



ACCESSIBLE INFORMATION POLICY

Version Control	Date
Version No: 1	
Implementation Date	October 2008
Last Review Date	Not Applicable
Next Formal Review Date	October 2011
EQIA	Date
Rapid Impact Assessment	
Engagement and Consultation Groups	
Diversity Taskforce (Draft 1)	29 November 2007
Diversity Taskforce (Draft 2)	6 December 2007
Diversity Taskforce (Draft 3)	29 July 2008
Joint Future Joint Staff Forum members	6 December 2007
Scottish Accessible Information Forum	6 December 2007
Audiology Group	6 December 2007
Disability Strategy Group	6 December 2007
Local Scottish Health Council Representative	6 December 2007
Information Support Group	20 December 2007
Senior Management Team	2 July 2008
Patient Focus Public Involvement Committee	14 July 2008
Approval Record	Date
Shetland NHS Board	21 October 2008

NHS Shetland's Accessible Information Policy

To get this information in another language or format please phone NHS Shetland on 01595 743064.

<p>Albanian Për ta marrë këtë informacion në një gjuhë ose në një format tjetër, ju lutemi telefononi te NHS Shetland në numrin 01595 743064.</p>	<p>Korean 다른 언어나 형식으로 정보를 받으려면 국민건강보험 세틀랜드(NHS Shetland) 01595 743064 번으로 전화해주시기 바랍니다.</p>
<p>Arabic للحصول على هذه المعلومات في لغة أخرى أو تنسيق آخر، يرجى طلب NHS Shetland عبر الهاتف على رقم 01595 743064</p>	<p>Lithuanian Norėdami gauti šią informaciją kita kalba ar formatu, skambinkite NHS Shetland telefonu 01595 743064.</p>
<p>Bengali এই তথ্য অন্য ভাষা অথবা ফর্মটে পাওয়ার জন্য অনুগ্রহ করুন 01595 743064 নম্বরে NHS শটেল্যান্ড-এ ফোন করুন।</p>	<p>Mandarin 如如如如如语如如如语如如如如，敬请敬请 01595 743064 联系 NHS Shetland。</p>
<p>Cantonese 如需以其他語言或格式獲得此資訊，敬請致電 01595 743064 聯繫 NHS Shetland。</p>	<p>Polish W celu uzyskania tej informacji w innym języku lub formacie proszę skontaktować się z NHS Shetland pod numerem telefonu: 01595 743064.</p>
<p>Croatian Za dobivanje ovih informacija na nekom drugom jeziku ili u drugom formatu, molimo nazovite broj NHS Shetlanda 01595 743064.</p>	<p>Portuguese Para obter esta informação em outro idioma ou formato deve telefonar para NHS Shetland, tel. 01595 743064.</p>
<p>Czech Chcete-li obdržet tuto informaci v jiném jazyce nebo formátu, volejte, prosím, NHS Shetland na 01595 743064</p>	<p>Punjabi ÇÂÃ ÜÅäÖÅðÆ ù çÈÃðÆ íÅôÅ Ü» øÅðîÈà Çò¼Ù êÅÀ°ä ñÂÆ ÇÕðêÅ ÕðÕ¶ 01595 743064 Óå¶ NHS ò¶àñÈ°â ù øé Õðí</p>
<p>Farsi لطفاً برای دریافت این اطلاعات به زبان یا فرمتی دیگر به ان اچ اس شتلند (NHS Shetland) در شماره 01595 743064 تلفن کنید.</p>	<p>Romanian Pentru a obține aceste informații în alte limbi sau în alt format, contactați NHS Shetland la numărul de telefon 01595 743064.</p>

