

Adjustments to Scouts (36)

Trainer's Notes

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Note: In some parts of the UK, Scout Counties are known as Areas or Islands – and in one case it's known as a Bailiwick. But for ease of reading, this publication simply refers to Counties.

In Scotland, there is no direct equivalent to a County or Area. Instead, Scouts is organised into Districts and Regions, each with distinct responsibilities. Some County functions are the responsibility of Scottish Regions, while others lie with Scottish Districts. The focus of responsibility is outlined in Scottish variations of Policy, Organisation & Rules.

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Before the course begins

Who is this training for?

This module is for Section Leaders, Assistant Section Leaders, Managers and Supporters.

It should help you get a better understanding of how to facilitate and make reasonable adjustments in Scouts, in a way that's constructive and effective.

Before beginning this module, you should first complete module 7.

Planning your training

This module and material can be explored in different ways. Each session includes a set of objectives and suggested training methods.

These sessions outline the content and then expand on key points in more detail to help trainers (in addition to the trainer's notes). But remember, this info isn't a script for the sessions. Trainers need to do some reading and research beforehand so they have a good understanding of the subject to deliver the sessions confidently.

At the start of each session, it's important for everyone to understand that this is a space for respectful discussion and that it's perfectly acceptable and safe to ask questions about any terms or concepts they may not understand.

To familiarise yourself with the content of this module and help you deliver the training, take a look at our PowerPoint presentation. It's also worth going through the Scouting for all website pages on www.scouts.org.uk/scoutingforall

Session details

These notes include about three hours worth of training. Here are more detailed timings to help you plan your sessions:

- Introduction (60 minutes)
- What is a reasonable adjustment? (60 minutes)
- Making adjustments (60 minutes)
- Close

Aim

Using the social model of disability as a foundation, support volunteers to identify when an adjustment is needed and understand the tools available to help them make an adjustment to Scouts.

Objectives

1. Understand UK legal framework and what's meant by the term disability.
2. Understand and work towards the social model of disability
3. Identify and make changes to Scouts in context for individuals
4. Facilitate and make reasonable adjustments to Scouts in a way that's constructive and effective
5. View adjustments as conversations which are positive and enabling
6. Identify and make positive adjustments for autistic young people and adults
7. Understand where to access further help and support

Methods

A series of sessions or stand-alone tasks

This module can be delivered as a series of training sessions, or as standalone tasks (for example, as the activities you'll find in these trainer's notes).

One-to-one training

This module can be delivered on a one-to-one basis by a trainer or someone with sufficient experience to take an adult through the subject areas. In this case the timings and methods can be reviewed and revised to suit the learner.

While using the module, you'll see these symbols:



Trainer input – guidance on what to deliver to the participants, to help you structure the training sessions.



Trainer note – background notes for your reference on how to design tasks, the aims of tasks and ideas for running activity sessions.



Task – activities or discussions for participants to do.



Group discussion - a discussion or opportunity to brainstorm.



Report back – a chance for participants to give feedback to the whole group on the activity or discussion they've been doing. This would usually be led by the training facilitator.

Resources for session

- Flipchart and flipchart paper
- Blue Tac or similar
- Marker pens
- Projector and screen

It'll be helpful to have a copy of Policy Organisation (POR) (or Scottish variations from POR) to hand. It outlines the policies and rules at Scouts, in case any questions arise.

Notes for the Trainers

At the start of this session it's important for everyone to understand that this is a space for respectful discussion and that it's perfectly acceptable and safe to ask questions about any terms or concepts participants may not understand.

It's recommended trainers familiarise themselves with the content and concepts on the Scouting for all pages before delivering this course. <https://members.scouts.org.uk/supportresources/search?cat=377>

Introduction (60 minutes)

Objectives



1. Introduce UK legal requirements and definition of disability.
2. Gain an understanding of the social model of disability.

Trainer input (10 minutes)

To begin the session explain why making adjustments to Scouts is important. Scouts is an inclusive, values-based movement and membership is open to all those who share our fundamental values.

