

## **Accessibility Series Plain Text**

### **Plain Text of: What is accessibility? A LUNA series on accessibility.**

The first of four resources giving you an introduction into what accessibility is, both on paper and in practice, why it matters, and practical tools and steps to be part of creating a more accessible world (both online and offline!)

The resource is made up of 8 slides, all infographics with a light blue background, and faded out shapes which are green, purple, and blue! Any other images will be described.

### **Slide 2: The dictionary definition of accessibility is ...**

There is then a screenshot of the google definition of accessibility, which has the text "accessibility, /əksɛsɪˈbɪlɪti/, *noun*, the quality of being able to be reached or entered. ("the restoration project involved repairing the roof and improving accessibility"):

... We are thinking about accessibility in a disability context - and it is SO much more than this definition can encompass! It is important to understand what accessibility, and by consequence inaccessibility means to Disabled people

### **Slide 3: Accessibility to us is ...**

- "Accessibility is allowing me the same rights that a non - wheelchair user has"
- "Compensating certain things for people with disabilities/providing things in case their disability affects their ability to do a certain task"
- "Accessibility means making the world accessible to invisibly disabled folk too"
- "Accessibility for me means not noticing my impairment when I am doing tasks or in situations"
- "Adequate accessibility enables me to go about my day without additional barriers being apparent"
- "No restrictions to living my life"

**Slide 4: ... and because accessibility can be so hard to pin down, it can be easier to define it by its absence: inaccessibility. Inaccessibility is ...**

- "Disabled loos being used as storage cupboards, lifts only being switched on when someone asks it to be, door handles being ridiculously high up, parking in front of drop kerbs"
- "People in positions of power holding stigmatising views!"
- "Inaccessibility is missing nights out due to flashing lights or clubs that make you queue for hours to get in."
- "Inaccessibility is being unable to go to lessons due to underfunded school buildings that lack lifts."
- "Inaccessibility is avoiding train journeys for fear of train drivers that give you 'that look' when you ask whether there's a possibility of using the ramp."

### **Slide 5:**

To really understand accessibility and inaccessibility we need to quickly go back to the social and medical models of disability . These are both ways of viewing the relationship between a disabled person and the world.

The Medical Model: A person is disabled by their condition or impairment, which prevents them from functioning 'normally'. Next to this is an image of a person and their wheelchair and a star case. There is an arrow pointing to the wheelchair with the label "problem!"

The Social Model: A person is disabled by societal attitudes and infrastructure that fail to respect their autonomy or access requirements, not their condition or impairment. Next to this is an image of a person and their wheelchair and a star case. There is an arrow pointing to the stairs with the label "problem!"

### **Slide 6:**

So, the social model of disability allows us to see that it is the environment around a person which has been constructed in a way that is full of barriers. We can describe this as being inaccessible. But! Now that we understand that an environment has been

constructed in a way that is inaccessible, we can see that it can be adapted, or deconstructed and reconstructed, to be made accessible!

The key message here is that it is the environment that is the problem and the thing that needs to change, not the person!

Okay! So, we understand what accessibility is in theory, but what does this look like in practice?

### **Slide 7:**

Because accessibility is all about making the world work for Disabled folks, and Disabled folk are an incredibly diverse bunch with sometimes contradictory needs, accessibility in practise looks like so many different things!

Here are a few things accessibility looks like for us...

- "Image descriptions on social media so I can enjoy pictures, and understand infographics, just the same as non - disabled people"
- "Comprehensive accessibility information being available online. (Far too often there is info about dog access and not wheelchair)"
- "Captions`! Every video being captioned - funny ones on social media, lectures, talks, every video!"
- "Concise information to prevent reading fatigue and difficulty understanding from brain fog"
- "Public places having wide enough doorways, streets being wheelchair friendly, tables in restaurants being wheelchair friendly, clothes racks spaces out etc"
- "Concise information to prevent reading fatigue and difficulty understanding from brain fog"
- "People knowing seizure first aid, so that I can feel safe when I am out and about"

## Slide 8: Resources for understanding more about what accessibility is ...

- Have a scroll through #AccessibleAdvent on Twitter! Lots of Disabled people shared things that increase accessibility/ experiences of inaccessibility
- Follow disabled people on social media! Accessibility is a huge part of Disabled people's lives, so we talk about it a lot!
- @pacingpixie on instagram has some incredible resources on accessibility (like this one!). There is an image next to this which shows one of their instagram posts of the “inaccessibility cycle”, a cycle comprised of 5 stages - inaccessibility, Disabled people unable to participate, disabled people not visible in public, disabled people seen as an outlier/rarity, “so there is little/no need to consider them”.