<p>French</p> <p>Pour recevoir cette information dans une autre langue ou un autre format, veuillez appeler NHS Shetland, au 01595 743064.</p>	<p>Russian</p> <p>Для получения информации на другом языке или в другом формате обращайтесь по тел.: 01595 743064, NHS Шетланд.</p>
<p>German</p> <p>Sollten Sie diese Informationen in einer anderen Sprache oder einem anderen Format benötigen, wenden Sie sich bitte telefonisch an den NHS Shetland, unter 01595 743064.</p>	<p>Somali</p> <p>Si aad warbixintan ugu hesho luqad ama nuskhad kale fadlan NHS Shetland ka soo wac 01595 743064.</p>
<p>Greek</p> <p>Για να πάρετε αυτές τις πληροφορίες σε άλλη γλώσσα ή σε άλλη μορφή, καλέστε το NHS Shetland στον αριθμό 01595 743064.</p>	<p>Spanish</p> <p>Para obtener esta información en otro idioma o formato le rogamos llamar a NHS Shetland al 01595 743064.</p>
<p>Gujarati</p> <p>□ □□□□□□□ □□□□ □□□□□□□□ □□ □□□□□□□□□□ □□□□□□□□ NHS □□□□□□□□□□ 01595 743064 □□ □□□ □□□□ □□□□□□</p>	<p>Turkish</p> <p>Bu bilgiyi başka bir dilde ya da formatta almak için lütfen 01595 743064 numaradan NHS Shetland ile irtibat kurun.</p>
<p>Hindi</p> <p>□□ □□□□□□□ □□ □□□□□ □□□□ □□□□ □□□□□□□□ □□□ □□□□□□□ □□□□ □□ □□□□ □□□□□ 01595 743064 □□ NHS □□□□□□□□□ □□ □□□□ □□□□□</p>	<p>Ukrainian</p> <p>Для отримання інформації на іншій мові або в іншому форматі звертайтеся за тел.: 01595 743064, NHS Шетланд.</p>
<p>Italian</p> <p>Per ottenere queste informazioni in altre lingue o formati, contattare NHS Shetland al numero 01595 743064</p>	<p>Urdu</p> <p>اس معلومات کو دیگر زبان یا شکل میں حاصل کرنے کے لئے براہ کرم 01595 743064 پر NHS شیٹلینڈ کو فون کریں</p>
<p>Japanese</p> <p>この情報を別の言語や形式で入手を希望される場合は、NHSシェトランドまで電話でご連絡ください。電話番号は01595 743064です。</p>	<p>Vietnamese</p> <p>Muốn có thông tin này bằng ngôn ngữ hoặc dạng thức khác, xin điện thoại NHS Shetland số 01595 743064</p>

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Shetland NHS Board

Accessible Information Policy

1 Background

The Disability Discrimination Act (DDA) 2005 amended previous legislation with the aim to deliver real change for disabled people, help drive forward a culture change across the public sector and accelerate the pace of change on disability equality.

Under this legislation, the Board has a responsibility to provide reasonable adjustments in information provision.

2 Purpose

The purpose of this Accessible Policy is to help the Board to meet the information needs of all individuals as effectively as possible. The most recent Shetland statistics (2007) on Disability and Ethnicity are attached as Appendices 1 and 2.

This policy recommends that more effective access to information will be achieved by:

- ensuring that minimum access standards are met by all Board publications (including electronic communications);
- developing standards for the provision and use of communication aids, such as induction loops and text phones;
- ensuring that letters, publications, public notices and other written communications from the Board are translated into community languages and into alternative formats¹ to meet the needs of people with disabilities, and
- producing guidelines to support staff in putting the Access to Information Policy into action, including the use of induction loops, translation and interpretation services, and plain English.

¹ Alternative formats to meet the needs of people with disabilities include tape, floppy disk, large print and Braille, and the use of email/CD Rom where appropriate.

2.1 It is also important to consider the recipients in terms of the way that certain groups access information. For example, when communicating with older people, it may currently be more appropriate to use traditional methods rather than, or as an adjunct to, mobile phone text messaging: distributing information to the library, charity groups, lunch clubs, Women's Institute and local shops can be effective.

Younger people, however, tend to be very comfortable with text messaging and many extensively use social networking internet sites and email to communicate. It should be noted that mobile phone network coverage in Shetland is patchy so text messaging should never be used on its own as a method of communication.

For adults with learning disabilities, a personal approach from a trusted individual can be an effective method.

2.2 Distribution of information also requires careful consideration of the intended recipients. While the use of technology-based media such as text messaging and email is entirely appropriate for young people, it should be backed up with the distribution of written information through schools, Shetland Youth Information Service and the youth service. There are still many people who do not have a home computer or regularly access the internet so it is important not to rely on this technology alone.

2.3 Appendices 3, 4, 5 and 6 have been added to this document to provide best practice guidance.

2.4 The [National Standards for Community Engagement](#)² is also a good resource to help staff effectively engage with the public. They were developed with the involvement of over 500 people from communities and agencies throughout Scotland and are a practical tool to help improve the experience of all participants involved in community engagement.

The standards can be used in both formal and informal community engagement and both the National standards themselves and the user guides are available in a range of community languages.

² <http://www.shb.scot.nhs.uk/initiatives/pfpi/UsefulToolsandResources.asp>

3 Dealing with Requests for Information

All requests for information in alternative formats and community languages should be made to the Corporate Services Manager. This ensures a co-ordinated approach in line with key recommendations made by SAIF, whose research shows that co-ordination and implementation of disability and equality requirements across different departments of an organisation can pose a barrier to access for some individuals. It also ensures that requests are recorded and monitored in order to inform future strategy development and to update this policy as needed.

4 Publications and Public Documents

All Board publications currently comply with the following (see also Appendix 6):

- wherever possible, use of a 14 point clear font such as Arial (minimum 12 point size) typeface left justified;
- use of high colour contrast, e.g. black on white, blue or black on strong yellow;
- ensure a clear layout with plenty of white space around and between blocks of text.

Board-paper templates will be updated to include advice on using style settings to identify headings and new paragraphs (an action which helps those who use screen-readers navigate PDF documents more easily), and will always try to use plain English.

The use of Plain English for printed information has increased in recent years. Most banks, building societies and insurance companies now use plain English.

The following are guidelines to consider when writing plain English.

- Use short words in common usage.
- Avoid using jargon.
- Explain what acronyms stand for unless, like 'BBC' and 'ITV', they are very commonly used.
- Use words rather than abbreviations or symbols, for example care of, not c/o.
- Keep sentences and paragraphs short.

- Use headings to break up writing.
- Remember that reading can be hard work; shorten text where you can and avoid being long-winded.
- The Royal National Institute for the Deaf (RNID) recommends the use of the active voice, 'the dog ate the bone', rather than the passive voice, 'the bone was eaten by the dog'.
- A well chosen photograph, diagram or illustration can replace long written descriptions and explanations.
- Keep punctuation to a basic minimum.
- Avoid using foreign or archaic language words or phrases such as 'inter alia' and 'sub judice'. Find a modern and commonly used equivalent.

Further advice on this subject can be found at: [Plain English Guide](#)³

4.1 Page layout and word spacing

Layout and spacing can make a big difference to how easy it is to read print. When producing a document it is important to bear the following in mind.

- Keep the same amount of space between each word.
- Do not ~~condense~~ or ~~s t r e t c h~~ lines of type.
- The ideal average line length should be between 60-70 letters per line.
- Do not split words at the end of lines.
- Align text to the left margin so it is easy to find the start and finish of each line.
- Avoid justified text to avoid uneven spacing between words.
- Break information down into sections with titles and sub-titles.
- Make sure the margins between columns clearly separates them.

4.2 Navigational aids

It is good practice to use number headings and paragraphs in long documents and always consider using a contents list to guide readers to sections and pages.

It is also helpful to place clear page numbers in the same position on each page.

³ <http://www.plainenglish.co.uk/howto.pdf>

Leave a space between paragraphs as dividing the text up gives the eye a break and makes reading easier.

