

Session Title:	1.2 Reaching more people through Inclusive & Accessible Communication
Speaker(s):	Becki Morris Embed Inclusions Ltd
Chair:	Ellie Lloyd Davies Manchester Metropolitan University
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Speaker/Institution Bio/Information:	<p>Becki Morris</p> <p>Started in Heritage sector and now consults on EDI across multiple sectors.</p> <p>EMBED – support staff in organisations audit their practices and develop intersectional access and inclusive strategies – a ‘constructively critical friend’.</p>
Overview/Aim of session:	To discuss how important inclusive and accessible communications are; what they mean, the differences between them and some practical tips to bring back to institutions.
Workshop Content	<p>Who are your customers?</p> <ul style="list-style-type: none"> - We are all people who have different characteristics which affects lived experiences (e.g. gender, educational experiences, identity, income). - Important to think about how organisations use language <p>Why is it important to be accessible? (UK Statistics)</p> <ul style="list-style-type: none"> - 7.1 million people have poor literacy (no GCSE Language Grade C or equivalent) - 9 million functionally illiterate - Average reading age is 9-11 years of age - 70,800 people have dementia over the age of 65. Many of these people are in the work force and will be. - 14.1 million people have a disability - 6.3 million people have dyslexia <p>Accessible comms can be deeply impactful. It is important to use data to create accessible strategy rather than just a reaction.</p>

	<p>Inclusion vs. Accessibility</p> <p>Inclusive communication ensures that information is easy and inviting for people of all ages, disabilities and backgrounds.</p> <p>Inclusive Communication is:</p> <ul style="list-style-type: none"> - Reaching as many people as possible - Inviting for people of all experiences - Should be exciting and include 'hero stories' not 'victim'. <p>Accessible information is the main tool for making your information inclusive by producing materials in ways that meet specific user needs.</p> <p>Accessibility is:</p> <ul style="list-style-type: none"> - Providing information in an accessible way. <p>Important to note that inclusive language can still be inaccessible e.g. a film with no captions.</p> <p>Institutions should think about Access Guides and any activities you are asking people to do as part of an event.</p> <p>Digital Access and Inclusion</p> <ul style="list-style-type: none"> - Welco-Me App is a useful app to notify what requirements front line staff who are organising events/activities should use. - Small changes on a website or social media can make a big difference. For example, using ALT Text. - Make sure to test before implementing something
<p>Case Studies/Examples:</p>	<p>Case Study: Reviewed some inaccessible examples of marketing materials from a charity:</p> <ul style="list-style-type: none"> - Poor visual quality of poster (poor contrasting colours) - Clear lack of accessible policy to check design against - What does it say about a legitimacy of a charity if communications are not accessible. <p>Examples of Inclusive Language</p> <ul style="list-style-type: none"> - Avoid reductive language. - Always refer to people in the first person. For example, not 'a diabetic' but a 'person living with/who has diabetes'. - Use adjectives not nouns. For example 'Mexican person' not 'Mexican'.

	<p>Examples of Accessibility</p> <ul style="list-style-type: none"> - Text alternatives - Succinct links (e.g. using bitly) - Correct colour contrast - Using “Sans Serif” fonts like Arial, Calibri or Avenir - Don’t use BLOCK CAPS in reports for headings as this will shout on the reader. Microsoft has various accessible software and templates for readers (e.g., headings on Word).
<p>Scenarios/Roundtable discussions:</p>	<p>Discussion – Have you ever found it difficult to find information (e.g., buying something online)? How did it make you feel?</p> <ol style="list-style-type: none"> 1. Frustrated – like it’s my fault. 2. Anxious – especially if time sensitive task 3. Stressful – lack of structure 4. Difficult if you feel you can’t ask for help and feel ‘spotlit’. 5. Embarrassing – especially if struggling to find information on own institution’s website. <p>It is important that organisation takes ownership of this- it’s not you personally, but the organisation needs to take responsibility.</p>
<p>Questions and Answers:</p>	<ol style="list-style-type: none"> 1. What should we do with Prospectuses? <ul style="list-style-type: none"> ● Make sure to review the prospectus and map out any problems with accessibility. ● Reach out to internal staff disability networks to discuss with them. ● Make sure to include visual stories e.g. what the lecture theatres look like. This can be especially important for wheelchair users, so they know their requirements are understood at the university. 2. How to make a space accessible e.g. in a workshop? <ul style="list-style-type: none"> ● Think about sight lines; where people are seated and who can see the presenter/presentation ● Space for wheelchair users ● Regular breaks if longer day ● Live captions on online events ● Point out where nearest toilets are ● Step-free access and do steps have adequate ‘nosings’ (different colour strips) ● Use Microphones when possible 3. Recording Sessions – should universities invest more? <ul style="list-style-type: none"> ● Make use of free accessibility checks and software through Microsoft ● Invest in training teams who deliver presentations

	<p>in how to speak in an accessible way (thinking about emphasis, tone, speed). Various free YouTube videos on this.</p> <p>4. How can universities make phone lines more accessible?</p> <ul style="list-style-type: none"> - Provide alternatives where possible (e.g., text-based systems) - Use inductive couplers to manage volume settings on the phone.
<p>Summary/ Key takeaways:</p>	<ul style="list-style-type: none"> ● Using inclusive and accessible communications will help to reach more people and make both customers and staff feel included and represented. ● Make sure to regularly review policies and test communications before implementing. ● Spend time training up staff – it's an organisational responsibility.