



# Surrey Scouts Special Needs Support Handbook for Leaders & Helpers

## CONTENTS

<b>Introduction</b>	<b>Page 2</b>
<b>What do we offer?</b>	<b>Page 3</b>
<b>What are Special Needs / Equal Opportunities Policy</b>	<b>Page 4</b>
<b>First Steps before Joining</b>	<b>Page 5</b>
<b>Risk Assessment</b>	<b>Page 6</b>
<b>Example of a membership Records form</b>	<b>Page 7</b>
<b>Age Ranges Flexibility (Special Needs)</b>	<b>Page 8</b>
<b>EpiPens</b>	<b>Page 9</b>
<b>Adapting The Programme</b>	<b>Page 10</b>
<b>Premises Audit Form</b>	<b>Page 11-17</b>

## Introduction

This booklet is to let you that know there support in place for people with Special/ Additional Needs and the Leaders / Helpers who are working with them. Experience has showed us the hard way that there are many pitfalls associated with inclusion of those with a wide range of Special/Additional Needs. In this booklet there are suggested guidelines which are recommended you follow when considering taking a young person with Special/Additional Needs into your Group or Section.

Periodically, or if requested a dedicated Special Needs training day for Leaders / Helpers called CASCADE is arranged. This could be a district training day or county wide course. These days provide training for adults, in line with the current training programme, and cover the Module 7 Scouting for All - Special Needs: Module 36 Special Needs, also Module 15 Challenging Behaviour can be included if requested. These modules as with all other training have to be validated after attending the course. These courses also include practical bases on Special Needs topics and to date have covered, Autism, Risk Assessments, Hearing Impairment, Inclusive Games, Allergies and Epipens.

However, bases can be bespoke if requested beforehand. There will be an opportunity answer your queries in an informal and friendly setting.

If you have any concerns about Special/Additional Needs issues, please contact me for a chat. I am always pleased to speak to you or come out and visit you.  
[specialneeds@surrey-scouts.org.uk](mailto:specialneeds@surrey-scouts.org.uk)



## How can we help?

The Surrey Scouts Special Needs contact details can be found in the County directory or [specialneeds@surrey-scouts.org.uk](mailto:specialneeds@surrey-scouts.org.uk)

We can help with;

- Advice on the suggested Joining Procedure for people with Special/Additional Needs
- Someone to accompany you when making an initial Home Visit and the subsequent meeting with your Leaders / Helpers.
- Guidance on the extension of time when you would like a young person with Special /Additional Needs to stay in section beyond the normal age for moving on.
- Group / Section Talks on Special/Additional Needs
- Young Leader Training - Module D 'and Module F '
- CASCADE – Leader Training days for those who would like to learn more about SN
- An evening tailor-made to meet your requirements.
- Guidance with Special/Additional Needs Risk Assessments
- Access to a Disability Discrimination Act Premises Inspection Form.

## WHAT ARE ADDITIONAL NEEDS?

The Aim of Scouting is to promote the development of individuals, enabling them to grow to their full potential. Everyone has 'Special Needs' at times in their life. Identifying and providing for individual Special Needs is something to be actively encouraged, for everyone associated with the Scout Movement.

A Special Need may prevent a person from participating fully in Scouting. It may only last for a limited period of time, for example, a broken arm, or recovering from a serious illness or social or family problems. It may be due to more permanent conditions e.g. chronic asthma, a heart disease, severe allergy, or a learning disability. However, with a little extra knowledge and planning the individual can participate fully in the programme of the Scout Movement.

### Equal Opportunities Policy

Our equal opportunities policy states that no person should receive less favourable treatment because of their:-

- age
- class
- ethnic origin, nationality (or statelessness) or race
- gender
- marital or sexual status
- mental or physical ability
- political or religious belief

It is important that young people are seen as individuals and that they are regarded equally as Members of the Movement, whatever their abilities.

All Members of the Movement should seek to practise that equality, especially in promoting access to Scouting for young people in all parts of society.

## FIRST STEPS BEFORE JOINING

This is only a suggested joining procedure and is in no way prescriptive. But it will help you to ask the right questions and keep the relevant people informed, and hopefully will lead you through a stress free procedure.

Listed below is a brief version of the procedure – if you need more clarification before entering into a meeting, or if you feel you may need support with this procedure when visiting/meeting a parent, please contact [specialneeds@surrey-scouts.org.uk](mailto:specialneeds@surrey-scouts.org.uk).

