



Partners in Community

Inclusive Communication Awareness Ibrox Library

Who are we? - Sense Scotland

“Transforming lives through trust, relationships and communication.”

We are a Scottish charity set up by parents of Deafblind children 30 years ago. We support both children and adults with complex communication support needs across our services in Scotland.

- Partners in Community are a project funded by the Scottish Government Equality Unit.
- We support businesses to communicate better with everyone.





Inclusive
Communication
Hub



inclusivecommunication.scot

Inclusive Communication Hub

- Disability Equality Scotland
- Sense Scotland
- www.inclusivecommunication.scot



Disability
Equality
Scotland



Inclusive Communication Hub

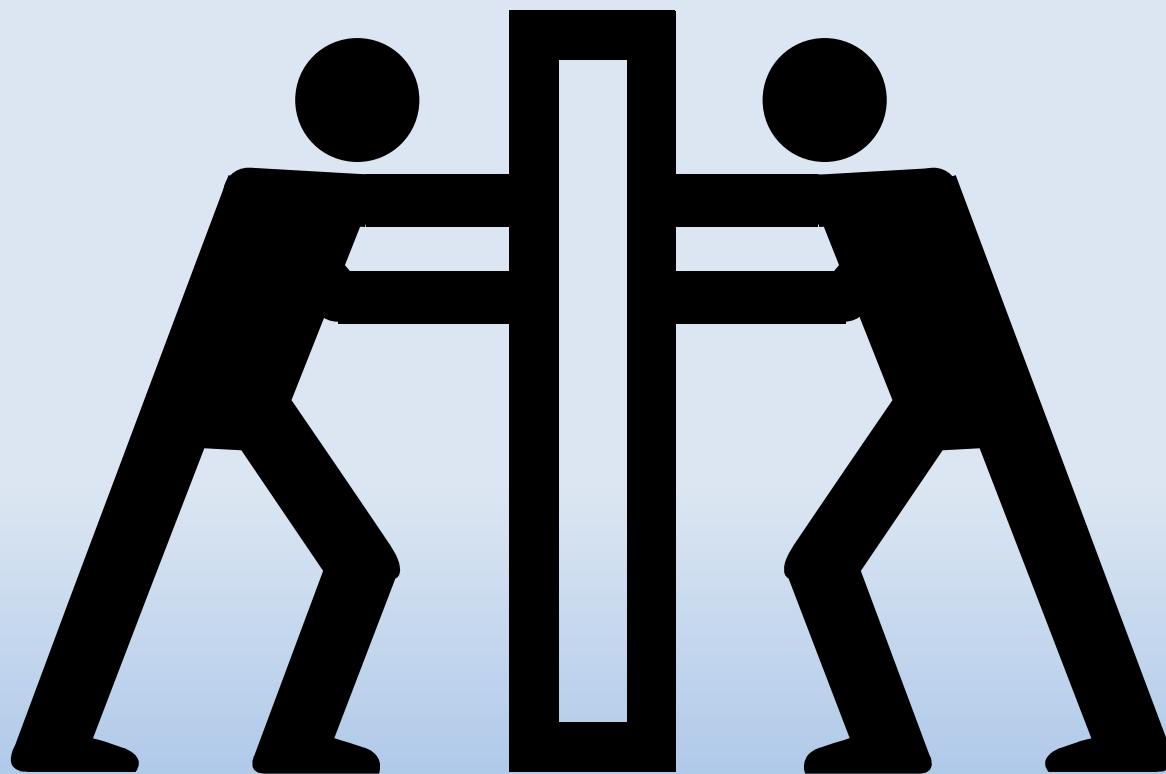
- aimed at anyone with an interest in improving their inclusive communication tools and processes.
- aims to promote inclusion and accessibility in its content and structure.
- helpful resources in the Library, Case Studies and Blogs from employers and individuals, details of training and the latest news on Inclusive Communication.
- Launched in the summer of 2016

Learning Outcomes for today

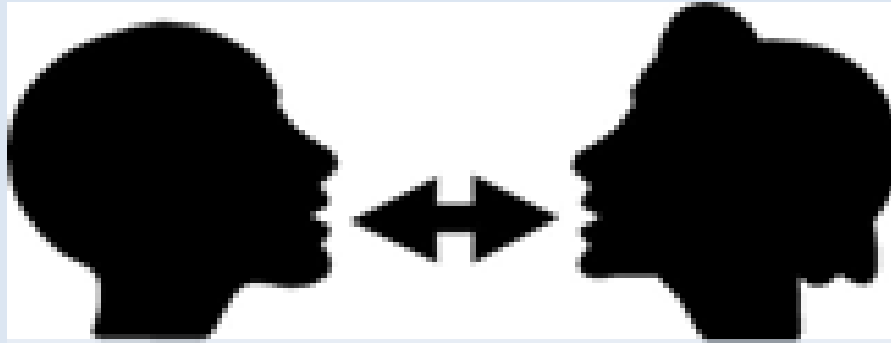
- To understand what **inclusive communication** is.
- To understand what **communication support needs** are.
- To know why inclusive communication is important.
- To be equipped with practical tools to be a better communication partner.

Activity

- Communication Barriers Exercise



Definitions



- **Inclusive communication** means sharing information in a way that everybody can understand.
- People have **communication support needs** if they need support with understanding, expressing themselves or interacting with others.

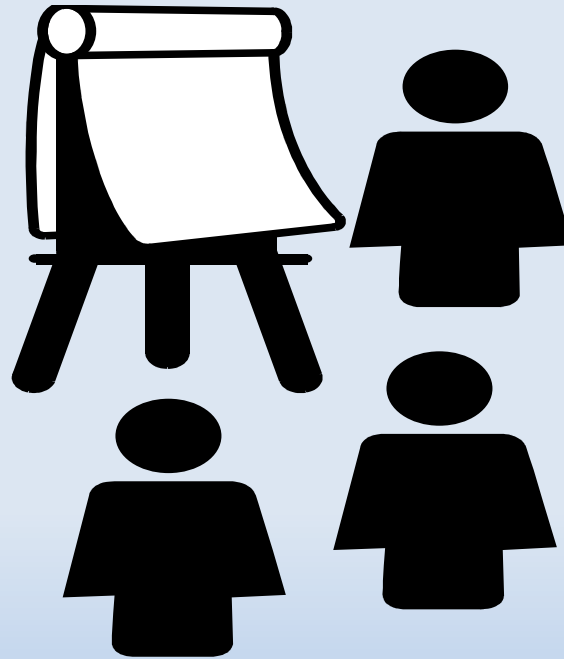
Natural communicators

- Humans are social beings
- We all have skills to communicate



Activity

- Communication methods exercise



What different ways are there to communicate?

Different ways to communicate

- Speech
- Body Language
- Gestures
- Signing
- Pictures
- Objects
- Voice Output Communication Aid (VOCA)



- Have you come across any of these different ways to communicate? Have you used different ways yourself?
- Share your examples.



Communication support needs

Question

- How many people in Scotland do you think have a disability or a long term health condition?



Answer

- The Scottish Government estimate that over 1 million people in Scotland have some form of disability or long term health condition – 1 in every 5 of the population

- This will include people who have:
- Learning Disability
- Autism
- Hearing impairments/deafness
- Stroke
- Parkinson's Disease
- Multiple Sclerosis
- Cancer
- Mental Health issues

What does this mean for Glasgow's Libraries?

The document 'A vision for Glasgow Libraries' states that

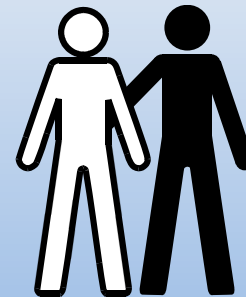
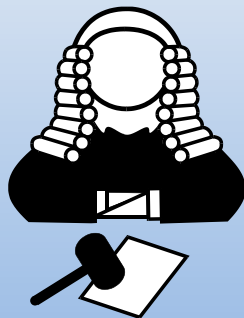
- '2014 Glasgow household survey showed c50% of the population use Libraries'
- The 2011 census shows Glasgow population to be 598,830
- Research found that there was 'Relatively high use (of libraries) by older people, BME people, people with disabilities'

Adopting Inclusive Communication

There are strong

- Legal
- Business
- Human

reasons to adopt inclusive communication.



Legal Reasons



Equality Act 2010



- Equality means all people are supposed to be treated with the same respect as each other. Everyone should have the same chances to do what they can. Some people may need extra help to get the same chances as everyone else.

Reasonable Adjustments

- Equality law recognises that bringing about equality for disabled people may mean changing the way in which services are delivered, providing extra equipment and/or the removal of physical barriers.
- This is the **duty to make reasonable adjustments.**

- Adjustments only have to be made if it's **reasonable** to do so. What is reasonable depends on things like:
- how practicable the changes are
- if the change would overcome the disadvantage disabled people experience
- the size of the organisation
- how much money and resources are available
- the cost of making the changes
- if any changes have already been made.

What might be reasonable for a Library?

- A library has a small number of computers for the public to use. When the computers are installed, the library investigates the option of incorporating text-to-speech software for people with a visual impairment.

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- It rejects the option because the software was **very expensive** and **not particularly effective**.
- It would not have been a reasonable step for the library to have to take at that stage.

- In time, the library proposes to replace the computers.
- It makes enquiries and establishes that text-to-speech software is now efficient and within the library's budget.

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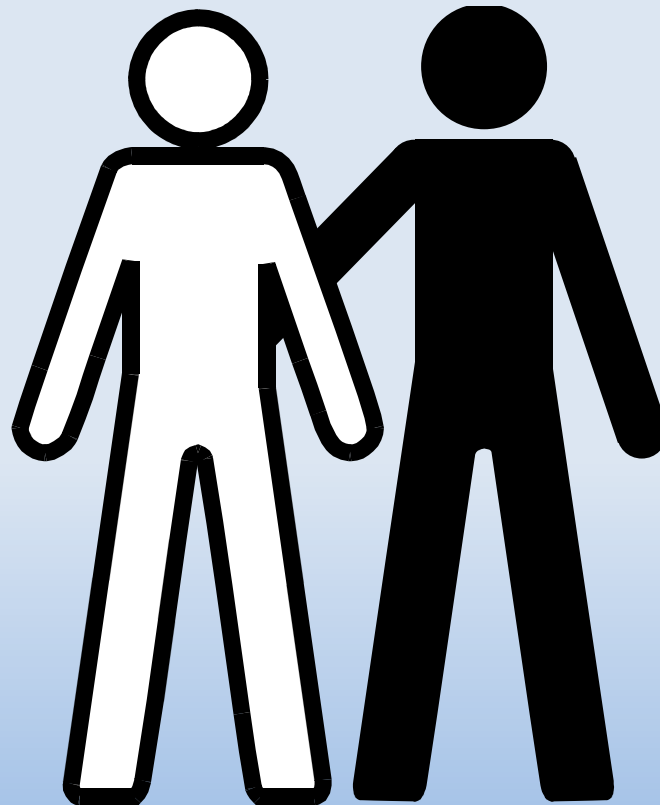
The business reason

- As well as being something you are required by equality law to do, making reasonable adjustments will help a wider range of people use your services.



The human reason

- It is just the right thing to do.



- Individuals with communication support needs can experience a range of difficulties in using Libraries.
- A recent survey of Third Sector organisation found that barriers to the people they support accessing Glasgow's Libraries included ...

- ‘Don’t know what is on’ (51% of respondents)
- ‘Difficulty reading’ (35% of respondents)
- ‘Resources, services and activities not accessible’ (12%)

‘Libraries need to make more explicit their support of people who have access and support needs and staff need to be enabled to assist people with support needs to use the resources’

Quote from survey

- “Most staff don’t set out to give disabled customers a bad experience. Often, they are worried about saying or doing the wrong thing, so avoid interaction altogether or their nervousness is mistaken for rudeness.”

Visit Scotland

Practical tips



Accessible formats we use at Sense Scotland

- Standard text
- Large Print
- Easy Read
- Audio CD
- Braille

Accessible Fonts and size exercise



Accessible fonts

- Sans serif fonts such as Arial or Verdana
- Good practice guidelines recommend 14 and no smaller than 12
- Anything larger than font size 20 is considered Large Print

Other considerations – Handout(SAIF)

- Plain language
- Using left alignment. Avoid Justified or centred alignment.
- Avoid blocks of text in italics, underlining or uppercase
- No text over pictures
- Print on matt paper
- Font size for posters and powerpoint

Resources on SAIF Website

- <http://www.saifscotland.org.uk/>
- Free e-learning on **Accessible Information Awareness and Hidden Accessibility**
- <http://www.saifscotland.org.uk/training/#sthash.m1BwJtwW.dpuf>

Using Symbols



?

- Muž
- Žena

Muž



Žena





Απαγορεύεται η στροφη δεξιά

Απαγορεύεται η στροφη δεξιά



Symbol support may be helpful for those who

- Are learning English as a second language
- Who have difficulty remembering
- Who have dyslexia
- Who are deaf or hearing impaired
- Are beginning to read and write
- Who have autism or as described as having autistic spectrum disorders
- (CALL Scotland)

- In fact symbol support is useful for everyone!



