

Governor Visit Record

Date	21.05.25	Governors	Marc Sage, Katie Kelly
Objectives for visit			
To look at how Food and Nutrition is approached and embedded in the curriculum at Cleaswell Hill.			
Links with 5 Year School Development Plan			
Scope of visit / Breadth of visit Scrutiny			
We met with Jenny Smith and Abby Tolley to look at Cleaswell Hills approach to food and nutrition.			
Governor Observations and Comments			
<p>Abby showed us a presentation that she shared with school staff regarding ARFID (Avoidant/restrictive food intake disorder) from information she gathered from parents via a questionnaire that was sent out to all parents & carers earlier this year, with a response from 178 families out of a possible 248.</p> <p>Abby explained that ARFID can affect people's physical and mental health causing them to be under weight or overweight. Some people with ARFID will have nutritional deficiencies due to the restrictions, particularly in iron, and may need iron transfusions. In extreme cases a PEG feeding tube may be necessary to ensure enough calories and nutrition are ingested.</p> <p>Abby explained that there are links between ASD, ADHD, anxiety and ARFID, however it is not exclusive to people with these diagnoses. The results of the questionnaire found that many pupils who attend Cleaswell Hill do have food restrictions.</p> <p>Pupils will have opportunities to explore and be exposed to new foods. Pupils across each pathway will learn about food and nutrition differently.</p> <p>In the engagement pathway pupils are be exposed to different food and can explore textures and tastes through sensory play activities. Breakfast and snack times can create opportunities to try new foods.</p> <p>In the extended pathway pupils learn about food and nutrition through the science curriculum.</p> <p>Jenny and Abby have been working together to develop a food and nutrition curriculum for the junior core pathway for September 2025. The children will be taught functional skills in areas of personal preparation and kitchen skills which will be built upon throughout the year. These skills will be taught in PSED lessons which will be timetabled in the lesson before lunch to allow opportunities to practise</p>			



skills they have learned and any food that may be prepared can be eaten for lunch. These skills will then be embedded throughout other curriculums within the pathway.

The structure of the senior core plan for food and nutrition will be influenced by the junior core plan and will use the OCR framework and Equals curriculum for inspiration. This will be based around functional and life skills and will bespoke around the cohort.

Issues to be raised with the Full Governing Body (if any)

Plans for Follow-up Visit

Date reviewed at FGB: