

He aratohu mō tēnei hui kia wātea, kia uru mai nga hapori katoa

Guidelines for an accessible and inclusive regional hui on Family and Sexual Violence Prevention

About these guidelines

On Friday 2nd March 2012, community groups and individuals from across the Auckland region will come together to discuss the role of Auckland Council in the prevention of family and sexual violence. It is also an opportunity for communities to learn more about the Council's Long-Term Plan and how they can have their say on where Council will spend its money over the next ten years.

The hui is led by Māori and the family and sexual violence intervention sectors, and is hosted by Auckland Council and the Ministry of Social Development.

We want everyone to fully participate in the hui and have their say. These guidelines provide a list of actions to make sure that disabled people feel welcome and included, and have the same opportunities to participate as non-disabled people.

These guidelines are primarily for the Working Group organising the hui, and caucuses (groups) who will be making presentations. However, they are also useful for everyone who will be attending.

What has already been organised?

Invite	<ul style="list-style-type: none">• People asked to RSVP any access requirements (and gives some examples)• Explicitly states that venue is step-free, has accessible toilets and that assistance dogs are welcome
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	<ul style="list-style-type: none"> • Is available in plain Word format • Uses plain language
Venue (with Nagti Whatua o Orakei)	<ul style="list-style-type: none"> • Checked that assistance dogs are OK • Checked for step-free access and accessible toilets • Checked that there is enough circulation space for wheelchair users • Identified area where assistance dogs can be toileted • Checked acoustics • Checked that furniture is movable
Technology	<ul style="list-style-type: none"> • PA system booked
NZSL interpreters	<ul style="list-style-type: none"> • Two NZSL interpreters are booked and one is trilingual (te reo Maori)
Briefings	<ul style="list-style-type: none"> • Facilitators, researchers, presenters and Ngāti Whātua o Ōrākei etc have been briefed on these guidelines

To do prior to the hui

What do we need to do?	Who will do it?
RSVPs – make a list of names, dietary and access requirements for registration	Kelly
Check access requirements from RSVPs and follow-up	Tania
Re-confirm interpreters	Liz
Ensure resources in the web-based information pack are available in Word or HTML. For all information produced especially for the hui (e.g. caucus presentations), documents should use plain language, 14pt font size, sans serif font on light coloured background, non-glossy paper and follow the ‘communications tips’	Tania, caucuses
Ensure that printed materials on the day are in plain	Tania

What do we need to do?	Who will do it?
language, 14 size font and spacing, on plain backgrounds etc, and that any other requested formats are available	
Check with Ngāti Whātua o Ōrākei, Whānau Tū Rangatira and iSign about NZSL interpretation during pōwhiri	Tania
Liaise with NZSL interpreters about the whole day	Tania

Day before – Setting up of venue

What do we need to do?	Who will do it?
Check PA system works	Marion, Tania and Kelly
Check lighting OK	
Check layout provides enough circulation space for wheelchair users and reserve seats at the front for people using the NZSL interpreters	
Clear signage (large font, sans serif, on light coloured background)	

On the day – Catering

What do we need to do?	Who will do it?
Check water for assistance dogs is available	Liz
Check straws are available	Liz
Check appropriate crockery available (cups etc)	Liz
Provide assistance (if needed)	Designated people

On the day – Facilitators and researchers

What do we need to do?	Who will do it?
Facilitators and researchers to liaise with the NZSL	All facilitators and

What do we need to do?	Who will do it?
interpreters	researchers
<p>Main facilitators to:</p> <ul style="list-style-type: none"> • Explain how you will signal that presenters are coming to the end of their allotted time (e.g. a bell or tap on the microphone) • Avoid a ‘first come, first served’ approach to taking contributions from the floor. Tell participants how to indicate they want to speak and how you will confirm who you are calling to speak. Don’t allow contributions from the floor without the person having a microphone • If roving microphones are being used explain how they will be brought to participants and inform participants not to shout through the microphone • If needed, remind participants about the need to use language that is respectful of disabled people 	Main facilitators
<p>Afternoon facilitators to:</p> <ul style="list-style-type: none"> • Check that everyone is comfortable with the seating arrangements, which should include people facing each other in a circle where possible. • Remind the group that you will ensure that only one person speaks at a time and stick to this rule • If written materials are to be used allow sufficient reading time • Read back any information written up on flipcharts etc • Read and agree points to be feedback to larger group whether in writing or orally presented • Don’t set tasks that involve individuals writing – it is better to use small group writing exercises 	Afternoon facilitators
Facilitators and researchers to follow the	All facilitators and

What do we need to do?	Who will do it?
' communications tips ' at the end of this document, especially the tips on speaking at a medium pace, using plain language etc	researchers

On the day – Registrations (8.45am – 9.15pm)

All participants have been asked to include any access and dietary requirements when they RSVP to the hui (booking for all participants is essential).

What do we need to do?	Who will do it?
Clear signage (large font, sans serif, on light coloured background) to registration area	People on registration desk
Check with participants to ensure we have received their access (and dietary) requirements	People on registration desk
Let participants know about any arrangements (e.g. area for toileting assistance dogs, human assistance available, NZSL interpreters, what is happening during certain parts of the hui such as pōwhiri etc)	People on registration desk
Provide assistance (if needed)	Designated people

On the day – Pōwhiri (9.15pm – 10am)

What do we need to do?	Who will do it?
Provide assistance (if needed)	Designated people

On the day – Welcome (10am – 10.20am)

What do we need to do?	Who will do it?
Housekeeping: <ul style="list-style-type: none"> • Check with participants that the PA system is working and set at an appropriate volume 	Facilitators

