EASTERN RIVERINA ARTS

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An initiative of Eastern Riverina Arts, delivered in collaboration with IDEAS.

PLATFORM

A FESTIVALS GUIDE TO ACCESSIBLE EVENTS

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A FESTIVALS GUIDE TO ACCESSIBLE EVENTS

ABOUT THIS GUIDE

This guide aims to assist regional festivals to become more inclusive and accessible to people with disability, who may wish to be involved in events as attendee's, entertainers, presenters and/or participants.

Understanding accessibility, planning and then promoting your event as accessible will attract people with disability who might not have previously attended, due to unknown variables around getting to, moving around and being able to access event facilities and activities.

Great customer service is the foundation of any successful event. This guide includes a short training course for festival committees and events staff aimed at breaking down attitudinal barriers and providing information to help attendees/audiences/volunteers and staff feel more informed and comfortable assisting and interacting with people with disability.

The document also includes practical information about making your events more accessible, including a simple access checklist.

It is important to remember that people with disability rarely make spontaneous decisions around travelling and attending events.

Many spend significant amounts of time researching and making enquiries to ensure the event is accessible for them before making a decision to attend. Developing an Access and Inclusion Statement for your website/page will assist guests to make decisions around accessibility themselves.

If you want to attract people with disability to your event promoting your access and inclusion is essential. This guide also will discuss the importance of, and how to promote and advertise in accessible formats.

Accessible and **inclusion** are two words we utilise often in this document. Sometimes in the community these words are used interchangeably, however they are quite different in meaning. It is for this reason, we list their definitions below:

Accessible
1. Easy to approach, reach, enter, speak with, or use.
2. That can be used, entered, reached, etc.
3. Obtainable; attainable.

Inclusion (social)
Everyone having the resources, opportunities and capabilities to:
• Learn (to participate in education & training)
• Work (to participate in employment – both paid and voluntary)
• Engage; and (connect with people, use local services & participate in local, cultural, civic and recreational activities)
• Have a voice (to influence decisions that affect them)

HOW IMPORTANT IS IT TO MAKE YOUR FESTIVAL ACCESSIBLE?

Community festivals in regional areas make crucial economic and social contributions to the towns and regions in which they are held.

Nothing brings people together like festivals do. They are pivotal in community building; bringing people from all religions, economic and social backgrounds together. Festivals contribute immensely to feelings of social cohesion and inclusion and all people should have the right to attend, be involved in and enjoy these important and fun events.

Festivals also have an important economic function, bolstering local tourism by attracting visitors to the region.

When considering potential visitation it is important to remember that 20% of the Australian population have a disability.

Recent research busts the myth that this group of people don't travel. In fact, people with disability travel at the same rate as everyone else and commonly in larger groups.

It is also no secret that Australia is an aging population. With longer life expectancy and more desire (and economic freedom) for travel than ever before, mobility, hearing and vision issues are more common than in past generations.

When it comes to mobility, the needs of parents with prams and young children as they juggle their way through pedestrian and environmental challenge's, should also be considered and planned for when managing regional festivals.

So, apart from the legal, ethical and moral obligations to ensure our festivals are accessible to everyone, it also makes good business sense.

Travelling with a disability

Group Size
2-3 people

TAKE

4 Trips
per year

Day Trips
every 6 weeks

Local Trips
weekly

People with a disability
Travel at the same rate as everyone else

Leisure

Visit
Friends and Family

WHY?

NSW is the most visited state

CHANGING ATTITUDES – TRAINING RESOURCE FOR FESTIVAL COMMITTEES AND EVENT STAFF

Inclusion at its simplest is 'the state of being included' but in reality it is more complicated than that. It is about valuing all individuals, giving equal access and opportunity to all and removing discrimination and other barriers that stand in the way of involvement and authentic engagement.

By far the biggest barriers to inclusion are attitudinal. Attitudinal barriers are ideas, fears, and assumptions that impede meaningful communication between people with and without disabilities and prevent people with disabilities from participating fully in society.

Most attitudinal barriers are passively learned; unlearning them takes education, awareness, effort and interaction.

If unfamiliar, interacting and communicating with individuals with disabilities can be stressful. Lack of knowledge and experience can cause anxiety, misunderstanding and lead to avoidance behaviours and offensive dialogue.
Over time and in today's increasingly inclusive society, this will impact greatly on festival reputation and success.

This quality training resource can challenge ingrained cultural and attitudinal barriers and help festival staff feel confident and empowered when interacting with people with disability; thus enhancing customer service and leading to a more inclusive event.

UNIVERSAL INCLUSION TRAINING

UNIVERSAL INCLUSION TRAINING

What is inclusion?

There is no universally accepted definition of social inclusion, however, the Australian Social Inclusion Board defines social inclusion as everyone having the resources, opportunities and capabilities to:

• Learn (to participate in education & training)
• Work (to participate in employment – both paid and voluntary)
• Engage; and (connect with people, use local services & participate in local, cultural, civic and recreational activities)
• Have a voice (to influence decisions that affect them)

Inclusion is more than the act of including someone, it's making sure everyone has equal access AND opportunity. This means some people in society will need more support, information and resources in order to participate and engage at the same level as everyone else.
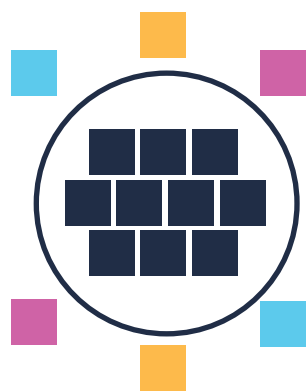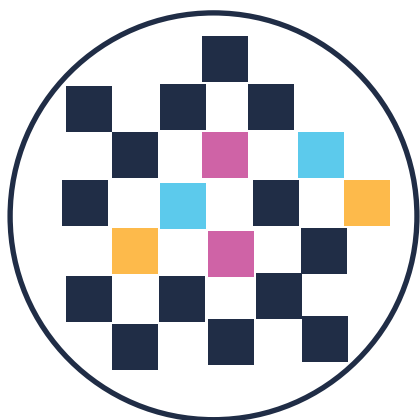
▶ YouTube
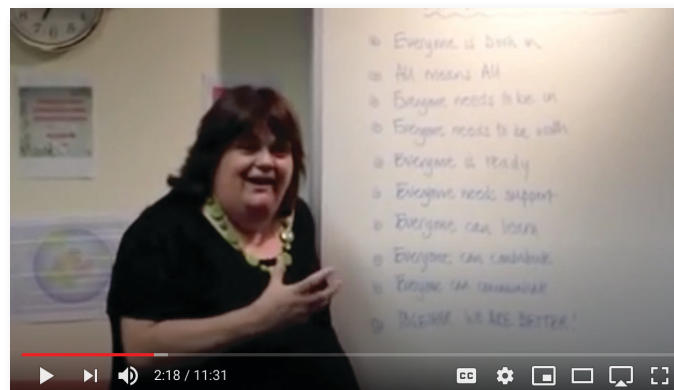
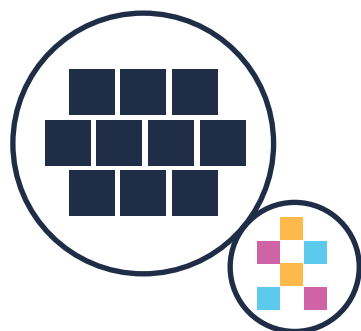**Video resource:**

Values of Inclusion – Heather Simmons
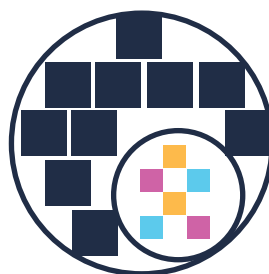https://www.youtube.com/watch?v=JBSeY-Vz7Bk

Inclusion

Exclusion

Segregation

Integration

Diagram discussion (from an educational context)

Exclusion occurs when students are directly or indirectly prevented from or denied access to education in any form.

