

Supporting Pupils with Additional Needs

Laura Kelly



Plan

- Context & background
- Navigating the website
- Characteristics of good practice teaching food and nutrition to pupils with additional needs
- Resources to support
- Further information

Context and Background

About me- Teaching for 14 years in a mainstream school and have experience teaching pupils with a wide range of additional needs.

Member of BNF working group and more recently the BNF additional needs working group.

Principal Moderator, Specification and Resource writer for CCEA Entry Level Home Economics.

Personal Interest.



Recent research

“According to figures published by the Department of Health, more than 13,000 children between the ages of 4-15 have an autism diagnosis, making this figure almost one in every twenty children in Northern Ireland. As the number increases, this presents teachers with additional responsibilities within the classroom to effectively meet their needs.

Evidence suggests that teachers do not receive specific training on managing this complex condition (Wilkinson, 2020)

Whilst the Disability Discrimination Act 1995 has created an inclusive education opportunity for pupils with additional needs, Wilkinson states that there are still barriers to its implementation, which will have a potentially negative effect on the overall educational experience.

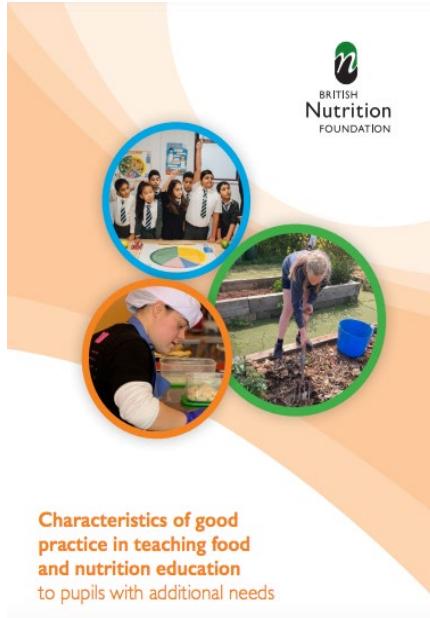
Pupils with additional needs

According to the Special educational needs and disability code of practice: 0-25 years (D/E/DOH 2015), “a child or young person has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

The SEND code of practice 0-25 years also identifies four broad areas of need and support:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

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



- Development/background
- 12 characteristics that relate to teaching Food and Nutrition to pupils with additional needs
- Exemplification of each characteristic including case studies and top tips
- Further information and support

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

1. Developing professional competence
2. Taking a whole school approach
3. Knowing your pupils
4. Teaching the curriculum
5. Developing skills for independent living
6. Developing skills for work
7. Running practical food lessons
8. Establishing good food hygiene and safety practices
9. Developing practical food skills
10. Exploring where food comes from
11. Healthy eating
12. Making decisions

Characteristics of Good practice in teaching food and nutrition education to pupils with additional needs- CASE STUDY EXAMPLE

Characteristic 3 Knowing your pupils

A characteristic of good practice when teaching pupils with additional needs is that staff fully understand the learning, physical, medical and sensory needs of the pupils in their care and are aware of individual care plans.

Staff understand the professional development required for supporting pupils with different learning needs for their professional practice, classroom application and direct support.

Staff provide opportunities for pupils to develop skills for independence living and work.

Staff have the skills and knowledge to analyse and assess individual needs to inform and support pupils to develop skills for independence living and work.

Staff are aware of pupils' allergies, intolerances, food preferences and dietary behaviours around food when planning lessons and activities.

Staff plan lessons that support pupils' food and nutrition learning needs, based on the individual pupils' personal needs.



Laura Kelly
St Columba's College,
Bangor, Northern Ireland

CASE STUDY

As teachers, one of our most important roles is to know the needs of our pupils in the classroom. Part of this is to ensure that pupils have an inclusive education plan and that they have the right opportunities to succeed.

Known as an education, health and care plan, this is a multi-agency support plan in Scotland and individual health care plan (IHCP) in Northern Ireland.

It is important for me to set out specific learning objectives for pupils with additional needs, as well as the support required to meet these needs. This is done by the EHCP, intervention strategies or make alterations to ensure inclusion and equality for all pupils.

2. Classes engage with professionals and specialists to ensure pupils have the right support in place. This may include a dietitian, speech and language therapist, occupational therapist, physiotherapist, and other health professionals. This may also include a dietitian, speech and language therapist, occupational therapist, physiotherapist, and other health professionals.

