



# Castle Hill School

## FEEDING POLICY

<b>Policy Created</b>	<b>2006</b>
<b>Last review</b>	<b>2018</b>
<b>Frequency</b>	<b>Annually</b>
<b>Date to be reviewed</b>	<b>2019</b>

## **General Policy Statement**

At Castle Hill School we intend to provide a safe, secure, caring environment where every one is valued and respected equally. We aim to provide an inclusive education where children develop independent learning skills and are taught according to need whatever their age, gender, background, beliefs or abilities.

National legislation re disabilities, race relations and special education needs underpin this policy, which has also taken into consideration national, local and school policies on Special Educational Needs, Gifted and Talented, Equal Opportunities and Health and Safety.

## **General View**

Children require a balanced nourishing diet in order to thrive and be healthy. The quality of a child's diet and nutritional status affect his/her ability to attend, concentrate and learn effectively. The management of feeding of children with physical disabilities is often difficult and this may have meant that they have missed the opportunity to develop the positive emotional experiences that are usually associated with feeding.

Mealtimes provide an opportunity for practicing patterns of movement which influence the development of communication as well as enabling the improvement of posture, head control and hand/eye co-ordination. They also provide a social setting in which communication is an integral part. The children can express likes, dislikes and opinions. Everyone who is involved in giving children meals has the potential to help improve skills in many aspects of development.

## **Philosophy**

We believe:

- children should be fed in a quiet, relaxed, happy environment
- children should have suitable equipment and facilities for safe and successful feeding
- children should be enabled to experience a variety of food tastes, textures and temperatures
- children should have the opportunity to develop opinions and preferences about food
- there should be interdisciplinary co-operation for effective assessment and provision of children's feeding needs

- mealtimes should be used as an opportunity to encourage the development of effective communication
- mealtimes should be used as an opportunity to improve lips, tongue and jaw movement and head and neck posture which may be used in communication

## **Practice**

In order to ensure that each child gains the maximum educational benefit from mealtimes, each child should be offered suitable food in an appropriate manner and social setting, according to their individual needs and abilities. All children who eat orally should have a 'feeding mat' which contains specific individual guide-lines about their mealtime requirements. The school will identify a staff team of teachers and lunchtime staff who will establish best feeding practice and monitor its implementation. Other professionals - nurses, occupational therapists, physiotherapists and speech and language therapists - will be involved with the feeding and swallowing.

Pupils 'feeding mats' are available in each area in which the children are fed.

## **Feeding Team**

School's allocated Speech and Language Therapist	
Victoria Haigh	School Nurse
Zoe Parker	TLR

## **Performance**

Effective feeding will have been achieved when:

- we are able to demonstrate that children are fed safely according to their individual needs
- we are able to show children are fed in a relaxed, quiet, stress-free setting
- we are able to show children's progression in the development of feeding skills
- we are able to demonstrate that children's diet and nutritional requirements are successfully met during the day
- the feeding team discuss individual children as and when required