Segregation occurs when the education of students with disabilities is provided in separate environments designed or used to respond to a particular or various impairements, in isolation from students without disabilities.

Integration is a process of placing persons with disabilities in existing mainstream educations institutions, as long as the former can adjust to the standardised requirements of such institutions.

Inclusion involves a process of systemic reform embodying changes and modifications in content, teaching methods, approaches, structures and strategies in education to overcome barriers with a vision serving to provide all students of the relevant age range with an equitable and participatory learning experience and environment that best corresponds to their requirements and preferences. Placing students with disabilities in mainstream classes without accompanying structural changes to, for example, organisation, curriculum and teaching and learning strategies, does not constitute inclusion. Furthermore, integration does not automatically guarantee the transition from segregation to inclusion.

Question: What level of inclusion do you think is acceptable?

Answer: The person with a disability (in conjunction with the assistance of family, carers and supporters) decides what's acceptable and makes the choice as to which level of inclusion is right for them. Some people with disability prefer to attend segregated programs where the environment can be more controlled. For example, a child with autism may need exact routine and may have issues with noise and other stimulus. It is important that if a person with a disability wishes to be included in a mainstream activity, program etc they are always encouraged and supported to do so. Genuine choice is what is important when it comes to inclusion. There needs to be a variety of options, for a variety of needs and preferences. Exclusion is not a level of inclusion and shouldn't occur in today's society.

WHAT IS DISABILITY?

Group exercise:

Handout 1
(allow 2 minutes to read instructions and 5 minutes to fill in the chart)

Instructions:
Listed below are a number of different conditions and inabilities.

Put an X in Column 1, next to those conditions and inabilities that you DO NOT think are disabilities.

Thinking about your workplace and the type of work you do, imagine you had that condition or inability, in Column 2:

Mark those that you think have a high impact on your work with an H
Mark those that you think have a low impact on your work with an L

Condition / Inability	Column 1	Column 2
An ability to read and write		
A fear of heights, preventing the person from getting into any room that is not on the ground floor		
An inability to use steps		
An inability to speak verbally		
An allergy to all non-natural products		
An inability to run a mile		
An inability to recite Shakespeare from memory		
A tendency to believe that all telephones are radioactive		
An inability to mentally calculate numbers		
An inability to see		

This exercise is reproduced with the kind permission of Villamanta Publishing and Training Services and taken from their publication "From Disability Awareness and Disability Discrimination Law: A Training Manual"

HAPPYSVILLE

Happysville is an island village in the middle of the Pacific Ocean. It is an island in which only natural products are used for all buildings, food, clothing, medicine, etc. Everyone on Happysville greets each other in the morning with a twenty minute quotation from Shakespeare. If people are unable to do this they are put into prison.

All the buildings in Happysville are single storey, and all communication is done verbally. There is no mail, no telephone system, no fax machines and no computers. Because the island is quite large, people on Happysville can only get urgent messages to one another by running, sometimes quite large distances.

There is no money on Happysville and people who are unable to work usually stay home and are supported by the rest of the community, providing, of course, that they do the courteous thing and recite twenty minutes of Shakespeare at the beginning of the day.

Group exercise:

Handout 2
(allow 2 minutes to read instructions and 5 minutes to fill in the chart)

Instructions:
Imagine you live in Happysville (see description above).

Try to categorize the following conditions / inabilities as either high or low. Low being the conditions or inabilities you think would be of the least disadvantage, and **high** being those that you think would be of the most significant disadvantage for living there.

Put these rankings in Column 3.

Condition / Inability	Column 3
An ability to read and write	
A fear of heights, preventing the person from getting into any room that is not on the ground floor	
An inability to use steps	
An inability to speak verbally	
An allergy to all non-natural products	
An inability to run a mile	
An inability to recite Shakespeare from memory	
A tendency to believe that all telephones are radioactive	
An inability to mentally calculate numbers	
An inability to see	

HAPPYSVILLE DISCUSSION: (allow for 5 minutes discussion)

When you compare High and Low responses in Column 2 in handout 1 and Column 3 in handout 2, they will probably be very different. Conditions and inabilities that are seen as having the most negative impact on your life in column 2 are probably very different to those that would have the most impact on your life in Happysville.

This is because the structure, values and beliefs of the society in which you live are very different to those of Happysville. Meaning that, what we think about 'disability' is a social construct which can change depending on the context or society in which we live. We tend to define disability based on what society deems as important and necessary to live a full and successful life.

HISTORY OF DISABILITY IN AUSTRALIA – DISABILITY IS AN EVOLVING CONCEPT

Over the last century there have been several social concepts or models that characterise the history of disability in Western society. These models have a powerful influence on setting the parameters for how people with disability are seen and treated by society.

Medical (or Traditional) Model of Disability

The medical model has been dominant throughout history. This model focused on what is wrong with the individual. It sees that the problems lay with the individuals, and medical intervention is required to provide the person with the skills and abilities to adapt to society. It gave absolute power to medical practitioners who allocated medication, treatment and care with little concern for the wants and needs of the individual. People with disability became passive recipients of care, with no choice and control of their lives. This has led to society and individuals with disabilities having low expectations around what they can do, achieve and become.
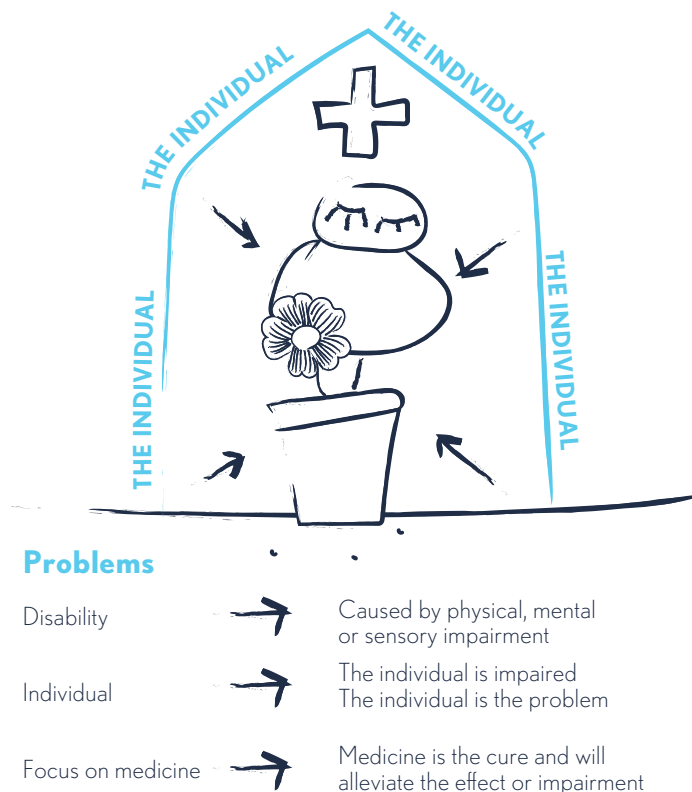

Problems

Disability → Caused by physical, mental or sensory impairment

Individual → The individual is impaired
The individual is the problem

Focus on medicine → Medicine is the cure and will alleviate the effect or impairment

Figure 1: Medical (or Traditional) Model of Disability

Social (or Human Rights) Model of Disability

In the mid 1970's the medical model came under intense criticism by many human rights activists, and as a consequence the Social Model came into being.