Easy Read

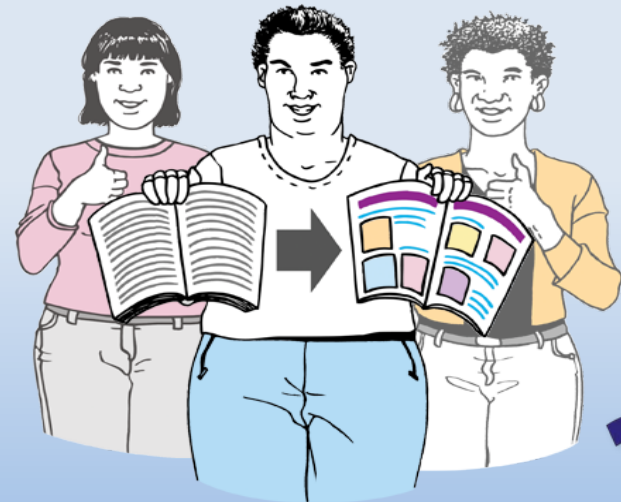
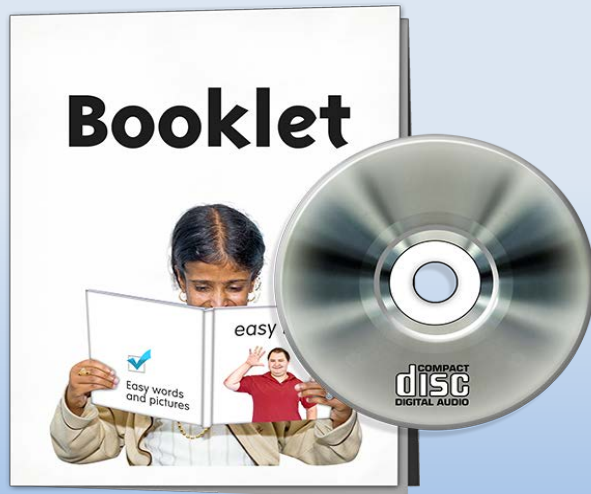
- Easy Read information is designed for people with a learning disability who like clearly written words with pictures to help them understand.

Bonnington symbols

- <http://www.tomorraccessibility.co.uk/bss.htm>

Photos and symbols

- Subscription based Image banks such as Photosymbols or Change



Creating an easy read document

- Using Talk for Scotland Toolkit, Bonnington symbols

Making Audio CDs

- Using Scottish Voices cost £25 per voice
- Free to some public sector organisations
- Wordtalk – free to convert into mp3 or wav files. Then burn onto Audio CD
- To load mp3 online you will require a broadcasting licence from CEREPROC

<http://www.thescottishvoice.org.uk/>

<http://www.wordtalk.org.uk/>

Be a good communication partner

- Get – get the persons attention before you say anything so that they know you are talking to them
- Different – use different methods of communication if needed, pictures, drawings, maps, writing things down can all help.
- Ask – if you think someone may need support then ask.
- Repeat – its Ok to ask the person to repeat what they have said.
- Check Understanding – check you have understood and the person has understood
- Keep trying!

Communication with someone who is blind or visually impaired

- Introduce yourself, and make sure the person knows you are talking to them.
- If they have a guide dog, it is not OK to pat or play with it when it has its harness on.
- If you are guiding someone to a train, tell them where you are going.
- When you leave them, tell them you are leaving.

Communicating with someone who is Deaf/Hard of hearing

- Look directly at the person so that they can see your face and mouth.
- Do not look down, turn away, or cover your mouth while you are speaking.
- Be prepared to write things down or refer to a map, but remember to still look at the person when you are speaking.
- If there is an induction loop ensure that it is switched on (and is working).
- Speak clearly, but do not shout.

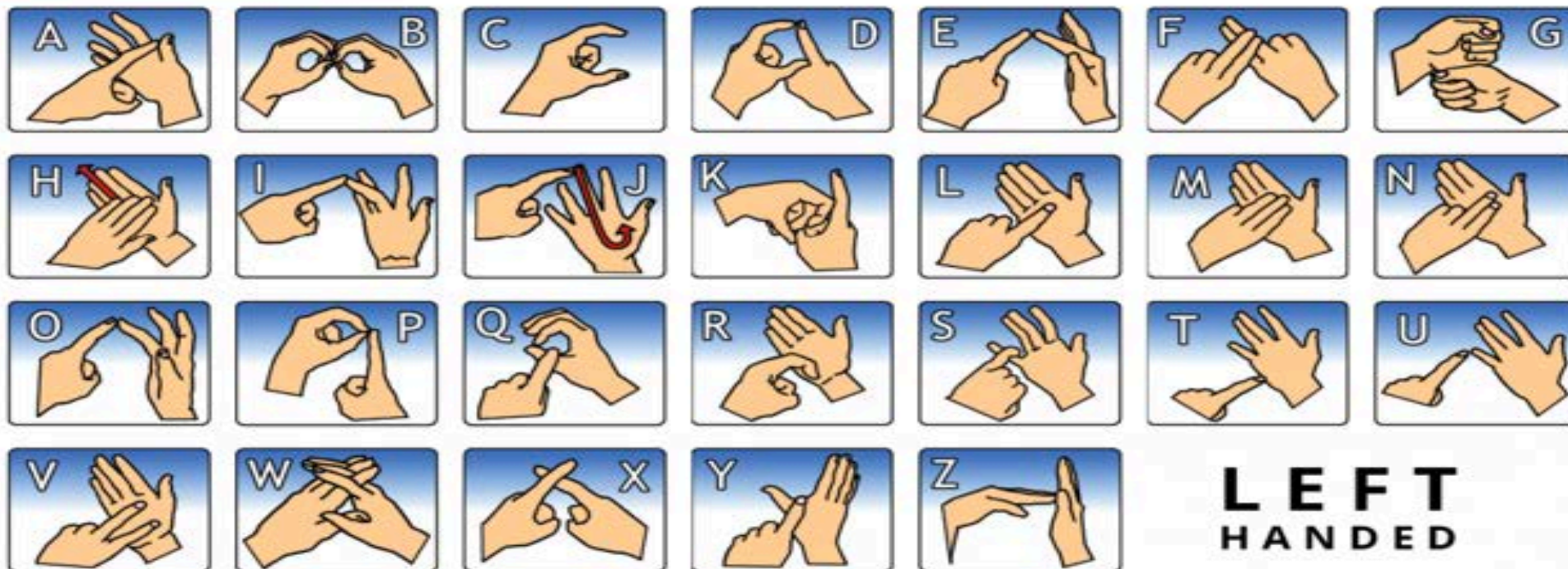
Communicating with someone who is deafblind

- If you see someone with a red and white cane this indicated they are deafblind (but not all deafblind people will use a cane).
- Keep in mind all the tips for communication with people who are deaf or blind, some people may have some residual hearing or vision.
- If the person does not respond, gently touch the top of their arm.
- Try using Block. This is simply 'drawing' letters on the person's hand.

Communication with someone who has Autism

- People with autism may worry about communication and have had bad experiences in the past.
- Your body language should be calm and relaxed.
- Eye contact may not be useful or possible.
- Keep speech clear and simple, but not 'child like'.
- Do not use humor, or sarcasm.

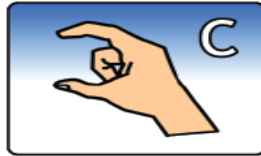
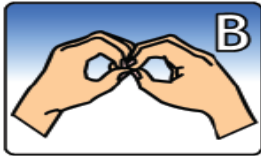
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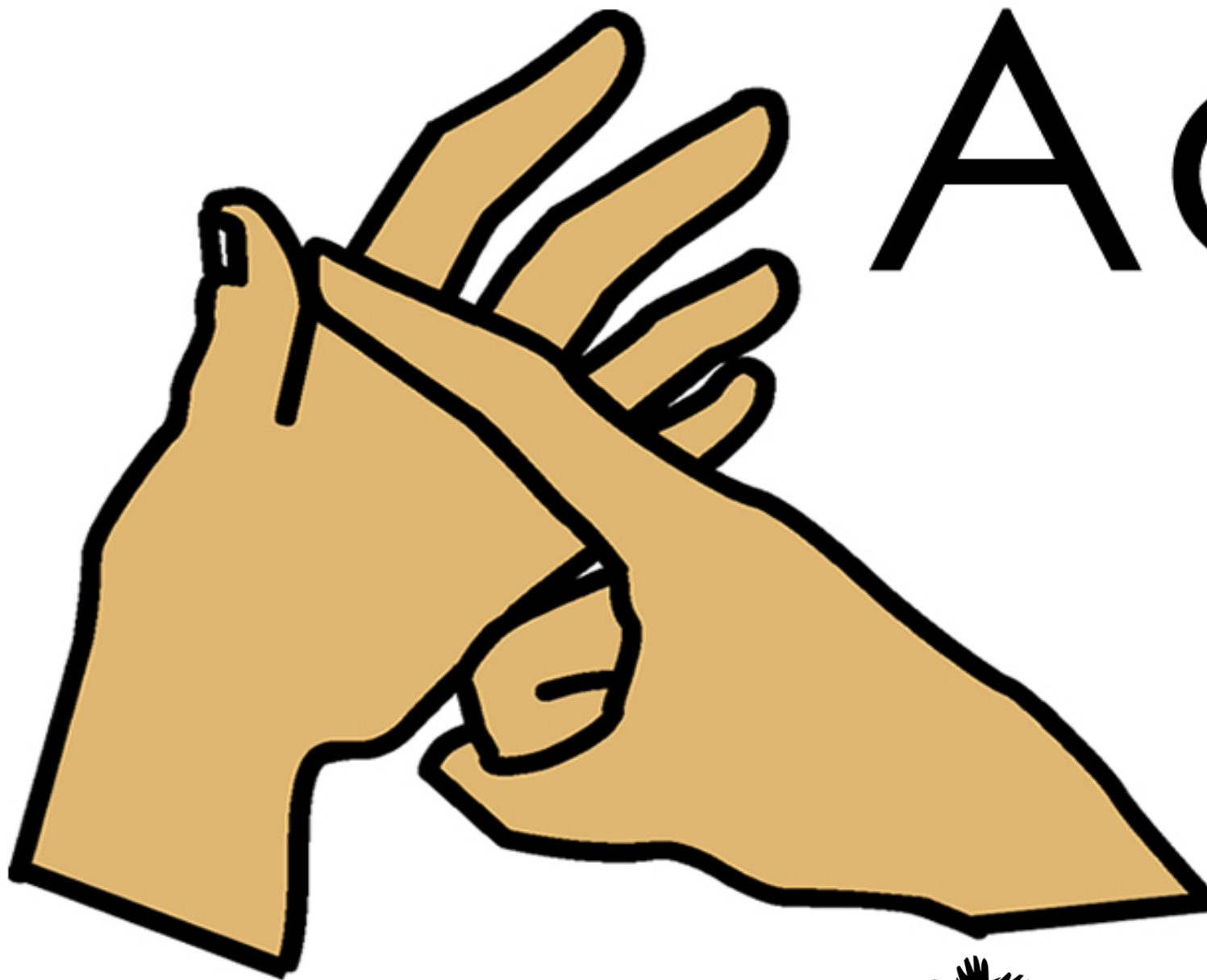


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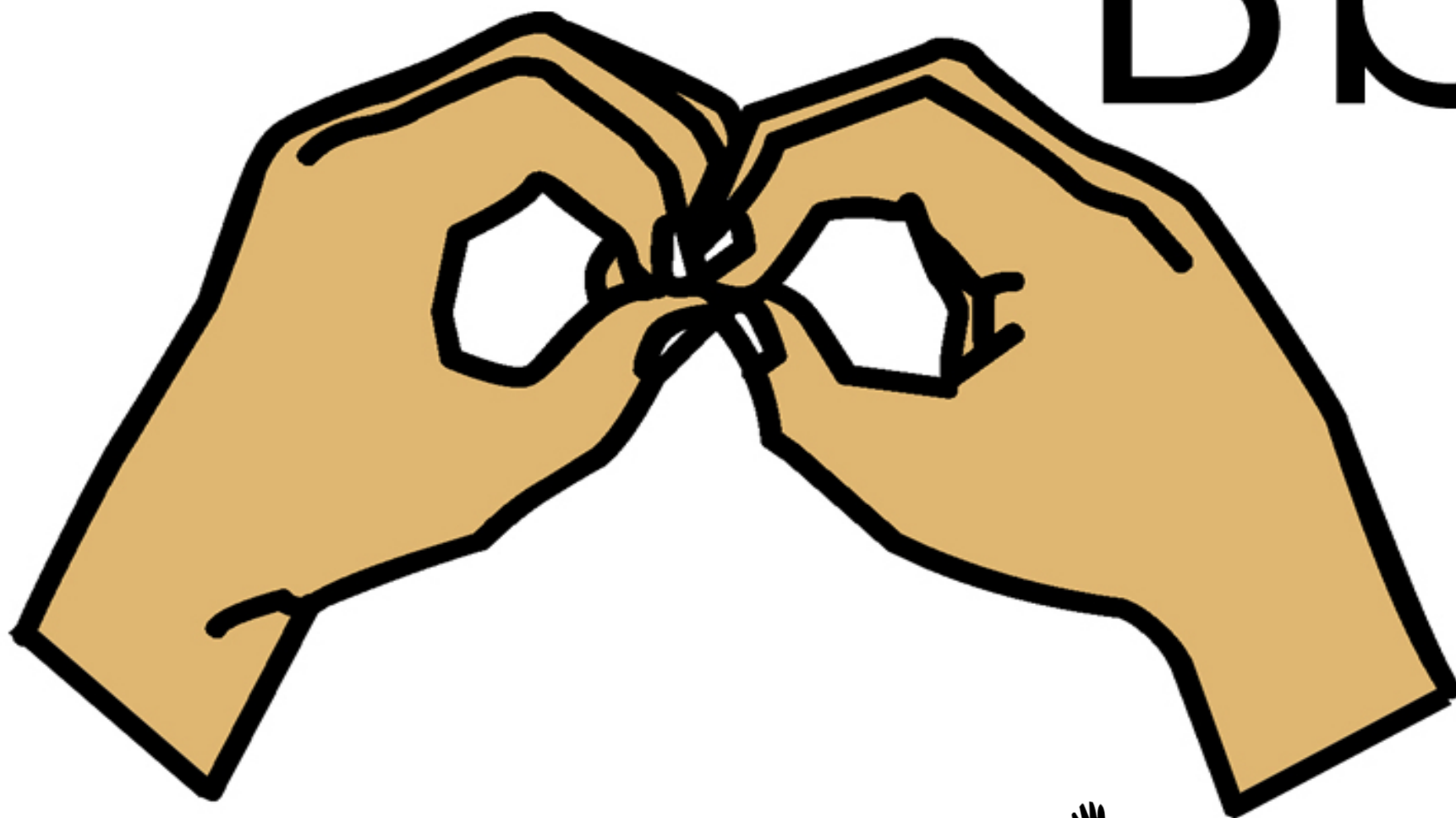