### **Plain Text of: Accessibility Out and About- A LUNA series on accessibility.**

Each slide has a pale blue background with different coloured splodges. The LUNA logo is in the top right hand corner.

#### **Slide 1**

A LUNA series on accessibility ...

Accessibility out and about !

The second of four resources giving you an introduction into what accessibility is, why it matters, and practical tools and steps to be part of creating a more accessible world (both online and offline!)

The first slide has a pale blue background with one green splodge and 3 blue splodges.

The LUNA logo is at the top of the slide in the centre. There is text that says “A LUNA

series on accessibility ...Accessibility out and about ! The second of four resources giving you an introduction into what accessibility is, why it matters, and practical tools and steps to be part of creating a more accessible world (both online and offline!)” in black font

## **Slide 2**

Think back to the last in person event you attended

- Did you have to check the website before you went?
- How did you get there?
- Was there a lift?
- Where was the accessible toilet?
- How many stairs did you go up/down?
- Were you able to access all the information you needed easily?
- Did your event include lighting/sound/music?
- Was there a hearing loop installed?

If you can't remember some of these things, it's probable that you didn't have to consider them before heading out.

For lots of people with disabilities or long term health conditions the answers to questions like these are things that dictate whether we can attend an event. That's before factoring in whether or not our bodies are feeling well enough.

## **Slide 3**

### Physical Access

Normally when people hear the word “accessibility” their brains automatically go to an entrance with no steps, or a ramp, making it wheelchair accessible. Whilst this is one aspect of accessibility it is not as simple as making sure a wheelchair user can get into the building - the physical access needs of disabled people are incredibly diverse!

Having no steps doesn't guarantee complete accessibility. There are SO many other aspects to be considered once inside, for example:

- Can a wheelchair user navigate the entirety of the building?
- Is there adequate space for wheelchairs to turn?
- Is there a lift to enable disabled people to access all floors?
- If there is, is this lift always switched on? Or do you have to ask permission to access it? What if someone has an invisible disability- are they allowed to use the lift without judgement?

#### **Slide 4**

Picture this scenario: You are a full time wheelchair user going for a meal out. You Google the restaurant; relieved to find they are advertised as being wheelchair accessible. So you head out ready for a nice meal with friends.

When you arrive you find that to get into the restaurant there are two steps. Your friend heads in to ask where the step free access is. They are then told, "This is the only entrance. Don't worry though, our staff are more than happy to lift your friend in their wheelchair".

This scenario may seem ridiculous to some but it is not uncommon for wheelchair users. All too often establishments will advertise themselves as being fully accessible without actually consulting the correct people to see whether that is the case. Even with the world's strongest, well meaning staff, two steps is not step free and suggesting lifting someone in is simply dehumanizing.

#### **Slide 5**

##### Accessible Toilets

When most people leave the house knowing where the nearest toilet is, won't be something that crosses their mind. But when you have a disability or long term health condition, the proximity of an accessible loo is often a major consideration.

An accessible toilet should:

- Be big enough to allow carers to assist
- Have adequate hand rails to aid transfers
- Provide turning space for wheelchairs
- A hand dryer and sink at an appropriate height for wheelchair user
- A red emergency cord hanging freely from the ceiling to the floor with no obstruction (eg. knots) that is reachable from the toilet
- Have contrasting decor between the floor and walls, door and walls, rails and walls to aid those who are visually impaired
- Have a slip resistant floor

On the right hand side there is a picture of an accessible bathroom. The walls, toilet and sink are white. The handrails and toilet seat are dark blue. Under this image is a close up photo of a red cord hanging freely from the ceiling.

## **Slide 6**

There are multiple schemes and initiatives aiming to increase access to disabled facilities. At the same time they raise awareness of the fact that not everyone who needs a disabled toilet will be using a mobility aid.