Video resource:
Defiant lives – Human rights movement of the 70s
https://www.youtube.com/watch?v=6L-yhQvl754

This model recognized that there are people with physical and psychological differences & impairments which effect their ability to function in society. However, this model suggests that it is society that courses an individual to be disabled. In other words, they are disabled not by their impairments but by negative attitudes and barriers, which does not take into account their needs. Therefore, it is society that is the problem and needs to look at reducing and eradicating barriers.
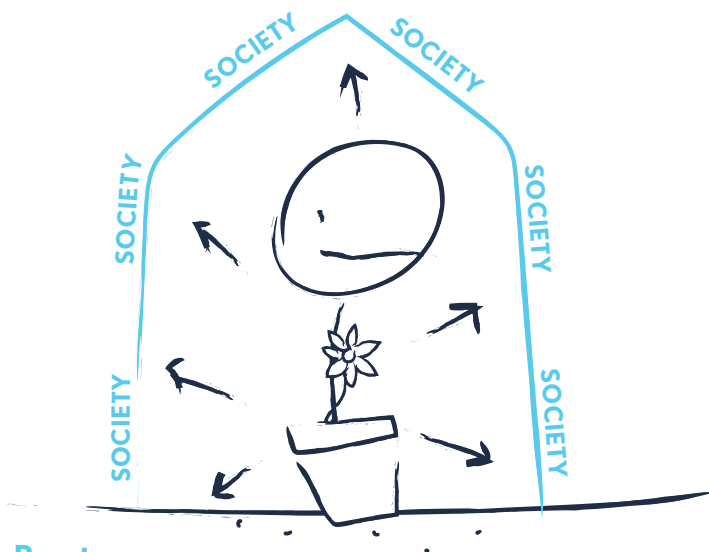
Barriers

Environment → Inaccessible buildings, language, services and communication

Attitudes → Prejudice, stereotyping and discrimination

Organisations → Inflexible procedures and practices

Figure 2: Social (or Human Rights) Model of Disability

An example – the difference between models

Michael is a wheelchair user and wants to apply for a job at his local council. The council building has a long flight of stairs at the entry.

In a society where the medical model is dominant – if Michael can't climb the stairs himself, (even after medical intervention) he would not be able to take the job, even if he was capable in every other way.

In a society where a social model was dominant – the building would be accessible and would also have a ramp, thus eradicating the barrier of the stairs. In this scenario Michael is not disabled.

Definition of Disability

Despite the complexities around defining what disability means, we have a social welfare system and therefore need a comprehensive accepted definition of disability.

The Disability Discrimination Act 1992 defines disability as:

- total or partial loss of the person's bodily or mental functions
- total or partial loss of a part of the body
- the presence in the body of organisms causing disease or illness
- the malfunction, malformation or disfigurement of a part of the person's body
- a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction
- a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment, or that results in disturbed behaviour.

HUMAN RIGHTS

From equality to equity

The Universal Declaration of Human Rights, adopted by the United Nations on 10th December 1948, sets out the basic rights and freedoms that apply to all people. Drafted in the aftermath of World War Two, it has become a foundation document that has inspired many legally binding international human rights laws. This declaration stated that all people should be seen and treated equally.

In 2008 Australia ratified the **United Nations Convention on the Rights of Persons with Disabilities** (UNCRPD) and made a further commitment to improving the life experience of people with disability and their families.

In the years between the **Universal Declaration of Human Rights** and the **United Nations Convention on the Rights of Persons with Disabilities** the United Nations recognised that there were some groups in society who needed extra help and protection, including (but not limited to) children, women, indigenous communities and people with disability. Therefore, the new declaration was based around the notion of **equity**, rather than **equality**.

For many people with disability, their families and supporters, the UNCRPD signifies a new era in the treatment of people with disability. Not only does the UNCRPD acknowledge the human rights of people with disability, it also highlights many of the areas in which people with disability continue to be treated less favourably. Those areas include schools, health, community living, rights over one's own body, employment and many more.

The Australian social welfare system is built around this concept of equity.

Equality vs Equity

While human beings are all equal, because of systemic barriers some people need additional recognition of their rights and more help and services to overcome those barriers. The following images best illustrate this:

By treating everyone the same, we do not get equal outcomes. Two people are able to look over the fence, but one person is still not able too. Giving three people the same assistance (one box) has only made a difference to the circumstances of one person, as one person could already see over the fence.
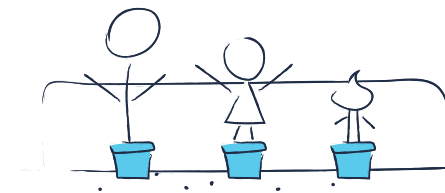
By treating people differently, providing them with only the assistance (boxes) they need, we have created equal outcomes using the same resources.

This is the basis of **equity**.

Using the example above, the **UNCRPD** like all 'specific' human rights legislation aims to not only distribute the resources (boxes) more fairly, but aims to remove the barriers (the fence) completely or modify so it is no longer a barrier (e.g. building a see through fence).

For more information:
www.humanrights.gov.au/our-work/disability-rights/guides/brief-guide-disability-discrimination-act

HOW DO WE UPHOLD HUMAN RIGHTS?

The Disability Discrimination Act (DDA)

The DDA is a Commonwealth legislation which provides uniform protection against unfair and unfavourable treatment for people with disability in Australia. The aim of the DDA is to ensure people with disability are treated fairly and that equitable, dignified access is provided to buildings, facilities, services communication, information, education, public transport and other areas that impact on a persons ability to participate in community and work life.

The **Disability Discrimination Act (DDA) 1992** makes it against the law to discriminate against someone if they have a disability in the following life areas:

- Employment – e.g. when someone is trying to get a job, equal pay or promotion.
- Education – e.g. when enrolling in a school, TAFE, University etc.
- Access to premises used by the public – e.g. using libraries, places of worship, government offices, hospitals, restaurants, shops, or other premises used by the public.
- Provision of goods, services and facilities – e.g. when a person wants goods or services from shops, pubs and places of entertainment, cafes, video shops, banks, lawyers, government departments, doctors, hospitals and so on.
- Accommodation – e.g. when renting or trying to rent a room in a boarding house, a flat, unit or house.
- Sport – e.g. when wanting to play, or playing a sport.
- Administration of Commonwealth Government laws and programs – e.g. when seeking information on government entitlements, trying to access government programs, wanting to use voting facilities.

For more information:
www.humanrights.gov.au/our-work/disability-rights/guides/brief-guide-disability-discrimination-act

Discrimination Complaints:
People who experience direct or indirect discrimination can complain to the Australian Human Rights Commission and they will undertake an independent investigation.

The Human Rights Commission
The Human Rights Commission was established in 1986 by an act of the Federal Parliament. The commission is an independent statutory organisation who reports to the Federal Parliament through the Attorney-General.

The Commission has a responsibility to monitor Australia's performance in meeting its international human rights commitments. The Commission provides advice and recommendations so that these standards are reflected in our national laws, as well as policies and programs developed by government.

