg on toast - in the microwave

A short video which demonstrates how to make scrambled egg on toast using a microwave.

[Play ▶](#)

1. Get ready to cook



Getting Ready to Cook

Get ready to cook



Click on the image to watch the video.

Developing skills for independent living

- Planning what to cook
- Going shopping
- Cooking
- Eating and sharing

What does this social story cover?

1. Cooking uses a range of food skills

9. Wash and tidy up

Cooking for too long



Food can burn



Wipe the surfaces



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Supporting pupils with additional needs



For further information, go to:
www.foodafactoflife.org.uk

Contact: f.meek@nutrition.org.uk or education@nutrition.org.uk