[The Equal Opportunities Policy](#) outlines what we do to make sure the movement is open and accessible; and that people are treated equally and with respect. This policy reflects the ethos of Scouts, expressed by our fundamental values (integrity, care, co-operation, respect and belief) and our commitment to delivering Scouting for all.

By removing any real or perceived barriers to participation, we can make sure that even more young people can enjoy the adventure of Scouts and that Scouts will be as diverse as the communities in which we live.

Introduce any course staff – it may be helpful at this stage for course staff to state what skills and experiences they have that might be relevant to the course. Make sure everyone knows where to find the fire exits, toilets, phones, tea and coffee, and so on. You may wish to include an icebreaker (a short introductory activity) at this point. There are a loads to choose from in the trainers' resources area on www.scouts.org.uk/training



Trainer note

Let participants know that inclusion isn't only the right thing to do according to our values in Scouts, but we're also legally required to comply with a number of laws:

UK legal requirements

1. UK Equalities Act 2010

The UK Equalities Act 2010 states that everyone should have access to goods and services and reasonable adjustments should be made to those who require.

2. Gender Recognition Act 2004/2019

The Gender Recognition Act 2004 ensures the protection of the identity of Trans people, and prevention of discrimination.

3. UN Convention on the Rights of Persons with Disabilities

The UN Convention on the Rights of Persons with Disabilities provides protection from harassment and discrimination, highlights the right to fair treatment and the right to equal education opportunities.

4. European Convention on Human Rights

The European Convention on Human Rights provides protection for all minorities and protection for elderly and young people.

5. UK Scout Association Policies

Provides guidance and requirements of UK Scouts.

Disability

When discussing adjustments to Scouts, we need to look at what's meant by disability.

If a person is disabled it means they have a physical or mental impairment that has a 'substantial' and 'long-term' effect on their ability to do daily activities.

What do 'substantial' and 'long-term' mean?

'Substantial' is more than minor or trivial. This may mean it could take much longer than it usually would to complete a daily task such as getting dressed.

'Long-term' means 12 months or more. For example, someone could develop a long-term breathing condition as a result of a lung infection.

Some disabilities are also progressive.

Progressive conditions

A progressive condition is one that gets worse over time. People with progressive conditions can be classed as disabled.

This can include people with arthritis, some types of hearing or visual impairments, HIV infection, cancer or multiple sclerosis.

Disabilities can be:

- Visible/invisible
- Variable
- Long term or progressive
- Temporary
- Physical
- Mental/cognitive
- Behavioural

All disabilities uniquely affect an individual.

It's important in all cases that leaders accept information about a disability without judgement.

Leaders must never offer, suggest or advise a diagnosis.

The social model of disability

This session focuses on the social model of disability. Model is a word to describe how we have conversations.

The social model of disability proposes that what makes someone disabled is not their medical condition, but the attitudes and structures of society.

When discussing disability, it's easy to use the wrong models of disability. In Scouts we should always work to the social model of disability. We do this because it's the correct one described in the Equalities Act 2010 and because it's the one which protects and empowers the disabled person or disabled young person with the most dignity.

The other models of disability are:

- **Administrative model** – where tests and classifications of people fall into decision making. Forms and interviews would be a method used under this model.
- **Charitable model** - where adjustments, grants, events and decisions are made for a disabled person's 'good'

without consulting the disabled person involved.

- **Medical model** – purely focusing on a person's disabilities as different from 'normal' and so adjustments are viewed in a way to make them 'normal'.

All of these are unlawful approaches and open to legal challenge.

Culture or condition

Many Disabled People with long-term or significant conditions don't view themselves as disabled, but rather as members of the disabled community. This is important to respect and acknowledge. Remember, under the social model of disability it is society, or in this case Scouts, which is the disabling factor. In the UK the disabled community is vibrant and dynamic with world leading cultural impacts around science, sports, arts, theatre and music.

Terminology

There is no set 'correct terms' for talking to, or discussing people's disabilities other than what the individual has established or requested. If you require a term or correct phrasing, then ask the individual on a case by case instance.