- Radar Keys- these can be purchased by anyone with a disability and provide access to thousands of accessible toilets that are otherwise locked
- Just Can't Wait cards- these are available for all individuals with bladder and bowel conditions and can be presented to staff in establishments and enable you access to toilets that may not usually be available to the general public
- Lockdown Loo- This website has been developed as a result of the pandemic and multiple accessible toilet closures, it tells you where all open accessible toilets are in your area.

On the right hand side there are 3 images. The first is a picture of a silver radar key with a blue handle on a white background. The second is a picture of a Just Can't Wait card. It is half light blue and half dark blue with some white text explaining the purpose of the

card. The final image is of the Lockdown Loo logo. The word lockdown is dark blue and loo is light blue set on a white background

## **Slide 7**

### Sensory Input

When creating an accessible environment the physical experience alongside the sensory experience should be considered. Sensory stimuli is something that affects disabled individuals in a variety of ways. Often leading to conflicting access needs for different groups of people.

### Lighting

- Those with photosensitive epilepsy can have their seizures triggered by flashing/flickering lighting, It is therefore important to clearly advertise if an event will involve flashing lights and minimise their usage where possible.
- The environment should be well lit to enable lipreading.
- Fluorescent lighting should be avoided as it can be a migraine trigger.
- For individuals with sensory processing disorders or sensitivities bright lighting can be overwhelming

### Noise

- People with auditory disorders need quiet conditions. High ambient noise levels pose an access barrier for them.
- Individuals with sensory processing disorders can be overwhelmed by excessive noise.
- People with disabilities like cerebral palsy have a heightened startle reflex meaning that sudden noises can be physically painful. For example, if a theatre show has sudden noises it should be advertised.

### Scents

- Creating a scent accessible environment involves removing excessive sources of fragrance from the setting.



- Fragrance sensitivities affect more people than you realize. A large number of people report adverse health effects or irritation from fragrance chemicals.
- Those who have chronic health issues, such as asthma, migraines and Mast Cell Diseases often experience worse, and at times life threatening reactions.

## **Slide 8**

### Hearing Loops

A hearing loop is one type of sound system for use by people with hearing aids. The hearing loop provides a magnetic, wireless signal that is picked up by the hearing aid when it is set to 'T' (Telecoil) setting. The hearing loop consists of a microphone, an amplifier and the loop cable, which is placed around the perimeter of a specific area to act as an antenna that radiates the magnetic signal to the hearing aid.

The installation of a hearing loop has many benefits:

- They cut out unwanted background noise
- Sound goes directly into the hearing aid making the sound clearer
- They can be used by anyone with a compatible hearing aid
- Enables improved communication
- It is inconspicuous and doesn't rely upon the individual disclosing their disability
- One hearing loop can be accessed by any number of users

In the bottom right hand corner is an image of the signage that is used to identify that a hearing loop is present. It is a dark blue rectangle with a white outline image of an ear. With a white diagonal line going from the top right to the bottom left with a white capital T to the right of the ear.

## **Slide 9**

### Allergy Awareness

Approximately 6% of the UK population have a potentially fatal food allergy, with many more having severe intolerances. It is therefore no surprise that eating out can be particularly anxiety provoking for these individuals and their families.

Some ways in which you can increase allergy awareness are:

- Displaying a comprehensive list of allergens on menus.
- Highlighting the type of cooking oil used.
- Making your website comprehensive. Some allergens can be airborne and therefore individuals won't want to enter the establishment to find out what you cook with.
- Ensure all staff present at an event are trained in allergy awareness. This involves knowing: the symptoms of anaphylaxis, how to use an EpiPen and to look for medical ID bracelets.

These steps will enable people with allergies to feel more at ease in your establishment or attending your event.

'Think Allergy' cards can be printed from the food standards agency website. They are a good way to allow attendees to communicate their allergies with establishment staff in writing.

In the bottom left corner is an image of the Think Allergy card. It is light blue and says I have an allergy to and has 6 boxes to write the allergies in. Then some smaller text explaining how dangerous allergies can be when not taken seriously.

