

Max's Individual Support Plan

This is an example to show what a completed plan could look like.

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>My strengths</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'm good at Maths. I love counting and I know all my timetables.</p> <p>I like sharing facts about my garden and learning about animals.</p> <p>I like building things. I helped my dad make a birdhouse for our garden.</p> <p>I like apple juice. Pancakes with chocolate sauce are my favourite food.</p> <p>Avery and Miles are in my class at school and in my Beaver section.</p>
<p>My needs</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 don't like loud noises and shouting. It's hard for me to sit still for a long time. Sometimes, I need help with things like cutting or folding paper. I need lots of information about what to expect if I'm doing something new. I don't like when things change without warning. Max is currently on the assessment pathway for Autism and ADHD.</p> <p>I need verbal instructions given to me in little chunks.</p> <p>When I'm happy and excited, I like to jump around and talk a lot. When I'm sad, I want to sit by myself, and if people don't leave me alone, I can sometimes get really angry and shout. When I'm scared or unsure, I chew on my lip. This can make my mouth red and sore.</p>
<p>My ambitions</p>	<p>I want to get lots of badges, especially the gardening badge.</p>

What would you like to achieve during your time at Scouts, or outside of Scouts?

The person I have chosen to support me

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

Name of carer/s or helper/s	Tamara	How I know them	Beaver Team Member
The role they will have (delete as appropriate)			
Designated Carer	Nominated Person	General Support	Other:

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?
Fine motor skills, especially cutting or folding paper	<ul style="list-style-type: none"> Craft activities 	<ul style="list-style-type: none"> Use larger crafting materials Have an adult nearby to support with cutting or sticking 	<ul style="list-style-type: none"> Max can get upset if he can't stick or match things up neatly. He will usually ask for help with cutting and sticking. He may disengage and go and sit alone. 	<ul style="list-style-type: none"> When fewer than four volunteers can attend a Section night, Max's parents must be told in advance so they can come along to support Max.
Loud noises and shouting	<ul style="list-style-type: none"> Games with lots of running around Start of the Beaver session 	<ul style="list-style-type: none"> Max arrives after 6pm when everyone's in their lodges. Max brings ear defenders with him. 	<ul style="list-style-type: none"> Max can put on his ear defenders without help. 	

	<ul style="list-style-type: none"> • People talking over each other 			
Turn-taking in conversations and being heard in large groups	<ul style="list-style-type: none"> • Max has lots to share but struggles to make himself heard. • He can sometimes talk over others. 	<ul style="list-style-type: none"> • Regular reminders to everyone about how to act when someone is talking. 	<ul style="list-style-type: none"> • Can disengage if he thinks people aren't listening/talking over him 	<ul style="list-style-type: none"> • Max needs encouragement to talk in large groups, for example, for show and tell or in a log chew.
Uncertainty and change without warning	<ul style="list-style-type: none"> • Not knowing the programme in advance • Last-minute changes to programme or activities 	<ul style="list-style-type: none"> • The programme is shared with Max before the term starts. • Max can ask questions about the programme before the term starts. • When there are unexpected changes, a volunteer will take Max to one side and explain the changes to help him adjust. • Give verbal countdowns between changing activities and when the night is nearly over. 	<ul style="list-style-type: none"> • Adult support is always needed for unexpected changes 	<ul style="list-style-type: none"> • Max needs advance notice if there's a change to location, timing or day of Beaver activities. • Show Max pictures of new locations he'll be visiting • Parents and volunteers will give Max lots of reminders in the run-up to events/sessions with changes in location, timing or day.
Processing information	<ul style="list-style-type: none"> • Activities with lots of instructions • Remembering the session plan 	<ul style="list-style-type: none"> • Give Max step-by-step instructions. • Use visual instructions where possible. For example, 	<ul style="list-style-type: none"> • Max struggles to ask for help if he doesn't understand what to do. 	

		<p>demonstrating the next step in a craft.</p> <ul style="list-style-type: none">• Use visual schedules that Max can interact with.	<ul style="list-style-type: none">• He may disengage from the activity and go and sit alone.• Watch out for him chewing his lip. If he does this, gently remind him to stop and ask if he needs help.	
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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?
N/A	N/A	N/A	N/A

My plan was created and agreed by

Date plan was created:	07/03/2025	How often will the plan be reviewed?	Every three months
Date plan was reviewed:		Next review date:	12/06/2025

Young person's name (if over 16)	N/A - Under 16	Parent or carer's name	G.B	Carer or helper's (if needed) name	T.S	Group Lead Volunteer's name	A.M	Section Team Leader's name	E.C
Signature		Signature	G.B	Signature	T.S	Signature	A.M	Signature	E.C