

# Getting the best from your Young People





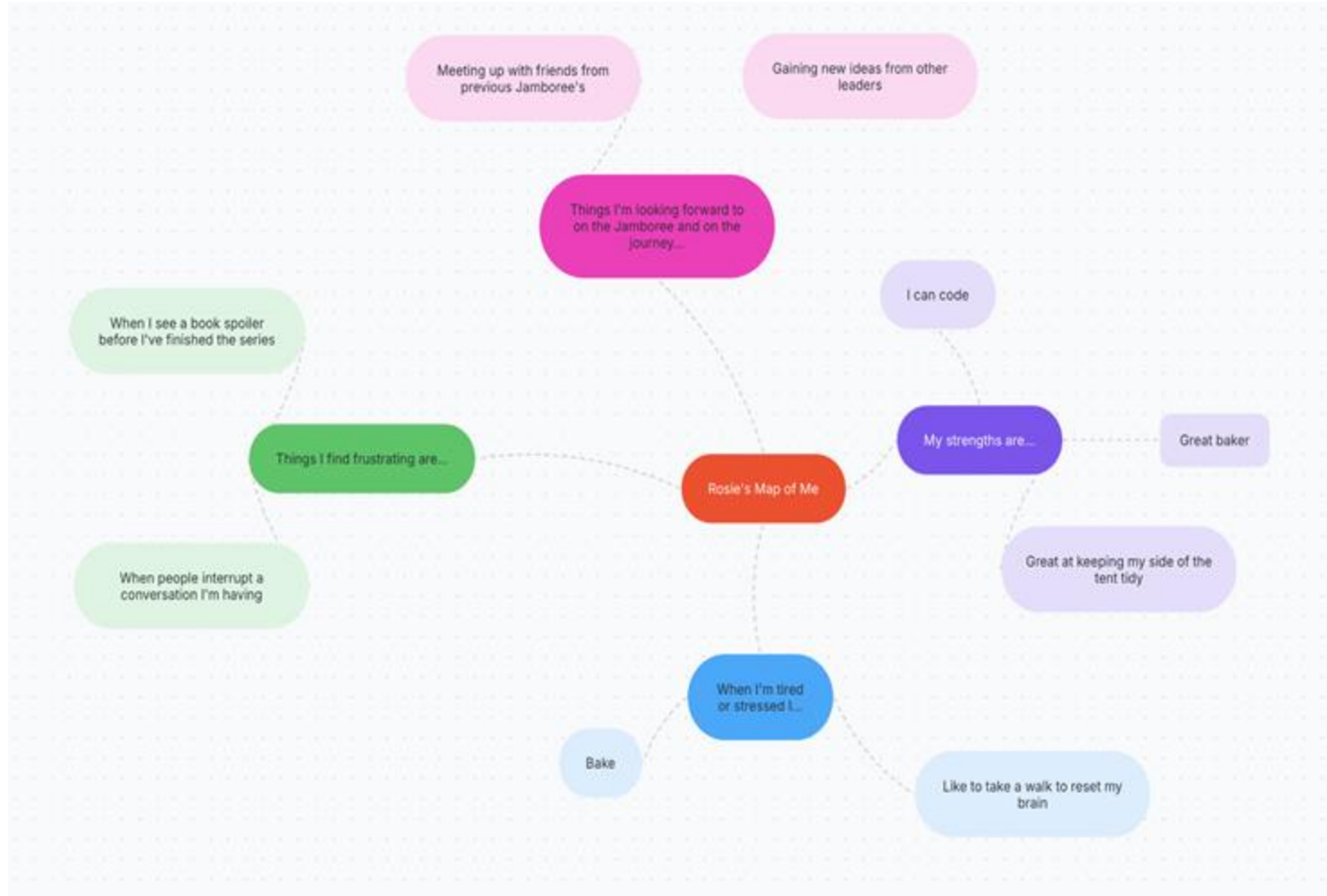
- To understand the purpose and value of a Map of Me.
- To increase confidence in supporting inclusive participation.
- Clarify expectations around care plans and information sharing.

- A tool for your young people to express the sort of things that, if possible, to be put in place, will help them achieve their potential.
- It will also help you get the most out of each person in your unit.
- These things will be a personal preference to build an environment which your unit can thrive in.
- Can be a simple Q&A worksheet or you can get creative with them.