## **Slide 10**

### Resources to find out more...

The vast nature of accessibility in venues and at events is something that cannot be covered in its entirety in this resource. This is simply the tip of the iceberg and will hopefully provide a basic overview. Below we've listed some additional resources to further your knowledge.

- Changing Places Accessible Toilets- <http://www.changing-places.org/>
- Checking the accessibility of an event or venue- Scope
- Engaging with disabled people: an event planning guide
- Allergies with Ayah Podcast

Or, have a search and see what you can find! A quick google search of any of these terms will start to expand your accessibility knowledge, equipping you to notice inaccessibility in a place before even picking up a menu !

- BSL Interpreter
- Sensory Overload
- Hearing Loop
- Photosensitivity
- Autism friendly environment
- Accessible Events
- Braille
- Alternative Format Information
- Sunflower Lanyard
- Blue Badge

Halfway down on the right hand side is an image of the Allergies with Ayah podcast logo. It has a green background with a digital drawing of Ayah in the centre. With “Allergies With Ayah” written in grey font at the top in the middle.

### **Accessibility Resource 3: Digital Accessibility**

Each slide has a pale blue background with different coloured splodges. The LUNA logo is in the top right hand corner.

#### **Slide 1**

A LUNA series on accessibility ... Digital Accessibility

The third of four resources giving you an introduction into what accessibility is, why it matters, and practical tools and steps to be part of creating a more accessible world (both online and offline!) in black font

The first slide has a pale blue background with one green splodge and 3 blue splodges. The LUNA logo is at the top of the slide in the centre.

#### **Slide 2**

Why does Digital Accessibility matter?

Well, firstly, it matters because digital spaces are so incredibly important! You ( a person in a digital space!) will know this - they are a source of information, community, support,

education, empowerment and so much more! This is even more so the case for many with chronic illnesses or disabilities. They act as a support network, enabling people to socialise as well as keep up to date with information.

Secondly, it matters because there is a misconception that digital spaces are inherently more accessible ! This is simply not the case, and whilst you may not have to think about ramps and hearing loops as we talked about in relation to physical accessibility, there are many other things to consider to create an accessible digital space

Over the course of this resource we are going to highlight some common areas of inaccessibility in digital spaces (by which we mean websites, blogs, social media, and video meetings, amongst other things), why they are an accessibility issue, and practical ways that you can make positive changes!

### **Slide 3**

#### Readability

Readability is important to everyone! It ensures you get your message across and are understood. As the saying goes 'When you write more, people understand less'. For those with neurodivergence, processing disorders or limited reading abilities this becomes increasingly important. For those with chronic illness, fatigue, brain fog and pain levels can also impact upon concentration levels and cognitive energy. Increasing readability increases access for a wider audience. (black font)

#### Things to Consider:

- Style: Writing style is very personal but basics really help readability. Think about sentence length, using plain English, rather than jargon and acronyms, cutting repetitive words and using clear sub headings / bullet points where needed.
- Font: Using an easy to read font, such as Arial or Comic Sans.

- Zoom: All text needs to be able to be zoomed in/out easily, without impacting the layout of the page.
- Reading Level: When something is set to be read by a vast audience, setting your written content at an accessible reading level is important.

(Style, font, zoom and reading level are in purple font. The rest of the slide is in black font.)

#### **Slide 4**

##### Colours

Colour contrast is important to consider. The colours of text, graphics or images can make a difference to how accessible they are for people with a range of disabilities - including visual disturbance, impaired vision, dyslexia, or low colour perception. It is also important when reading in a dark room, which for people who struggle with light sensitivity (e.g. people with chronic migraines), is an important accessibility feature.

Inverted colours are growing in popularity. There are now many themes and add ons for operating software that allow colours to be inverted, contrast to be increased or entire devices to be put into grayscale. This is useful for the groups of people listed above, but is also growing in popularity for those wishing to reduce their blue light consumption before bedtime.

##### Things to Consider:

- Colour Contrast: Officially termed the luminosity contrast, this is often given as a ratio. Essentially, it depicts how different the text colour is to the background. It's the contrast that matters, not the chosen colours.
- Inverted Colours: Making sure that your content works when colours are inverted, contrast is altered or the screen is gray scaled is really important.

Colour contrast and inverted colours are in purple font. The rest of the slide is in black font.

