

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.

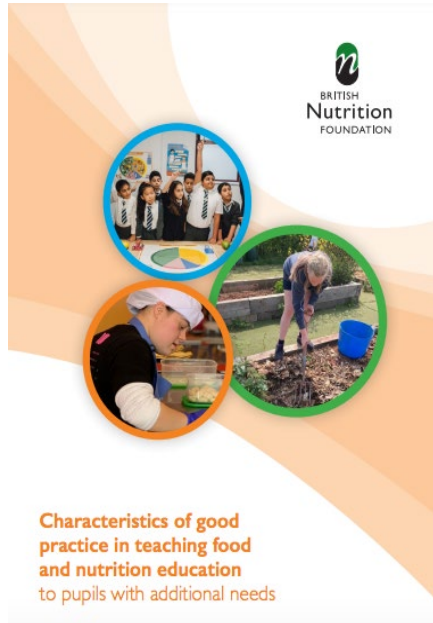
Pupils with additional needs

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 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 pupil's personal learning journeys, enabling them to achieve to the best of their capability, maximising opportunities for life and work.

Overview

- Staff understand the different learning, physical, medical and sensory needs of the pupils in their care and are aware of individual care plans.
- Staff make continuing professional development on supporting pupils with different learning needs for their professional practice, classroom application and direct engagement with pupils.
- Staff provide opportunities for pupils to develop skills for independent living and work.
- Staff use food as a context for pupils to extend goals and fine motor skills such as using equipment to make food and drink.
- Staff are aware of pupils' allergies, intolerances, food sensitivities and behaviours around food when planning lessons/activities.
- Staff plan lessons that support pupils' food and nutrition learning needs based on the individual pupil's personal capability.
- Staff develop, use and adapt resources that deliver the desired learning and teaching intent for each pupil's needs.
- Staff use specialist equipment/skills to enable pupils to participate in learning activities in their own and other skills that support pupils on a one-to-one basis to ensure participation in learning when equipment/skills are not used.
- Staff support pupils/parents to make better choices and are aware of the opportunities available in the wider community.
- Staff make a detailed record of pupil development over time to evidence incremental changes, however small, to assist future learning needs.
- Staff work with colleagues within school to ensure that pupils are given the most support during practical activities, e.g. pre-teaching learning activities involving small groups, sensory trials.



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As teachers, one of our most important roles is to know what the pupils in our care. Part of this is knowing which pupils have additional educational care with targets and highlighting specialist interventions, e.g. phonic therapy.

As food and nutrition teacher it is important for me to set subject specific targets based on the needs identified by the EFYT, individual strategies or plans, adjustments to lesson plans, in lessons for example the staff member working with me for a pupil that uses a wheelchair or purchasing adapted equipment such as plates with raised handles. I would also include in writing a lesson plan to ensure that a pupil with co-ordination issues can have access to the food and equipment in the setting, so that the pupil is at the front.

Knowing my pupils means that I can plan tailored lessons to suit each individual

and adapt them accordingly to meet each of the pupils' needs. I try to select the best possible and maximise their opportunities.

I focus on education, health and care plan in English, coordinated support plan in Science and individual health care plan in Maths.

LAURA'S TIPS

1. Be creative when planning lessons and adapting resources to meet the needs of the pupils in your care.
2. Communicate with pupils/parents and provide the most support to the most vulnerable pupils one-to-one or on a smaller group basis to support individual needs around food and drink.
3. Develop food as a context for pupils' physical, emotional and social health and wellbeing.



Putting the characteristic into practice

Knowing pupils' needs

- In practice, staff:**
- take the time to familiarise themselves with the individual care plans for pupils in their classes;
 - work with outside agencies and managers/professionals to fully understand the support available for pupils in the classroom and beyond.

Other examples:



Planning

- In practice, staff:**
- plan food lessons and activities that are pupil-centred and;
 - 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;

Other examples:



Working with others

- In practice, staff:**
- work with staff support professionals to ensure consistent messages around food and nutrition;
 - work with senior and specialist, occupational health and play therapy teams and others to work with individual pupils one-to-one or on a smaller group basis to support individual needs around food and drink.