### So to start..

1. Pay a home visit and allow enough time to carry this out thoroughly. You must ask every question you can think of so pre-plan these before your visit. (Always take someone with you.)
  - What is the condition
  - How does it manifest itself
  - Medication?
  - Personal care
  - Access
2. Leave without offering the young person a place stating you now have to consult the other leaders of the group.
3. Carry out a Risk Assessment specific to that child and his / her disability. (It may help if you take a copy with you to the parent meeting and fill in relevant details with the parents information). Risk Assessment templates can be found on Surrey Scouts website – Special Needs & Inclusion page.
4. Meet with your Group Leaders / Helpers and address their concerns. The offer of a place should always be a **Group** decision. If a YP progresses through the sections it will concern everybody.
5. If you are going to offer a place make it for a trial period (we recommend a scouting term) but do not delay investitures etc.
6. Constant review of the placement should take place and problems should be addressed

immediately. Always give feedback each session, Good or Bad.

In the event the trial period is unsuccessful, all parties should be fully informed and aware and it should not come as a surprise.

Young people with Special Needs can bring a great deal to a Section or Group, but if their joining is not overseen thoroughly, this may create problems for others in the future



## Risk Assessment

<b>SURREY SCOUTS ACTIVITY RISK ASSESSMENT FORM- YP with Physical Disability</b>			
1. Briefly outline the intended activity. Beaver/Cub/ Scout - Activities on-site -		2. Date and time of intended activity. Thursdays 6/7/8/pm Jan (date) – Dec (date)	
		3. Location of the intended activity. ***** District HQ	
4. List all the hazards in order of significance.	5. List the groups of people who might be harmed.	6. List the intended control measures with reference to the corresponding hazard.	7. List any intended first aid provisions, fire precautions or other backup arrangements.
Trip/fall: <ul style="list-style-type: none"> <li>Stairs/step</li> <li>Equipment</li> <li>Other people</li> </ul> <b>Or if in wheelchair</b> <ul style="list-style-type: none"> <li>Ramps – control up/down</li> <li>Doorways - collision</li> <li>Access to toilets</li> </ul>	Scouts/Leaders /Helpers/visitors. YP-SN name *  This is a confidential document as it has a named YP on it. It should be available for leaders (those assisting) only to access	Edge of steps/stairs highlighted in yellow paint. Handrails in place. Stairwells/steps illuminated. Instructions on safe use of equipment given. Ramps/Access - for wheelchair users. YP aware of danger. *1:1 for 'name'. Do not name a dedicated 1:1. If they cannot attend, neither can the YP. Leave it open – another leader/helper may have agreed to support YP.	1 <sup>st</sup> Aiders on site. Telephone/Mobile on site.
Fire on site		Instructions given to YP on evacuation and assembly point. *1:1 for 'name'.	1 <sup>st</sup> Aiders on site. Telephone/Mobile on site. Fire evacuation routes signed and assembly points known to YP. *1:1 for 'name'
Injury to; <ul style="list-style-type: none"> <li>Head</li> <li>Hands</li> <li>Body</li> <li>Legs</li> </ul> During activities/games		Instruction given to YP to ensure games & activities take place safely and the need to assist with 'name'. * 1:1 for 'name'.	1 <sup>st</sup> Aiders on site. Telephone/Mobile on site.
	Name [block capitals].	Scouting appointment.	Signature.
			Date.

8. Organiser				
9. Reviewer.				

This is an example only. Pro forma of RA can be found on the Surrey Scouts website on the SN-Inclusion page. Personalise them for your own needs. This is a working document, criteria and condition may change and should be updated accordingly.

Factsheet –Successfully including YP with AN **Item Code FS250061** October 2014 **Edition no 3** (103898)



## Application Forms

The example of a Memberships Records letter downloaded from HQ, has a very basic request for information. Many of you have adapted your own application/joining forms and have included a section for the declaration of a special need. It is important to encourage parents/carers to be honest about their child's condition, as this will help us to make sure, where possible, that the young person can access scouting with additional provision to meet their needs.



Dear Parent

Re: Membership Records

The Scout Movement in the United Kingdom is a membership organisation. To enable it to operate – and to communicate with its Members- it is necessary maintain records about them

This will include details of name; address; date of birth; contact telephone numbers. We will also be keeping details of your son/daughter's progress through Scouting (badges gained etc). Information held in our Scout Group may be shared from time to time within Scouting including Headquarters of the Association.