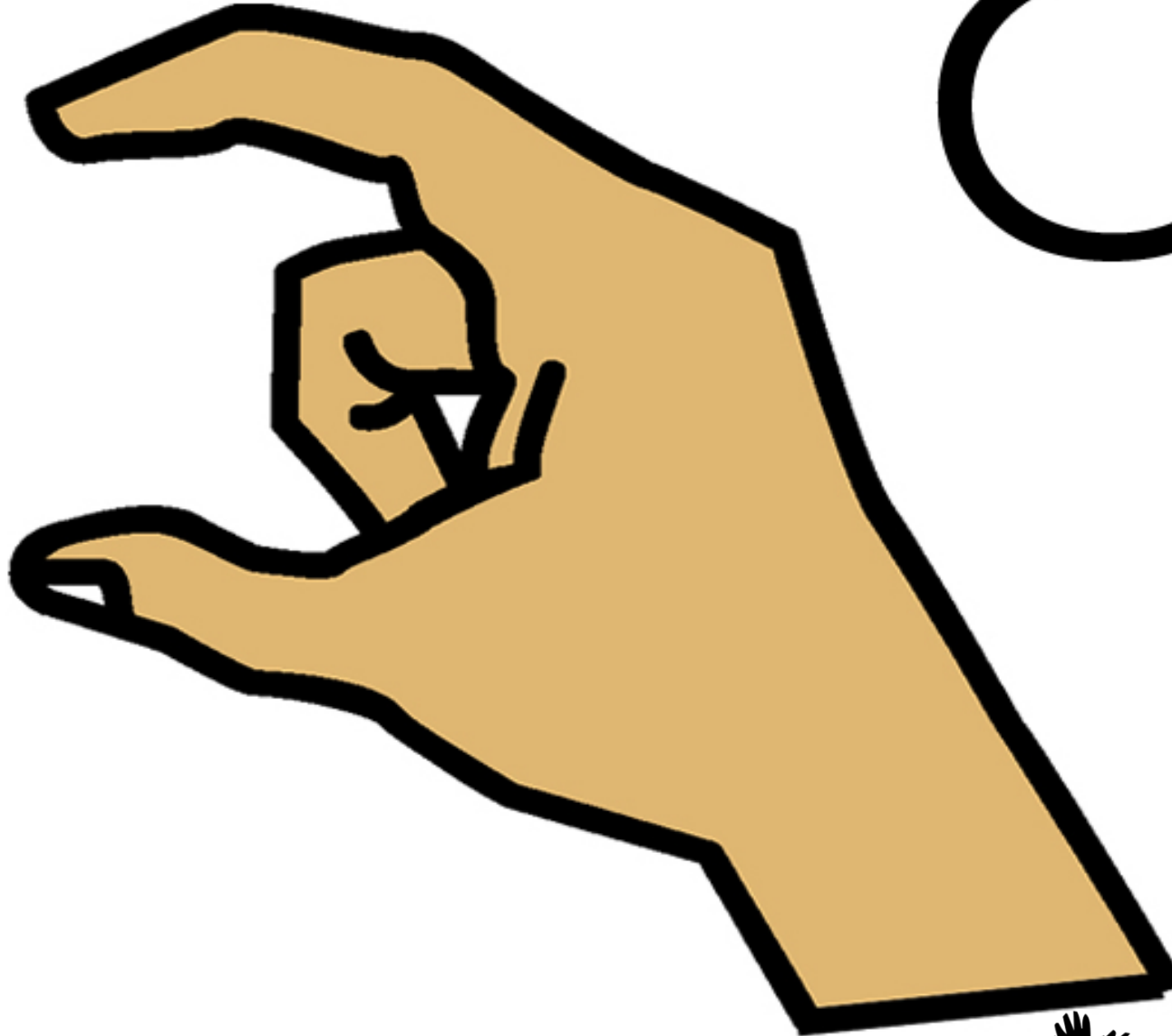
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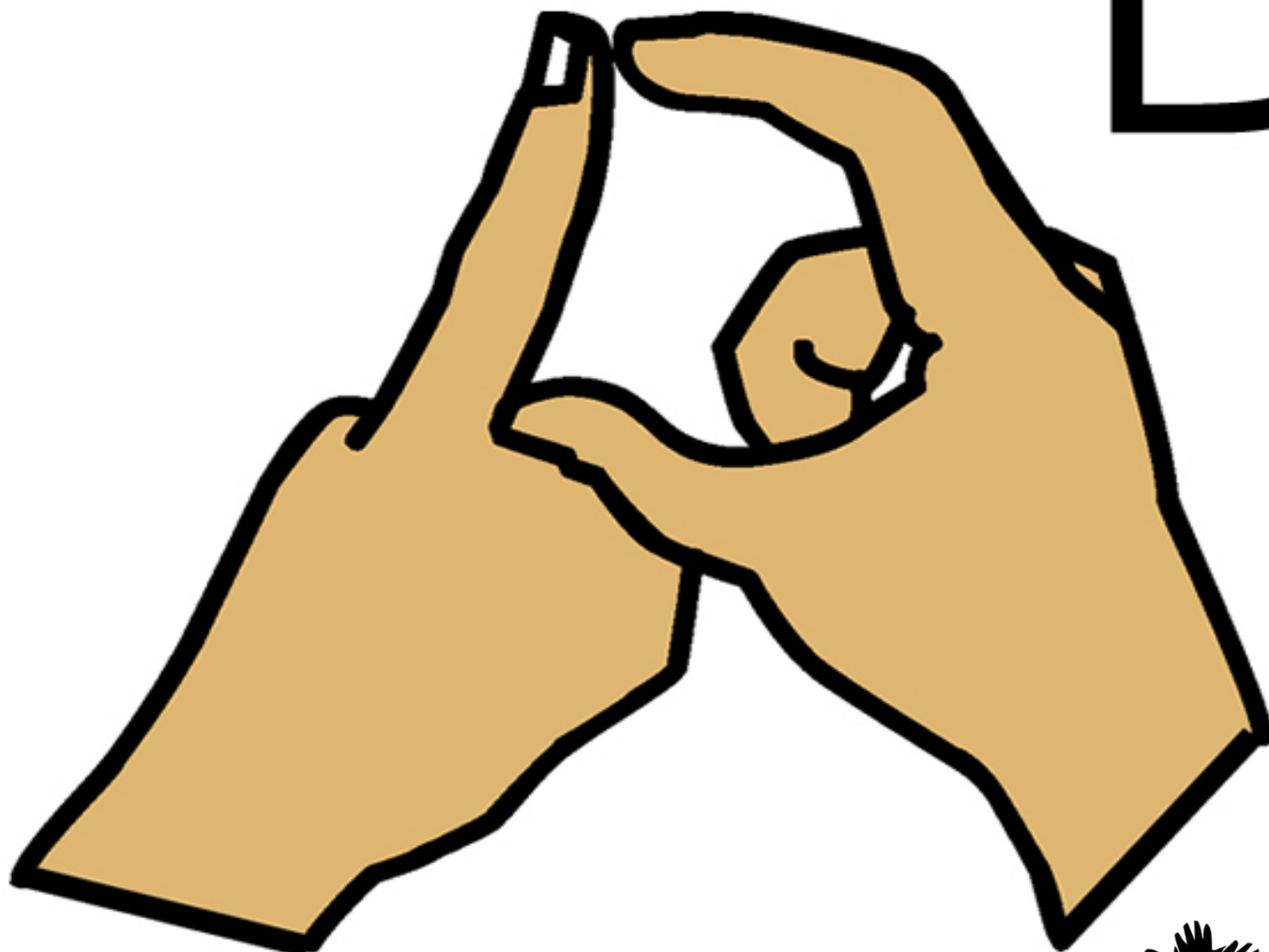




