



Scouts

Durham

Reasonable adjustments 101

April 2019

What are reasonable adjustments?

Reasonable adjustments means actions to enable young people with disabilities to access Scouting and Scouting activities, as far as reasonably possible, to the same level as young people without disabilities.

This should involve working in partnership with parents/carers, to identify needs and plan support strategies.

Reasonable adjustments are actions taken to remove barriers to Scouting and Scouting activities.

Why do we need to make reasonable adjustments?

Simply...

- BECAUSE IT IS 2019 AND EVERYONE DESERVES THE RIGHT TO BE A SCOUT

Officially...

- We have an equal opportunities policy which outlines specifics, reasonable adjustments are what allow us to achieve this policy
- Every Member of Scouting has a responsibility to embed equality and inclusion throughout Scouting.
- If you are a manager or supporter of other adults in Scouting, you have an important role in creating a culture which is openly supportive and welcoming to diversity.

The flipside... the right to say no

- You are a volunteer – sometimes things are difficult and solutions are out of reach i.e. restraining training isn't for everyone
- We are not a statutory organization there membership is optional
- Speak to us – we understand and can offer advice

“The policy of The Scout Association is to include young people with additional needs and disabilities in mainstream Scouting wherever possible.”

“Scouting does not have a statutory obligation to provide a 1:1 for a young person to access Scouting on a regular basis.”

“Where it is not possible or appropriate, there is a network of specialist Scout Groups for young people who would otherwise not be able to participate and enjoy Scouting”

Why parents are key...

Ask if the young person has an EHCP (educational health care plan) that they would be happy to share – this gives key details

Parents onboard usually creates a positive outcome ...

- Ask for support
- Tell them to come along
- Give them an opportunity to offer advice – they know there child best

1. Explain what you can do to enhance experience for the young person
2. Outline some objectives
3. Regularly review / converse – updates, medication, new challenges

Use the parent conversation framework (next slide) to get the most out of the time spent communicating with parents / careers.

Conversation framework

- Great document to use to know where to start and what information to retrieve / what questions to ask
- Every meeting place should have one of these to hand very useful
- Use it as a checklist to see if you have all the necessary information to enable you to put the best strategies in place

Note - It is likely that you will already be covering most of what is mentioned in the framework but is a good resource to refer to regularly.

Parent/Carer Conversation Framework

This framework is designed to support initial conversations with parents or carers, where a young person with additional needs or disabilities wishes to join local Scouting.

Planning the Conversation

Plan an appropriate place for the conversation take place. This should be a neutral and comfortable space, where you will be able to talk without being interrupted. The conversation should involve the Leader and/or the District Commissioner; the parent or carer; and if appropriate, the young person themselves. It may also be helpful to involve someone in a local inclusion role or who has expertise in this area.

Before the meeting, you may want to speak to your line manager (eg. Group Scout Leader, or District Commissioner) and refer to our guidance at scouts.org.uk/diversity, so you feel prepared and confident.

During the Conversation

- Ensure that the parent or carer feels like it is an informal conversation and not an interview. It is just the starting point of ongoing partnership.
- Be honest about your level of knowledge and skills. You can explain you are keen to learn from them, as the parent or carer, as the expert on their child's needs.
- Be positive but realistic. Help them understand what to expect from Scouting.
- Take the lead from the parent or carer in the words they use to describe their child's additional needs or disability.
- Remember that each young person will be different, so avoid making any assumptions.
- Explain to the parent or carer how you plan to store and share any information you record, and ensure that they are happy with this.
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Starting the Conversation

Start the conversation with some simple introductory questions, which will also start to give you an insight into the young person. Example questions: *How are you hoping your child will benefit from joining Scouting? What does your child want to get out of Scouting? Does your child already know anyone attending our Group?*

Give an introduction to Scouting and to your Group or section. Within this, or throughout the conversation, explain:

- Scouting is run by adult volunteers.

Available here:

https://scouts.org.uk/media/1032967/parent_carer_conversation.pdf

What do I do if a parent/ carer refuses to give us support? Or information about a young person's additional needs?

- Do not attempt to make a diagnosis – focus on making reasonable adjustments to meet the needs displayed by the young person
- Speak to the young person – they often will tell you lots and be very helpful
- Use common sense – many solutions are basic
- The label of a specific condition is not as important as understanding the individual's needs and how this affects their participation in Scouting
- When seeking parent support outline the intent to remove any barriers to participation
- Keep records of communication and agreed actions between leader, young person & parent

Note - A school cannot disclose information about a young person without the consent of a parent/ carer

1:1 support

For guidance to ensure 1:1 supporters are subject to the appropriate vetting process, contact vetting@scouts.org.uk

- Some Young people will require extra support
- A 1:1 supporter may be beneficial where the Group feel that more expertise and dedicated time is required to fully support the young person.
- A parent/ carer may ask the Group if a 1:1 can attend from the point of joining. Likely to happen when the young person is in receipt of 1:1 support at school, or is accessing other extra-curricular activities with additional support

Adventurous activities / nights away...

- Funding is available via [The Scout Grants Committee](#) to support the provision of carers for one-off events.
- Allows for full participation
- For example, this could be used to finance a carer to provide personal care during a weekend camp.

Does the Group have to provide a 1:1 carer to enable a young person to fully participate in Scouting?

Scouting is delivered by adult volunteers and is not a statutory provision therefore does not have a statutory obligation to provide a 1:1 for a young person to access Scouting on a regular basis.