4.3 Illustrations

Do not arrange text around or over images, for example photographs, as it is difficult to follow the text. It is better to keep text and design separate. It is also important to ensure that all non-text elements have meaningful labels added to help those using screenreaders (this also applies to weblinks).



Set text horizontally as text set vertically is extremely difficult for a partially sighted reader to follow.

4.4 Positive Language

The list below gives examples of the type of language that is appropriate to use when describing, addressing and writing about disabled people. It is important to remember how much the words used can influence attitudes towards disabled people.

Negative terminology	Preferred terms
The disabled / handicapped	People with disabilities Disabled people
Deaf and dumb	Deaf people A deaf person Hard of hearing people People with a hearing loss
Normal	Non-disabled Able-bodied
The blind	People with visual disabilities Blind people
Cripple, crippled by	Disabled person Person with a disability

Victim	Disabled person Person with a disability
Wheelchair bound Confined to a wheelchair	Wheelchair user/s Person / someone who uses a Wheelchair
Mental handicap / Mentally handicapped	Learning disability / learning difficulties
Suffering from...	Has...
Afflicted with	This portrays a negative image of disability and describes it as a tragedy. It is preferred that this terminology is not used to describe a disabled person

4.5 Community Languages

The Board subscribes to Language Line for its translation and interpretation services. The following languages are the main community languages spoken in Shetland: Hindi, Urdu, Bengali, Thai, Philipino, Mandarin, Cantonese, Czech, Latvian, Russian, French, Spanish, German and Polish.

There is a turnaround time of 48 hours for most translations so it makes good economic sense to only supply translated information when it is requested.

However, all formal publications should carry a prominent access panel in a range of languages, naming the publication and explaining how to access translated and alternative format information.

4.6 Correspondence

The Board accepts and responds to correspondence from the public in community languages and disability formats. This means that it will accept correspondence in community languages, Braille, on tape or floppy disk. This should not present a problem except when there may be a time delay to allow for translation. If translation is needed, service users should be told why their enquiry may take a little longer to process.

5 Material in Alternative Formats

The Board has a responsibility to produce materials in alternative formats. This section suggests practical ways forward.

5.1 Disk and E-mail

An easy way to ensure that printed materials can be made accessible to many users is to produce them electronically. That way, a disk or email can be sent to the user for use on their own computer, which will perhaps have specialist enlargement or screen reading software. Another advantage is that electronic documents are more easily adjusted for printing in large font, or Braille.

5.2 Large Print

Many partially sighted people will need information in large print. This can be produced in house with basic word processing software. Large print tends to be in font sizes between 16 and 22 – it is important to ask the partially sighted person what size of print they require.

5.3 Coloured Paper

Another straightforward way to make documents more accessible for some people with visual disabilities or dyslexic readers is to print in a different colour or onto coloured paper. It is important to ask the individual reader what is best for them.

5.4 Audio Tape

Material on audio tape is useful to some people with visual disabilities and some dyslexic people who find the printed word difficult to assimilate.

Short, straightforward information can be produced cheaply and effectively by health staff, however it is advisable to professionally produce more complex and lengthy information.

5.5 Braille

Compared to large print or audio tape, there is relatively little demand for Braille documents. It is recommended however, that arrangements are made so that Braille versions of major publications can be produced on request.

5.6 Easy Read

When producing information for people with learning difficulties, the following [Easy Read Guide](#)⁴ from Mencap is very helpful.

6 E-Communication

6.1 Website

The Disability Discrimination Act states that organisations must ensure that online services are accessible to disabled people. The Board's website has been developed using the Web Content Accessibility Guidelines (WCAG) Version 1.0.

WCAG 1.0 has 14 guidelines that are general principles of accessible design. Each guideline has one or more checkpoints that explain how the guideline applies in a specific area. WCAG Version 2.0 is expected to become available next year and the Board will review both its Internet and Intranet sites at that time in order to ensure continuing compatibility.

