

## Reasonable Adjustment Advice



### ***Open and accessible to all***

Woodcraft Folk aims to be open and accessible to all, we have a vision of increasing and widening participation to our groups, camps and activities centres.

Children and young people will not be excluded from Woodcraft Folk activities based on their ability or support needs, neither will they be excluded based on the ability/availability of their parent or carer to support group activities. Group leaders will work with the child, their parents/carers and other professionals who understand their needs to create a support plan who enable they have a positive experience at group and camp. When creating a support plan thought will be given to the level of support and whether or not one to one support is required, if so the group will seek to recruit a dedicated volunteer or access specialist funding where available.

### ***Equalities Act***

The Equality Act 2010 says changes or adjustments should be made to ensure individuals with a disability can access the following things:

- Education
- Employment
- Housing
- Goods and services like shops, banks, cinemas, hospitals, council offices, leisure centres
- Associations and private clubs like the Scouts and Guides, private golf clubs and working men clubs.

The individual should never be asked to pay for the adjustments.

### ***What is meant by reasonable adjustment?***

Adjustments only have to be made if it is **reasonable** to do so. What is a reasonable thing to do depends on things like:

- The individual's disability
- How practicable the changes are
- If the change would overcome the disadvantage disabled people experience
- The size of the organisation
- How much money and resources are available
- The cost of making the changes
- If any changes have already been made

	<b><i>Reasonable</i></b>
<b>Change the way things are done if the practice (formally or informally) makes it more difficult for a disabled person to access</b>	<ul style="list-style-type: none"><li>• More time spent explaining activities and expectations</li><li>• A volunteer available to help guide the individual</li><li>• Adapt games and activities to include all participants e.g. less running around, using larger objects</li><li>• Provide optional/additional activities for those wanting to take time out of the group e.g. craft, reading corner</li><li>• Differentiate activities for group members</li></ul>

	<ul style="list-style-type: none"> <li>• Encourage small group work/clans, supporting all members to co-operate and contribute</li> <li>• Celebrate everyone's achievements and contributions</li> </ul>
<b>*Change a physical feature</b> e.g. steps, stairs, doors, toilets, lighting	<ul style="list-style-type: none"> <li>• Removing, changing or providing a way of avoiding a physical feature e.g. providing ramps and stairway lifts, making doorways wider, installing automatic doors, providing more lighting and clearer signs.</li> <li>• Select venues which support access</li> </ul>
<b>Provide extra aids or services</b>	<ul style="list-style-type: none"> <li>• A portable induction loop for people with hearing aids</li> <li>• Accommodation in a smaller dormitory/tent</li> <li>• Provision of a camp bed</li> <li>• Creation of social stories</li> <li>• BSL interpreters</li> <li>• Adapted equipment e.g. climbing harness</li> <li>• Providing information in alternative formats, such as Braille or audio CD's</li> <li>• Extra staff or volunteer assistance.</li> </ul>

*\*Most Woodcraft Folk groups hire venues and as such access should be considered when choosing a venue. If reasonable adjustment is required group leaders should lobby the premises owners to make adjustments.*

### **Good practice**

1. Don't make assumptions – individuals will have different needs and different coping strategies.
2. Before the individual starts, Group leaders to meet with the child/young person and their parent/carer to discuss how Woodcraft Folk can best reduce barriers to their participation and meet their needs to ensure a positive experience for all. It is important to give space for the voice of the child to be heard, which may include having a meeting without their parent present.
3. Group leaders to seek training and expert advice, including (with permission) from the child's medical professional, school or other adults who support the individual to engage in group activities
4. Agree a start and review dates, the frequency of which will depend on the needs of the individual
5. Where beneficial, recruit a volunteer to provide one to one support
6. Group leaders, with the child/young person and their parents/carers, to agree an induction plan which may include attending group as an observer initially or being accompanied by a trusted adult until relationships are formed
7. Reviewing and adjusting programme activities to support engagement of all group members

### **Advice and support**

The webinar on reasonable adjustment can help give greater clarity as to what is expected, please view [here](#). Webinars have been created to explore the support needs of children with:

- Special education needs
- Autism

- Communication difficulties
- Dyslexia

You may find the following examples of good practice useful:

Advert for a volunteer to provide one to one support to a child with additional needs

A social story created for a child with Autism to help them understand what to expect

Other guidance can be found at [www.woodcraft.org.uk/inclusion](http://www.woodcraft.org.uk/inclusion)

Woodcraft Folk also have a number of links with the following charities who may be able to provide some practical support and guidance:

National Deaf Children's Society

National Autistic Society

Young Minds

SENSE

Mencap