

AnDarasMulti-Academy Trust

St Stephens Community Academy Feeding Policy - DRAFT

The An Daras Multi Academy Trust (ADMAT) Company
An Exempt Charity Limited by Guarantee
Company Number/08156955

Status: Awaiting approval by Local Governing Body	
Recommended	
Version	v1.3
Statutory	No
Adopted v1.3	Autumn 2019
Review v1.1	Autumn 2022
Advisory Committee	LGAB/School Improvement and Strategic Development Committee
Linked Documents and Policies	Child Protection policy Safeguarding policy SEN Policy SEND Local Offer SEN Information Report Access to Education for Pupils with Medical Needs

Feeding Policy

To be read in conjunction with

‘Guidance for Safer Working Practice for Adults Who Work with Children and Young People in Education Settings’

DCSF May 2009

Rationale

The ARB caters for pupils aged 4-11 years presenting with severe and complex learning difficulties. Some of the pupils also present with additional sensory impairments, physical impairments, disorders within the autistic spectrum and health / dietary needs. Some of the pupils have needs that affect their ability to eat or their enjoyment of a full range of foods. This policy therefore seeks to provide guidelines for healthy eating whilst still acknowledging and accepting the very special individual needs of some of the pupils.

Basic awareness training will be made available to all staff, provided by a multi-agency team i.e. ARB teacher, physiotherapist, speech & language therapist and school nurse. Great care will be given to ensure that pupils’ dignity is maintained at all times, that all staff are aware of any risk factors and that the feeding process can be developed into an enjoyable experience for all.

To whom this policy is applicable

Cases when a pupil cannot feed themselves and needs a facilitator. This group of pupils is likely to include:

- Pupils with physical difficulties who may have difficulty with the mouthing, chewing and swallowing process, for example, cerebral palsy pupils;
- Pupils who have gastrostomy feeds;
- Pupils with challenging behaviour or obsessive food traits, for example ASD pupils;

- Pupils with developmental delay.
- Pupils with poor fine-motor control, for example are unable to hold an eating implement

School lunches

- The school lunch hall will be made as pleasant as possible for pupils who can access this to encourage good social interaction
- Pupils with additional needs requiring a quieter setting will be able to be fed or be supported in the ARB classroom
- Dependent feeders will be fed only by staff trained by a suitably qualified Speech and Language Therapist
- The texture of foods offered will be modified in line with pupils' needs
- The range of foods offered will be modified in line with pupils' needs for example an ASD pupil with a self-restricted diet
- The school will encourage pupils to drink at frequent intervals throughout the day
- Parents will receive feedback from staff about choices pupils are making at dinner times through a food diary if required
- Feedback and changes in feeding and behaviour when feeding will also be sought from parents / carers
- The school will link with the school caterers, to ensure high-quality cooked meals, which meet government nutritional standards.
- The school will seek the support of a range of agencies, including the school nurse and dietician as needed upon consultation with parents / carers
- The school will consult with parents / carers about foods that their child enjoys, sending home the menu in advance to show choices available

When working with pupils on a feeding programme an Individual Positive Support Plan will be produced and consultation with the following individuals:

- Individual pupil (where possible)
- Parents / carers;
- Physiotherapist,

- Speech and Language therapist,
- School nursing service,
- ARB teacher,
- Support staff responsible for feeding and other professionals as required

At the initial entry interview, the Teacher should take advice and guidance regarding feeding from parents as it will take time for the multi-agency training programme to be organised. Risk assessment should be initiated as a matter of urgency.

Once a Positive Support Plan has been written, advice, training and support will be provided for education staff, all of whom will carry out the procedure. Parents will be asked to sign the Positive Support Plan to confirm their acceptance.

Reports and information

This policy will be shared with all staff and published on our school website.

Signed..... Chair LGAB

Signed..... Head Teacher

Date.....