



# **Additional Needs R.A.G assessment**



**KENT SCOUTS**  
Inclusion Team

## What is a RAG assessment?

A Red, Amber, Green (RAG) assessment is a simple way of viewing the level of at which something is at. RAG assessments are utilised in many different ways from risk assessment to project management, but this one is focused on assessing the group/section's level of inclusiveness regarding additional needs.

## How to use a RAG

Using and reading a RAG assessment is simple. there are questions about your group and section that you answer, and the colour next to it means how much is needed to be done regarding the answer. It is important to be honest with yourself when doing this as if there is a red, it does not mean that your group or section is failing, it just means there are opportunity to make scouting better for more people in the group when some changed are made.

This is what the colours used and what they mean.

RED	Improvement and change are needed to be made to the group to make it more inclusive.
AMBER	There is good practice being used, but there are opportunities for improvement.
GREEN	There is very good practice in use, work should be focused on keeping the group inclusive.

**Are leaders aware of the Scout Association Equal Opportunity Policy and how this affects supporting people with additional needs?**

Leaders are not aware of the Scout Association Equal Opportunities Policy.

Leaders are aware of the Scout Association Equal Opportunities policy and know where to find a copy of it.

Leaders are aware of the Scout Association Equal Opportunities policy and can explain how this affects supporting people with additional needs.

**How confident are leaders with understanding the additional needs of young people in their section?**

Leaders are not confident in understanding additional needs and are unsure how to support young people with additional needs.

One person in the section is confident with working with each young person with additional needs within their section.

All leaders in the section are confident in meeting the needs of young people with additional needs.

**Do young people with additional needs successfully transition through the sections?**

Young people with additional needs do not stay in the group for more than a term  
OR  
The group has no data on the length of time people with additional needs stay in the group.

Young people with additional needs tend to leave the group at the point of transition to the next section.

Young people with additional needs transition through the sections successfully.

Do leaders successfully communicate the additional needs of young people to others in the group?	
	Leaders are not aware of the additional needs of the young people in their section OR One person within the section is aware of the additional needs of the young person and is responsible for meeting the needs of the young person as required.
	The section leader is fully aware of the additional needs within their section. This information is communicated to all leaders within the section on a regular basis.
	<ul style="list-style-type: none"> <li>The GSL and Section Leaders are aware of the additional needs of the young people across the group.</li> <li>The section leader has an in-depth knowledge of the additional needs of young people within their section. Information is shared with leaders from other sections when needed e.g. at group camps or when supporting transitions to other sections.</li> </ul>

How diverse is your group regarding additional needs?	
	The group does not have information about the additional needs of people in the group.
	The group has information about the additional needs of the people in the group and there are one or two people with additional needs within the group.
	The group has information on the additional needs of the people in the group. The group has a range of different additional needs within the group.

Are leaders aware of the diversity of additional needs?	
	Leaders are not yet aware of the diversity of additional needs.
	Leaders are aware of the specific additional needs relevant to the young people in their section.
	<p>Leaders are aware of a diverse range of additional needs including:</p> <ul style="list-style-type: none"> <li><b>Neurodiversity</b></li> <li><b>Medical needs</b> e.g. allergies, bed wetting or diabetes.</li> <li><b>Cognition and Learning</b> e.g. dyslexia or learning difficulties.</li> <li><b>Communication and Interaction needs</b> e.g. Autism, English as an additional language, Sign language or Picture communication.</li> <li><b>Sensory and Physical</b> e.g. sensory processing, dyspraxia, cerebral palsy or mobility needs</li> <li><b>Social and Emotional</b> e.g. ADHD, mental health difficulties, depression or eating disorders.</li> </ul>

Do leaders know where to find information and resources on additional needs?	
	Leaders would be reliant only on information from the young person and their parents, and unsure where to find information and resources on additional needs.
	In addition to the parents and young person, information leaders would search for information on additional needs through the internet, charities and information groups.
	As well as gaining information from parents, the young person and general internet sites, leaders know that information can be found on the UK Scouts website. Leaders would contact the Kent Inclusion Team for further advice.

How confident are the leaders in making reasonable adjustments?	
	Leaders are not aware of the need to or unwilling to make reasonable adjustments and require more training and support.
	Section leaders are aware of their responsibility to make reasonable adjustments and are able to adapt their programme to meet the additional needs of the young people in their section.
	All leaders are fully aware of their responsibility to make reasonable adjustments and are able to meet the additional needs of the young people within the group.

Have leaders received training in additional needs?	
	Leaders have not yet received training in additional needs.
	All leaders have completed module 7 <i>Scouting for all</i> and section leaders have completed module 36 <i>Adjustments to Scouts</i> New leaders are encouraged to complete these modules as part of their training package.
	Leaders have completed the additional needs modules and have received specific training when needed to support the people with additional needs in their sections. Eg Additional training in ADHD, Autism, Diabetes, Asthma or Allergy management.

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## Get in Touch

Have a question about this resource?

Please get in touch with us at  
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Keep up to date with us on social media:

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