New legislation came into force in March 2000 which covers the protection and processing of personal data. Adults and young people have the same rights under the Data Protection Act 1998. The Act covers paper-based (as well as computer based) information.

Certain information is classed by the law as 'Sensitive Personal Data' in a Scouting context this may include information about your son/daughter's:-

- Health (to ensure that we are prepared for medical emergencies. It is important that we hold relevant information)
- Disabilities (to ensure a safe integration of your son/daughter's participation in activities, details of any disability need to be known)
- Religious or similar beliefs (this will help us ensure that we make appropriate arrangements when necessary)
- Racial or ethnic origin (again this will help us ensure that we are sensitive to cultural needs of our Members)

To hold this 'Sensitive Personal Data' we will need your explicit consent

All the information will only be used in connection with your son/daughter's membership of the Scout Movement in the United Kingdom – this will include membership management and communications.

Any of the information provided will not be passed to any third parties outside the Scout Movement without your consent. You can give your consent by completing the questions on the form.

If you have any questions, please do not hesitate to contact me.

Yours sincerely

\_\_\_\_\_

\_\_\_\_\_

Group Scout Leader/Group Chairman/Group Secretary

The following paragraphs should be included in a parent's consent form/letter. The second paragraph should be modified as appropriate.

I accept that the Scout Group will be keeping information about my son/daughter's membership of the Scout Movement for Scouting purposes.

I give explicit consent to the holding of information of my son/daughter's health, disabilities, religion/race, ethnic origin again for Scouting purposes.

I give/do not give consent to the disclosure of any information held to third parties associated with the Scout movement in order that they may offer products and services which may be of interest.

\_\_\_\_\_



## Age Ranges Flexibility (Special Needs)

To apply for an extension of time in section for a child with Special/Additional Needs, this must be applied for through the ACC – SN. The factsheet **FS250045** (downloadable from Scouts.org.uk)

should be completed by your District Commissioner and sent to the ACC-SN for approval signature.

There are many reasons why it is felt by leaders that a YP may need some extra time in section. The Scout Association recognises this and has set some guidelines to be followed to enable this procedure to take place.

	Completed form sent to ACC-SN by the time young person is :
Beaver Scout	7yrs 9mths
Cub Scout	9yrs 9mths
Scout	13yrs 9mths
Explorer Scout	At 18 yrs of age there cannot be an extension of time. They are now adults and should either move into Network or SASU if they wishing to continue in scouting.

The time scales above will enable the ACC-SN - or representative to visit the section and meet with leaders and other interested parties to ensure the right decision is made for the young person. An extension of time is for the maximum of one year. The decisions will be reviewed at the end of an agreed time.

If you are not sure about applying for an extension of time, or whether it is a parent / carer asking for this facility, please contact the ACC-SN - email [specialneeds@surrey-scouts.org.uk](mailto:specialneeds@surrey-scouts.org.uk) for an informal chat.

## EpiPens

### **Where do leaders stand about using an EpiPen on a young person?**

The Scout Association will support any leader who has to administer medication to a Member who is having an allergic reaction if they administer the sufferer's usual medication in the normal prescribed dose.

### **Adrenaline auto-injectors must not be used by anyone who is not trained in their use.**

As leaders, we have a duty of care and a requirement to act as a responsible adult. EpiPens are provided to those who have severe allergic reactions, most notably peanuts. The application of a EpiPen may be a life-saving intervention.

You should make sure that you are aware of any allergy sufferers within your section, including what the triggers are, and what should be done if the allergy is triggered. Make sure that all leaders in the group or activity are aware of the possibility of a severe allergic reaction in one of the members.

It is best practice to get written parental permission from the parent or guardian for administering any medication to a young person. In the case of adrenaline auto-injectors (eg EpiPens), leaders should ensure that someone is trained to use them if required. This does not need to be formal training - it may be the parents showing the leader how to use it.

It is also a good idea to have all leaders trained by the parent/carer for each child that requires an EpiPen to allow for illness/absence of a leader.

Keep a record of who is trained and follow guidelines when a young person has an allergic reaction. Auto-Injectors are for the emergency treatment of life-threatening allergic reactions (anaphylaxis) caused by allergens, exercise, or unknown triggers; and for people who are at increased risk for these reactions. EpiPen<sup>s</sup> are intended for immediate administration as emergency supportive therapy only. Seek immediate emergency medical help right away.