BARRIERS TO INCLUSION

Barriers to inclusion for people with disability can be divided into 3 categories:

> **1. Environmental**

> **2. Systemic**

> **3. Cultural /Attitudinal**

1. Environmental Barriers
Environmental factors disable individuals through not being accessible for them to move, function or communicate as effectively as people without impairments.

Definition of Accessible:
Accessible [ak-ses-uh-buhl]
adjective

1. Easy to approach, reach, enter, speak with, or use.
2. That can be used, entered, reached, etc.
3. Obtainable; attainable.

Accessibility is all about our ability to engage with, use, participate in, and belong to, the world around us.

Accessibility is much more than providing a ramp or accessible toilet facilities for wheelchair users; although these built accessibility provisions are important. True accessibility, needs to be looked at across built and un-built spaces as well as access to information and services.

It is important to note that access means different things to different people. Processes and outcomes for access are not all prescriptive, and must take into account the diverse needs of individuals.

Some examples of accessibility include:

• Pavement curbs are lowered for people with mobility issues (and mothers with prams).
• Lower service counters for wheelchair users.
• Flexible exchange policies (can take clothing home to try on) in retail outlets for people with mobility issues.
• Printed material having appropriate print size, ink / paper colour (contrast), typeface and line / letter spacing – to make it easy and clear to read for everyone.

• Hearing impaired people are provided with clear signage, visual signals, Auslan Interpreters, Australian Communications Exchange (ACE) and hearing loops (hearing loops systems transmit an audio signal directly into a hearing aid, greatly reducing background noise and other acoustic distortions that affect clarity of sound).
• Easy English versions of important documentation are provided for people with intellectual disability as well as people of non-English speaking backgrounds and low literacy (Easy English is writing in every words, using simple sentence structure. Clear images are also used to support the meaning of the message).
• Clear directional signage using symbols for people with intellectual disability (as well as people of non-English speaking background and low literacy)
• Seating with arm and backrests in waiting areas; for people with mobility issues (as well as the elderly, sick and pregnant).
• Accessible website design for all users.
• Services offering information in a range of alternative formats e.g. audio cassette, Braille, computer disk, DVD/CD, Easy English, illustrated print, large print, languages other than English.

Exercise:

Quick Quiz (allow 7 minutes for the quiz, if doing it in a group read the questions out loud and ask the group to answer out loud as you read each question)

Give some examples of solutions to the barriers below:

1. A wheelchair user wanting to access a building with stairs
2. Vision impaired person wanting to enjoy a museum and / or art gallery with their family.
3. Person with vision impairments need to use a lift independently.
4. Person with an intellectual disability wanting to understand and access government services (e.g. voting process).
5. Hearing impaired person wanting to attend a conference or event where speakers are part of the program.
6. Person with mobility issues not being able to access services from a place where they have to wait in line.
7. Family having to leave a community event after a short amount of time due to their child having autism being overstimulated.

Quiz Answers:

Below are some possible solutions to these barriers, however as everyone has different needs and preferences these solutions are not exhaustive.

1. Lift, ramp
2. Audio tours, braille and large print signage / guides
3. Braille indicators on the lift buttons and audio announcements to indicate what floor you are stopping on.
4. Providing easy English alternatives and excellent proactive customer service.
5. Auslan interpreters, hearing loops and live captioning.
6. Chairs in waiting area and a number queuing system, have a service area with chairs and a table for customers who are more comfortable sitting down.
7. Quiet space, sensory room, headphones.

BARRIERS TO INCLUSION (Continued)

2. Systemic Barriers

Society dictates how we run our lives. There are rules, protocols and procedures that are based on tradition and rarely questioned. There are also institutions and systems that we all need to navigate in society in order to live a good life, such as education, social welfare, health, housing, employment etc. If you have trouble understanding, accessing and participating in any of these systems you will be significantly disadvantaged. If you are having difficulties across multiple systems you will be severely disadvantaged. Society does not provide the same opportunities to people with impairments. This starts from birth and is real all through life.

Evidence of these inequalities can be seen in employment and qualification statistics worldwide.

- Currently Australia is ranked 21/29 amongst OECD Countries for labour force participation of people with disability.
- Currently people with disability are only 50% as likely to be employed as people without a disability.
- This lack of accessibility to employment has been a large contributing factor to the alarming statistic, that 45% of individuals with disability in Australia now live below or near the poverty line, more than double the OECD average of 22%.

3. Attitudinal Barriers

Often, the most difficult barriers to overcome are attitudes other people carry regarding people with disabilities.

Unlike Environmental and Systematic Barriers, Attitudinal Barriers cannot be overcome simply through laws and system changes, but rather long-term education and familiarity, leading to genuine recognition of people with disability as individuals and valued members of society.

This will require a cultural shift across all parts of our society.

The most pervasive negative attitude is focusing on a person's disability rather than on an individual's ability. People with disabilities encounter many different forms of attitudinal barriers.

Some of these include:

- **Inferiority**
  Because a person may be impaired in one of life's major functions, some people believe that the individual is a "second-class citizen." However, most people with disabilities have skills that make the impairment insignificant in the workplace.

- **Pity**
  People feel sorry for the person with a disability, which tends to lead to patronising attitudes. People with disabilities generally don't want pity and charity, just equal opportunity to earn their own way and live independently.

- **Hero worship**
  People consider someone with a disability who lives independently or pursues a profession to be brave or "special" for overcoming a disability. But most people with disabilities do not want accolades for performing day-to-day tasks. The disability is there; the individual has simply learned to adapt by using his or her skills and knowledge, just as everybody adapts to being tall, short, strong, fast, easy-going, bald, blonde, etc.

BARRIERS TO INCLUSION (Continued)

- **Ignorance**
  People with disabilities are often dismissed as incapable of accomplishing a task without the opportunity to display their skills. In fact, people with quadriplegia can drive cars and have children. People who are blind can tell time on a watch and visit museums. People who are deaf can play baseball and enjoy music. People with developmental disabilities can be creative and maintain strong work ethics.

- **The Spread Effect**
  People assume that an individual's disability negatively affects other senses, abilities or personality traits, or that the total person is impaired. For example, many people shout at people who are blind or don't expect people using wheelchairs to have the intelligence to speak for themselves. Focusing on the person's abilities rather than his or her disability counters this type of prejudice.

- **Stereotypes**
  The other side of the spread effect is the positive and negative generalisations people form about disabilities. For example, many believe that all people who are blind are great musicians or have a keener sense of smell and hearing; that all people who use wheelchairs are docile or compete in Paralympics; that all people with developmental disabilities are innocent and sweet-natured; that all people with disabilities are sad and bitter. Aside from diminishing the individual and his or her abilities, such prejudice can set too high or too low a standard for individuals who are merely human.
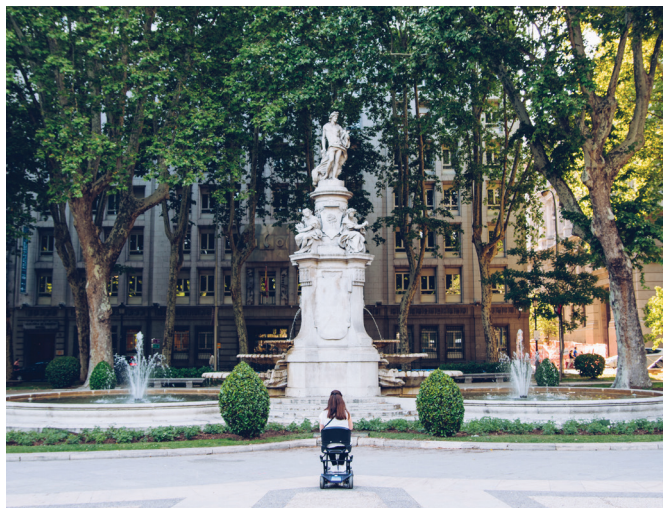
- **Backlash**
  Many people believe individuals with disabilities are given unfair advantages, such as easier work requirements. Employers need to hold people with disabilities to the same job standards as co-workers, though the means of accomplishing the tasks may differ from person to person.