3. Classes provide an opportunity for pupils to engage in the development of their skills, including the development of social skills, problem solving, decision making, basic experiences and hearing loss.

Putting the characteristic into practice

Knowing pupils' needs

In practice, staff

- Take the time to familiarise themselves with the individual care plans of pupils in their classes.
- Work with outside agencies and agencies that support pupils to fully understand the care and support available to pupils in the classroom and beyond.

Other examples:

- Take the time to familiarise themselves with the individual care plans of pupils in their classes.
- Work with outside agencies and agencies that support pupils to fully understand the care and support available to pupils in the classroom and beyond.



Planning

In practice, staff

- Use real-life resources and activities that are age-appropriate and relevant to pupils' needs.
- Involve the individual needs of pupils and take into account allergies, intolerances and food sensitivities.
- Develop the needs of pupils who have specific dietary requirements, ensuring an inclusive food experience for them wherever possible.
- Use food as a context to develop pupils' physical, emotional and social health and wellbeing.

Other examples:

- Use real-life resources and activities that are age-appropriate and relevant to pupils' needs.
- Involve the individual needs of pupils who have specific dietary requirements, ensuring an inclusive food experience for them wherever possible.
- Use food as a context to develop pupils' physical, emotional and social health and wellbeing.



Working with others

In practice, staff

- Work with all support professionals to ensure consistent messages around food and nutrition.
- Use cooking, nutrition and language, speech and language therapy teams and others that work with individual pupils to support pupils to have a daily/long-term basis to support pupils' individual needs around food and drink.

Other examples:

- Work with all support professionals to ensure consistent messages around food and nutrition.
- Use cooking, nutrition and language, speech and language therapy teams and others that work with individual pupils to support pupils to have a daily/long-term basis to support pupils' individual needs around food and drink.



Putting the characteristic into practice

The whole child or young person

In practice, staff

- Recognise the food and drink as part of life and support pupils to feed themselves well and learn healthy.

Other examples:

- Recognise the food and drink as part of life and support pupils to feed themselves well and learn healthy.



Avoiding stereotypes and breaking down barriers

In practice, staff

- Use food to help pupils understand that they may have complex needs.
- Investigate opportunities for pupils to broaden their experiences around food and the outside world of food/nutrition.

Other examples:

- Use food to help pupils understand that they may have complex needs.
- Investigate opportunities for pupils to broaden their experiences around food and the outside world of food/nutrition.



Exemplary practice

Governor/Head teacher/teacher leadership

- Ensure individual pupils' needs are to be fully available and that the need to do this is reflected in the curriculum.
- Run continuing professional development for staff to develop understanding about pupils' needs and how to support them.
- Ensure that sufficient budget is made available for resources and equipment for food and nutrition, including food and drink.

Classroom environment/teaching assistant

- Empower pupils to make their own decisions to ensure pupils' needs are met and that approaches to food and nutrition are appropriate for their needs.
- Provide opportunities for pupils to develop social skills, e.g. how to have a meal with others, how to use cutlery, how to have a healthy meal, how to have a healthy meal with a friend and encourage interaction with the staff.

Curriculum implementation

- Support colleagues in the classroom. Food experiences/activities are well planned and delivered to support pupils to meet the curriculum and skills for living and work, where appropriate.
- Work with parents and carers for them to agree with healthy eating messages to build confidence and good habits.

Other examples:

- Support colleagues in the classroom. Food experiences/activities are well planned and delivered to support pupils to meet the curriculum and skills for living and work, where appropriate.
- Work with parents and carers for them to agree with healthy eating messages to build confidence and good habits.



A list of useful websites to support this characteristic can be found on page 73.

Reflection Documents

- Help Practitioners reflect and audit their current practice.
- Useful at any stage of your career.
- Identify future actions

Knowing your pupils - reflection



A characteristic of good practice when teaching pupils with additional needs is that staff fully understand and plan for an individual pupil's learning and teaching needs. They develop and use the most appropriate resources and/or equipment to facilitate the desired learning intent for pupils' personal learning journeys, enabling them to achieve to the best of their capability, maximising opportunities for life and work.