For further information on Allergies download factsheet – Allergies FS250051 from [www.scout.org.uk](http://www.scout.org.uk)



## Adapting the Programme

Where it is possible to adapt a programme then do so. It may not be possible to adapt all elements of scouting programmes to include YP with SN /AN. In these cases talk with the parents/carers, a compromise may be found. However, it is not necessary to change the programme completely to include YP with SN/AN.

Special Needs Resources and Useful Contacts - Gillwell

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## Premises Audit Equality Act 2010

### Notes for Guidance

When a Leader is approached about taking a young person with Special Needs into their section or group, there are many things to consider, not least: "Is our HQ suitable?" The Premises Audit form will help you decide which reasonable steps can be taken to ensure the inclusion in Scouting of those with Special Needs.

This does not mean that every Scout Headquarters must be completely disabled-user friendly, as some Districts may only have a few headquarters where this could be made possible. It does mean, however, that efforts must be made to bring all premises up to a reasonable standard, and if it is not possible (perhaps because of cost) evidence of trying to do so should be available.

To help you we have provided this 'Premises Audit Form' to enable you to assess the current situation regarding your HQ, and also allow you to formulate an Action Plan to make improvements where possible. This audit is NOT a legal document, nor is it totally applicable to all Scout HQ's, but it is a helpful guide to the particular issues that pose a barrier to inclusion.

Currently your premises **DO NOT HAVE TO CONFORM TO EVERYTHING MENTIONED IN THE AUDIT** before you can take a young person with Special Needs into your Group, you just need to be considering and planning for any possible improvements. Please consult the Special Needs Team via the e.mail link on the Special Needs Web Page if you have any concerns about this document or, indeed, the acceptance of a young person with Special Needs.

## SCOUT HEADQUARTERS - PREMISES AUDIT

**DETAILS OF PROPERTY:** .....

**Address:** .....

.....

**Ownership/Leasing Details:** .....

.....

**Local Contact Name & Telephone No:** .....

**Name of Person Completing the Questionnaire:** .....  
[Block Capitals Please]

**Date:** ..... **Telephone No:** .....

**Signature:** .....

### **Introduction:**

Completion of this questionnaire will provide information to help improve access to Scouting in line with the Equality Act 2010. This requires *reasonable access* for all visitors to premises, including people with physical and/or sensory disabilities. In most cases, the answers of 'yes' or 'no' will give an indication of areas needing possible attention and a request to **Record** an answer will provide further details for your consideration.

### **PARKING AND APPROACH**

- |   |   |     |    |     |
|---|---|-----|----|-----|
| 1 | Is there parking at the property?<br>If the answer is 'yes' state how many places .....   | YES | NO | N/A |
| 2 | Are there suitable and sufficient identified bays provided for disabled people?<br>If the answer is 'yes' state how many places .....   | YES | NO | N/A |
| 3 | Are the spaces more than 50m from the entrance?<br>If the answer is 'yes' how far away are they? .....  | YES | NO | N/A |
| 4 | Is there a kerb surrounding the car park?   | YES | NO | N/A |
| 5 | Is the approach between the car park / pavement and entrance free of obstacles?<br>If 'no' please specify (e.g. loose paving or street furniture [including bollards if obstructive], signs, benches, etc.) <b>ALSO</b> state type of surface finish .....<br><b>Please also state if any bollards are NOT</b> a) 1m or higher b) Colour contrasted with background or c) Colour contrast banded around neck. | YES | NO | N/A |
| 6 | Are the premises conveniently accessible by public transport?   | YES | NO | N/A |
| 7 | Is the entrance of contrasting colour scheme to the background building?  | YES | NO | N/A |

## STEPS, RAMPS AND BUILDING ENTRANCES

- 8 Is there level entrance to the building? YES NO N/A  
(Please answer 'no' if doormats, flooring, etc. could present an obstacle or tripping hazard.)
- 9 Is there a suitable ramp (if levels require it) to the main entrance? YES NO N/A
- 10 Do any steps / ramps have:
- Hazard warning paving, indicating caution at both top and bottom? YES NO N/A
  - Colour contrasted nosing extending the full width of each step? YES NO N/A
  - Colour contrasted handrail? YES NO N/A
  - If 'yes' is rail on right/left or both sides? YES NO N/A
- 11 If main entrance is not level or ramped, is there suitable alternative access for people with disabilities? YES NO N/A
- 12 Is a bell installed to summon assistance where necessary? YES NO N/A
- 13 Is it audible? YES NO N/A
- 14 Does the bell push illuminate to show when it is activated? YES NO N/A
- 15 Is it at an appropriate height? YES NO N/A
- 16 If entrance door(s) open outwards, is there enough space for them to open without obstructing passage of a wheelchair? YES NO N/A