Other examples:



Putting the characteristic into practice

The whole child or young person

- In practice, staff:**
- recognise that food and drink is part of life, and support pupils to learn to feed themselves well and keep healthy;

Other examples:



Avoiding stereotypes and breaking down barriers

- In practice, staff:**
- do not 'label' pupils and understand that they may have complex needs;
 - investigate opportunities for pupils to broaden their experiences around food and drink outside of school/home.

Other examples:



Co-curricular practice

Governor/Head teacher/teacher leadership team

- ensure individual pupils are up to date and available to meet the needs of the group in other food lessons/activities;
- run continuing professional development for staff to develop understanding about supporting pupils with additional needs;
- ensure that sufficient budget is made available for resources and equipment for food lessons/activities, including the use of resources.

Consider: risk issues and family circumstances when planning food lessons and activities.

Classroom teacher/teaching assistant

- engage in a two-way relationship with pupils/parents to ensure pupils' needs are met and all opportunities to food and nutrition are consistent at school and home;
- provide opportunities for pupils to develop social skills, e.g. not a 'one party' for all pupils and pupils/parents need a individual drink or a snack for another pupil or staff member and ensure to be them with a food call and encourage interaction with the staff.

Other examples:



Curriculum teacher/coordinator

- support colleagues in developing food lessons/activities that are pupil-centred and that meet the needs of the curriculum and asks for long and work where appropriate;
- provide resources a and not activities for pupils/parents to engage with healthy eating messages and build confidence and food skills.

A list of useful resources 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	<p>In practice, staff:</p> <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	<p>In practice, staff:</p> <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	<p>In practice, staff:</p> <ul style="list-style-type: none">work with and support parents/carers to ensure consistent messages around food and nutrition;		

Resources-Mapping document

<p>The Eatwell Guide</p> <p>Further resources around healthy eating and the Eatwell Guide can be found in the FFL 11-14 Years area</p>	<p>Links to Food – a fact of life resources</p> <p> 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 </p>
<p>5 A DAY</p> <p>Further resources around 5 A DAY can be found in the FFL 11-14 years area</p>	<p>Links to Food – a fact of life resources</p> <p> 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 </p>

Resources in action- Cooking

English muffin pizzas



Ingredients	
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 (canned)	
1 handful basil leaves	
50g reduced fat Cheddar cheese	

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

Method

Getting prepared

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

On the chopping board

1. Cut the two muffins in half and rest them on the baking tray. These will be the pizza bases.
2. Cut the pepper into small strips.
3. Slice the two spring onions into small pieces.
4. Grate 50g of cheese.
5. Rip a handful of basil leaves into small pieces.

Making the pizza

6. Add a tablespoon (15ml) of sauce or tomato purée to each pizza base and spread evenly using the back of the spoon.
7. Arrange the pepper pieces over the four pizza bases.
8. Add the spring onions and a teaspoon of sweetcorn to each of the bases.
9. Arrange the basil on top of the pizza bases.
10. Sprinkle the cheese over the four pizza bases.

Cooking the pizza

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

Food skills

- Cut
- Spread
- Rip
- Decorate
- Grate
- Bake

Ingredients

1	2	wholemeal English muffins
2	4	tablespoons tomato sauce
3	1	red pepper
4	2	spring onions
5	4	teaspoons canned sweetcorn
6	1	handful basil
7	60	grams reduced fat cheese

Equipment

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

Method

1. Turn on the oven to 200°C or gas mark 6.
2. Line the baking tray with greaseproof paper.
3. Carefully open the can of sweetcorn.
4. Cut the muffins in half.
5. Place the muffins on the baking tray.
6. Arrange the red pepper into small pieces.
7. Slice 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.




Fruit, vegetables, cereals and potatoes are all from plants.
Different parts of the plant are eaten:

- Flower
- Fruit
- Leaves
- Stem
- Root/tuber

They are used in lots of dishes and meals.




Animals are reared.




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.




Fish are caught.




There are many types of fish, such as cod, salmon and prawns.
Fish is used in lots of dishes and meals.











Some ingredients need to be prepared before they can be eaten.