Putting the characteristic into practice		Personal reflection	My actions
Knowing pupil's needs	In practice, staff: <ul style="list-style-type: none">take the time to familiarise themselves with the individual care plans for pupils in their classes;work with outside agencies and healthcare providers to fully understand the support available for pupils in the classroom and beyond.		
Planning	In practice, staff: <ul style="list-style-type: none">plan food lessons and activities that are pupil-centred and:<ul style="list-style-type: none">meet the individual needs of pupils and take into account allergies, intolerances and food sensitivities;are sensitive to the needs of pupils who are tube-fed or are on a restricted diet, enabling an inclusive food experience for them wherever possible;use food as a context to develop pupils' physical, emotional and social health and wellbeing;develop literacy and numeracy skills using real-life examples;develop skills for independent living;develop skills for meaningful employment;consider local issues and family circumstances.		
Working with others	In practice, staff: <ul style="list-style-type: none">work with and support parents/carers to ensure consistent messages around food and nutrition;		

Resources-Mapping document

Links to Food – a fact of life resources	
The Eatwell Guide Further resources around healthy eating and the Eatwell Guide can be found in the FFL 11-14 Years area	https://www.foodafactoflife.org.uk/media/1690/the-eatwell-guide-information-q-316.docx https://www.foodafactoflife.org.uk/media/2456/eatwell-guide.pdf https://www.foodafactoflife.org.uk/media/2803/the-eatwell-guide-poster-basic-p-311.docx https://www.foodafactoflife.org.uk/media/1360/lets-eat-well-ppt-35he3.pptx https://www.foodafactoflife.org.uk/media/1361/the-eatwell-guide-jigsaws-c-35he3.docx https://www.foodafactoflife.org.uk/media/2467/blank-eatwell-guide-ws-711c1.pdf https://www.foodafactoflife.org.uk/media/1358/the-eatwell-game-food-cards-c-35he2.docx https://www.foodafactoflife.org.uk/media/1359/the-eatwell-game-ws-35-he2.docx https://www.foodafactoflife.org.uk/media/1357/food-images-cards-c-35he1.docx https://www.foodafactoflife.org.uk/media/6170/are-you-drinking-plenty-p311.pdf https://www.foodafactoflife.org.uk/media/2446/the-eatwell-guide-pres-5-7-ppt-57he3.pptx https://www.foodafactoflife.org.uk/media/2350/the-eatwell-guide-food-cards-c-316.docx https://www.foodafactoflife.org.uk/media/2449/food-selection-ws-57he3.docx https://www.foodafactoflife.org.uk/media/2447/the-eatwell-guide-worksheet-ws-57he3.docx https://www.foodafactoflife.org.uk/media/2450/my-lunch-worksheet-ws-57he3.docx https://www.foodafactoflife.org.uk/media/2622/the-eatwell-guide-ppt-711he2.pptx https://www.foodafactoflife.org.uk/media/2620/meals-and-snacks-ppt-711he2.pptx https://www.foodafactoflife.org.uk/media/2617/what-is-it-made-from-ws-711he2.docx https://www.foodafactoflife.org.uk/media/2618/eatwell-guide-food-list-ws-711he2.docx https://www.foodafactoflife.org.uk/media/2621/menu-planner-worksheet-ws-711he2.docx https://www.foodafactoflife.org.uk/media/1356/cut-and-stick-foods-ws-35he1.docx

Links to Food – a fact of life resources	
5 A DAY Further resources around 5 A DAY can be found in the FFL 11-14 years area	https://www.foodafactoflife.org.uk/media/2444/five-food-group-cards-c-316.docx https://www.foodafactoflife.org.uk/media/2448/fantastic-folding-5-a-day-ws-57he3.docx

Resources in action- Cooking

English muffin pizzas



Method

Getting prepared

- Pre-heat the oven to 200°C/gas mark 6.
- Line the baking tray with greaseproof paper.
- Carefully open the tin of sweetcorn.

On the chopping board

- Cut the two muffins in half and rest them on the baking tray.
- Cut the pepper into small strips.
- Snip the two spring onions into small pieces.
- Grate egg of cheese.
- Rip a handful of basil leaves into small pieces.

Making the pizzas

- These will be the pizza bases.
- Arrange the pepper pieces over the four pizza bases.
- Add the spring onions and a teaspoon of sweetcorn to each of the bases.
- Arrange the basil on top of the pizza bases.
- Sprinkle the cheese over the four pizza bases.

Cooking the pizza

- Using oven gloves place the baking tray in the oven.
- Cook until the cheese bubbles and browns about 7-10 minutes.
- Remove from the oven using the oven gloves.