Social model activity (20 minutes)

Resources for session

Flipchart or paper and pens



Task

This game is intended to explore themes in Scouts



Group discussion

Group of 4-6 people

In smaller groups find examples of these models in your Scouts experience:

- Social model
- Administrative model
- Charitable model
- Medical model

Discuss how each circumstance could've been addressed to bring it into the social model. Also, discuss how the wrong model of disability was reached, and what the key points of change are. Definitions of each model are shown on the PowerPoint presentation for participants to refer back to.

Terminology

It is ALWAYS important to challenge and correct terminology at all times when describing disabilities or the disabled community.

What is a reasonable adjustment (60 minutes)

Objectives

1. To understand what a reasonable adjustment is.
 2. To explore ways in which reasonable adjustments can be made on the programme.
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Task (10 minutes)

This activity is designed to encourage participants to think about making adaptations and changes.



Trainer input

Ask everyone to stand in a large circle and go around the circle introducing themselves.

Nominate one person to stand in the middle. Give them a piece of flipchart paper and explain that the aim of the activity is to throw the flipchart paper in the air and call out a name and that person must try and catch it before it hits the floor.

Once they start the activity, they may find it difficult (if not, impossible) if the circle is sufficiently large, and too easy if the circle is small.

After a short time let them know that they can make a change to improve the game.

This may be making the circle smaller, changing the paper (by screwing it into a ball, for example), changing the rules etc.

After another short time tell them they're allowed to make another change.

Invite each participant to make at least one change to the activity until the game is something quite different to how it started.



Group discussion (10 minutes)

Ask participants to reflect on the process of changing the activity.

- What were they thinking about when making the changes?
- What difference did the changes make to the overall experience?

What is a reasonable adjustment

Our values are grounded in Scouts' commitment to respecting and valuing differences, as outlined in the fundamentals of Scouts.

A reasonable adjustment may be made to Scouts due to a disabled young person or adult on the basis of their:

- Age
- Disability (including mental or physical ability)
- Pregnancy
- Mental health

Disabled people are part of all areas of the community. It's important to consider how other aspects of their lives, such as their skin colour or sexual orientation, may form a part of considerations for an adjustment.

This is a legal requirement under the Equalities Act 2010.

Identify when an adjustment is needed?

When we talk here about adjustments, what we really mean is a process that identifies any factors in Scouts which lead to exclusion, and actively look for ways to remove those barriers to improve access to Scouts. In essence, to deliver Scouting for All.

Making reasonable adjustments is a core part of supporting all young people to fully participate in Scouts to make sure they can develop to their full potential.

Scouts operates in accordance with equality legislation, which in England, Scotland and Wales is the Equality Act 2010. Our Equal Opportunities Policy reflects this legislation. These are known as 'protected characteristics', including disability, sexual orientation, race and gender reassignment, amongst others. It's unlawful to discriminate on the grounds of one or more of the protected characteristics.

As a membership organisation we have a duty to comply with this legislation. Part of this duty includes making 'reasonable adjustments' for individuals with a disability. This duty is outlined in POR. It's about identifying and removing any barriers to a young person with a disability to fully access Scouts by making changes or adjustments.

Changes can be made to the physical environment – this is about considering the accessibility of the meeting place and taking the needs of all individuals into consideration for any trips/nights away.

Badges and awards

Some young people may require adaptations to access the badge of their choice. Any alterations to the badge or award criteria should be tailored to meet their specific needs. The aim in each case should be to improve access to the badge rather than to reduce the challenge of its requirements. It's entirely at the discretion of the leadership team how to adapt the criteria – where appropriate, it's useful to discuss this with the young person themselves, or the parents/carer.

Perhaps consider making the adaptations for the entire section to avoid singling out any one young person.

Adaptations should ensure that all participants undertake a similar level of personal challenge.

For the national awards, like the Explorer Belt or QSA you should consult with the relevant commissioner to make sure they understand and are happy with any adaptations. The only exception is that adaptations to DofE must be referred to the awarding body for approval.

Uniform

Uniform shouldn't be a barrier to taking part in Scouts. Whether, getting a uniform is financially challenging for a family, or for a young person with a sensory hyper-sensitivity who finds the necker uncomfortable, it's important to be flexible.



