**Inclusion by Design**

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The purpose of this document is to support providers who may wish to look at their training materials and presentations in order to ensure they are as accessible as possible by those they are working with. Statistically, 1 in 6 adults has dyslexia and/or other learning difference, and anecdotally, those involved in outdoor activities this is higher. What is suggested to be considered below are some ways that providers can tweak materials to ensure easy accessibility by all, leading to enhanced working practices, and overall safety of activities.

# Key message:

Adopt the plus 1 approach. Choose one thing from the top ten list that you can do to make your training more accessible. It’s great to do everything, but even if you change just one thing each time, it makes a difference.

# 10 ways to make your trainings more accessible:

* Font size and simplicity – minimum size 12, comic sans – ariel – verdana- tahoma, avoid italics and no underlines, no capitals
* Colour – avoid background pattern and pictures, and suitable contrasting colour, White writing on a dark background – don’t do it!
* Present information in various format – written, verbal, audio
* Diagrams and flow charts are great, remember descriptors with all images
* PDfs need to be in alternative format. Generally they are not screen readable.
* Ask your group – what do they want/need ahead of time. Inclusion by design.
* Make sure you use the captioning service online sources provides.
* If someone needs written content 7 days in advance, then make it available for everyone.
* Appropriate learning spaces – consider distractions in your learning spaces. Think about the lights and outside noise.
* Putting a display with writing on a wall? Anything less than a 32 font can not be accessed easily from a distance

**Want to know more?**

# General Advice

* Include page numbers on documents
* Images should contain a description to allow the screen reader or reader to read that information. Images should be aligned to the left.
* Plain English
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Figure 1: Word document clip art with magnifying glass and pencil.

* Where possible use lower case letters rather than upper case. Using capital letters for emphasis can make text harder to read.
* line spacing of 1.5 or 2 lines;
* left-aligned, non-justified text;
* short paragraphs or blocks of text;
* use of non-bleached white or pale pastel coloured paper.
* Writing style – clear and to the point.
* Avoid green and red/pink, as these colours are difficult for those who have colour vision deficiencies (colour blindness)

# For digital resources

An accessible digital resource should have:

* Structure – use a table of contents, for example so that people click and immediately go to a particular chapter or heading rather than scrolling through the whole document.
* Tables defined using table tools rather than tabs and spaces – this means that blind learners using screen readers can understand them more easily and readers with physical impairments can ‘tab’ through the data;
* Text transcripts of embedded sound files, so that learners with a hearing impairment can read them.
* Use text boxes or borders for headings or to highlight important text.
* Colour-code text – for example, information in one colour, questions in another.
* Include flow charts, illustrations and diagrams to break up large sections of text or to demonstrate a particular procedure.
* Presenting online? Have your camera on so that individuals can lip read you.

# Training, workshops and assignments/exams

* Give participants advance notice of having to take part in group discussions so they have time to prepare what to say.
* Handouts – give these out at start of session. This helps guide the presentation and allows participants to read the information while listening to it and make notes if necessary.
* Give participants the option of using a digital recorder.
* Don’t make the session too long - regular breaks, at least once an hour. Mental breaks are really important.
* If possible ensure that the venue is quiet and distractions such as busy roads outside are reduced.
* Extra time immediately after group sessions to check understanding.
* A written test/assessment/exam must be accessible. Avoid ‘trick’ questions, or those with double negatives – these can be incomprehensible to those who are neurodivergent.
* In practise sessions where play acting is happening, be aware that those who are neurodivergent may struggle to respond to a situation that is not ‘true’, so very clear instructions must be given. Example: ‘pretend she is lying on a rocky mountain top’ when in fact lying on the carpet in a base is very difficult which can result in a consistent internal train of thought running through going ‘but they are not, but they are not’ which distracting – not so easy just to ‘move on’ or ‘pretend’. Rephrasing to ‘these are the skills you would use to manoeuvre someone on a rocky mountain top. Let’s practise these here’. While not always unavoidable, try to keep all scenarios realistic to the time and place you are in.

# Remember…

It is impossible to make anything 100% accessible to everyone, as making alterations in one way may make materials accessible for one disabled person but inaccessible for another.

In addition, the requirements of different people, including those with similar disabilities may be significantly different.

Don’t assume – ask. Assumptions make an ass out of you and me.