- **Denial**
  Many disabilities are "hidden," such as learning disabilities, psychiatric disabilities, epilepsy, cancer, arthritis and heart conditions. People tend to believe these are not bona fide disabilities needing assistance. Millions of Australians live with a disability, and a surprising 90% of these people have an invisible disability.

- **Fear**
  Many people are afraid that they will "do or say the wrong thing" around someone with a disability. They therefore avert their own discomfort by avoiding the individual with a disability. As with meeting a person from a different culture, frequent encounters can raise the comfort level.

COMMUNICATE AND INTERACT WITH RESPECT AND CONFIDENCE

Appropriate language and terminology

WORDS/TERMS TO WATCH	ACCEPTABLE ALTERNATIVE
Abnormal, subnormal (negative terms that imply failure to reach perfection)	Specify the disability and person first
Afflicted with (most people with disabilities don't see themselves as afflicted)	Say 'the person has ......(the disability)
Birth defect, also congenital defect, deformity	Say 'the person with a disability since birth', person with congenital disability'.
Blind (the), visually impaired (the)	Say 'person who is blind', person with a visual impairment'.
Confined to a wheelchair, wheelchair-bound (a wheelchair provides mobility not restriction)	Say 'uses a wheelchair' or is a 'wheelchair user'.
Cripple, crippled (these terms convey a negative – avoid using them)	Say 'has a physical or mobility disability'
Deaf	Only appropriate when referring to the deaf community; say 'person who is deaf'.
Deaf and dumb (the inability to hear and speak does not imply intellectual disability - avoid)	Say 'hearing impaired', lack of speech is usually a result of impaired hearing.
Defective, deformed (degrading terms - avoid)	Specify the disability
Disabled (the)	Say 'people with a disability', the 'disability community'.
Epileptic	Say 'person with epilepsy'
Fit, attack, spell	Say 'seizure'

WORDS/TERMS TO WATCH	ACCEPTABLE ALTERNATIVE
Handicapped (the)	Say 'person with disability', unless referring to an environmental or attitudinal barrier, in such cases 'person who is handicapped by a disability' is appropriate
Insane (also lunatic, maniac, mental patient, mentally diseased, neurotic, psycho, psychotic, schizophrenic, unsound mind and others are derogatory terms – avoid)	Say 'person with a psychiatric disability' or specific condition.
Invalid (the literal sense of the word is not valid – avoid)	Say 'person with a disability'
Mentally retarded (also defective, feeble minded, imbecile, moron and retard are offensive and inaccurate terms – avoid)	Say 'person with an intellectual disability'
Mongol (out dated and derogatory)	Say 'has Down Syndrome'
Patient (only use in context of doctor/patient relationship or in hospital)	Say 'person with a disability'
Physically/intellectually/vertically challenged, differently abled (ridiculous euphemisms for disability – avoid)	Say 'person with a disability'
Spastic (usually refers to a person with cerebral palsy or has uncontrollable spasms. Derogatory, often term of abuse, should never be used as a noun)	Say 'person with a disability'
Suffers from, sufferer, stricken with (not all people with disabilities actually suffer. These terms should not be used indiscriminately	Say 'person with a disability'

COMMUNICATE AND INTERACT WITH RESPECT AND CONFIDENCE (Continued)

Interacting and Communicating with People with Disability

Interacting with people with disabilities can be unfamiliar and sometimes intimidating for many people. Through training and awareness we can help people feel more comfortable and therefore less likely to show avoidance behaviours or cause offence (unwittingly).

Simple common sense and sensitivity is all that is required:

- Treat the person as an individual with their own set of wants, needs and capabilities.
- Listen to the person with disability. Do not make assumptions about what the person can or cannot do.
- When speaking with a person with disability, talk directly to the person, not through his or her companion. This applies whether the person has a mobility, intellectual, sight or hearing impairment.

- Extend common courtesies to people with disabilities as you would anyone else. Shake hands (with the exception of someone who is blind) or hand over business cards. If the person cannot shake your hand or grasp your card, they will tell you. Do not be ashamed of your attempt.
- If a person has a speech impairment and you are having trouble understanding what he or she is saying, ask the person to repeat themselves rather than pretend you can understand.
- Offer assistance to a person with a disability, but wait until your offer is accepted before you help.
- Be natural; don't be over enthusiastic or patronising – no patting heads or shoulders
- Don't treat them as if they are sick…disability is not an illness.
- Treat them in a manner befitting their age.
- When speaking with a person with an intellectual disability use simple language.
- No hero worship – do not gush about how brave they are to overcome their disability. Most people with disability do not want accolades for performing day to day tasks.

- When you are interacting with someone who is blind make sure you identify yourself.
- As a rule, it is not appropriate to shake hands with someone who is blind, unless they initiate it.
- When talking to a person in a wheelchair it is OK to crouch or sit down to converse at their level. This is not seen as condescending.

Video resources:
Disability sensitivity training video:
www.youtube.com/watch?v=Gv1aDEFIXq8

Do's and Don'ts of Disability:
https://www.youtube.com/watch?v=hVFjS_BdZiI

Common mistakes people make when interacting with people with disabilities:
https://www.youtube.com/watch?v=HXEEh6UteEo

General Information on Disability Type

Below is some general information and guidance on how to best interact and support people living with disability across some broad categories.

It is important to note that there is no 'one size fits all' approach as all individuals have their own preferences and abilities.

A general rule of thumb is that if you are unsure of how to best support an individual, ask them or their families /carers directly. It is also important to note that some individuals will have more than one disability, which will affect the level of support required.

When interacting and supporting any person, with or without disability, the individual's age and cultural considerations (language and beliefs) also need to be taken into consideration.

Autism Spectrum Disorder (ASD)
General information about Autism Spectrum Disorders

Some people with ASD:

- Can find it hard to relate and communicate with other people. They might be slower to develop language, have no language at all, or have significant difficulties in understanding or using spoken language.
- May also have limited imitation skills – may not be able to replicate a demonstrated activity.
- Develop good speech but can still have trouble knowing how to use language to communicate with others. They might communicate mostly to ask for something or protest about something, rather than for social reasons, such as getting to know someone.
- Often experience overwhelming anxiety, frustration and confusion which can be reflected in their behaviour.• May also have a degree of intellectual disability, although those with Asperger's Syndrome typically have average to above average intelligence

- Show restricted repetitive patterns of behaviour, interests or activities such as stereotyped or repetitive motor movements, use of objects or speech (such as flapping or repetition of a word or phrase).
- Exhibit insistence on sameness, inflexible around routines, or ritualised patterns of verbal or nonverbal behaviour.
- Can have highly restricted, fixated interests that are abnormal in intensity of focus
- Show hyper - or hypo - reactivity to sensory input or unusual interest in sensory aspects of the environment.