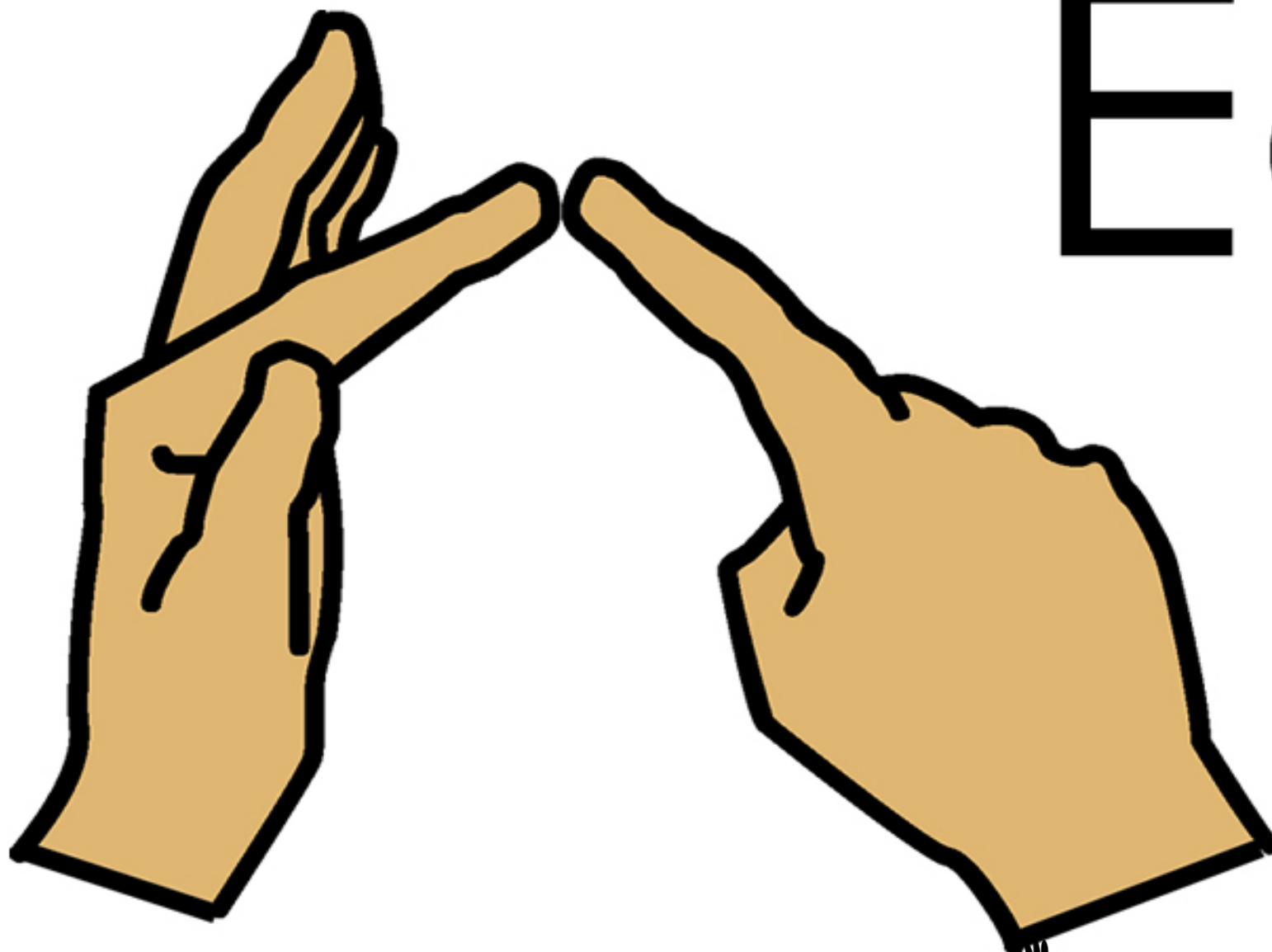
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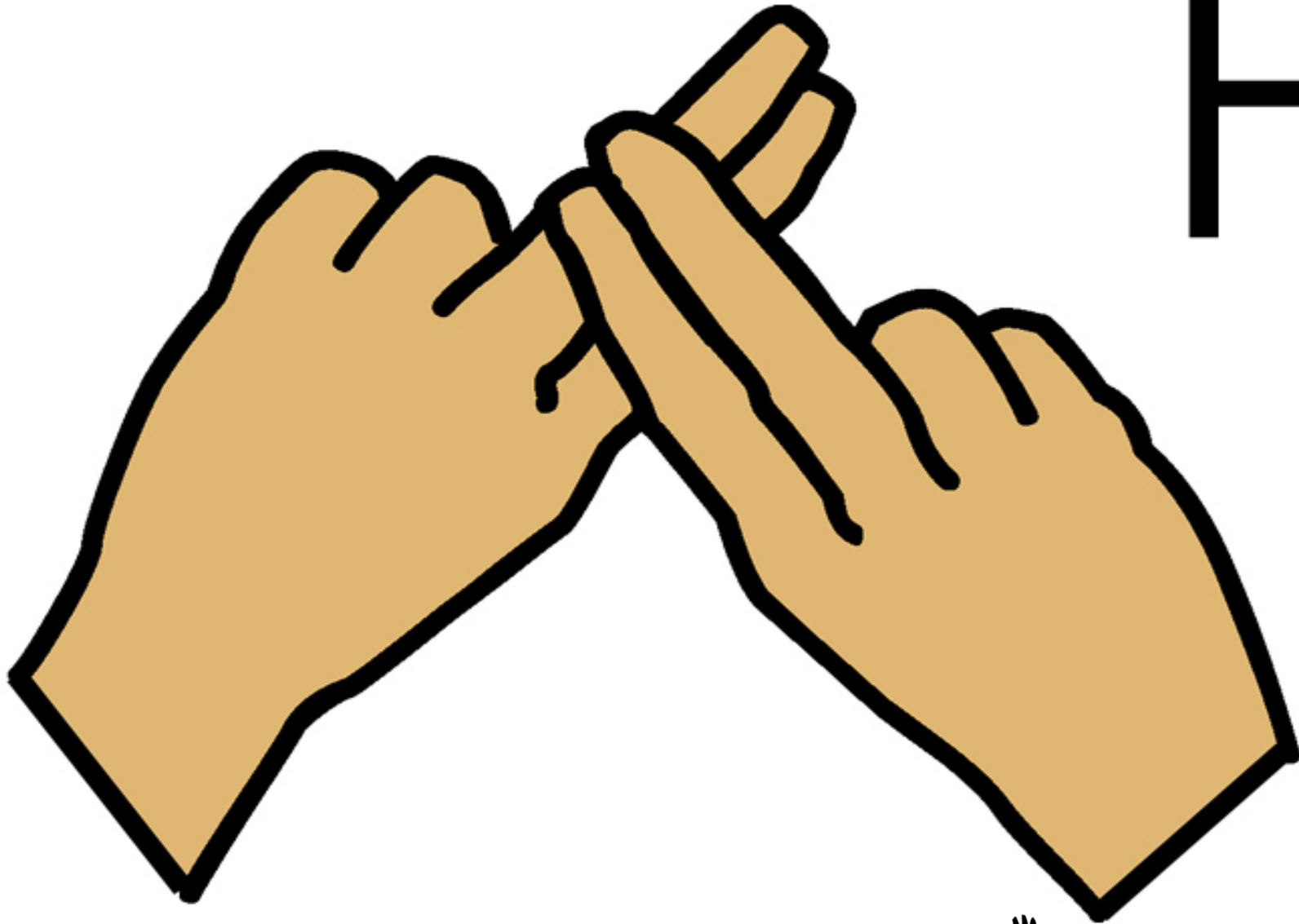
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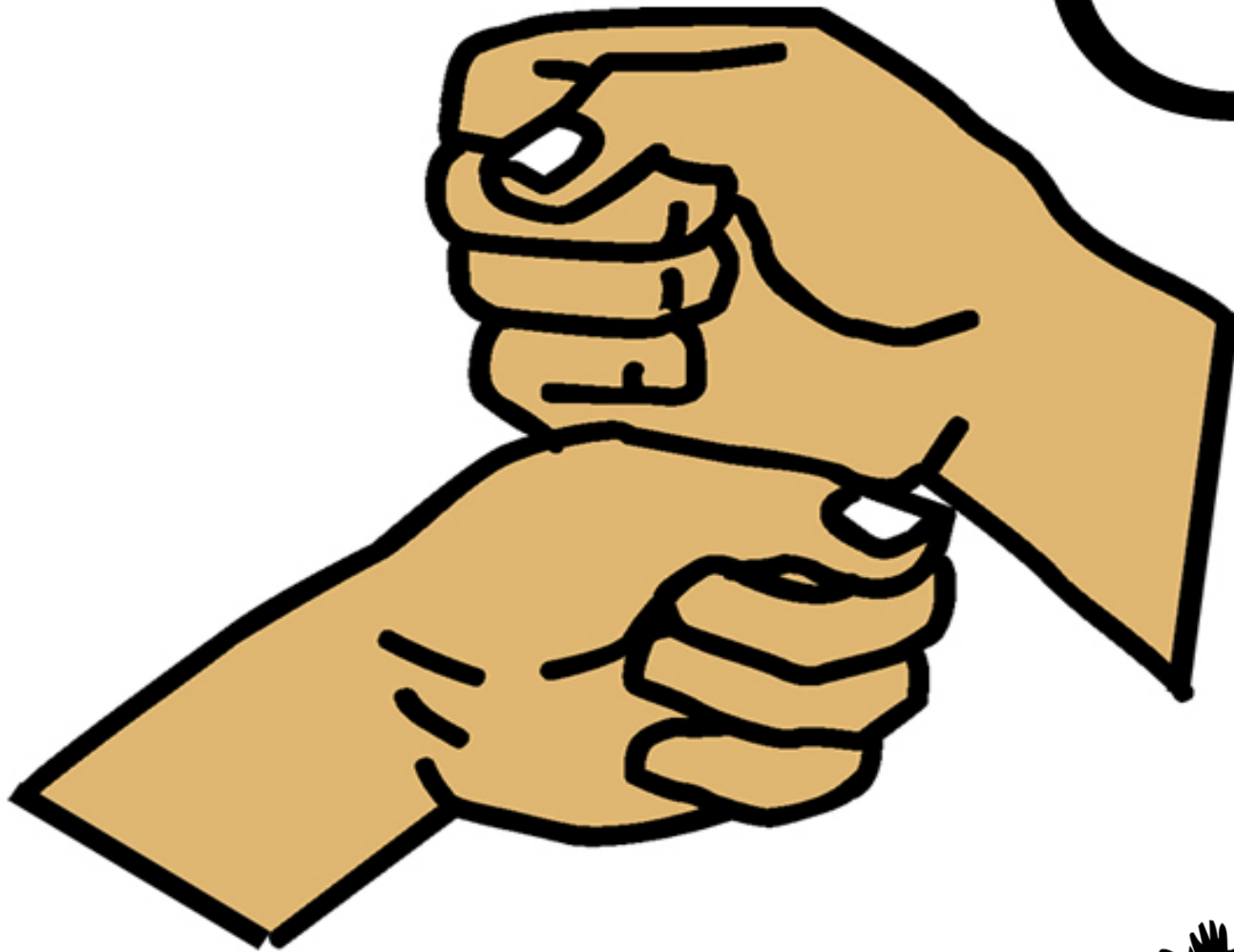
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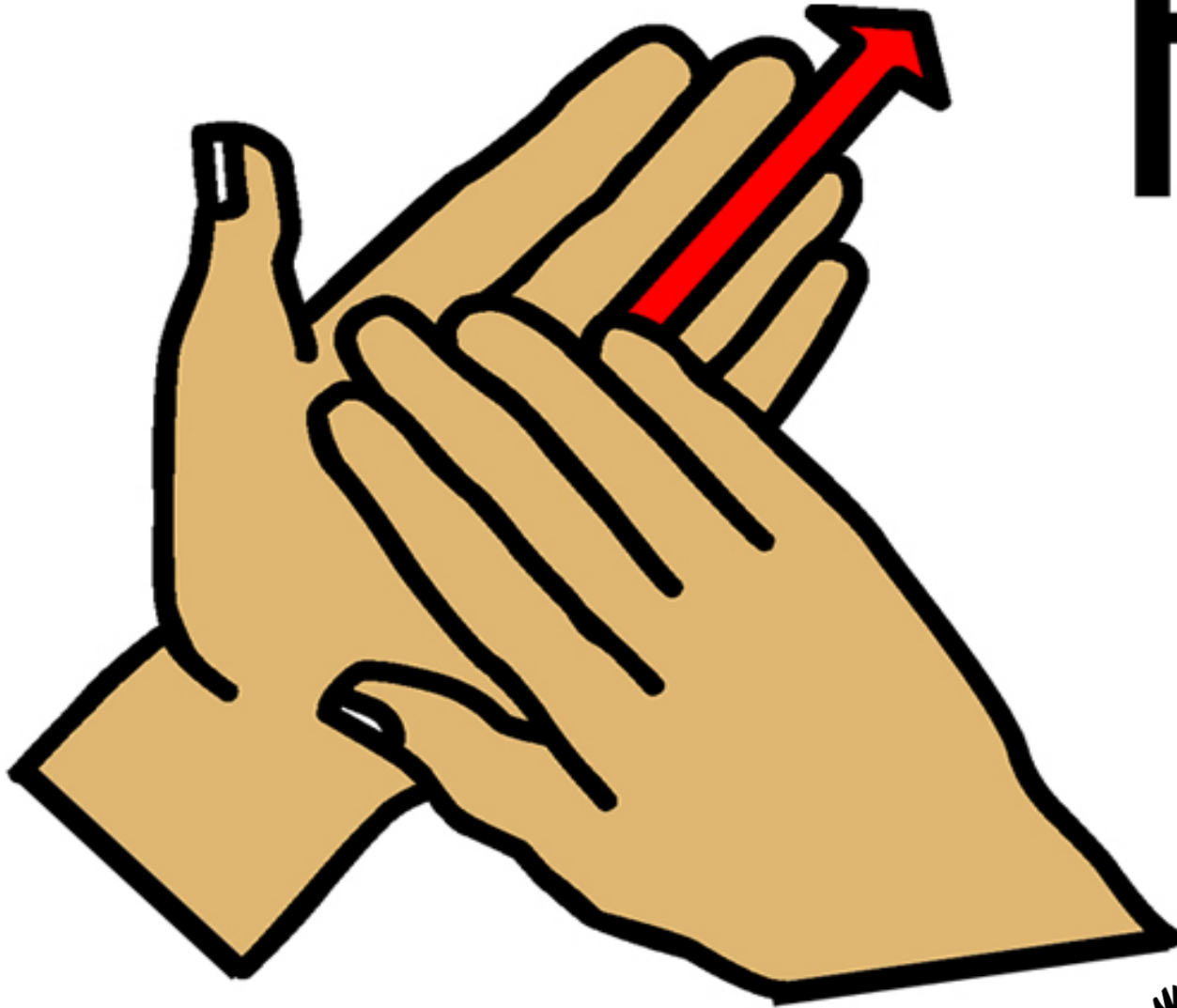
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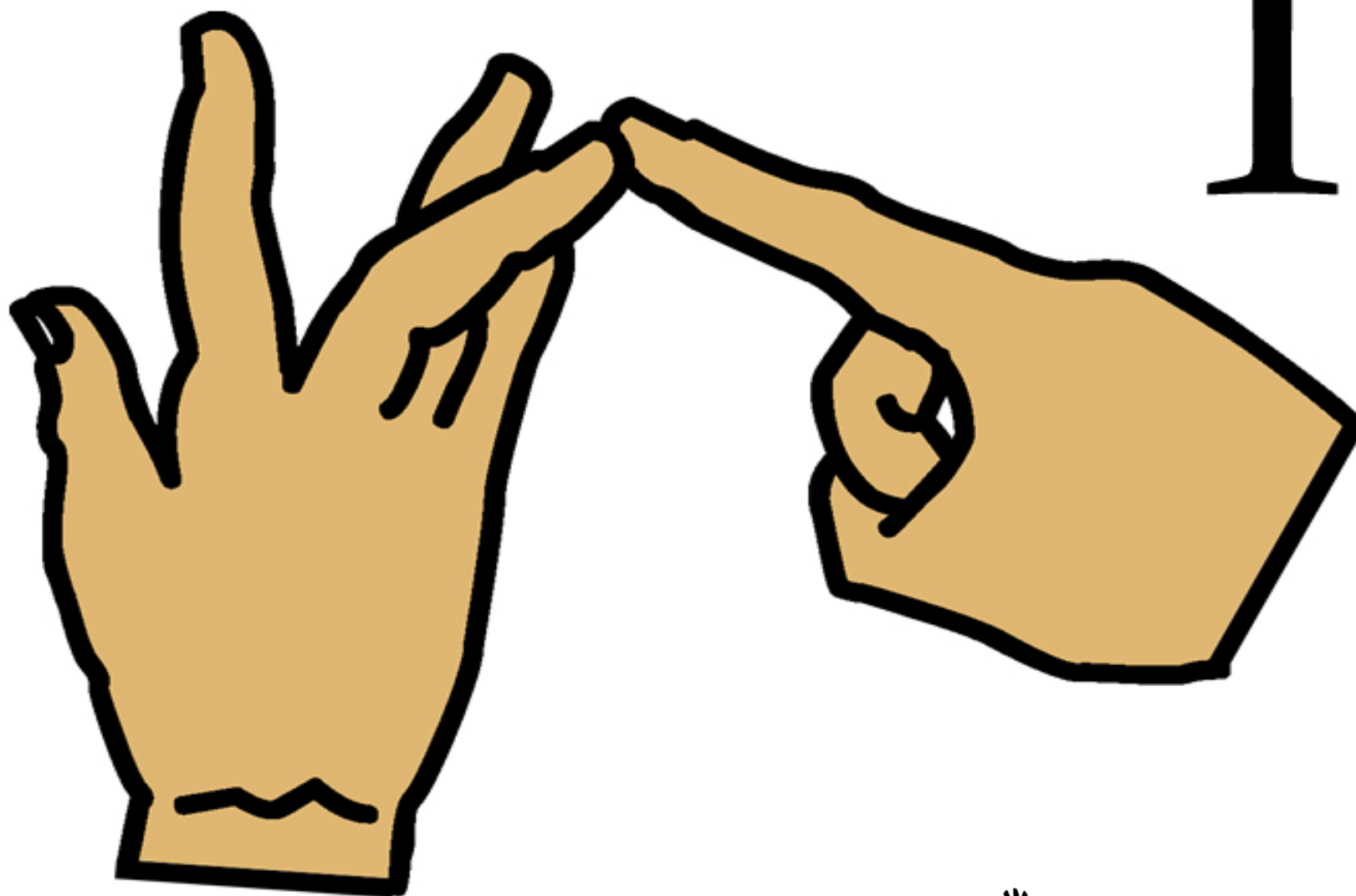
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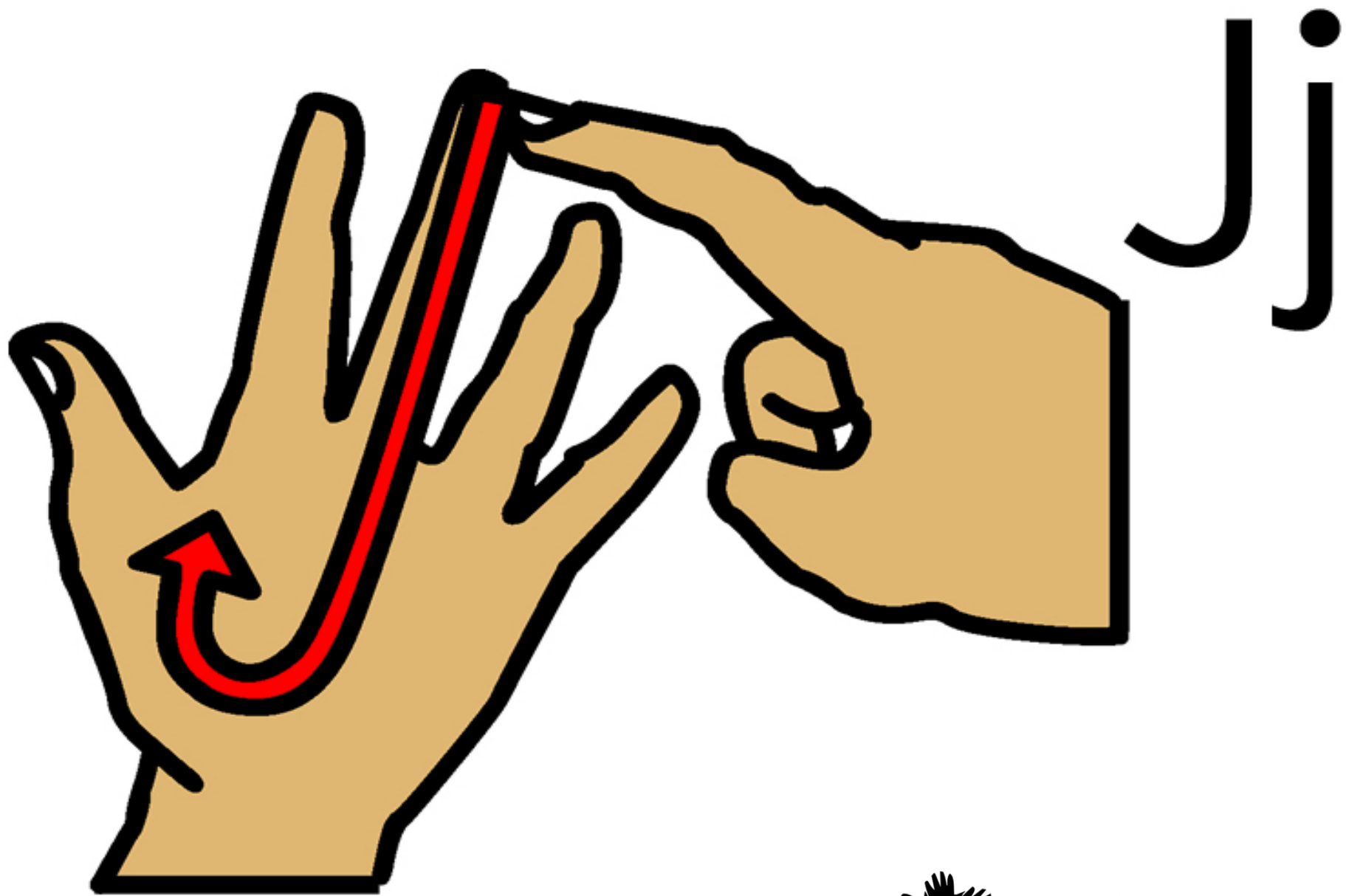


