# Conversation starters and question tips

You should use this resource alongside our guidance on [working in partnership with parents/carers.](https://www.scouts.org.uk/volunteers/inclusion-and-diversity/supporting-those-with-additional-needs-and-neurodiversity/working-in-partnership-with-parents-and-carers/)

These example topics and questions are provided to help you identify the young person’s individual needs and plan support and adaptations to support them to access Scouts. You can use the questions you feel are most appropriate to plan the conversation.

This is not an exhaustive list of prompts – there may be additional questions that are useful for your situation. You don’t have to work through the list from start to finish. You should choose the questions you feel are the most appropriate and use them to plan the conversation. As you are having the conversation, you will think of more questions to ask that are relevant for the young person's inclusion and support.

These questions can also be prompts to support a conversation with the young person alongside their parent/carer. In this case, you’ll need to adapt the questions to suit the age and communication needs of the young person.

## Interests and strengths

What hobbies and interests does your young person enjoy?

What is your young person looking forward to at Scouts?

What are your young person’s strengths?

Where does your young person feel happiest and safest?

## Additional needs

Does your young person have a diagnosed additional need or disability?

Is your young person currently on a pathway to assessment for an additional need or disability?

Does your young person attend a mainstream or SEN (special educational needs) school?

Does your young person receive any specialist support at school?

What support has worked well for them in school?

What support has worked well for them at home and in any other out of school activities?

Does your young person have a Statement of SEN or Education Health and Care Plan? If so – would you be happy to share this with us?

Does your young person need any support with communicating or understanding instructions?

How comfortable is your young person with the idea of overnight experiences? Has your young person stayed away from home overnight before? How comfortable are you with the idea of overnight experiences?

## Challenges and support

What does your young person find challenging at school and/or home?

Is there anything about Scouts that your young person may find challenging?

What can we do to support them with these challenges?

Does your young person have any dislikes or fears?

How does your young person behave when they find something challenging? What would we see?

Does your young person need support to positively engage with a group or activity?

Are there any known triggers/causes for disengaging at home or school?

What works well to support them at home and school?

How would we know if your young person is triggered or overwhelmed? What would we see? What would be the best way to support your young person?

## Medical needs

Does your young person have a clinical/medical diagnosis, or are they being assessed for a medical condition?

Is your young person’s medical condition currently well managed and controlled?

Does your young person need regular medication and/or monitoring? If so, please share details. Are they able and comfortable administering their medication themselves? How will the medication and administering guidance be provided to volunteers?

Does your young person need specialist support?

Are there any activities which your young person has been medically advised not to take part in?

Are there any triggers for a medical episode or signs that one may be imminent?

How should your young person be supported if they have a medical episode?

## Safety

Do you have any concerns about your young person’s safety at Scouts?

Is your young person likely to wander or run off? What are the circumstances where this might happen and how it is dealt with at school?

Does your young person need support with personal or intimate care and/or toileting?

Does your young person have any dietary requirements, including allergies and intolerances? How do you manage these at home and at school?

Are there any foods that should be avoided? Are there any foods/brands that are safe?

Would you be able to provide ‘safe’ food for your young person if needed for an activity?

How should we respond if your young person does ingest anything they’re allergic to?

Does your young person have medication/equipment to be administered in case of ingestion (e.g. an epi pen)? How will the medication/equipment and administering guidance be provided to volunteers?

## Moving on

Do you have any questions or concerns about your young person moving between sections?

What do you think might be challenging for your young person in the transition?

What will your young person miss about their current section? What are they excited for in their new section?

How can we support the transition for your young person? Would attending both sections for a while be useful?