# Getting the best from your Young People

## Map of Me



The best ways to communicate with me	How I like to receive feedback
Things I love	Other things to know about me

# Map of Me!!!

## Robert (Rab) Keddie

### Why WSJ?

- To have fun
- Support others
- New friendships
- Development
- Support Scouts

### Likes

- Ice cream
- Outdoors
- Cycling
- Trying new stuff
- A good gadget

### Skills / Experience

- 39 yrs in Scouting
- **No WSJ experience**
- 1 overseas scout trip
- Trail cycle leader
- Project management
- Change management
- Operational lead
- Auditing
- Safety & Compliance
- Training delivery
- Risk management

### Contact Details

Home – Markinch, Fife, Scotland  
Email – [robert.keddie@scouts.org.uk](mailto:robert.keddie@scouts.org.uk)  
Mob No –  
AKA – Road kill Rob.....

### Scouting roles

Team member, Scouts Scotland Service Team (SSST)  
&  
Team member, WSJ 2027 Contingent Support Team (CST)  
**Supporting Units** – 53, 8 and 9

### Need to know!!!

- Days off work Mondays and (Fridays after lunch) good to contact
- Telephone contact best on days off or in the evenings
- Contact Saturday or Sunday also good, if I can answer I will
- Leave message or send SMS/What's App, email if needed
- I work best in the mornings, after 2000 I could be snoozing lol



### Makes me grumpy...

- Not being nice
- Saying "I can" but you can't
- Lateness
- Meetings that go on & on...



# Task: Discuss and create Map of Me questions



- All Units must make reasonable adjustments to support young people with additional needs
- Strong partnerships with parents/carers are key to successful inclusion
- Hold an initial meeting to understand individual needs and plan support
- Keep communication ongoing — needs may change over time
- Make meetings positive, realistic and collaborative
- Help families understand Jamborees, expectations and available support



Getting the best from your Young People  
**Individual Support Plans**

- Helps you to plan the adjustments you are going to make to your unit to fully include the young person
- Involve the young person
- Treat everyone with dignity and respect
- Work within your competence
- Promote self-esteem and wellbeing
- Consider facilities and environments
- Be responsive and consistent
- Review regularly



# Getting the best from your Young People

## Individual Support Plans



### Lucia's Individual Support Plan

This plan helps us understand how to support you at Scouts. We'll fill it in together with you and your parents or carers, using the questions to guide us. Use easy to understand language so people reading the plan know how to support you.

**Parents, Carers and Volunteers:** Read our guidance on [planning individual support](#) and [working in partnership with parents and carers](#) before completing this plan. If you'd like further support, contact your District Lead Volunteer, County Lead Volunteer, Inclusion Lead (if available), or the [Support Centre](#). We welcome any [feedback](#) on this plan.

#### About me

<p><b>My strengths</b></p> <p>What're you really good at?</p> <p>What makes you happy?</p> <p>What's your favourite thing to do?</p> <p>What food and drinks do you like?</p> <p>Do you have any friends at Scouts, or do you know anyone in the Section?</p>	<p>I enjoy going to Explorers and I'm <u>really good</u> at hikes/nights away with my patrol</p>
<p><b>My needs</b></p> <p>Can you tell us about your disability/health condition?</p> <p>How might/does it affect you when you're at Scouts?</p> <p>How do you communicate, and how would you like people to communicate with you? For example, verbally with clear and direct language.</p> <p>How do you share how you're feeling?</p>	<p>I have Type 1 diabetes. That means my body doesn't make insulin, so I <u>have to</u> monitor my blood sugar and take insulin every day.</p>
<p><b>My ambitions</b></p> <p>What would you like to achieve during your time at Scouts, or outside of Scouts?</p>	<p>To go on an international camp for longer than a weekend and further than France!</p>

The most effective plans focus on positive attributes or strengths and build on these for the young person

Focus on ambitions and aims for what we want to see the young person achieve

Allow the young person to choose who they want to support them – for intimate or personal care there are specific roles.

#### The person I have chosen to support me

Complete this section if you have regular care or support at Scouts.

<b>Name of helpers</b>	Adam and Scott	<b>How I know them</b>	My unit leaders
<b>The role they will have (delete as appropriate)</b>			
Designated Carer	Nominated Person	General Support	Other:

# Getting the best from your Young People

## Individual Support Plans



Focus clearly on the additional need or individual difference. Be specific as there might be multiple considerations for a single additional need or the young person might require support for several different things.

Make sure you explain any medical terms in simple language. Parents and the young person might be able to help with this. This helps anyone that reads the plan to know what to do and why.