## **Slide 5**

### Screen Reader Compatibility

Screen readers/text to speech software are an assistive technology that reads aloud whatever is on the screen! This may be used for a number of reasons, such as visual impairment, dyslexia, migraines, or having images turned off due to sensory disorders, flashing images, etc. Screen readers/text to speech are great, but they can only read things in the right format

Things to Consider:

- Image Descriptions: Providing an alternative text, or image description for every icon or image that has an interactive function, or aids understanding. For example a shopping basket icon is interactive and so needs an alternative text, as would a diagram in a blog post. This means no one misses out on the image!
- Plain Text: When using multimedia or showing resources with a coloured background, it is best to also provide a document with all the text on a blank page.
- Capitalised Hashtags: When using hashtags on social media capitalising each word is best practice. For example, #TheLunaProject instead of #thelunaproject.

Image Descriptions, Plain Text and Capitalised Hashtags are in purple font. The rest of the slide is in black font.

## **Slide 6**

### Closed Captions

The obvious reason for using closed captions is to aid those with hearing loss. Captions allow them to access the content without requiring other aids. However - this is not the only reason! Many people with chronic illness or disability will spend additional time resting, or in places where noise will disturb those around them such as hospital waiting rooms. In all these scenarios, captions allow them to access content without causing disruption, or exacerbating symptoms (e.g., a migraine). An added benefit for everyone is that captions allow them to read content whilst in a busy or noisy setting without the need for headphones

These are fairly self explanatory, and many of us will have seen them used on Instagram stories or in the media. The important thing to remember here is that closed captions should be added every time audio is used. This could include:

- Videos with music, speech or a voiceover
- Stories on Instagram, Facebook etc. with speech or music playing
- Animations or any type of moving images with a voiceover
- Recordings of interviews or multimedia clips

Closed captions should be added every time audio is used and an added benefit for everyone is that captions allow them to read content whilst in a busy or noisy setting without the need for headphones are in a purple font. The rest of the slide is in black.

## **Slide 7**

### Content Warnings

Content warnings (also known as trigger warnings, or just "CW" or "TW", are designed to do exactly what you imagine - give warning about content! If you are creating content that deals with or discusses topics that may be difficult, upsetting, or triggering for people. A content warning stops people from being exposed to triggering material unexpectedly, and allows them to make a decision about whether in the context they are in they want to be exposed to that material or not. This is important for everyone, but

particularly for people with experiences of trauma, and trauma disorders such as PTSD in making digital spaces a safer place to navigate

You can really easily begin to integrate them into the digital spaces you occupy! When creating content, reflect on whether it may contain difficult topics, and if so just add a wee content warning! When giving a content warning you may want to make clear whether the topic is just mentioned, or whether it is discussed in depth.

**Example:**

- **"Content warning: mention of medical trauma"**
- **Or they can be more specific e.g. "Content warning: discussion of medical trauma - in particular gaslighting and neglect"**

If you are unsure whether there needs to be a content warning, then probably err on the side of adding one!

The example is in a purple font, the rest of the slide is in a black font.

**Slide 8**

Video Meeting Platforms

Choosing a platform to have video meetings can be really tricky. Outlined below are some of the features available on some you may come across/be thinking about using ...

Zoom: Closed captioning, Keyboard access, screen reader compatible, adjustable text size, automated transcript on recorded meetings and allows for pinning multiple screens for interpreter and speaker.



Teams: Closed captioning, Keyboard access, screen reader compatible, dictation and voice control compatible, adjustable text and visual content size, adjustable contrast themes, reduced background noise setting & zoom in/out.

Webex: Closed captioning, Keyboard access and screen reader compatible. Couple of visual aids which are only available on specific operating systems.

Skype: Screen reader compatible, adjustable colour theme & inversion, zoom function for screen & text.

Zoom, Teams, Webex and Skype are in a purple font. The rest of the slide is in black.

## **Slide 9**

Testing your Website for Accessibility

As we have said many times, there is no recipe to making something/somewhere accessible in a way that works for all disabled people because we are such a diverse group! However, there are some things which consistently come up - so here are some practical checks/changes you can make to your websites!