Group discussion (10 minutes)

Where an individual is uncomfortable with the necker or shirt collar, identify what the specific challenge is, try to understand why the young person finds this element of the uniform challenging and make adjustments to make sure they're comfortable. Is a necker really essential? Is a second-hand shirt more comfortable? Is a group sweatshirt easier to wear?

Moving between sections

Remember, when a young person joins a section, they're usually joining a Group and so there's a need to support their transition from one section to another. This involves sharing information, routines and insights with leaders in the other sections, working together to be flexible around the transition, allowing more time, or supporting them to complete the Moving On Awards, and letting young people stay in a secure group of friends if that seems like the best option.

There's age range flexibility within Scouts to support all young people to stay in Scouts, and progress through the programme and award scheme.

In some situations, it may help to let young people move outside of the core age ranges. This should always be done with the best interests of the young person in mind (NOT for the convenience of the leaders or parents), and in careful consultation with the parents/carers, leaders, the young person and where appropriate the DC or DESC.

Best practice suggests that where possible a young person should not remain in a section more than six months outside of the core age range. Remember, regardless of any additional needs and disabilities, a young person will still want to access the same activities and social opportunities as their peers.

The only exception is at 18. There is absolutely no flexibility when a young person turns 18, and under no circumstances can an individual remain as a participant in a Beaver, Cub, Scout or Explorer section after their 18th birthday. At 18, all young adults should be moved into Scout Network or adult roles in Scouts.

Scouts environment

It's important to evaluate how accessible and inclusive your Scouts space is. This could be identifying that the space needs a physical adaptation such as an access ramp. It may also be that a young person needs to have an area that's calm. In these instances, you should:

- Be positive, calm and caring or provide a time-out

- Have a calm/time-out area
- Be mindful of sensory stimulation
- The above suggestions aren't the only suggestions

Temporary adjustments

It's important to understand some adjustments are temporary, for example a broken limb or other temporary loss of mobility.

These have the same legal duty for an adjustment as a permanent disability.

Considering an adjustment (30 minutes)

Resources for session

Flipchart or paper and pens



Task (20 minutes)

Split the group into smaller groups, and give them some of these subject areas:

- Badges & Awards
- Uniform
- Nights Away
- Jamborees
- Kayaking event



Group discussion (10 minutes)

Ask them to discuss how they'd make adjustments for the following Scouts:

- A Beaver who uses a wheelchair
- An Explorer with autism
- A leader who's deaf
- A Cub with low-dexterity
- A Scout who's from an economically disadvantaged background



Trainer input

The Scout Programme is designed to be flexible, so badge/award requirements can be tailored to individual needs. It also makes sure there's flexibility in age ranges for sections.

The flexibility in Scouts means that all young people, regardless of their abilities, can enjoy and achieve.

As Managers and Section Leaders, these are areas which you'll most commonly make reasonable adjustments to (in fact, you're probably doing so already).

Making adjustments (60 minutes)

Objectives

1. To take away practical examples of how to make reasonable adjustments on the Programme.
 2. Use the parent/carer conversation framework to best support a young person.
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Handout or display the parent/carer conversation framework.

Copies are available at https://scouts.org.uk/media/1032967/parent_carer_conversation.pdf

Please make sure it's an up to date copy.

Share these tips with participants to help them make successful reasonable adjustments:

- Be Positive
- Remember, conversation is not a contract
- Frequently review the adjustment to see if it's working
- Keep up all communication and stay engaged
- Allow parents/carers to be a part of the decision making
- Scout Groups should never assume any unreasonable costs without funding
- Be realistic

Starting a conversation

We know that Scouts works well when we're part of a team and work together. It's vital to foster effective team working relationships to truly offer inclusive Scouts. Parents/carers have a wealth of 'expert' information about their young person, so they're a key source of information.

The best approach is to build a positive relationship with the parents/carer, in which leaders can explain the need to understand the detail of a young person/s additional needs. Important topics to cover include their likes/dislikes, management strategies, triggers, what happens at home and at school.