Interacting with someone with an Autism Spectrum Disorder (ASD)

- Using visual tools (pictures/ photos) can be beneficial as some people with ASD have no imitation skills and /or find it hard understanding instructions.
- Visual tools can also be beneficial to prepare a person with ASD for the program / environment /routine. It is important to note that people with severe ASD could be highly disturbed by any differences between the pictures and what actually happens on the day. Therefore, pictures in some cases need to be specific.

COMMUNICATE AND INTERACT WITH RESPECT AND CONFIDENCE (Continued)

- Understanding nonverbal communication - These ways of communicating might include:
    - physically manipulating a person or object – for example, taking a person's hand and gently pushing it towards something the person with ASD wants.
    - pointing, showing and shifting gaze – for example, a person with ASD looks at or points to something he wants and then shifts his gaze to another person, letting that person know he wants the object.
    - using objects – for example, the child hands an object to another person to communicate.
- Utilising non-verbal communication – learning key Word Signing can be beneficial to communicate as well as to reduce cognitive overload.
- Try to keep to a routine – people on the spectrum learn best in a predictable environments.
- Try to keep continuity in support (having the same support person/teacher consistently).
- When giving instruction make eye contact.
- Making sure they know when they have done well – tell them directly.

In a teaching/learning environment always use pro-actives, NEVER punishment. Learn about and be aware of the persons preferences and triggers and ask for suitable strategies to avoid, mitigate and/or manage negative behaviours.

Physical Disability
General information about physical disability

- Simply stated, a physical disability is any type of physical condition that significantly impacts one or more major life activities. That is a very broad definition, but the types of physical disabilities, their causes, and the manner in which they impact a person's life are wide -ranging and virtually limitless.
- Physical disabilities can be the result of congenital birth issues, accidental injury, age or illness.
- The key aspect in defining physical disability is not whether a person has a specific condition but how that physical condition impacts his or her daily life.
- Environmental factors disable individuals through not being accessible for them to move, function or communicate as effectively as people without impairments.
- For people with certain physical disabilities, mobility is significantly impaired.
- Some people may not have the ability (or may have restricted ability) to independently communicate even though they are completely unaffected cognitively.

Supporting someone with a physical disability

- Ensure all public areas, especially toilets are accessible.
- People with little or no functional speech or who have complex communication needs may use a communication device (Augmentative and Alternative Communication) – it is therefore recommended that regular support people make themselves familiar with devices as well as any alternative formal or informal means of communication utilised by the person. This may include body language, verbal cues and /or sign language.
- Try sitting or crouching down to the approximate height of the person in a wheelchair or scooter when you talk to them.
- Do not lean on a person's wheelchair unless you have permission or are extremely familiar e.g. sibling or family member.
- Only push someone in a wheelchair when asked or given permission to do so.

Intellectual Disability

General information about intellectual disability

- Generally occurs in the developmental period and is characterised by sub-average intellectual functioning.
- Generally causes deficits in at least 2 areas of adaptive behaviour, i.e. communication, self-care, home living, social skills, self-direction, leisure, work and learning.
- In clinical terms intellectual disability is often defined in terms of the severity of the condition – mild, moderate and severe intellectual disability.
- The use of the word "MILD" suggests a disability of little consequence. This is far from accurate.
- Generally a person with mild intellectual disability will have significant difficulty managing their lives effectively without support and has trouble understanding direction and instructions.
- Many try to cover up their difficulties.

Supporting someone with an intellectual disability

Increase the persons capacity by changing /modifying the environment or support to decrease effects of intellectual disability. The effect of the disability or the capacity of the person is a function not only of the disability but also a function of their environment and the support they receive.

Communication Tips

It is important to convey simple messages when communicating with people with an intellectual disability. The following communication tools will be useful to enhance the effectiveness of communication with someone with an intellectual disability:

- Most people with an intellectual disability will try to bluff their way through rather than ask for help. Give permission to say, "I don't get it". Acknowledge that this is hard stuff. For example, "I need to make sure I explain it properly. Please tell me if I'm not clear enough".
- Check that the person understands – but own the checking or the person may think they gave you the wrong answer.
- Use short sentences, simple language, no jargon.

- One idea at a time.
- Slow down.
- Abstract concepts are especially difficult; be concrete.
- Expect an answer but be prepared to wait. With some people you may need to wait an uncomfortable time to make sure there has been time for the person to process the information and answer.
- Try not to interrupt. Don't finish the person's sentence.
- Signpost "OK, that's all I need to know about that. Now can we talk about ...."
- Open questions and encourage free recall – let the person tell their story.
- Remember body language messages – these speak very loudly for someone with an intellectual disability.
- Minimise distractions where possible.
- Remember that on top of a person's normal limited concentration span, there may be further limitations – be patient.
- Reinforce the important messages.

COMMUNICATE AND INTERACT WITH RESPECT AND CONFIDENCE (Continued)

Vision Impairment

General information about vision impairment

- Vision impairment is a term used to describe any kind of vision loss, whether it's someone who cannot see at all or someone who has partial vision loss.
- Some people are completely blind, but many others have what's called legal blindness.

Supporting someone who is blind or vision impaired

- When approaching someone with vision impairment, remember to tell them who you are even if you know them.
- For some people with vision impairment shaking hands may not be a comfortable practice.
- Offer to read written information for a person with a vision impairment when appropriate.
- If you are asked to guide or assist a person with a vision impairment, offer your arm instead of grabbing theirs.
- When in doubt ask the person what their preferences are.
- You can hear a smile so relax and enjoy the person's company

Hearing Impairment

General information about hearing impairment

- A hearing impairment is a hearing loss that prevents a person from totally receiving sounds through the ear.
- If the loss is mild, the person has difficulty hearing faint or distant speech. A person with this degree of hearing impairment may use a hearing aid to amplify sounds.
- People with hearing impairments communicate in a number of different ways including lip reading and Auslan signing.

Supporting someone with a hearing impairment

- Face people with hearing impairments when you talk to them so they can see your lips.
- Slow the rate at which you speak (but not much).
- Speak in a normal modulated voice at a level befitting the environment.

End of Universal Inclusion Training

MAKING YOUR EVENT MORE ACCESSIBLE AND INCLUSIVE

Accessibility does not only benefit those with disabilities, it is beneficial to everyone including older people, parents with prams, people with temporary disabilities, children, people from culturally and linguistically diverse backgrounds, and even the event organisers and stall holders at your events with heavy loads, carting goods and making deliveries. When an event has been planned with accessibility in mind it is far better for everyone.

Accessibility goes beyond physical considerations (although these are essential), and needs to be considered in every element of the event, and at every point of engagement with your potential guests.

Making your festivals more accessible and inclusive means more people will be willing and able to attend and participate. Having people (or at least one person) with disability on the festival committee offering advice and perspective when planning the event is also incredibly helpful and important.

Following, are seven areas where accessibility is extremely important, and some key considerations to ensure access and inclusion for all.

1. Venues (Event Location)

Full physical accessibility is a minimum requirement for best practice events. Venues need to be fully accessible and a continuous accessible path of travel to and around all areas, services and elements of the event needs to be provided. This accessible path of travel should start at the point where the person arrives at the event. This could be the carpark or the closest bus stop. A dedicated drop off zone should also be considered, especially for larger events. It is important to consider your guests door to door experience in the venue of choice. Venues close to a variety of accessible public transport options will increase the overall accessibility of the event.