- (1) Check every image that provides information useful for interacting with, or understanding the content, is available as an alternative text.
  
- (2) Check the contrast ratio or 'colour contrast'. Doing a check with a colour reverse add on, and grayscale can also be really useful.
  
- (3) Zoom in / out and change the text size settings to make sure that your content still works. This is especially important for columns and spacing.
  
- (4) Check that the site is completely useable by keyboard only. There are different free programmes to do this.

(5) Ensure any moving, blinking or pop up content that starts automatically can be paused or hidden completely.

(6) Make sure all multimedia has alternatives in the form of captions and plain text transcripts.

Key parts of each of the numbered steps are in purple font. The rest of the slide is in black.

## **Slide 10**

### Find Out More

Digital accessibility can be quite confusing, with lots of different best practices, codes and methods, but the important part is getting started! It doesn't have to be all or nothing - start with changing the colour contrast of your text, or adding image descriptions to your Instagram posts, and go from there - every little step will help someone.

If you want to learn more and start putting this new found knowledge into practise, listed below are some organisations to use as a starting point

- W3C.org
- Web Accessibility Initiative
- Texthelp
- Abilitynet

Or, have a search and see what you can find! A quick google search of any of these terms will start to expand your digital accessibility knowledge: digital accessibility, web accessibility, WCAG, WC3, WAI, Readability, Reader Descriptions, Keyboard access, alt text

On the right hand side are images of the logo for each of the organisations mentioned previously. The suggested search terms are in either purple, black or navy blue font.

### **Plain Text of: A Culture of Accessibility.**

#### **A LUNA series on accessibility.**

The final of four resources giving you an introduction into what accessibility is, both on paper and in practice, why it matters, and practical tools and steps to be part of creating a more accessible world (both online and offline!)

The resource is made up of 9 slides, all infographics with a light blue background, and faded out shapes which are green, purple, and blue! Any other images will be described.

#### **Slide 2: What is a culture of accessibility?**

This is possibly the hardest part of accessibility to pin down, but it also one of the most important parts, so we will try! As a concept it applies to everything - it should be held and promoted by charities, business, individuals, and society as a whole.

Essentially, a culture of accessibility is one where responsibility for accessibility is accepted by groups/society, and accessibility is central to everything they do.

In order to deep dive into this, we are going to break it into two parts and look at each of these in turn. A culture of accessibility is:

1. Accepting and taking responsibility for in/accessibility.
2. Committing to action to deconstruct barriers for Disabled people.

#### **Slide 3: Accepting and taking responsibility for in/accessibility**

An accessible culture is one where groups/society accept that they are responsible for in/accessibility. This involves subscribing to a version of the social model of Disability, and seeing clearly that barriers for Disabled people are constructed by society.

Accepting this means accepting they are both part of the problem, and can be part of the solution!

to recap: the social model of disability states that people are disabled by barriers in society, and not by their difference. These barriers may be things like: a lack of accessible toilets, stairs, lack of seating, or people assuming disabled people can't do something.

This may look like ... Accepting and taking responsibility for in/accessibility may not always be visible - it will likely be a lot of behind the scenes learning and unlearning, calling friends and colleagues into conversations, or calling out issues and suggesting changes. It may also look like talking about accessibility. For example, when planning an event detailing what access you are putting in place (and also what you can't) so that people can make an informed choice. Accessibility isn't a one size fits all thing, so also invite people to get in touch with accessibility requirements. Another specific example is "reasonable adjustments"...

#### **Slide 4: Accepting and taking responsibility for in/accessibility ... Reasonable Adjustments**

This is the term used in the Equality Act (2010), the main legislation which protects disabled people from discrimination in the UK. It means that disabled people are entitled to "reasonable adjustments" in schools and the workplace, to ensure that they aren't disadvantaged in comparison to their non-disabled peers. Common reasonable adjustments include: changes to working hours, ergonomic chairs, assistive software, etc.

This is really important, as it recognises that Disabled people need to have barriers removed in order to be able to access work and education to the best of their ability, and that schools and employers have a responsibility to do this!