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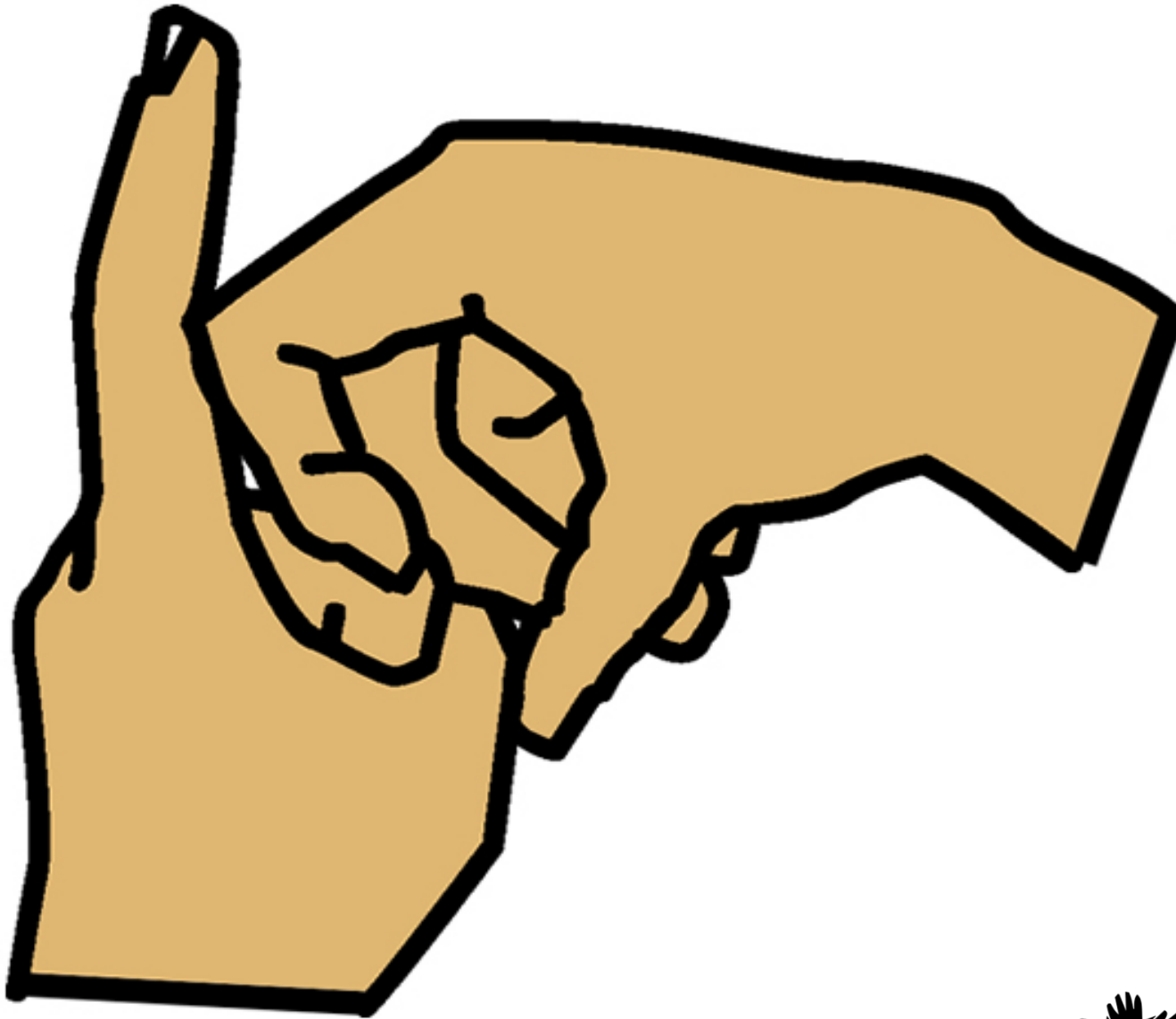


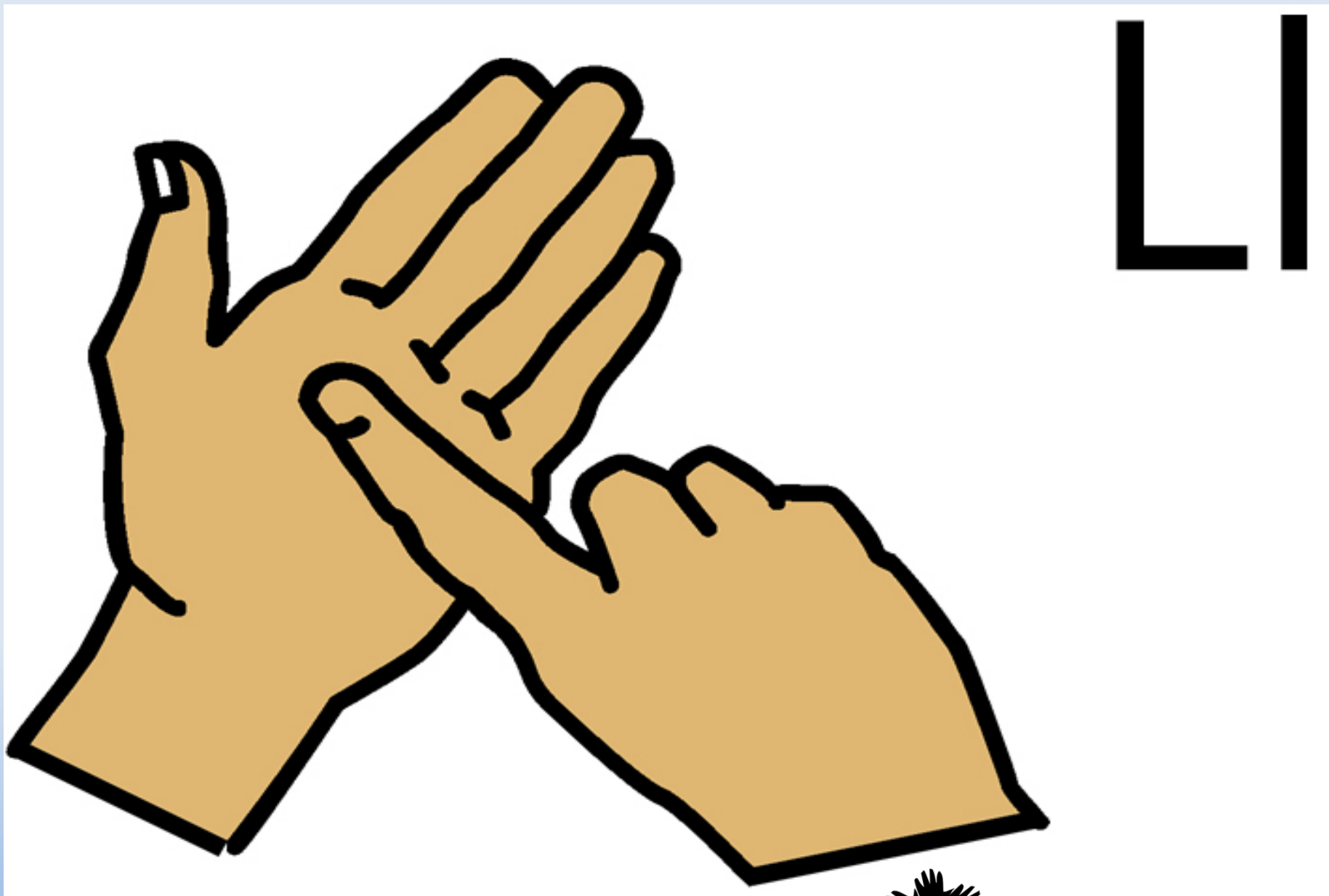
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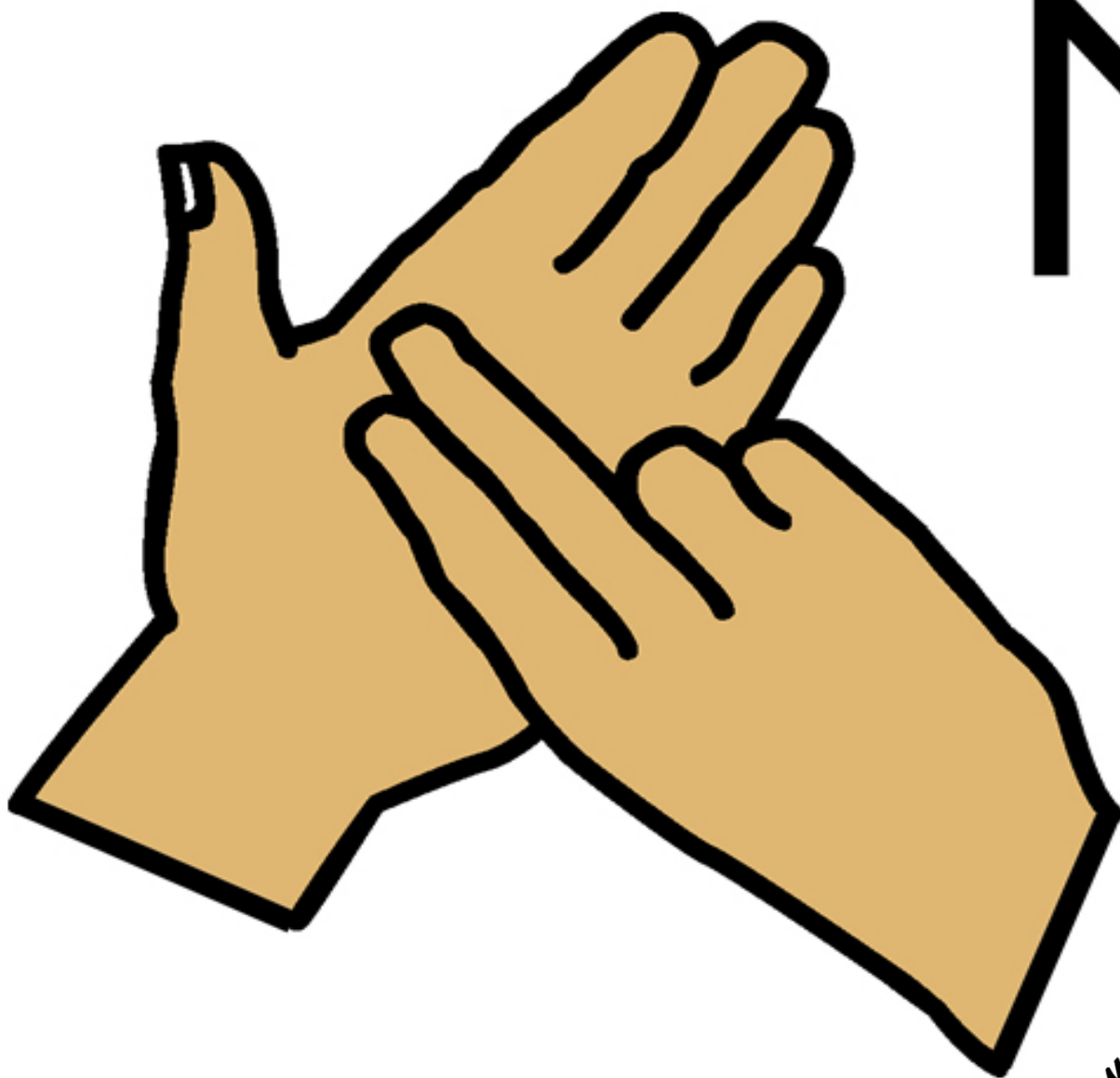