The WCAG guidelines outline three levels of accessibility compliance for websites and SAIF recommend that Priority Two compliance should be aimed for. The Board's website complies with Priority One and is largely compliant with Priority Two. The Board's Computer Services Department is currently working towards achieving full Priority Two compliance.

In addition to achieving PriorityTwo compliance, the website has been developed to allow users to easily increase text sizes and background colours with the use of 'Browsealoud' software.

Finally, the feasibility of introducing a document version control system to the website will be scoped.

The Computer Services Department plans to produce an Information Guide to Accessibility for departments of the Board that create and edit their own Internet and Intranet pages. Further work is required in order to raise awareness of WCAG guidelines amongst staff who are responsible for creating and editing departmental internet and intranet pages, in order to ensure accessibility compliance.

⁴ http://www.mencap.org.uk/download/make_it_clear/MakeItClear_EasyReadGuide.pdf

6.2 Email

The following guidance from SAIF is a useful checklist for ensuring that the Board's email correspondence meets the needs of disabled people.

Emails to individuals.

- Use plain English in all emails – avoid using jargon.
- Keep in mind that different email programmes display emails differently.
- Consider using plain text emails to ensure the information is displayed to the recipients as intended. Plain text emails ensure maximum accessibility, especially for people using screenreaders. Consider using the [Text Email Newsletter \(TEN\) Standard](#)⁵ for plain text emails.
- If using HTML emails (emails which allow users to use pictures and other design features), it is important to follow the same accessibility guidelines as for web pages (see Appendix 5).

Emails to groups.

- Always clearly state who the email is from and provide contact details.
- Protect recipients' privacy: use the Bcc (blind copy) field for all mailing addresses.
- If using HTML emails (those that allow pictures and text formatting), offer a plain text version as well, either:
 - let the recipient choose which version to subscribe to, or
 - send everyone the plain text with the HTML version attached.
- Do not send the email to people who have not requested it.
- Always offer recipients an opportunity to opt out.

⁵ <http://www.headstar.com/ten/>

7 Public Meetings, Conferences and Seminars

7.1 Advertising

Documents advertising public meetings, conferences and seminars should state:

- if there is full access for wheelchair users - if there is not full access, state what barriers exist to full access e.g. three steps to front door;
- availability of transport;
- proximity of public transport;
- availability of childcare provision;
- availability of interpretation for deaf and deaf/blind people and in community languages;
- availability of induction loop/infra red sound amplification systems, and
- a timescale for individuals requiring documents in formats used by people with disabilities or in community languages.

All of these facilities will not necessarily be needed for every meeting but failure to ask potential users could exclude some people from participation. To meet the needs of all members of the community whilst avoiding unnecessary cost, it is best to advertise that these facilities can be made available, but request that individuals phone in their requirements at least a week beforehand.

7.2 Use of inaccessible premises

Every effort should be made to hold public meetings in accessible premises. In exceptional cases when this is not possible, wheelchair access can sometimes be provided by the use of temporary ramps, although not usually to toilets.

7.3 Communication Aids

An induction loop system is installed in the Post Graduate Medical Centre, Brevik House, and portable loops are available at public reception desks with additional loops available to borrow.

All public conferences/seminars/meetings held by the Board should utilise either induction loops or infrared sound amplification systems.

All staff should be made aware of and trained in the use of the 'Typetalk' service provided by BT to assist deaf and hard of hearing people.

8 Signage

The following are useful guidelines to ensuring good signage that improves the ease with which both disabled and non-disabled people gain access to products and services.

To be successful signs should be:

- clear
- concise
- consistent

should minimise anxiety and confusion, be easy to understand and people with a visual impairment should not be placed at a disadvantage.