What do we need to do?	Who will do it?
<ul style="list-style-type: none"> • Identify organisers and support staff to participants • Inform participants of the location of all toilets including accessible ones • Inform participants of the emergency evacuation procedure. Describe to participants the location of exits and explain which are fully wheelchair accessible. • Tell participants where they can exercise assistance dogs and get water for them • Tell participants what materials are available in different formats, and check that people have the paperwork they need 	
Provide assistance (if needed)	Designated people

On the day – Caucus presentations (10.20am – 12.45pm)

What do we need to do?	Who will do it?
Follow the ' communications tips ' at the end of this document, especially the tips on speaking at a medium pace, using plain language, describing any images and font etc for PowerPoint presentations	Caucus presenters

On the day – Afternoon session (1.30pm – 3pm)

What do we need to do?	Who will do it?
<p>Afternoon facilitators to:</p> <ul style="list-style-type: none"> • Introduce yourself and check that everyone is comfortable with the seating arrangements, which should include people facing each other in a circle where possible. • Have all participants introduce themselves 	Afternoon facilitators

What do we need to do?	Who will do it?
<ul style="list-style-type: none"> • Explain clearly the purpose of the group and how feedback will be collected • Remind the group that you will ensure that only one person speaks at a time and stick to this rule • If written materials are to be used allow sufficient reading time • Encourage everyone to speak, but don't "pounce" on individuals • Ensure that the meeting is not being dominated by any one person or small group • If issues raised are not relevant or time is pressing tell the person raising them that you'll talk to them about the issue outside of the group • Read back any information written up on flipcharts etc • Read and agree points to be fed back to larger group whether in writing or orally presented • Don't set tasks that involve individuals writing – it is better to use small group writing exercises 	

Communication tips

These tips are based on the principle of universal design. This means making your publication or presentation accessible to the widest possible audience.

Please try to follow these guidelines and feel free to contact Tania Pouwhare (tania.pouwhare@aucklandcouncil.govt.nz or 09 365 3058) if you need any advice.

Use plain language

- ‘Plain language’ is everyday language that people will be familiar with. Using plain language will help get your information across more effectively to everyone but is especially important for people with a learning or intellectual disability.
- Avoid using jargon.
- Don’t use acronyms or technical terms without first explaining what they mean in plain language.
- For more information on good practice in plain language see: <http://www.plainenglish.org.nz/rachels-checklist.php>

Text and layout in documents

The text in any materials should be:

- Unjustified. Unjustified text is easier to read than right-justified text, which has uneven spaces between words and creates visual patterns of white space which are hard to ignore. People with dyslexia find justified text particularly difficult to read.
- In a single column (like in these guidelines)
- In a sans serif typeface (e.g. Arial), minimum size 12 font (but 14 or larger is better), with 1.2 to 1.5 line spacing. Sans serif typefaces, larger fonts, adequate spacing and good contrast make materials easier to read, especially people with a visual impairment.

- In a consistent layout (headings etc. are same size, typeface, position etc.)
- Contrasted against the paper (e.g. black text on a white or light coloured background)
- On non-glossy paper
- Use **bold** for highlighting and emphasising

Please avoid:

- Right-justified text
- SENTENCES IN CAPS
- Serif typefaces (e.g. Times New Roman)
- Words over photos or pictures
- Light coloured text
- Glossy paper
- Dark backgrounds
- Underlining or excessive *italics* when emphasising or highlighting text. Italics and sentences in capital letters can be difficult to read. Underlining 'cuts off' the bottom of letters which go below the line and people may think it's a hyper link.

Speaking

- Speak at a medium pace.
- Please don't speak too quickly, especially when listing things, using names or using technical language. Sign language interpreters need time to finger spell names or determine the most appropriate interpretation, which takes longer than if spoken.
- Please use the microphone when speaking. Using the microphone is helpful for everyone, especially people with a hearing impairment.

PowerPoint presentations

- Supply a Word version of your power point presentation as well. This will be made available as part of the web-based information pack. Please ensure that each slide is on a separate page. PowerPoint presentations are difficult for people using a screen reader to read, which is why a Word version is always useful.
- Please fully describe each slide, including any images.
- Make sure there is good contrast between the words and the background. Backgrounds should be in pastel colours. Avoid red, dark grey, brown, green or purple for text and backgrounds, and don't use these colours next to each other as they do not provide enough contrast.
- For slides that are predominantly text based, the background colour should be in a solid block, not textured or graduated.
- Text should be: in a sans serif font; never be overlaid across images; and have minimal use of capitalisation and underlining. Avoid italics wherever possible.
- Large blocks of text should be avoided
- Use bullet points consistently and have no more than four per slide, wherever possible.
- People with a visual impairment may have trouble reading your presentation (even though projected) unless the text is large enough and has enough white space between words and sentences. The recommended sizes for headings are:
 - Main headings = 36 point in bold
 - Subheadings = 28 point in bold
 - Text = at least 24 point (not bold)
- Slides with key bullet points accompanied by relevant pictures to help explain the bullet point can be very helpful for people with a learning or intellectual disability. Pictures should be clear and uncluttered. However, please ensure that you fully describe any images when speaking to the slide.

- All slides should be numbered in both the presentation, in the Word version and as handouts.
- A sound should be used to indicate you have moved on to a new slide.

Why do we need Word versions of PowerPoints and PDFs?

Word documents are the best format for any materials, or, if this is not available, a link to an accessible HTML version. Screen reader technology, which reads electronic documents and converts to Braille or audio format, cannot read PDFs, PowerPoints or images.

If images are essential, please explain the image with the appropriate level of description e.g. “Map showing the location of 25 early childhood centres in the Albert-Eden local board area. It shows a high volume of centres (60%) located in the Sandringham and Pt Chevalier areas”. Otherwise, please convert information in to a simple table or diagram using Word tools.