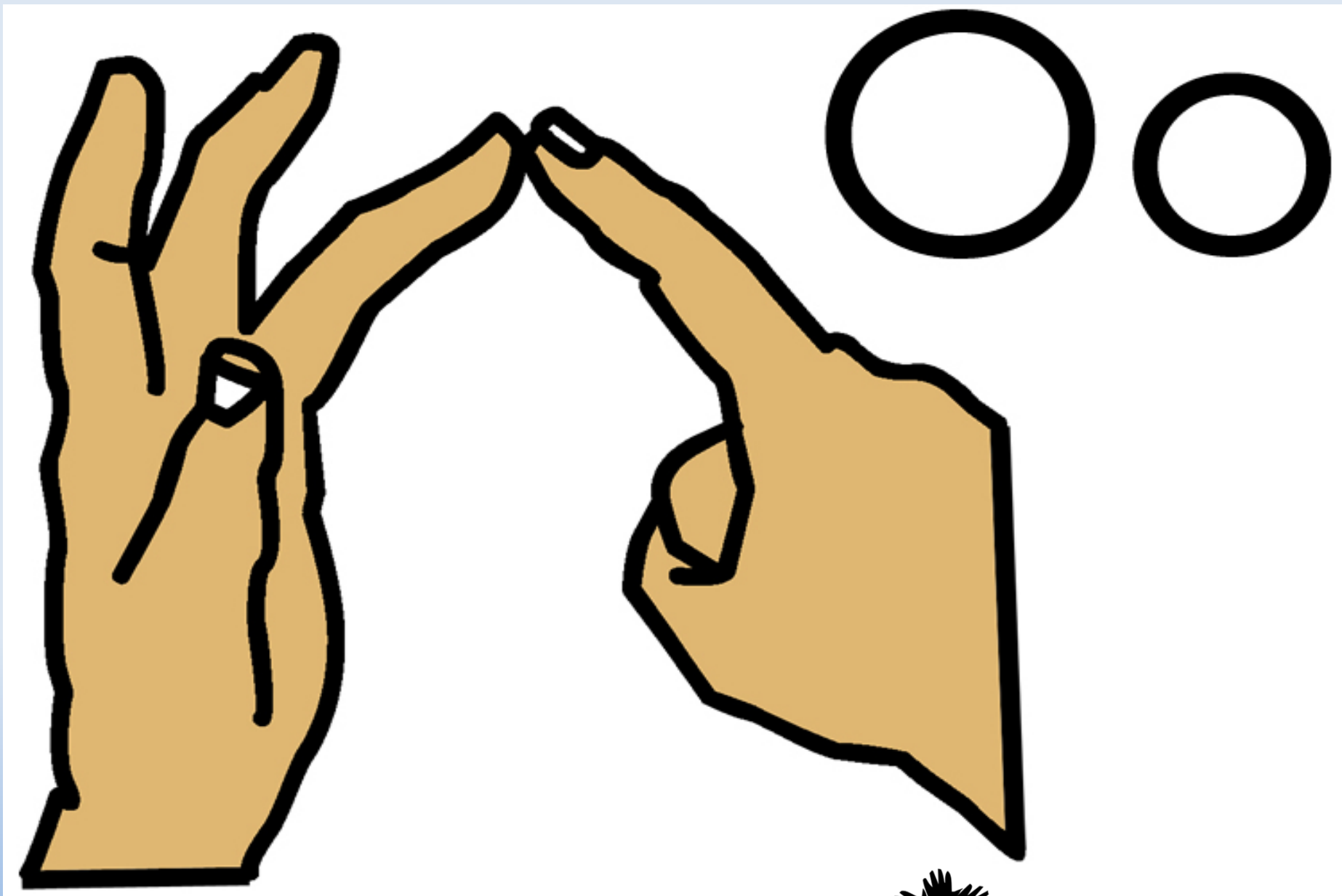
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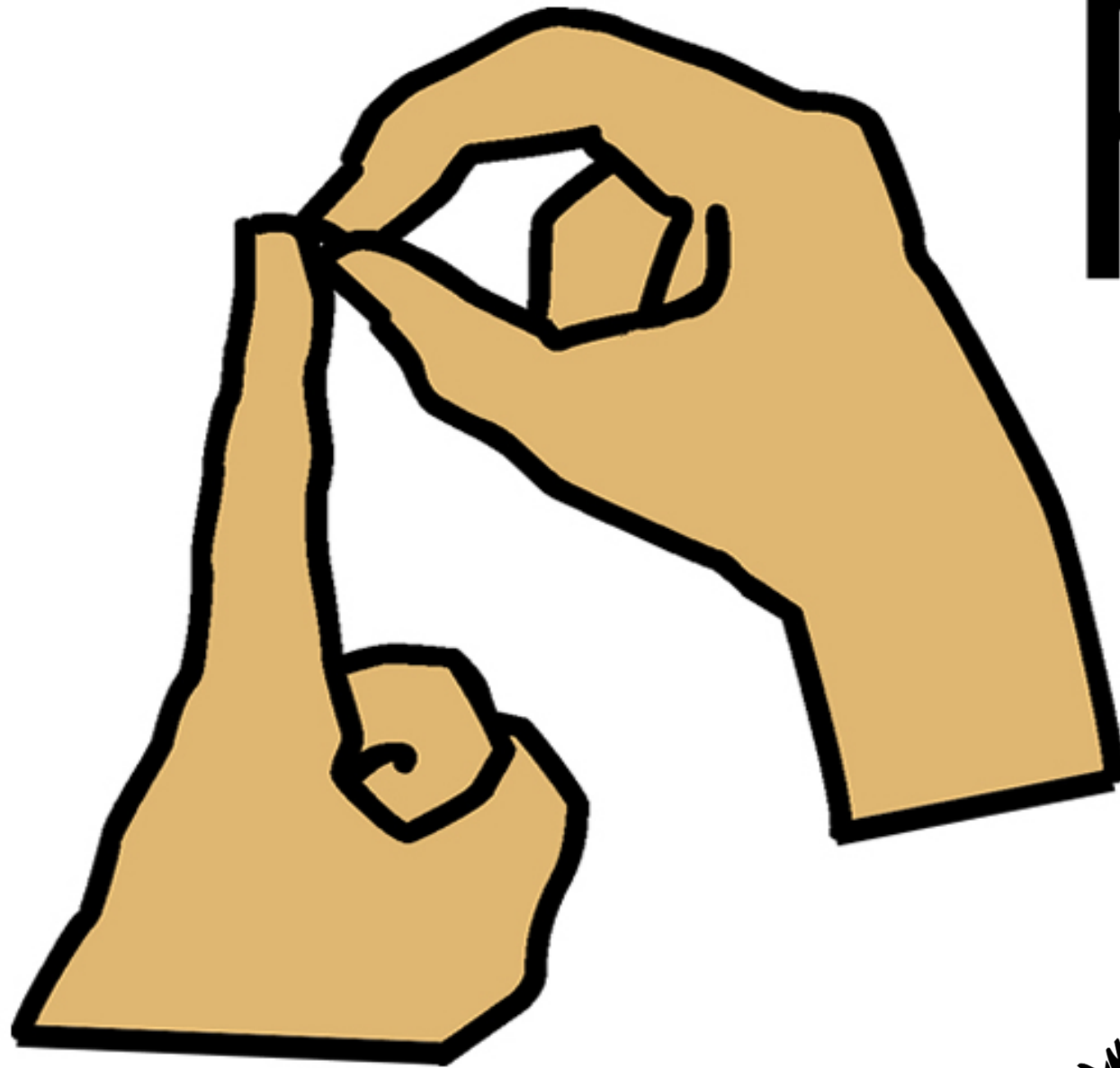




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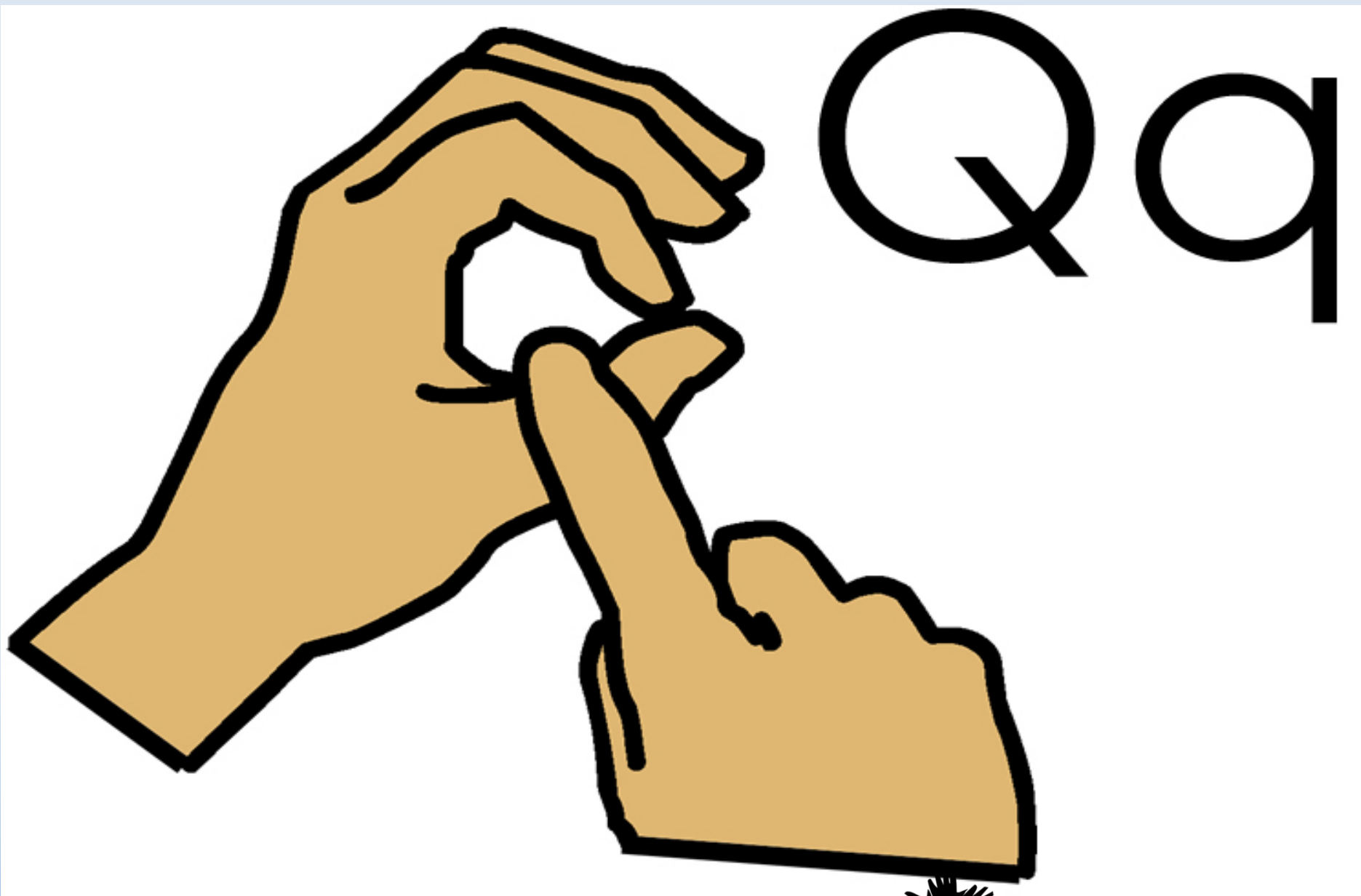
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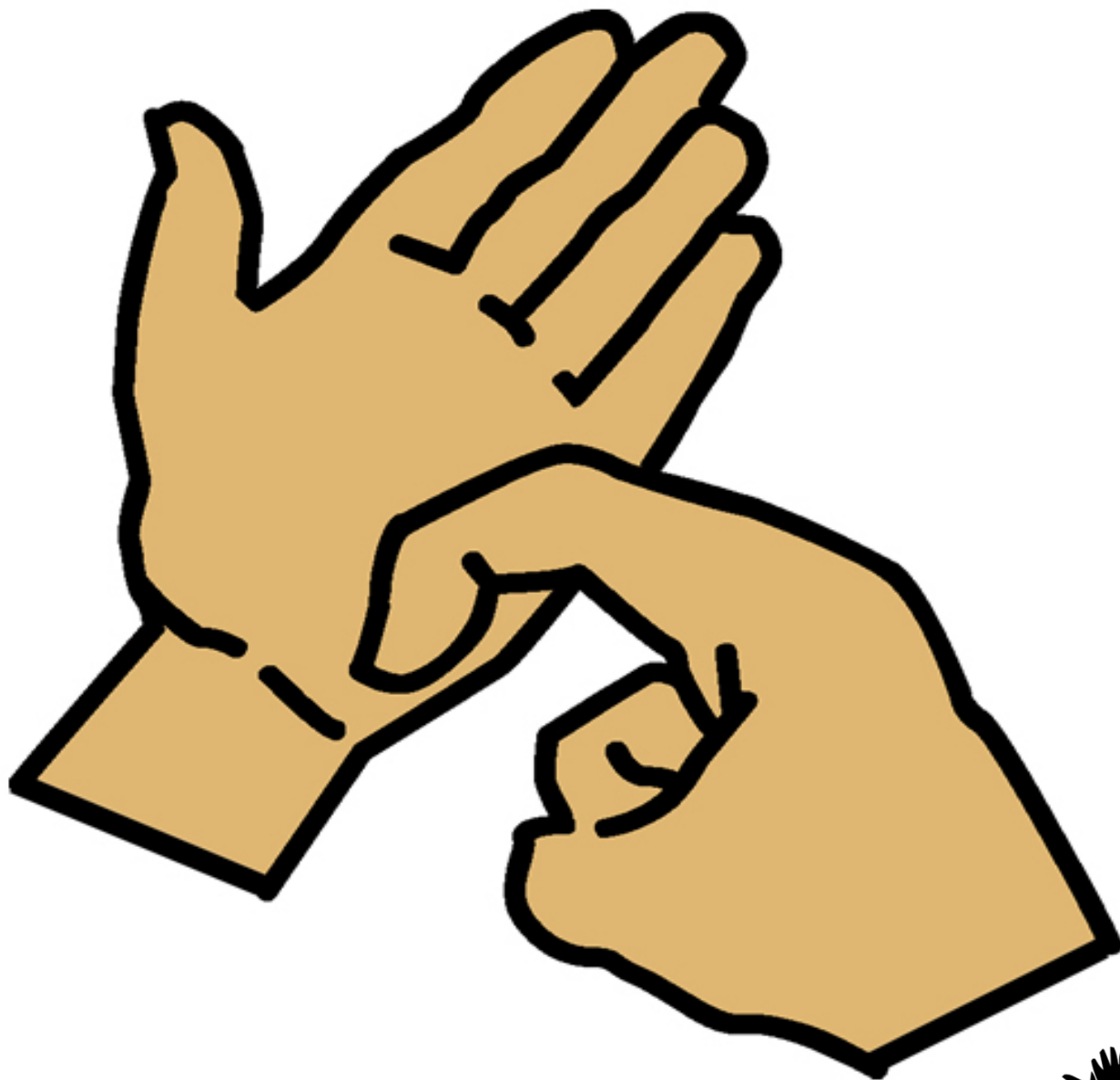
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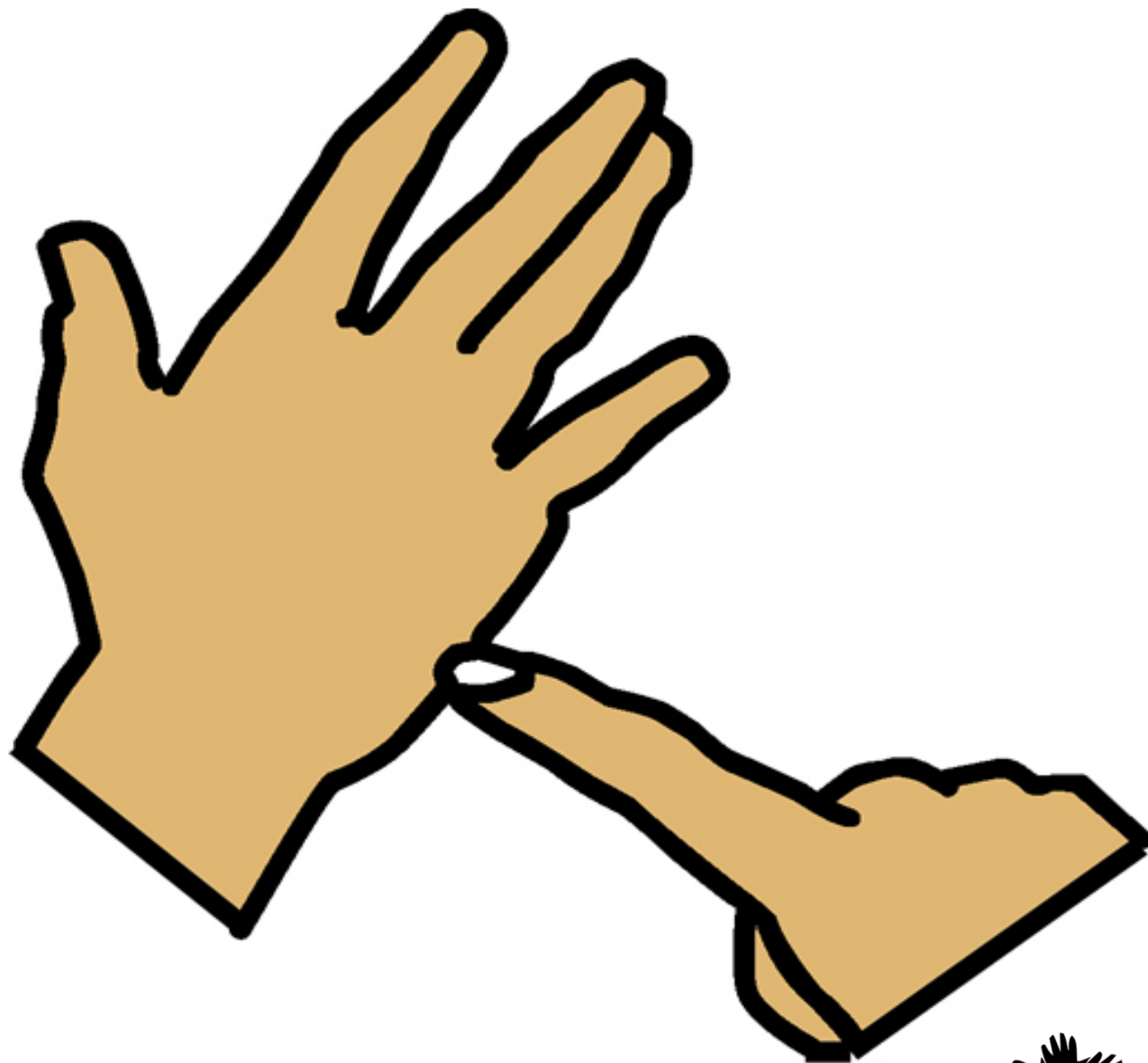