**Our Plan**

Area of support	Things that might be a barrier to access	What can we do to overcome these barriers?	How will you know I need help?	Are there any events or activities that might need further planning?
Type 1 Diabetes – Lucia needs to ensure her blood glucose level remains stable (not too high or too low)	Meals and group cooking during hikes or nights away	<p>Make sure meals are balanced and are low in sugar (including dessert) to support Lucia in managing her blood glucose</p> <p>Lucia to ensure she has her insulin and self- administers as she monitors her blood glucose levels</p> <p>Support Lucia to charge her phone so she can use her app to monitor her intake of sugar/carbs</p> <p>Support Lucia to talk about diabetes with her patrol to demystify and discuss ways to support her including patrol menu planning</p>	<p>If my blood sugar goes <b>low</b>, I might:</p> <ul style="list-style-type: none"> <li>• Feel shaky, sweaty or dizzy</li> <li>• Get quiet or struggle to concentrate</li> <li>• Need to stop and have something sugary quickly</li> </ul> <p>If my blood sugar goes <b>high</b>, I might:</p> <ul style="list-style-type: none"> <li>• Feel tired</li> <li>• Get a headache</li> <li>• Need the toilet more</li> <li>• Need to take insulin and drink water</li> </ul>	Activities such as extended hikes away where meals need to be planned ahead of time, with a focus on keeping the leader in charge updated on Lucia's blood glucose level

Talk as a group; what's worked before in other sections or in School. If it's working there, it will probably help in your section too.

Consider what adjustments or actions we can take to ensure there are no barriers to actively participating in the section. Discuss what things have worked previously or are used at School.

**My Medication** [read our safety guidance on [personal medication](#)]

Name of medication	Dosage, frequency and time of day	Who will administer medication?	Storage and disposal
What is the name of any medication you take?	What is the dosage of your medication? How often do you take your medication? What time of the day do you take your medication?	Will you take your medication yourself? Do you need anyone to help you take your medication? If so, who?	Where will your medication be stored? How will any unused medication be disposed of?
Insulin	As required for blood glucose levels	Lucia will administer herself.	If opened, insulin will be always kept with Lucia. Spare, unopened insulin will be stored in a fridge. Unused medication will be disposed at a pharmacy

## Getting the best from your Young People Individual Support Plans



Regularly review what's been put in place; make sure this is recorded. This helps to make sure we're continuing to plan for all developing conditions as things can change.

My plan was created and agreed by

<b>Date plan was created:</b>	January 2026	<b>How often will the plan be reviewed?</b>	Every 6 months
<b>Date plan was reviewed:</b>		<b>Next review date:</b>	June 2026

<b>Young person's name (if over 16)</b>	Lucia	<b>Parent or carer's name</b>	Sarah	<b>Carer or helper's (if needed) name</b>		<b>Group Lead Volunteer's name</b>	Adam	<b>Section Team Leader's name</b>	Scott
<b>Signature</b>		<b>Signature</b>		<b>Signature</b>		<b>Signature</b>		<b>Signature</b>	

Make sure everyone signs the support plan, including the young person so it's clear everyone knows what we're working towards.



We should apply the Intimate & Personal Care Policy when any young person or adult requires care, which is described as ‘personal’ or ‘intimate’ to enable them to take a full and active part in Scouts.

Support might be temporary, such as during an illness or after an accident (for example a young person who has a broken leg), or support might be long-term (for example a developmental disability, such as Cerebral Palsy).

**Personal care**

The physical care that supports the personal hygiene, toileting or any medical care of an individual. This is non-invasive and does not involve touching intimate areas of the body

**Intimate care**

This type of care is usually associated with toileting, personal hygiene with direct contact or exposure to the intimate areas of the body.



Adults supporting young people with their personal and intimate care will be assigned one of two volunteer roles.

**Designated Carer**

A person who, outside Scouts, provides the care for the individual person. This will most commonly be the young person’s parent or carer, legal guardian or a care professional.

**Nominated Person**

An existing volunteer who, due to their professional training or experience outside Scouts, has received appropriate training to complete intimate and personal care for young people.

Unit Leader	County/Area/Region (Scotland) Lead Volunteer	District Lead Volunteer, Group Lead Volunteer and 14-24 Team Leader
<ul style="list-style-type: none"> <li>• Create the Individual Support Plan with the young person, their parents, carers, Designated Carer or Nominated Person, and relevant professionals.</li> </ul>	<ul style="list-style-type: none"> <li>• Responsible for making sure that the policy is followed and implemented correctly.</li> <li>• They also need to agree and sign the Individual Support Plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Can help ensure continuity of support.</li> <li>• Should be made aware of the plan.</li> </ul>

Getting the best from your Young People  
**Individual Support Plans – Intimate and Personal Care**



### Individual Support Plan for Intimate or Personal Care - Additional authorisations

Complete this section when a young person needs support with intimate or personal care. Read the [Intimate and Personal Care Policy](#) for more information.