8.1 Positioning of Signs

DO place signs where the background will not be changing – moving people or vehicles

DO place signs where they will be well lit

DO place signs of the same type at the same height throughout the building and preferably at eye level

DON'T place signs where they will be obstructed by people, vehicles, vegetation, or doors that are often left open

DON'T place signs against a lit source or other external glazing which can cause glare

8.2 Content

DO keep the content of signs to a minimum – signs should be concise so that they can be read on passing

DO keep lists short

DO use the same language throughout the building

DON'T use long lists – it is easier to read several short columns rather than one long one

DON'T use different terms for the same rooms, e.g. WC, toilets, lavatories

8.3 Colour and Finish

DO choose colours that contrast and that show up on the background (black and white are usually safe)

DO use materials with a matt finish to cut glare

DO keep outdoor signs clean and free from vegetation

DO use the same choice of colours throughout the building

DON'T use colours that are similar to the background

DON'T use shiny patterned surfaces that can create confusion

DON'T use colours that fade in bright sunlight (some purples, oranges, reds and greens)

DON'T use colours that conflict with fire and safety signs

8.4 Typeface

DO use lower case letters with a capital at the beginning

DO use numbers or symbols if possible as they can be larger without taking up so much space – there are internationally recognised symbols that should be used

DO use arrows where you can – ISO (International Standards Organisation)

DO use a sans serif typeface and embossed signs

DO increase the spacing between letters, words and lines (by 15 – 20%)

In most cases use left justification

Margins and borders can be helpful if they increase the contrast of the sign

Consider the distance at which the sign will be read – this will affect the type size

DON'T use all uppercase letters except for words like EXIT which are traditionally written in capitals

AVOID punctuation and abbreviations if possible

DON'T use bold letterforms where the white spaces disappear

DON'T use too many typefaces on the same sign

DON'T underline and don't use italics

DON'T use right or central justification

Appendix 1

Disability	Quantitative Data*	Qualitative Data	Engagement Mechanisms
All Disabilities	3,500 (from 2001 census)	This figure consists of people with a long-term limiting illness, which will include both disabilities and chronic medical conditions. 2,500 of these people are of working age.	Disability Shetland
Learning Disabilities	164 (Special Needs Register)	Social Work figures indicate that the number of adults with learning disabilities is expected to almost double over the next 10 years.	Disability Shetland and the SIC Social Work Service.
Physical Disabilities	600 people have a blue badge for parking (Social Work) 460 people receive home care (Social Work)	A blue badge for parking is given to people with severe mobility problems. 460 are the number of people with physical disabilities who receive home care each year.	Through Disability Shetland and the SIC Social Work Service.
Impaired Visually	68 (Social Work)	Of this, 34 people are registered blind and a further 34 are registered partially sighted. There is known to be a problem with underreporting.	Through Psychological Services in the SIC Education department.
Hearing Impaired	24 (Social Work)	24 people are known to use alternative/ augmentative communication. There is known to be a problem with underreporting.	Through Psychological Services in the SIC Education department.

Appendix 2

Ethnic Group	Quantitative Data*	Qualitative Data	Engagement Mechanisms
Indian	20(0.09%)	Anecdotal evidence suggests many of this group is employed in the restaurant sector	Through English Plus and Shetland College classes.
Pakistani	35 (0.16%) 10 working as taxi drivers (Taxi Licensing stats) 25 people are members of the South Asian Group	A long established community who appear to be integrated into the wider community.	Many are members of the South Asian Group and can be contacted through Shetland Council of Social Service.
Bangladeshi	13 (0.06%)	Anecdotal evidence suggests many of this group is employed in the restaurant sector	
Other South Asian	11 (0.05%)	There are Thai and Filipino people taking part in English as an Additional Language (EAL) classes. A recent asylum campaign has highlighted a Burmese family living locally.	Through English Plus and Shetland College classes.
Chinese	26(0.12%)	A long established community but also new family members arriving and transient workers. Some do take part in EAL classes. Both Mandarin and Cantonese spoken.	Through English Plus and Shetland College classes.
Caribbean	4(0.02%)	There is a gap in knowledge regarding this group.	Through English Plus and Shetland College classes.
African	7(0.03%)	Some speak English as a joint first language and others are taking part in EAL classes from English Plus.	Through English Plus and Shetland College classes.