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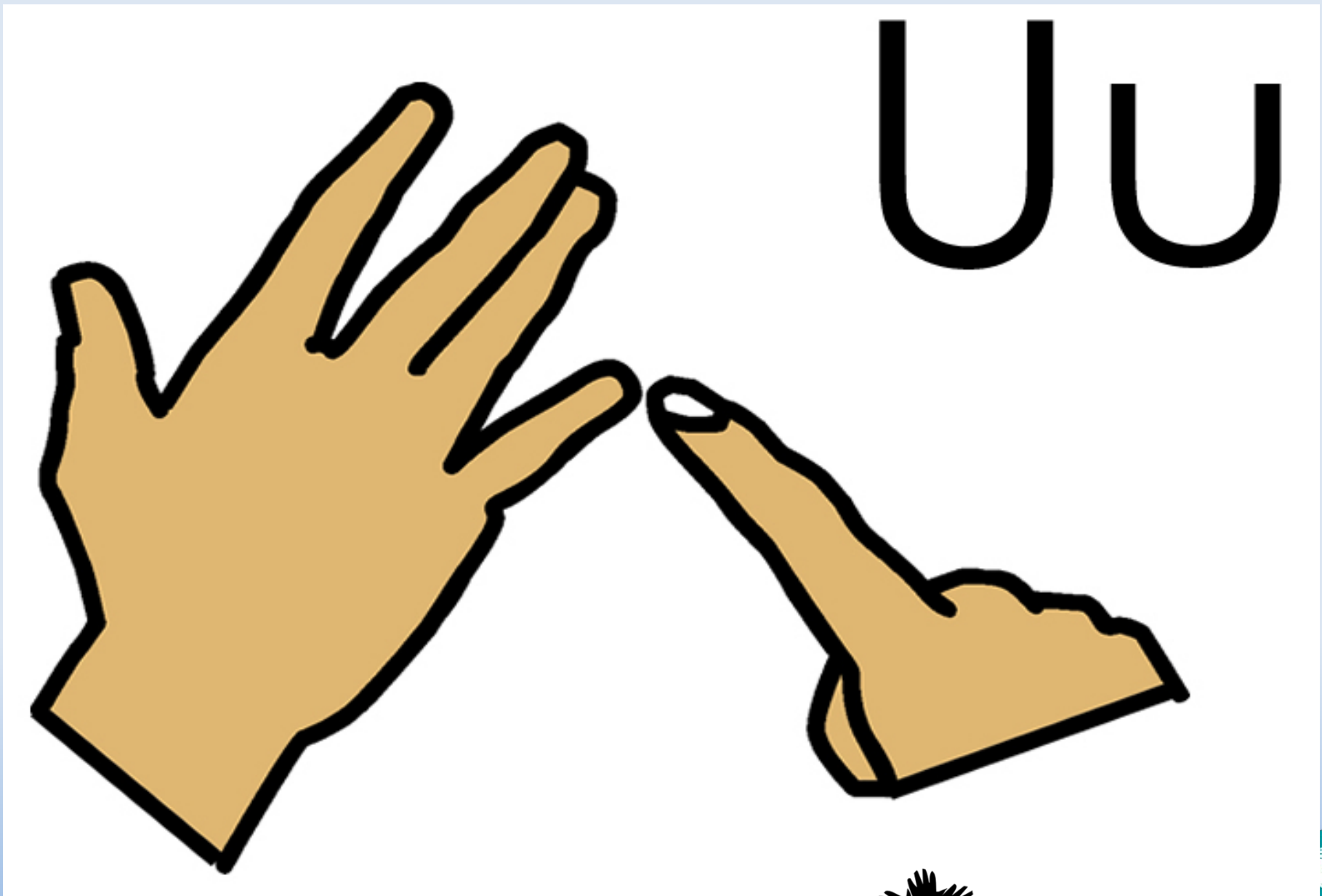
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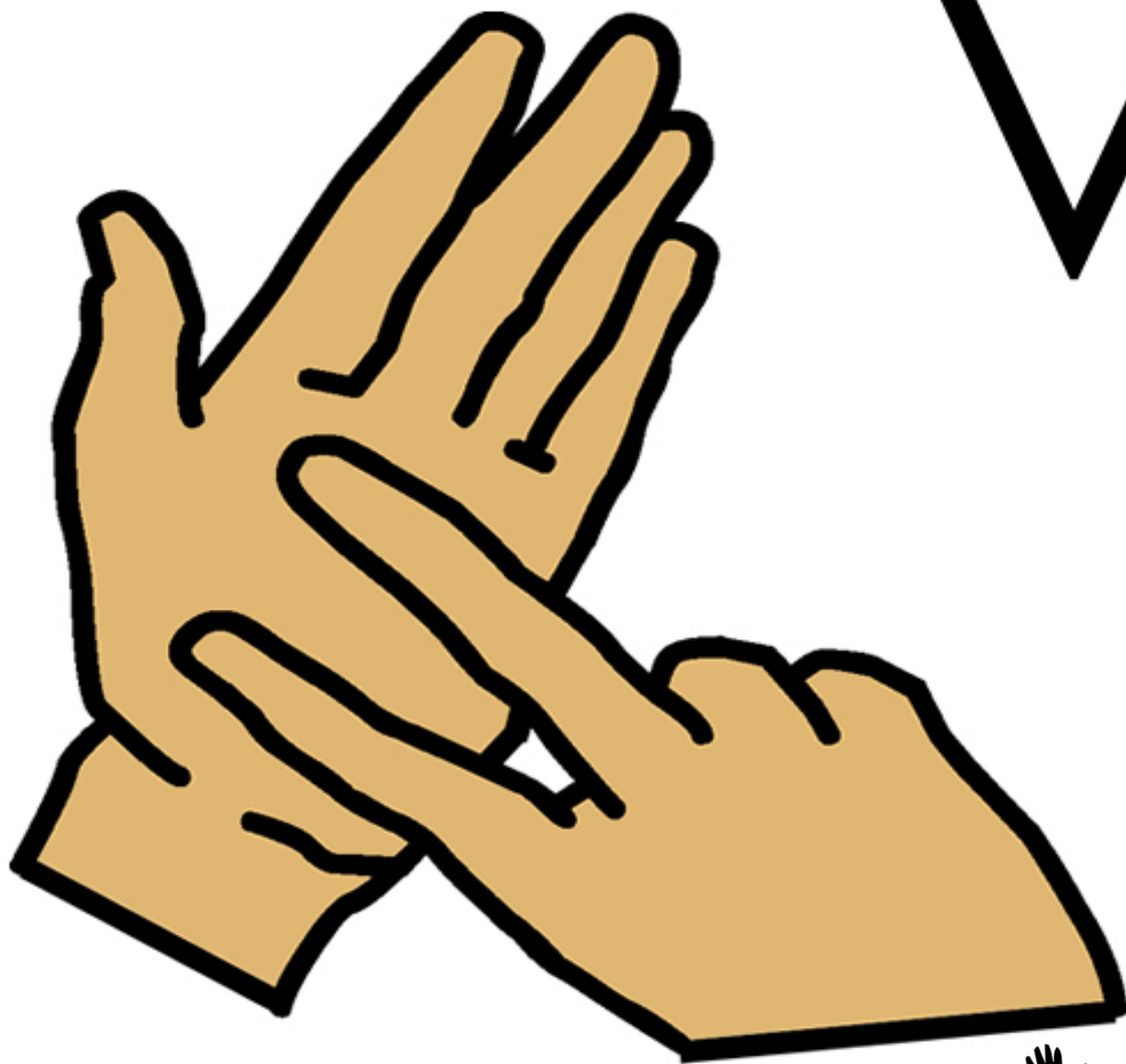