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.

Name: _____ Date: _____

Seasons

First: Draw 4 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

Characteristics of good practice in teaching food and nutrition education in primary schools (BNF 2010)

Characteristics of good practice in teaching food and nutrition education in secondary schools (BNF 2011)

Education Scotland (Inspecions)

Esyn (Wales)

Food – a fact of life reflection, review and learning tools

Food teaching in schools: a framework of knowledge and skills (PHE/DE 2015) (Primary)

Food teaching in schools: a framework of knowledge and skills (PHE/DE 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)

Free school meals (Northern Ireland)

Free school meals (Scotland)

Free school meals (Wales)

Griggs Foundation breakfast clubs

Health and wellbeing in schools (Scotland)

Healthier breakfast clubs (Northern Ireland)

Healthy Schools Scotland

Healthy schools rising scheme (England)

Kilgobbin Breakfast Club Network

Magi Breakfast (breakfast clubs in England and Scotland)

School food nutrition standards (England)

School food nutrition standards (Northern Ireland)

School food nutrition standards (Scotland)

School food nutrition standards (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)

Welsh Network of Healthy School Schemes

Note: check your local area for Healthy Schools initiatives

Characteristic 3: Knowing your pupils

Additional Support for Learning statutory guidance 2017 (Scotland)

ADHD Foundation

Association for Restrictive Food Intake Disorder (ARFID)

British Dyslexia Association

Council for disabled children

Down's Syndrome Association

Disabled children and the Equality Act 2010 Early Years

Disability – education rights

Definition of disability under the Equality Act 2010

Education Endowment Foundation – Special Educational Needs in mainstream schools – five recommendations

Education, health and care plans information (England)

Education Authority (Northern Ireland) – Special Educational Needs (SEN)

Information for parents of children with SEN from the UK government

Mencap

Mind

National Association for Special Educational Needs (NASEN)

National Autistic Society

National Deaf Children's Society

Pre-Key Stage Standards 2020/21 onwards (England)

Royal Society for Blind Children

SEN and disability early years tool kit

SEN Magazine

SENse

Social and emotional behaviours: 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

Further sources of information and support

Characteristic 4: Teaching the curriculum, Characteristic 5: Developing skills for independent living, Characteristic 6: Developing skills for work

Adopt a School (Royal Academy of Culinary Arts)

ASDAN awards

BBC Bitesize (Home Economics Food and Nutrition CCEA)

BTEC Entry Level, Level 1 and Level 2 Introductory (Hospitality) – Pearson Qualifications

BTEC Home Cooking Skills – Pearson Qualifications

Building Bulletin Designing for disabled children and children with SEN

CareerScope

Child Education

Cure competencies for children and young people aged 5-16

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

Entry Pathways Qualifications – WJEC

Fit Longform sensory books – free download

Food – a fact of life

Food – a fact of life careers in food resources

Food4Life

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

Savoy Educational Trust

STEM Learning

Square Food Foundation

Square Food Foundation

Tasty Careers

TES

Twinkl

Live Award Scheme – AQA

Characteristic 7: Running practical lessons

Allergy UK

CLEAPPS Primary and Design and Technology

Scottish Schools Education Research Centre

Characteristic 8: Establishing good food hygiene and safety practices

Food – a fact of life support and resources for good food hygiene and safety practices (Primary)

Food – a fact of life support and resources for good food hygiene and safety practices (Secondary)

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

Further sources of information and support

Characteristic 9: Developing practical food skills

Food – a fact of life practical food skills videos

Food – a fact of life recipes

Characteristic 10: Exploring where food comes from

Agriculture and Horticulture Development Board

British Hen Welfare Trust – rehoming hens in school

Countryside Classroom

Department for Environment, Food and Rural Affairs

Eat seasonally

Food certification and assurance schemes

Growing for the future

Keeping chickens in school

LEAF Education

LEAF Farmer Time

Low Food Hate Waste (England)

Low Food Hate Waste (Scotland)

Low Food Hate Waste (Wales)

NFU Education

The Royal Highland Education Trust

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 Distributors (IGD): nutrition information on packaging

National 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