Ingredients Checklist

- 2 x wholemeal English muffins
- 4 x 15ml (tablespoons) pizza tomato sauce or tomato purée
- 1 x red, yellow or orange pepper
- 2 x spring onions
- 4 x 5ml (teaspoons) sweetcorn
- 1 handful basil leaves
- 60g reduced fat Cheddar cheese

Equipment Checklist

- Baking tray
- Greaseproof paper
- Grater
- Can opener
- Chopping board
- Bread knife
- Kitchen scissors
- Tablespoon (15ml)
- Teaspoon (5ml)
- Oven gloves
- Serving plates

Equipment

1	Baking tray
2	Greaseproof paper
3	Grater
4	Can opener
5	Chopping board
6	Bread knife
7	Scissors

Method

- Turn on the oven to 200 degrees or gas mark 6.
- Line the baking tray with greaseproof paper.
- Carefully open the can of sweetcorn.
- Cut the muffins in half.
- Put the muffins on the baking tray.
- Put the red pepper into small pieces.
- Snip the spring onions into small pieces.

Structured recipes

&

Widget recipes

Cooking Videos



Some of the Recipes:

English muffin pizza recipe

Chilli con carne

Scrambled egg

Minty lamb and pea burgers

Quick and easy mince pies

Cooking-Social story



Grate



Measure



Mash

Developing skills for independent living



Practical food skills



Weigh



Measure



Blitz, puree and blend



Core



Resources

Name: _____ Date: _____

Where food comes from

- All food comes from plants and animals.
- Food has to be grown, reared or caught.

A lot of the food we eat is produced in the UK. 	Plants are grown. 	Animals are reared. 	Fish are caught. 						
Some ingredients need to be prepared before they can be eaten.	Fruit, vegetables, cereals and potatoes are all from plants. Different parts of the plant are eaten: <table border="0"> <tr> <td>• Flower</td> <td>• Stem</td> </tr> <tr> <td>• Fruit</td> <td>• Root/tuber</td> </tr> <tr> <td>• Leaves</td> <td></td> </tr> </table> They are used in lots of dishes and meals. 	• Flower	• Stem	• Fruit	• Root/tuber	• Leaves		Cattle, dairy cows, sheep, pigs and chickens are reared for our food. Dairy cows provide milk. Cattle, sheep, pigs and chicken provide meat that can be made into lots of dishes.	There are many types of fish, such as cod, salmon and prawns. Fish is used in lots of dishes and meals. 
• Flower	• Stem								
• Fruit	• Root/tuber								
• Leaves									
Ingredients are available from different shops and markets or can be grown at home. 									

Some foods are seasonal – this means they are ready to eat at different times of the year.

Spring: March, April and May	Summer: June, July and August	Autumn: September, October and November	Winter: December, January and February
-------------------------------------	--------------------------------------	--	---

							
--	---	---	---	---	---	---	---

Task
Name five examples of food from plants and animals.
Draw pictures to show your answers.

Seasons

First: Draw a fruit or vegetables for each season.
Then: Write the name of the fruit or vegetable.

Spring		
Summer		
Autumn		
Winter		





Final Thoughts

- Be creative when planning lessons and adapting resources to meet the needs of the pupils in your care.
- Openly engage with Parents/Guardians and specialists to ensure you have the most up-to-date information about how to effectively meet the needs of each pupil.
- Explore food as an opportunity for pupil growth, including the development of fine, gross and sensory skills, providing social experiences and having fun!



FURTHER INFORMATION AND SUPPORT

Further sources of information and support

Characteristic 1: Developing professional competence

- Free school meals (Northern Ireland)
- Free school meals (Scotland)
- Characteristics of good practice in supporting the development of independence in primary schools (BNF 2020)
- 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)
- Estat (Wales)
- Food – a fact of life: reflection, review and planning tools
- Food teaching in schools: a framework of knowledge and skills (FEFDE 2015) (primary)
- Food teaching in schools: a framework of knowledge and skills (FEFDE 2015) (secondary)
- General Teaching Council for Northern Ireland
- Office for Standards in Education (England)
- Teacher professional development Wales (Professional Standards)
- Teachers standards (England)
- The Education and Training Inspectorate (Northern Ireland)
- The General Teaching Council for Scotland

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)