#### Nominated Person (blank or delete if only Designated Carer)

<b>Nominated Person 1</b>	Connor			<b>Membership number</b>	1000001	
<b>Professional role</b>	SEN Teaching Assistant			<b>Years of experience</b>	4	
<b>Professional reference</b>	Yes (satisfactory)	Yes (unsatisfactory)	No*	<b>Nominated Person training complete (+DBS/Safety/Safeguarding)</b>	Yes	No*

While references are being requested the NP's can complete their online training; this will need to be complete before they can support personal care

#### Second Nominated Person (optional)

<b>Nominated Person 2</b>				<b>Membership number</b>		
<b>Professional role</b>				<b>Years of experience</b>		
<b>Professional reference</b>	Yes (satisfactory)	Yes (unsatisfactory)	No*	<b>Nominated Person training complete (+DBS/Safety/Safeguarding)</b>	Yes	No*

The name and profession of each nominated person is required; a form will be sent to the persons employer to complete by the County/Area/Region Lead Volunteer's Designated Representative

#### Designated Carer (blank or delete if only Nominated Person)

<b>Name</b>	Jessica			<b>Parental consent</b>	Yes	No*
<b>Relationship to young person</b>	Mother			<b>Qualifications &amp; employment checked</b> (only for care professionals)	N/A	Yes No*
<b>For Helpers providing frequent support or attending Nights Away</b> – For more information visit <a href="#">Helper (with disclosure - DBS)</a> :						
<b>DBS required?</b>	Required	Not required		<b>DBS complete?</b>	N/A	Yes No*

Getting the best from your Young People  
**Individual Support Plans – Intimate and Personal Care**



**Designated Carer (blank or delete if only Nominated Person)**

Name	Jessica	Parental consent	Yes	No*
Relationship to young person	Mother	Qualifications & employment checked (only for care professionals)	N/A	Yes No*
For Helpers providing frequent support or attending Nights Away – For more information visit <a href="#">Helper (with disclosure - DBS)</a> :				
DBS required?	Required	Not required	DBS complete?	N/A Yes No*

**Authorisation for Intimate or Personal Care**

County/Area/Region Lead Volunteer or Designated Representative's Name	John Smith	Role	County Lead Volunteer
Signature	X	Date	12 <sup>th</sup> February 2026

\*If 'No' is selected anywhere on this plan it must not be authorised.

Once complete, a copy of this document must be sent to the relevant District Lead Volunteer for all intimate or personal care plans.

Authorisation will be given by the County/Area/Region Lead Volunteer's Designated Representative if all checks are completed to a satisfactory standard

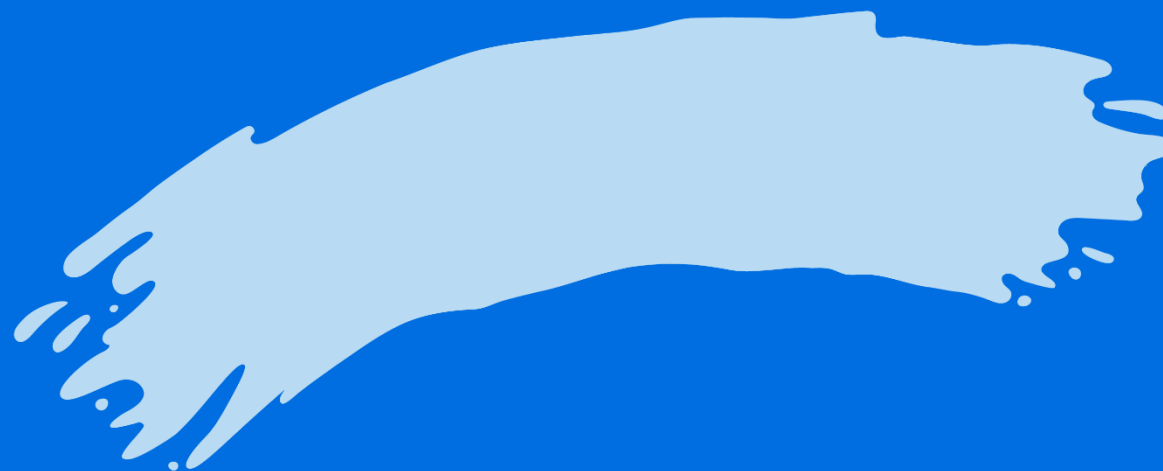
The process of collecting references may take time and should be planned for



- [Individual Support Plans](#)
- [Intimate & Personal Care Policy](#)
- [Equity, Diversity and Inclusion Volunteer Resources](#)
  
- Speak to your County/Area/Region Leads and Local Inclusion Leads
- Speak to the National Inclusion Team
- Speak to your Unit Support CST member



# Thank you



#UK26WSJ