2. RSVP's and Ticketing Process

To ensure the best experience possible for all guests it is important to ask them what their needs are. These questions can be included in the ticketing process or an RSVP. Information around dietary and specific access requirements should be considered both when planning and during the facilitation of the event.

3. Services and Facilities

Perhaps the most important feature of any event (and the one most people will remember and talk about) is the welcoming, positive 'can do' attitudes of the event and venue staff. Reception, help or information desks and customer service counters should include a lower level section for people using wheelchairs. Accessible toilet options should be located throughout the venue and situated close to standard toilet facilities. At seated events, provision should be made for people using wheelchairs and mobility aids to sit with their families and friends.

A quiet room or chilli out space can be a valuable addition to an event, which allows people affected by noise, crowds and other stimulus to stay for longer periods of time.

4. Signage

All signage for the event should use clear and simple language, appropriate internationally recognised symbols and be placed at points where directional decisions are made. Use of Braille and raised tactile signage should also be considered. The appropriate height for signage is between 1200mm – 1600mm. It is also important that the event maps clearly display all accessible elements.

MAKING YOUR EVENT MORE ACCESSIBLE (Continued)

5. Audio Visual

Events including performances, film and presentations should include Auslan interpreters and / or live captioning. Some venues may already have hearing augmentation systems, which need to be clearly promoted in event collateral and at the venue throughout the event. Lighting should be effective and consistent in all areas of the venue, and strobe/ flashing lights should always be avoided.

6. Promoting your event as accessible

It is no use having an accessible event if no one knows its accessible. People with disabilities and mobility limitations rarely attend events without significant research and planning. All marketing should state that the event is inclusive and list key accessibility features. Websites should have a comprehensive listing of accessibility features, facilities and services. It should clearly state whether public transport options close the venue are accessible, if there is an accessible drop off zone/ and or accessible carparking.

An accessible drop off zone is a dedicated space close to the event entry where a person with a disability can be dropped off and picked up safely and conveniently. This space needs to be accessible with adequate room at the back, sides and above the vehicle for ramps and hoists.

See overleaf:

- Access and inclusion fact sheet / checklist
- Developing an access and inclusion statement

Access and inclusion fact sheet/checklist

Below are some points on how to make your event/festival more accessible and inclusive to all people in the community.

ITEM	YES	NO
Venue and Date Information		
Does your promotional literature specify the name & contact details of person who can take accessible enquiries?		
Does your promotional material include information about the accessible facilities at the venue such as location of accessible parking or nearest set down area?		
Have you asked your invited guests (artists, performers etc) to identify whether they have any access requirements?		
Getting There		
Is there public transport close to the event? Has this information been listed?		
Have you listed specific information about closest connections (stops)?		
Has the name and contact information been provided for local taxi services? - preferably those with accessible vehicles.		
Has the name and contact details of local hire car providers been listed? -preferable those with accessible vehicles.		
Are accessible car parks available?		
Are accessible car parks located on flat ground and a well-lit route to the event which is clear of obstruction?		
If accessible parking is undercover does the height of the roof allow the use of a car top hoist (2500mm)?		
Is there a safe and accessible drop-off zone close to the entrance?		
Have you a main entrance that is on an accessible route, or a clearly marked alternative?		

Access and inclusion fact sheet/checklist (Continued)

ITEM	YES	NO
Arrival		
Does the main outdoor pathway leading to your event provide clear and level entry?		
Is there a well-lit route to the event which is clear of obstruction?		
Is the main entrances/s accessible (clear, level access)?		
Does the type and width of gate/door dimensions enable access for wheelchairs?		
Is the entrance door easy to open?		
If an alternative entrance is accessible, has this been stated in information?		
Are there physical barriers (such a steps), in public areas? If so, is there a ramp or an alternative accessible route?		
Is there a kerb ramp if a pavement or walkway needs to be crossed?		
Getting around and joining in		
Is there an accessible drop off point near the main entrance to the festival?		
Is there a continuous accessible path of travel around all areas of the festival?		
Is there a kerb ramp if a pavement or walkway needs to be crossed?		
Are there resting spots at regular intervals along entrance and exit paths?		
Do any grassy or loose gravel areas need to be covered with flooring materials to make mobility easier?		
Is there casual seating where people can rest throughout the event venue?		
Is there an accessibility map/plan that marks all access features (i.e. accessible toilets)?		
Is there clear signage for assistance, toilets, lifts, help and information?		

Access and inclusion fact sheet/checklist   (Continued)

ITEM	YES	NO
Are there accessible toilet facilities that can be used by people with a disability and their carers who may be of a different gender? Are they clearly signposted?		
Is signage installed at a height visible to wheelchair users?		
Is there a clear and level pathway to the toilet?		
Do you have an adult changing facility?		
Is there a clear and level pathway to the changing facility?		
Is there a height adjusted adult changing table available?		
Is there a track hoist available?		
Is there access to hot and cold running water?		
Is there a grassed area, toilet, shade and water for assistance dogs?		
Have staff been briefed on the rules and regulations pertaining to assistance animals? (Refer to NSW State Legislation)		
Are there quiet spaces/sensory room available?		
Is there a designated accessible viewing area / platform?		
Customer Care and Support		
Do you provide wheelchairs?		
Do you provide other mobility equipment (mobility scooters)?		
Do you have hearing loops?		
If applicable, have you provided a web link to where further information on accessibility equipment can be sourced locally?		
Have you provided information on the nearest grassed, shaded, toilet and water area for assistance/guide dogs?		

Access and inclusion fact sheet/checklist   (Continued)

ITEM	YES	NO
Have staff been briefed on the rules and regulations pertaining to assistance animals? (Refer to NSW State Legislation)		
Have staff had Disability Awareness Training and been briefed on any accessibility measures or requirements?		
Are your volunteers/helpers clearly distinguishable?		
Are the catering tables or food vendors (including food trucks) at a suitable height for wheelchair users?		
Are accessible seating and tables available?		
Do you have concessions for disability pension card holders?		
Do you take companion cards and/or offer discounts for carers?		
Have audiences been informed if there will be flash lighting, strobes, loud noises or other special effects?		

Developing an access and inclusion statement

An Access and Inclusion Statement provides a description of your facilities to inform people with access needs. This information enables people, their families and carers to make informed decisions about which events they visit in light of their own specific access requirements. This fact sheet enables you to develop an Access and Inclusion Statement.

Venue and Date Information	**Name of event** **Date of event** **Venue address** **Contact details (phone, fax, email)** **Website** **Name of person taking enquiries around accessibility**
Getting there	**Public Transport:** Available options & connections to (or close to) your venue. If the connection is not direct give specific information regarding distance to the closest connection (stop). **Taxis:** Name and contact information of local providers; preferably ones with accessible vehicles **Private hire:** Name and contact details of local providers **Car:** Do you offer parking and are there accessible car parks available? If accessible parking is undercover does the height of the roof allow the use of a car top hoist (2500mm)? Is there a safe and accessible drop off zone close to the entrance?