Characteristic 3: Knowing your pupils

- Additional Support for Learning statutory code of practice 0-25 years (England)
- ADHD Foundation
- Avocare/Restrictive food intake disorder (ARFD)
- British Dyslexia Association
- Council for disabled children



Further sources of information and support

Characteristic 4: Teaching the curriculum

- Characteristic 5: Developing skills for independent living
- Characteristic 6: Developing skills for work
- Down's Syndrome Association
- Disabled children and the Equality Act 2010: Early years
- Disability – education rights
- Definition of disability under the Equality Act 2010
- Edgbaston Endowment Foundation – Special Educational Needs in mainstream schools – five recommendations
- Adapt a School (Royal Academy of Culinary Arts)
- ASDAN awards
- BBC Bitesize – Home Economics Food and Nutrition (CEC)
- BTEC Entry Level, Level 1 and Level 2 Introductory (Hospitality) – Pearson Qualifications
- BTEC Home Cooking Skills – Pearson Qualifications
- Building Bulletin Design for disabled children and children with SEN
- CareerScope
- Chilled Education
- Core competences for children and young people aged 5-16 (England)
- Council for the Curriculum, Examinations and Assessment (Northern Ireland)
- Crest awards
- Curriculum for Excellence (Scotland)
- Curriculum for Wales 2008
- Curriculum for Wales 2022
- Design and Technology Progression Framework (England)
- Eat Like A Champ
- Education Endowment Foundation – Using Digital Technology to Improve Learning
- Entry Level Home Economics – CCEA
- Special educational needs code of practice (Northern Ireland)
- Special educational needs code of practice (Wales)
- The Equality Act 2010 and schools
- Entry Pathways Qualifications – WJEC

Characteristic 7: Running practical lessons

- Allergy UK
- CLEAPSS Primary and Design and Technology
- Scottish Schools Education Research Centre
- Flo Longhorn sensory books – free download
- Food – a fact of life
- Food – a fact of life careers in food resources
- Foodfile
- Food Teachers Centre
- Food – a fact of life guidance for setting up a practical lesson
- Food teaching progression chart 5-11 years (UK)
- Foxes Hospitality and Catering College (Foxes Hotel)
- FutureChef
- Grow Your Own Potatoes
- Guidelines for producing education resources for schools about food
- Institute of Food Science and Technology
- Learning resources for SEN (CCEA)
- Level 1/2 Hospitality and Catering – WJEC
- National curriculum (England)
- National 1 Qualifications – SQA
- Savor Educational Trust
- STEM Learning
- Springboard
- Square Food Foundation
- Tasty Careers
- TES
- Twinkl
- Unit Award Scheme – AQA

Further sources of information and support

Characteristic 9: Developing practical food skills

- Food – a fact of life practical food skills videos

Characteristic 10: Exploring where food comes from

- Food – a fact of life recipes
- Food – a fact of life resources
- Food – a fact of life recommendations
- Food Standards Agency (England, Northern Ireland and Wales)
- Food Standards Agency YouTube – videos
- Food Standards Scotland
- The Chartered Institute of Environmental Health (England)
- The Chartered Institute of Environmental Health (Northern Ireland)
- The Chartered Institute of Environmental Health (Scotland)
- The Chartered Institute of Environmental Health (Wales)
- The Royal Environmental Health Institute of Scotland
- The Royal Society for the Prevention of Accidents
- Grasping for the future
- Keeping thimbles in school
- LEAF Education
- LEAF Farmer Time
- Love Food Hate Waste (England)
- Love Food Hate Waste (Scotland)
- Love Food Hate Waste (Wales)
- NFL Education
- The Eatwell Guide
- UK government food labelling and packaging advice

Characteristic 11: Healthy eating

Characteristic 12: Making choices

- British Dietetic Association
- British Heart Foundation
- British Nutrition Foundation
- Change4Life
- Change4Life accessible activities
- Daily Mile Challenge
- Disability Sport (England)
- Disability Sport (Northern Ireland)
- Disability Sport (Scotland)
- Disability Sport (Wales)
- Explore food (nutritional analysis)
- Institute of Grocery Distribution (IGD) – nutrition information on packaging
- Nation Disability Sports Organisations
- NHS healthy eating advice
- Practical Action
- See and Eat ebooks and activities (vegetables)
- The Eatwell Guide
- UK government food labelling and packaging advice