The value of a conversation is that there's the opportunity to stress that Scouts is delivered by volunteers, not paid professionals or experts, but that leaders are willing to make reasonable adjustments to support participation. It's important to make sure parents/carers have a realistic expectation of Scouts.

Going through the programme in detail is a good way to build the relationship with parent/carers.

Regular communication and reflections on progress also helps to maintain the relationship.

At the same time, it's essential to get to know the young person as an individual. Involving older young people in the conversation may also be appropriate.

1:1 Support workers

If one-to-one support is needed and the group are able and confident to provide this, that's fantastic, but remember that Scouts is not a statutory provision, like the education system, so there's no legal requirement to provide one-to-one support, if the capacity or skills don't exist.

It's important to know this in your role, to help manage the expectations of parents and other leaders.

One-to-one supporters may be required where a young person has personal care needs, for example.

This could require an adult acting outside of the Yellow Card, so this care should be provided by a family member or professional.

In Scouts, a one-to-one supporter attends exclusively to support the individual young person, so should not be counted within the adult ratio. This person is not a helper and should be over the age of 18. Young Leaders, or siblings of a young person who are also within the Group should not be fulfilling this role.

All one-to-one supporters must be appropriately vetted. Where a young person is accompanied by a professional carer it's advisable to contact the Vetting Team at HQ to discuss your situation so they can advise. Most often a one-to-one supporter is a parent or carer.

The provision of an external/ professional carer is the responsibility of the family; the Scout Group should not take on the financial responsibility of employing a carer.

Parent/carer conversation framework activity

(20 minutes)



Discussion activity (10 minutes)

Discuss ways in which an adjustment could be made for the following scenario using the parent/carer framework agreement:

A Cub is attending a camp, two days before the camp the one-to-one support worker who assists with their personal complex medical needs informs a Section Leader that they can't make the camp. The Section Leader then contacts the DC to discuss options.

What would be the best course of action to make sure the young person isn't excluded from the event?



Trainer input (10 minutes)

The correct answer is to first discuss the situation with the parents/carers to explain the issue. It can sometimes be useful for such scenarios to be tested against an adjustment in the planning stage.

Scout leaders should never assume any responsibility for administering complex medical treatment unless appropriately and professionally trained to do so and with prior agreement from their line manager.

Autism

Let everyone know that this is currently a prevalent topic in Scouts. The purpose of this topic is to give a basic overview of autism and how to best support autistic individuals.

Autism is a lifelong condition affecting how someone communicates with and relates to other people and to the world around them.

'It's as if someone is playing some complicated games and I am the only one who hasn't been told the rules'

National Autistic Society

Encourage participants to imagine seeing the world this way:

- Seeing the world in pictures with an altered sense of reality
- Being unable to read emotions or feelings
- Taking everything that's said to you literally
- Senses more acutely than everyone else
- Unable to cope with ANY change of plans

Planning and adjusting Scouts for autistic young people helps to make sure they have a truly meaningful experience in Scouts. The following ideas can enable inclusive Scouts:

- Provide structure and routine
- Explain what's happening now and next
- Prepare for changes or new situations
- Clear rules and expectations for all
- Be prepared and plan ahead

There are also visual stories resources available from www.scouts.org.uk to help. Visual stories are resources that can support young people with learning and/or speech and language difficulties. They portray various scenarios within Scouts in a way that's visually accessible. Leaders can either show the visual stories directly to the young person or use the signs shown in the stories to communicate with the young person.

Your Scouting

Discussion activity (10 minutes)



From the activities, learning and discussions throughout this session, ask everyone what they'll take away back to their Group/section and apply to their approach to make Scouts more inclusive?

Close

Further support

Bring the session to a close and inform participants that there's a wealth of support for leaders that can be found through these resources:

- www.scouts.org.uk/scouting for all
- Use of the visual stories (Scouting for All)
- Specialist training from the Advisors team
- Inclusion themed training events
- Information Centre: Info.centre@scouts.org.uk
- NAS Training & www.scouts.org.uk/autism

Finally, thank the participants.