The Group should not take on any financial responsibilities for the employment of a carer.

If there is capacity within the Group to provide additional support then that is great!

Not got enough adults for 1:1?

- Explain to parents that it is their responsibility to provide or source the required support
- If this means a professional carer is provided by local authority or another charity the group needs to work with the parent to plan how this will work in practice.

NOTE – All adults attending Scouting activities must uphold the Yellow Card.

Flexibility...

- All Scout Groups, Units and Networks should make reasonable adjustments wherever possible to support the inclusion of young people with disabilities, medical conditions or additional needs.
- The guiding principle should be that young people are being challenged, while having fun.
- Each young person who participates in the Programme, should face a similar degree of challenge - leaders can adapt requirements according to each young person's abilities.
- The Scout uniform should not be a barrier to inclusion in Scouting, and adaptations can be made for those with religious or cultural requirements or additional needs. For example, those with sensory hyper-sensitivities as often found in autism, may find wearing a Necker/scarf difficult.

Badge flexibility

- All young people deserve access to achieving badges – it is a key part of scouting life
- Each young person should face a similar degree of challenge therefore adaptations as likely needed to be made according to each individual.
- Scouting's top awards (Queen Scout Award and Explorer Belt) and the Duke of Edinburgh Award; flexibility is built-in to these awards to support participation of all young people, however if adaptations are needed then they should be approved by County Commissioner.

ACC Program Support (David) can help with this where necessary.

Key things to consider when making adaptations are:

- Whether the individual requirements can be adapted or whether they need to be replaced by an entirely different activity.
- Whether to change the requirements for one young person or whether it is more appropriate to change them for the whole section – will the young person feel singled out?
- Group activity? It may be appropriate for all of the young people to be involved in the decision to alter the requirements. Young people will understand the reasons for the changes better often offering peer support.

Age range flexibility

- Cross section communication needs to take place between leaders
- Parents and the young person should be involved in decision making
- A District Commissioner may permit a young person to be in a Section outside of the recommended age range, due to a young person's additional needs and/or disability.

Any adjustments should be reviewed every 12 months as a minimum by a DC.

Section	Age Range	Flexibility
Beavers	6 - 8 years old	5 $\frac{3}{4}$ and up to 8 $\frac{1}{2}$ years old
Cubs	8 - 10 $\frac{1}{2}$ years old	7 $\frac{1}{2}$ and up to 11 years old
Scouts	10 $\frac{1}{2}$ - 14 years old	10 to 14 $\frac{1}{2}$ years old
Explorers	14 - 18 years old	13 $\frac{1}{2}$ and up to 18 years old
Scout Network	18 - 25 years old	Members cease to be members of Network on their 25th birthday and should be encouraged to take on a suitable adult role in Scouting Scouting eg. Section Leader or member of a Scout Active Support Unit.

EXCEPTION...

Upon turning 18, all Members must move into Scout Network (or volunteer adults via standard appointments process). At 18, an individual is legally an adult and cannot be in a youth Section.

How do I decide what is reasonable and what is unreasonable?

Reasonable adjustments is a legal term which recognises that each Group will have different practical resources to meet the needs of an individual young person.

What is reasonable is dependent upon the effectiveness of the adjustment, whether it can actually be done, and the cost and the resources available to the Group at that time.

You must be able to show that consideration has taken place and options have been explored.

If you are unable / struggling to implement a reasonable adjustment get in touch. We can help!

Typical Scouting reasonable adjustment examples...

- Taking more than one sleeping bag on camp
- Using visual prompts - picture and notes
- Writing tasks on the board as well as verbal instruction
- Positioning a deaf young person with their back to a window so light doesn't restrict vision / shutting blinds.
- Sleeping in a separate tent alone / pod
- Creating a quiet space to relax
- Making physical changes to meeting places such as widening of doorways, door handle heights, relocating light switches / furniture
- Not playing memory based games regularly i.e. fruit game (dyslexic's nightmare)

Typical Questions...

How can the Group afford to make reasonable adjustments?

What is reasonable for the Scout Group is dependent upon:

- the effectiveness of the adjustment,
- whether it can actually be done,
- the cost and the resources available to the Group at that time.

For example, making an adjustment which would cost the Group a considerable amount of money would not be reasonable if it would require the Group to take out a loan.

HOWEVER...

- Money is available, there are options.
- We are committed to enabling reasonable adjustments to be implemented fully.
- County Commissioners fund – use it!

How will the duty to make reasonable adjustments impact on adventurous activities and outdoor activities?

Reasonable adjustments = Removing barriers to participation. It should not mean that activities cannot take place.

Young people's individual needs should be taken into account when planning; location / venues, activity and support provided.

All young people in Scouting should have the opportunity to enjoy adventurous and outdoor activities equally.

KEY TIPS...

- Speak to the young person.
- Ensure support is available.
- Modify activity to suit.
- Tell instructors delivering they often are great

Listening video

<https://www.youtube.com/watch?v=h5sMwHk63OQ>

Key tips for success

- Ask questions and then LISTEN
- Get parents on board
- Keep communication open
- Be prepared for fluidity / change
- Remember all kids are kids (teenagers are moody & misbehave)
- Ask for help / advise / support
- Use empathy to look at program plans - assess how it can be adjusted
- Be consistent – deliver on agreed actions

I would now like to welcome...

Alex Smith

ACC Diversity & Inclusion

Disability Within Scouting Session

2.30– 3pm



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