Ethnic Group	Quantitative Data*	Qualitative Data	Engagement Mechanisms
Other Ethnic Group	51(0.23%) National Insurance Numbers issued: 2004/05 - 142 2005/06 - 106	Currently aware of: Iranian; Slovak; Czech; Hungarian; Belgian; Spanish; French; Latvian; Estonian; Ukrainian; Russian; Greek; South African; Australian; New Zealand; American; Austrian; German; Swedish; Maltese; Polish; Finnish; Danish (Data from English Plus, Job Centre Plus and anecdotal knowledge). The Eastern European population is growing in the fishing /service /construction industries. Although largely transient, there is anecdotal knowledge of workers planning to stay & bring over their families. Taxi Licensing Statistics indicate that there is a Moroccan working as a taxi driver. The Housing Service have recently received a housing request from a Turkish person.	Through English Plus and Shetland College classes.

Appendix 3

RNIB clear print guidelines



supporting blind and
partially sighted people

Clear print is a design approach which considers the needs of people with sight problems.

Simply, a clear print document will find a wider audience. The solutions we propose are straightforward and inexpensive, focusing on some basic design elements, for example font, type size, contrast and page navigation.

RNIB's clear print guidelines are based on our experience of the issues over many years, advice from experts in the field and evidence including recent research into fonts and type size.

Type size

The size of the type (known as point size) is a fundamental factor in legibility. We recommend a type size between 12 and 14 point (equivalent to a minimum x-height of 2mm or more ideally 2.3mm). The larger the minimum type size, the more people you will reach.

Contrast

The better the contrast between the background and the text, the more legible the text will be. Note that the contrast will be affected by the size and weight of the type. Black text on a white background provides best contrast.

Typeface

Avoid highly stylised typefaces, such as those with ornamental, decorative or handwriting styles.

Type styles

Blocks of capital letters, underlined or italicised text are all harder to read. A word or two in capitals is fine but avoid the use of capitals for continuous text. Underlining text or setting it in italics should always be avoided and an alternative method of emphasis used.

Leading

The space between one line of type and the next (known as leading) is important. As a general rule, the space should be 1.5 to 2 times the space between words on a line.

Type weight

People with sight problems often prefer bold or semi-bold weights to normal ones. Avoid light type weights.

Numbers

If you print documents with numbers in them, choose a typeface in which the numbers are clear. Readers with sight problems can easily misread 3, 5, 8 and 0.

Word spacing and alignment

Keep to the same amount of space between each word. Do not condense or stretch lines of type. We recommend aligning text to the left margin as it is easy to find the start of the next line and keeps the spaces even between words. We advise that you avoid justified text as the uneven word spacing can make reading more difficult.

Columns

Make sure the margin between columns clearly separates them. If space is limited, use a vertical rule.

Reversing type

If using white type, make sure the background colour is dark enough to provide sufficient contrast.

Setting text

Avoid fitting text around images if this means that lines of text start in a different place, and are therefore difficult to find. Set text horizontally as text set vertically is extremely difficult for a partially sighted reader to follow. Avoid setting text over images or textures as this will affect the contrast.

Forms

Partially sighted people tend to have handwriting that is larger than average, so allow extra space on forms. This will also benefit people with conditions that affect the use of their hands, such as arthritis.

Navigational aids

It is helpful if recurring features, such as headings and page numbers, are always in the same place. A contents list and rules to

separate different sections are also useful. Leave a space between paragraphs as dividing the text up gives the eye a break and makes reading easier.

Printing

Avoid glossy paper because glare makes it difficult to read. Choose uncoated paper that weighs over 90gsm. As a general rule, if the text is showing through from the reverse side, then the paper is too thin.

Appendix 4

Making Information Accessible

The Disability Discrimination Act states that you must ensure your services are accessible to disabled people.