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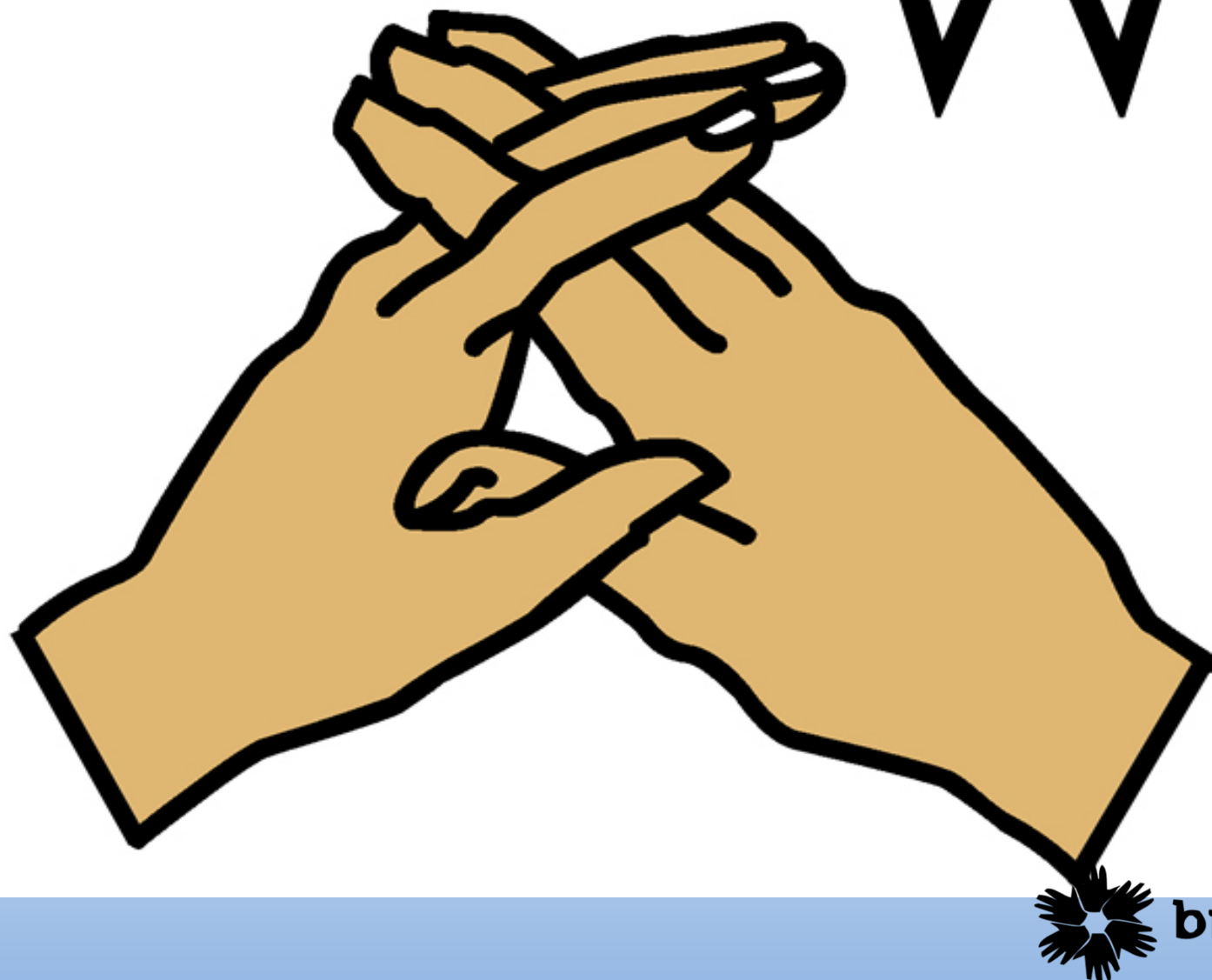




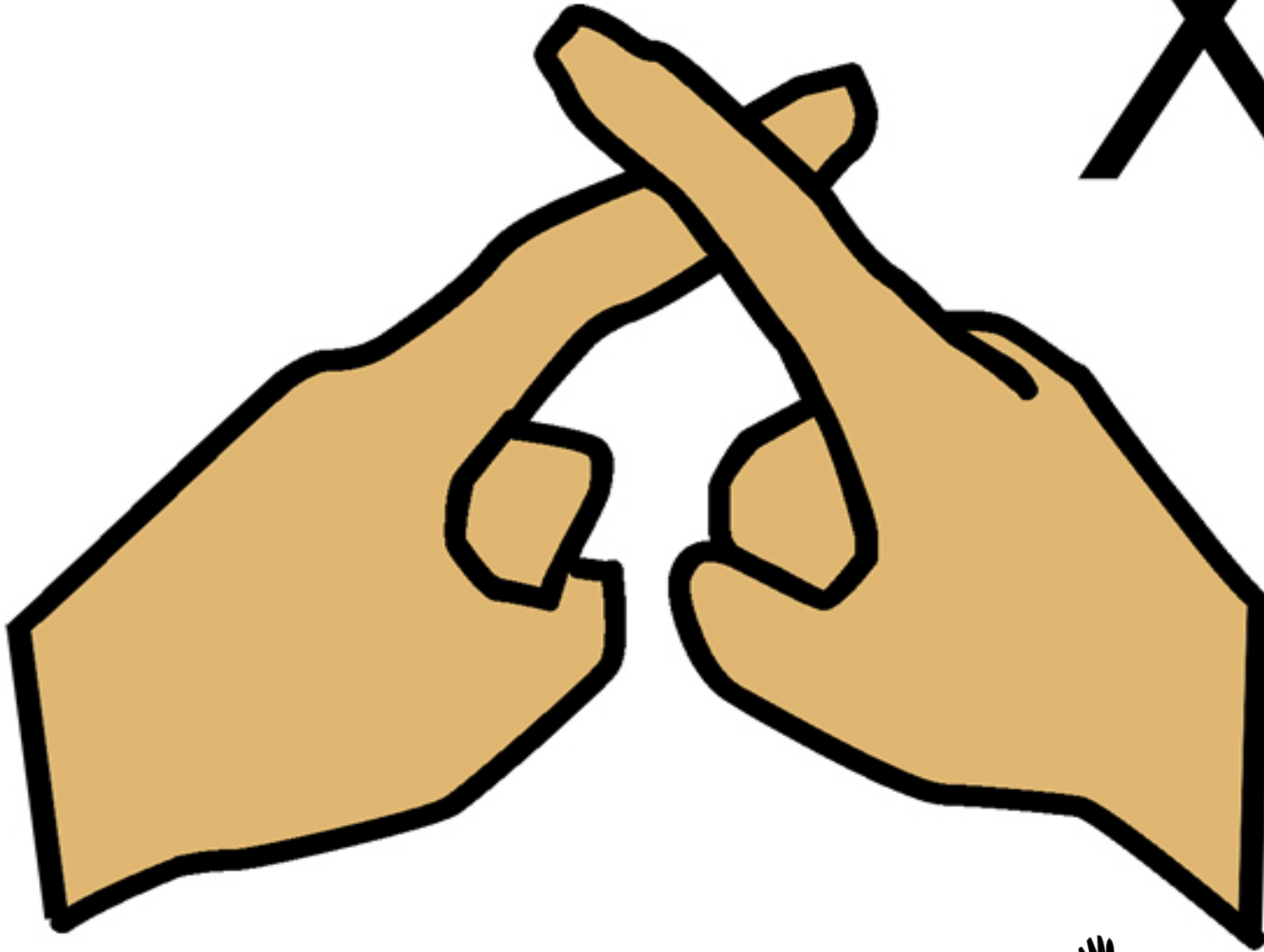
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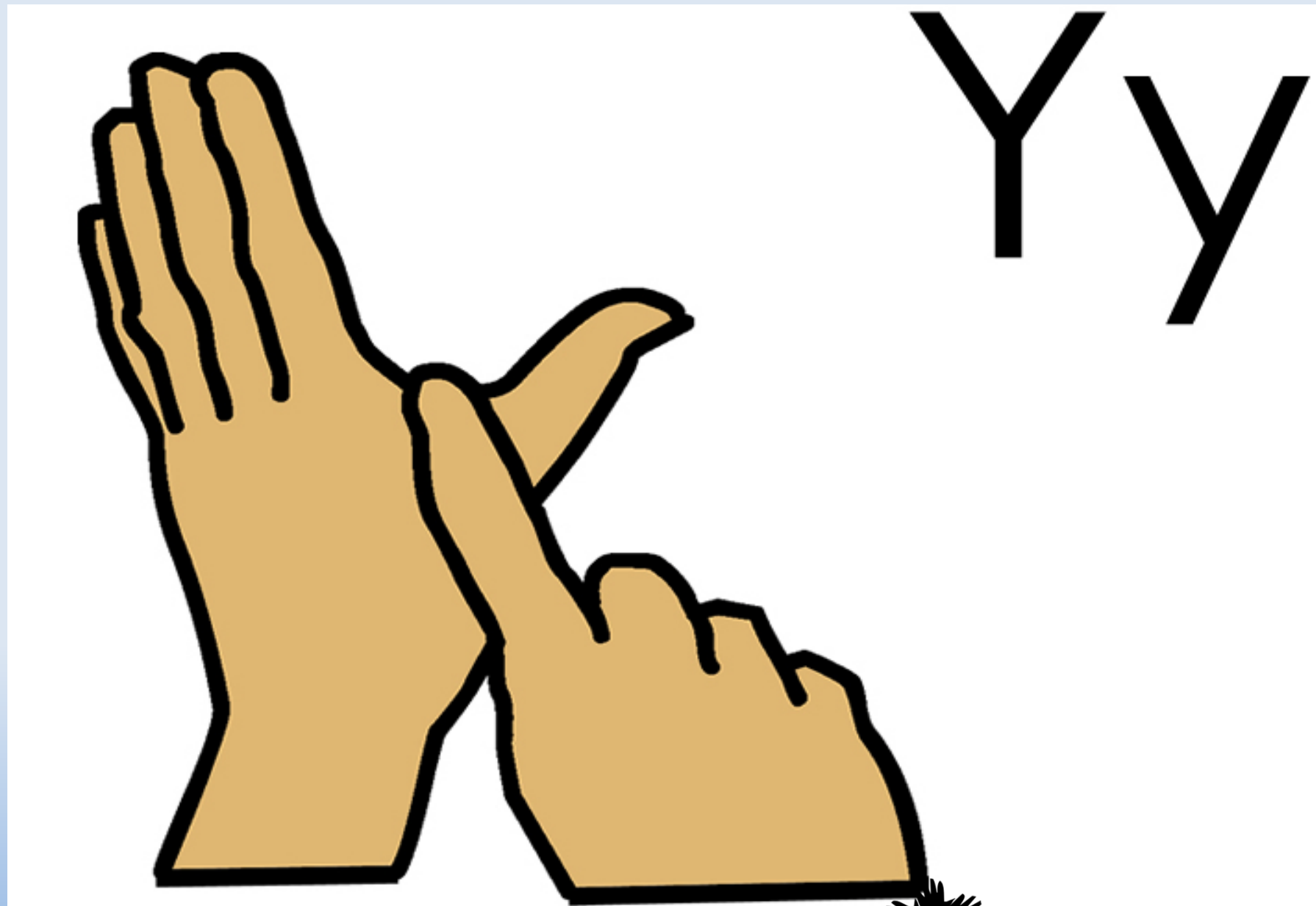


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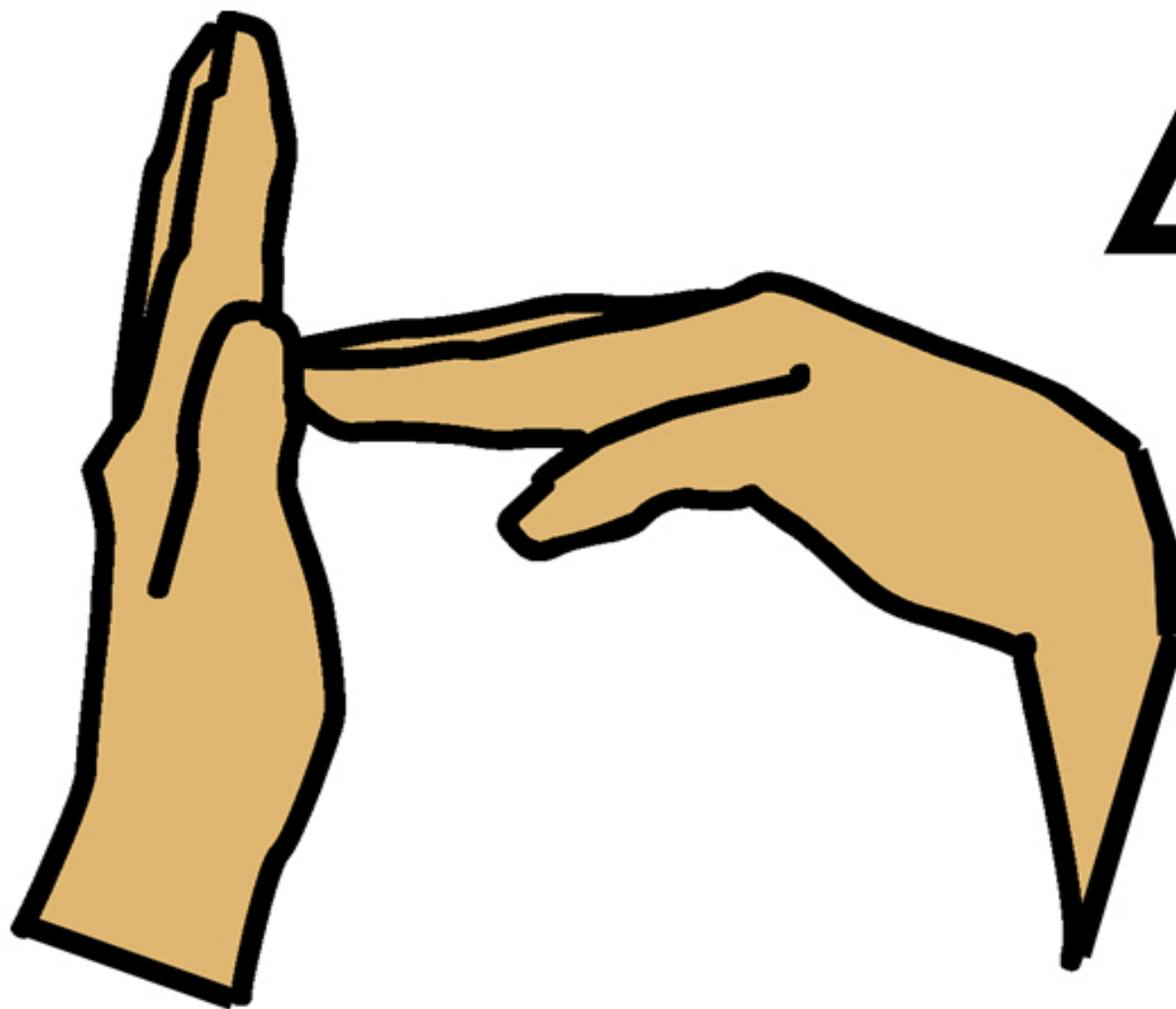


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- Questions?

