1st York (Poppleton) Inclusivity Statement

February 2020

*“Scouting for all: Scouting is an inclusive, values based movement and membership is open to all those who share our fundamental values.”*

 The Scout Association 2020

1st York (Poppleton) is passionate about inclusivity. We believe that everyone should be accepted and respected for who they are and what they believe in. We work hard to create and represent an accepting and positive environment across all areas of Scouting. We fully support the idea that anyone - regardless of cultural and social status - can come together under one organisation and build community.

Where needed, we work closely with parents and carers to make reasonable adjustments to support the participation of young people with additional needs, ensuring that they can take part in activities alongside their peers.

All programmes are shared and accessible in advance, and badge requirements can be adapted to suit an individual’s needs. As all leaders are volunteers; communication with parents is vital throughout, and every leader will do their best to ensure an individual’s needs are met

Where applicable, leaders will make reasonable adjustments to reduce or remove barriers to participation. This can be by making changes to;

* Physical environment (e.g. the meeting place)
* The way things are done (e.g. age range flexibility, the programme, routines)
* The support provided (e.g. equipment, adapting communication, the level of support)

We welcome members and leaders regardless of the sexual orientation or gender identity. FLAGS is the national scout active support unit, which actively supports the recruitment, retention and ongoing support of LGBTQA+ adults within The Scout Association UK. This support extends to those already in Scouting or those considering joining Scouting.

It is important that in Scouting, all young people feel welcomed, included and valued for who they are. Be aware that a young person who is gay or bisexual, may have experienced discrimination or bullying in other areas of their life. Therefore, it’s even more important that Sections create a positive, supportive environment, which actively celebrates difference.

**Inclusive language**

Scouting is inclusive. This means we respect and value differences. Ensuring you are using the correct terminology is a good starting point to ensuring all Members can enjoy the adventure of Scouting.

 The terms below aim to support you in discussing additional needs and disabilities in Scouting by explaining the terms used.

**Accessibility**

Accessibility refers to the methods by which people with a range of needs, such as people with disabilities, people with caring responsibilities, people on low incomes or other socially excluded groups, find out about and use services, advice, information and opportunities.

**Additional Needs**

Additional needs refers to the individual requirements of a child or young person with a sensory, communication, behavioural, physical or learning disability. This also includes long-term and life limiting conditions.

**Disability**

Disability is the loss or limitation of opportunities to take part in the everyday life of the community on an equal level with others due to physical and/or social barriers.

**Impairment**

Impairment is the loss or limitation of physical, mental or sensory function on a long-term or permanent basis. Most impairments or disabilities are not visible. Hidden disabilities include mental and cognitive disabilities, some hearing and visual impairments, epilepsy and diabetes.

**Inclusion**

Inclusion describes embracing all people irrespective of age, gender, ethnicity, sexual orientation, disability, medical or other need. It refers to processes aiming to remove the barriers and factors which lead to exclusion, isolation and lack of opportunity.

**Reasonable adjustments**

Where a disabled person is at a substantial disadvantage in comparison with people who are not disabled, there is a duty to take reasonable steps to remove that disadvantage by changing provisions, criteria or practices. What is 'reasonable' depends on the nature of the adjustment required.

**Special Educational Needs (SEN)**

Special Educational Needs affect a child or young person's ability to learn. This may include difficulties in social skills, behaviour, reading and writing, understanding, concentration and physical needs.