(There is an image here) Image description - the image is the classic image used when discussing the difference between equality and equity. There are three parts to it. The first part shows three people watching a football game from behind the fence, with three equal sized boxes for them to stand on. The tall person can see plenty, a smaller person can just about see, and the person using a wheelchair cannot get on the box and

therefore cannot see. Underneath is the text “same treatment”. The next image has the tall person with a box and still able to see, the smaller person with a box and able to see, and the wheelchair user with a ramp, so they can see too. Underneath it says “equitable treatment”. In the final image everyone can see, because rather than boxes and ramps, the fence has just been removed. Underneath is the text “the systematic barrier has been removed. This is equality.

Next to the image is the text “The "equity" part of this image shows what reasonable adjustments allow for! As we can see though, it doesn't go far enough as it doesn't dismantle systematic ableism/disablism, but it is really important for Disabled people right now!”

### **Slide 5: Accessibility as the focus!**

An accessible culture is one where creating accessibility is considered as central. They have accepted they are responsible for in/accessibility, and commit to making change. This may look like disabled people being considered at all stages of creating something, and not just after it has been finished. For example, when a new building is designed, the designers implement step free access and other accessible features as it is built, rather than grafting them on later.

This may look like ... Lots of different things! Our previous two resources on in person accessibility and digital accessibility give an intro to the kind of things that should be at the centre of decisions around events, social media, etc. There are endless examples and situations we could talk about - but here are just two more - universal design and the importance of choice.

### **Slide 6: Accessibility as central ... Universal Design**

This is an approach to design, created by an American architect named Ronald Mace. It essentially means that all buildings, products and spaces should be designed to be usable for all people to the greatest extent possible. It follows many principles, but one

of the key ones is: **"If a design works well for disabled people, it works better for everyone!"**

For example, having dropped kerbs benefits wheelchair users as it allows them to get onto the pavement. BUT it also benefits parents with pushchairs and those who use skateboards or rollerskates!

There is an image which shows a triangle, with lines drawn in it so as to break it up into 4 smaller triangles. The top one has the word "Usable" in it, the bottom left "accessible", and the bottom right "inclusive". In the centre triangle are the words "universal design".

### **Slide 7: Accessibility as central ... Allowing Choice !**

One key part of accessibility, especially online, is providing people with multiple ways to access the same content - as we have said many times, accessibility isn't a one size fits all thing. Therefore one single thing is unlikely to be accessible to absolutely everyone, because people's individual needs sit across a very broad spectrum. Choice allows everyone to access content in the way that is best for them, and should be built in from the very beginning.

For example, including written transcripts with podcasts as well as the audio ensures that both those who are D/deaf, and those who are visually impaired, can still access the information

### **Slide 8: A culture of accessibility which is working look like ...**

- Disabled people feeling able to ask for reasonable requirements (and to say something if they are not being met).

- Everyone taking responsibility! Just like everyone follows health and safety standards in a workplace, everyone should meet standards of accessibility!
- There should be accountability! If a disabled person points out that something is not accessible to them, changes should be made to rectify this
- Being aware of what the standards are and following them - for example, Websites should follow the Web Content Accessibility Guidelines (WCAG 2.0) to ensure they are accessible
- It's inclusive! Seeing disabled people, and therefore accessibility needs as diverse.
- Lived experience being valued and listened to.
- Disabled people represented in every space (1 in 5 adults in the UK are Disabled)
- Ableist and disabelist attitudes being unpacked

### **Slide 9: Find out more!**

**Universal Design:** <http://universaldesign.ie/What-is-Universal-Design/>

### **The Equality Act:**

<https://www.equalityhumanrights.com/en/advice-and-guidance/your-rights-under-equality-act-2010#h3>

### **Accessibility Culture (corporate):**

<https://equidox.co/blog/five-key-elements-of-accessibility-culture/>

**The Social Model:** <https://www.scope.org.uk/about-us/social-model-of-disability/>

**Making your social media accessible:**

<https://www.rnib.org.uk/rnibconnect/technology/making-your-social-media-accessible>

Slide 10:

this is the end of our 4 part series on accessibility (not the end of us talking about it though!), and so as we bring it to a close we would love for you to share in the comments either **something you have learnt in the series**, or **something which you are going to commit to do differently**, or **something you want to contribute to the conversation around accessibility!** Then, tag a friend or organisation to do the same!