To meet the needs of disabled people

- Produce all information in plain language and a minimum type size of 12 point.
- On request, provide information in alternative formats such as large print, audio tape, Braille, or an easy-to-understand version.
- Use interpreters for people who need to communicate in a sign language or other community language.
- Design and develop your web site in a way which makes it accessible for disabled people.
- Provide your service in a flexible way, where appropriate using home visits, telephones, the internet or different opening hours.
- Ensure that your premises are fully accessible to people with mobility or sensory impairments.
- Provide publicity materials which tell disabled people what you can or cannot do.
- Have good working relationships with other appropriate service providers and suitable referral arrangements.
- Provide your staff with disability equality training. A key barrier for disabled people is negative attitudes towards them.
- Get regular and organised feedback from disabled people about the accessibility of your service.
- Involve disabled people in service planning and training delivery.

Appendix 5

Making Websites Accessible

The Disability Discrimination Act states that you must ensure online services are accessible to disabled people.



To meet the needs of disabled people:

- Comply with the Web Content Accessibility Guidelines version 1.0 (WCAG). Find out more at [Web Accessibility Initiative](#).
- When tendering for a website ensure that accessibility is built-in from the start. SAIF recommends WCAG AA compliance.
- Create a website design that is flexible so that users can change colours, font and font size to meet their individual requirements.
- Give links a meaningful name describing what they link to.
- Add labels to all non-text elements, like photographs and graphics.
- Do regular accessibility checks.
- Involve disabled people in the planning and testing of your site.
- Get regular and organised feedback from disabled people about the accessibility of the site.
- Provide staff with disability equality training. A key barrier for disabled people is negative attitudes towards them.

Appendix 6

Making Word Documents Accessible

The Disability Discrimination Act states that you must ensure information is accessible to disabled people.



To meet the needs of disabled people:

- Avoid using small fonts and setting large blocks of text in italics.
- Use styles to add structure to documents, e.g. use the heading style to create headings rather than just making text look like a heading by making it bold.
- Provide alternative labels for all images. To do this, right-click on the image, then select Format Picture. A dialogue box will appear. Select the Web tab and then add the appropriate alternative text.
- Create clear uncluttered pages, with plenty of white space. Use bulleted lists when appropriate as they can be easier to understand than long paragraphs.
- Avoid animated or flashing/blinking text.
- Ensure there is good contrast between elements on the page, e.g. text and background colours.
- Use the built-in table tools when creating columns of text. Don't use tabs to create tables.
- Use descriptive link text for links, when linking to web pages within your documents.
- Add space around paragraphs using style formatting options rather than using carriage returns. This is particularly important if you intend to convert your Word documents into PDF files.
- Provide staff with disability equality training. A key barrier for disabled people is negative attitudes towards them.
- If you have embedded sound files, provide a text transcript of the sound file content.

Appendix 7

Converting Word documents into accessible Portable Document Formats (PDFs)

The Disability Discrimination Act states that you must ensure information is accessible to disabled people.



Some basic tips to meet the needs of disabled people:

Checking your source document is accessible before conversion

- Format the source document using styles (strip out double returns, and don't use tabs or spaces to create tables).
- Add appropriate labels to all images.
- Avoid complex layouts with overlapping elements.
- Complete the 'Summary' information in the 'Properties' section of your document. By providing information (for example, the title, author, subject and key words) which describes your document you will make it easier for others to search and find your document.

Converting your document into PDF

- Use the latest version of Adobe Acrobat to convert documents to PDF.
- Ensure 'enable accessibility and reflow with tagged PDF' is checked in the document conversion settings. More information about settings for creating accessible PDFs can be found in the Adobe accessibility authoring guidelines (for example, check for security settings, fonts and book marking), at: www.adobe.com/accessibility/index.html.
- After conversion, use the in-built Accessibility Checker to check for possible problems. If you have one, use a screen reader to check the reading order and to check that all the content is accessible.

- When posting PDFs on the web, add a link to Adobe Acrobat reader and a link to the online conversion tools:
www.adobe.com/products/acrobat/access_onlinetools.html.