## DOORS

- 17 Is the entrance area of the building (outside and inside) well lit? YES NO N/A
- 18 Does the building have automatic doors? YES NO N/A
- If 'yes' which way do they open? In / Out / Sliding (State if sliding door is not wide enough for escorted blind person 1.2m width required).
- 19 Do they remain open long enough for slow moving people to pass through easily? YES NO N/A  
Record any problems .....
- 20 If there are manual doors:
- Are they easy to open? YES NO N/A  
Record any problems .....
  - Do they remain open during entry? YES NO N/A  
Record any problems .....
  - Are door handles at wheelchair-user height? YES NO N/A  
(Between 1000mm and 1400mm above floor level).
  - Are the doors wide enough to allow easy wheelchair manoeuvre? YES NO N/A  
(Clear width should be: single door 800mm, double doors 1800mm.)
  - Do the doors allow wheelchair-users to see people approaching from the other side? YES NO N/A  
(The zone of clear visibility should be between 900 and 1500mm above floor level.)

## ENTRANCE DOORS SAFETY / VISIBILITY ISSUES:

- 21 If the doors are mainly glass, is there clear identification warning on the doors? YES NO N/A
- 22 Are the doors distinguishable from adjacent walls/panels by means of contrasting colour, lighting, colour / textural differences in floor finishes or prominent eye-level signs on glass panels? YES NO N/A  
Record any problems .....
- 23 Can wheelchair-users, blind person and guide dog, blind person and escort, move clear of one door before using the next? YES NO N/A
- 24 Can the inner and outer doors of the lobby open other than towards each other? YES NO N/A

## INSIDE THE BUILDING

- 25 Is there a reception desk/facility in this building? (If 'no' move to next section). YES NO N/A

Is the Reception Facility:

- Clearly and logically placed? YES NO N/A
  - Clearly signed and easily identified? YES NO N/A
  - Colour contrasted with immediate surroundings? YES NO N/A
  - Provided with a hearing loop or other hearing aid? YES NO N/A
  - Of suitable height for wheelchair users? YES NO N/A
  - In a quiet area so that background noise will not cause confusion or other problems? YES NO N/A
- Record any problems .....

- 26 Is there a waiting area in the building? (If 'no' move to next section). YES NO N/A

Is the Waiting Area:

- Furnished in colours contrasting with floor and walls? YES NO N/A
  - Suitably large and laid-out for wheelchair-users? YES NO N/A
  - If subdivided into areas are these colours contrasting? YES NO N/A
  - Is there a variety of seating available? (e.g. with/without arms) YES NO N/A
- Record any problems .....

## BUILDING LAYOUT

- 27 Are public services only on the ground floor? YES NO N/A
- 28 If over one storey, are there internal stairs? YES NO N/A
- 29 If over one storey, is there a lift of a size to suit a wheelchair? YES NO N/A
- 30 Are all internal floors level throughout? YES NO N/A



Record any problems .....

Is the floor surface in the building:

- Free of any access or tripping hazard? YES NO N/A
  - Of a matt finish like carpet or matt linoleum/vinyl? YES NO N/A
  - Colour contrasting with wall or skirting colour contrast? YES NO N/A
  - Colour contrasted if there is a change in level such as a step? YES NO N/A
- Record any problems .....

## LIGHTING

31 Are accessible areas of the building adequately lit? YES NO N/A  
Record any problems .....

## SPECIFIC FACILITIES

32 Are any of the following specific facilities provided within the building?

- Tactile surfaces? YES NO N/A
  - Braille message signs, tactile and colour tone contrasted? YES NO N/A
  - Visual (as well as audible) alarms? YES NO N/A
  - Provision of hearing loops in 'public' areas? YES NO N/A
- Record any problems .....

## INTERNAL STAIRS AND LIFTS

33 Do stairs have:

- Colour contrasted nosings and risers across full width of each step? YES NO N/A
  - Colour contrasted handrail on both sides? YES NO N/A
  - A handrail extending 300mm beyond top and bottom step? YES NO N/A
- Record any problems .....