Developing an access and inclusion statement (Continued)

Arrival	**Pathways to:** Does the main outdoor pathway leading to your event provide clear and level entry? **Entrance:** Is there a well-lit route to the event which is clear of obstruction? Is the main entrance/s accessible (clear, level access)? Type and width of door/gate dimensions? Is the entrance door easy to open? If the accessible entrance is different from the main entrance this should be stated? Is there a step/s at the entrance of the doorway, if so is there a ramp?
Getting around and joining in	**Festival:** Is there an accessible drop off point near the main entrance to the festival? Is there a continuous accessible path of travel around all areas of the festival? Is there a kerb ramp? If a pavement or walkway needs to cross a road or another pathway at a different level to the path of travel? Are there resting spots at regular intervals along entrance and access paths? Is there casual seating where people can rest throughout the event venue? Is there an accessibility map/plan that marks all access features (e.g. accessible toilets)? Is there clear signage for assistance, toilets, lifts, help and information? Is there a grassed area, toilet, shade and water for assistance dogs? Are there sections of service counters at a height (830 – 870mm) for people using wheelchairs? Is there a designated accessible viewing area/platform? Is there a quiet space/sensory room? **Public Toilets:** Are there unisex accessible toilet facilities that can be used by people with disabilities and their carers, who maybe of a different gender? Are they clearly signposted? Is there and level pathway to the toilet? **Changing Tables:** Is there a clear and level pathway to the changing place? Is there a height adjusted changing table available? Is there a track hoist available? Is there access to running hot and cold water?

Developing an access and inclusion statement (Continued)

Customer care and support	**Accessibility Equipment:** Do you provide wheelchairs? Do you provide other mobility equipment (mobility scooters)? Do you have hearing loops? If applicable, provide a website link to where further information on where accessibility equipment can be sourced locally. **Assistance/Guide Dogs:** Information on the nearest grassed, shaded area with water for assistance/guide dogs? Have staff been briefed on the rules and regulations pertaining to assistance animals? (refer to NSW State legislation). **Staff Training:** Have staff had Disability Awareness Training and been briefed on any accessibility measures or requirements? Are your volunteers/helpers clearly distinguishable? **Concessions:** Do you have concessions for disability pension card holders? Do you take companion cards and /or offer discounts for carers? **Other:** Have audiences been informed if there will be flash lighting, strobes, loud noises or other special effects?

MAKING YOUR EVENT MORE ACCESSIBLE (Continued)

7. Working with entertainers and artists with disability

True inclusion means that all components of your event are accessible and open for people with disability to be involved, including your entertainment program. Below are some rules of thumb when working with people with disability from an arts based perspective.

- People with disability should be paid at the same rate as other artists (for paid opportunities).
- Ask them about their specific access needs and plan to meet those needs. Don't be afraid to clarify if you are unsure about anything.
- When you invite a person with a disability to be part of your program there may be some extra expenses that you will need to consider and plan for. Some of these expenses may include (but not always) specialist accessible accommodation, hire of equipment and aids, travel and accommodation expenses of the persons carer. You will also need to ensure the entertainment space is accessible to their needs. For instance, is the stage accessible for a person using a wheelchair.
- If you are paying or commissioning artists / performers you should think seriously about developing a contract agreement. This is to protect both parties by ensuring that the promises of performance and payment are upheld. For assistance with contract development contact Arts Law.

8. Festival Committees

- Have at least one person on your event committee that lives with a disability or has a lived experience of disability.
- Consult with the Disability Action Group in your town / region (contactable via council, developed as part of their Disability Action Plan)
- Select a committee member to take responsibility for leading accessibility and inclusion for the event.
- Ensure that there is a contact on your website / page who can answer questions around access and inclusion for the event.

ACCESSIBLE MARKETING

Formats of Invitations/Promotions

It is essential to provide advertising and invitations in various formats to reach as many people as possible including posters, flyers, invitations, mail outs, advertising in newspapers and magazines, email, advertising online, social media, e-based networks, radio and TV.

Listing your event on websites such as www.chooseart.com.au are also great ways to reach people with disability looking for an arts based experience. Using various types of advertising formats and platforms will ensure you cater for the access needs of people with a range of disabilities.

Resources:

Designing for users who are deaf or hard of hearing
https://accessibility.blog.gov.uk/wp-content/uploads/sites/52/2016/09/deaf-and-hard-of-hearing.png

Designing for users with dyslexia
https://accessibility.blog.gov.uk/wp-content/uploads/sites/52/2016/09/dyslexia.png
https://accessibility.blog.gov.uk/wp-content/uploads/sites/52/2016/09/visually-impaired-low-vision.png

Designing for users on the autistic spectrum
https://accessibility.blog.gov.uk/wp-content/uploads/sites/52/2016/09/autistic-spectrum.png

ACCESSIBLE MARKETING (Continued)

Ticketing
If you are selling tickets to your event you should ensure that the process is accessible, for example the agency selling the tickets has an accessible web-based booking system. The box offices or physical ticket sales office should also be in accessible buildings.

Website
The event website/page is an extremely important promotional tool. Check that your website/page is compatible with a range of specialist software and hardware that people with disability use to access information. All web pages should comply with Web Content Accessibility Guidelines (W3C Guidelines). It is important to remember that PDF documents are not accessible, therefore you should be able to provide all important documentation and promotional material in other accessible formats, such as word, html or rtf.

For more information:
Web accessibility perspectives – compilation of 10 topics / video
https://www.youtube.com/watch?v=3f31oufqFSM

Promotional and Event Documentation
For written material use good colour contrasts and readable font size. Sans serif fonts like Arial or Helvetica are the most accessible. Wherever possible use an absolute minimum standard print size of 12 point. For large print text the recommended size is 18 point. Keep the format simple, consistent and in logical sequence with no background graphics, patterns or water marks.

Use simple language and do not use figures of speech or idioms.

Always use appropriate and inclusive language, for example we say 'people with disability', not 'disabled people' and we say 'accessible toilets or parking' not 'disabled toilets or parking'.

Have important event documentation in a range of different formats, for example large print, easy English, Braille (note: vision Australia can translate into Braille) and accessible electronic format etc.

Always provide the contact details of someone who can answer questions about the event and venue accessibility. There is no one-size fits all around accessibility, therefore this will allow a person to find out if the event is accessible for their specific needs. It is also important to provide a range of contact choices, for example, email, text and phone.

For more information:
Clear Print Guidelines - Round Table on Information Access for People with Print Disabilities
http://printdisability.org/wp-content/uploads/2013/09/round_table_-clear_print_guidelines-PDF.pdf

More video resources:
Inclusion makes the world more vibrant (description of art to a person who's blind)
https://www.youtube.com/watch?v=QXY5TyCUTlo

Accessible Events (Accessible Arts)
https://www.youtube.com/watch?v=Q85ujqWh_4M

Sydney Festival – Disability Access & Customer Service
https://www.youtube.com/watch?v=YcNWtwlEqMY

How to improve accessibility at your next festival or big event
https://www.youtube.com/watch?v=roCg5oNNMcY

Things people with disabilities wish you knew
https://www.bing.com/videos/search?q=U+Tubethings+not+to+say+to+people+with+disability&qs=n&sp=-1&pq=u+tubthings+not+to+say+to+people+with+disability&sc=1-48&sk=&cvid=7887E32B96234151

CONTACT US

EASTERN RIVERINA ARTS

For more information on making your event more accessible and inclusive contact Eastern Riverina Arts, who can connect you with artists with disability and a range of equipment and access options.

Eastern Riverina Arts
Phone: (02) 6921 6890
Email: platform@easternriverinaarts.org.au

ideas.

For more information about anything associated with disability and Disability Awareness Training contact IDEAS.

IDEAS
Contact: Angela van den Berg
Mobile: 0402 177 051
Text: 0402 177 051
Email: angelavandenberg@ideas.org.au