• Do lift(s) have:

- External well-grouped tactile floor number and lift buttons? YES NO N/A
  - Large colour contrasted internal tactile control buttons? YES NO N/A
  - Internal control buttons at accessible height, i.e. 1200mm from floor? YES NO N/A
  - Audible directions provided? YES NO N/A
  - Changes in floor finish indicating a hazard in front of the lift door? YES NO N/A
- Record any problems .....

## INTERNAL DOORS AND CORRIDORS

34 Are internal doors (and gates) wide enough for:

- Wheelchairs (750mm minimum)? YES NO N/A
  - Blind person and guide dog (1100mm)? YES NO N/A
  - Blind person and sighted escort (1200mm)? YES NO N/A
- Record any problems .....

35 Are the spaces into which the doors open unobstructed? YES NO N/A

Record any problems .....

36 Are the internal doors:

- Colour contrasted against background and door furniture? YES NO N/A
- Fitted with push plates showing which side opens? YES NO N/A
- Clear of problems of visibility, weight etc? YES NO N/A

37 Do all corridors used by visitors have a minimum width of 1200mm? YES NO N/A

If the answer is 'no', is there an expected frequency of passage by wheelchair-users that would deem the corridor width impractical?

Record any problems .....

### CHAIRS, TABLES and DESKS

38 Are relevant tables/desks large enough for person to sit under in a wheelchair?  
(Min. height 650mm – 750mm will clear wheelchair armrests.) YES NO N/A

Record any problems .....

### ACCESS TO INFORMATION

39 Are all relevant facilities/materials/equipment (e.g. noticeboard) within the sight or reach of wheelchair-users? YES NO N/A

Record any problems .....

40. If necessary, can such items be readily adapted or moved to be within reach? YES NO N/A

Record any problems .....

41. Is written information produced in a suitable and standardised format? YES NO N/A  
e.g. 14pt Arial font.

42 If necessary, is information available in alternative formats e.g. large print, audio cassette or Braille? YES NO N/A

### SIGNAGE

Not all the following aspects of signage are relevant to all buildings, though important for some. Good practice fundamentals are applicable in all cases.

43. Is signage:
- In pictorial form? YES NO N/A
  - In embossed/Braille form? YES NO N/A
  - In audible form? YES NO N/A
  - Designed consistently (e.g. colour schemes)? YES NO N/A
  - Well positioned (e.g. at eye level)? YES NO N/A
  - Clear and related to user needs (not technical)? YES NO N/A
  - Concisely helpful in directing user? YES NO N/A
  - Using both upper and lower case to aid legibility? YES NO N/A
  - In readily legible typeface? YES NO N/A
  - Employing easily recognisable symbols? YES NO N/A
  - Adequate in symbols relating to disability? YES NO N/A
  - Well maintained, clean, undamaged, complete? YES NO N/A
  - Avoiding temporary signs (hand or PC written, etc)? YES NO N/A
- Record any problems .....

**TOILETS (and BATHROOMS if applicable)**

- 44 Is there a designated and properly equipped toilet for the disabled in the building? YES NO N/A
- Is this toilet facility adequate? YES NO N/A
  - Is there clear access for users (e.g. room not used for storage, etc)? YES NO N/A
  - Do fittings contrast in colour with walls and floor? YES NO N/A
  - Are emergency and lighting cords easily distinguished? YES NO N/A
- Record any problems .....
- If no toilet for the disabled, is there one that could be accessed by a wheelchair-user. (2200mm long x 1600mm wide.) YES NO N/A

**GENERAL**

- 45 Are fire escapes satisfactory for use by people with disabilities? YES NO N/A  
Record any problems
- 46 Are there any visual fire alarms or other ways for helping members or visitors with hearing difficulties? YES NO N/A
- 47 If storage is required for disabled-user facilities (e.g. for frames, wheelchairs, etc.) Is there adequate space in the building? YES NO N/A
- 48 Are Leaders trained in disability awareness? (including awareness for visual and Hearing disabilities) YES NO N/A  
If so please specify number .....  
If 'Yes' please specify type of training (e.g. Mod. 36) or,  
If 'No' please note any proposed training plans .....
- 49 What comments do you have about the user-friendliness of the building for people with disabilities?
- 50 What comments have been received from visitors/users with disabilities about access both outside and inside the building?

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