Access and Inclusion Survey:

Your Group and Venue

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**Overview**: This activity is a great way to introduce your group or class to access surveys and to find out how accessible and inclusive your own venue is for disabled people. This activity will help young people to understand that sometimes disabled people can be excluded if groups are not inclusive and venues are not accessible. This activity is also a good way to introduce the issue of bullying of disabled young people; research has indicated that disabled primary school pupils are twice as likely to experience persistent bullying as their non-disabled peers.

**Outcome**: Young people will learn about the small changes that can be made to ensure that everyone can be included – from gaining physical access to being met with welcoming attitudes. Your group will become more inclusive and will be ready to do access surveys in your community.

**Time**: 30 minutes

**Equipment**: Clipboards, pens, printed Access and Inclusion Survey template

**Activity instructions:**

1. Print out the Access and Inclusion Survey. The survey is a guide with some key areas to review. You may wish to adapt the survey to suit your group or class and add some of your own questions.
2. Introduce the session to your group by asking them if they know anyone who is disabled. Ask them if they know of anything that has been adapted to help them. Explain that not all conditions and impairments are visible, some are hidden and sometimes you cannot see if someone is disabled. It is important to make sure that changes are made so that everyone can participate
3. Read the short guide about reasonable adjustments and the law to your group (Equality Act):

**Equality Act and reasonable adjustments – short guide**

Every day disabled people experience difficulties with things like going shopping, visiting the cinema, using the bank and post office and even playing in their local playground. Even though there are laws to stop people being treated unfairly lots of shops and services still have things like steps, confusing signs, and information in small print that can stop disabled people from being able to gain access and be included.

A law called the Equality Act says that disabled people should enjoy equal access to any service or product offered to the public.

**What are ‘reasonable adjustments’?**

These are changes an employer or someone providing a service has to make so that disabled people can do something, like getting into a shop to do their shopping or a council or bank sending information in the best way for them to use, like in large print or in easy to read words.

Whether or not a change is ‘reasonable’ will vary from case to case, but factors like the ones below may be taken into account:

* the cost of making the change
* how practical it would be
* how much disruption it would cause

1. Read each question from the Access and Inclusion Survey to the group and take them to look at the area being discussed, such as the entrance or accessible toilet.
2. Fill in the survey form with as much detail as possible, including the comments and recommendations section. Older children and young people can be split into groups and sent off to complete the survey independently.
3. Talk through the results, comments, and recommendations with the group.
4. If any changes need to be made, make an action plan as a group, noting any changes or improvements that need to be made. Remember to add deadlines and who is responsible.

## Access and Inclusion Survey – your group and venue

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Survey Questions** | **Yes** | **No** | **Comments/recommendations** |
| **1** | Is the venue easy to get to? (blue badge/disabled parking, level footpaths, clear signs, etc) |  |  |  |
| **2** | Is there a large enough door to get in and out with a wheelchair? |  |  |  |
| **3** | Is the entrance all on one level? |  |  |  |
| **4** | If there are steps to get in is there a ramp or lift for people unable to use the steps? |  |  |  |
| **5** | If there are steps inside the building, do they have clear colour contrast on the edges so that people can see the edge? |  |  |  |
| **6** | Is there a hearing loop system? |  |  |  |
| **7** | Is there enough room to move around in a wheelchair? |  |  |  |
| **8** | Is there an accessible toilet? |  |  |  |
| **9** | Are we as a group committed to making reasonable adjustments to ensure that disabled people have an equal opportunity to be part of our group? |  |  |  |
| **10** | Do we have policies and practices in place that ensure that disabled people have equal access to our group? |  |  |  |
| **11** | Do our leaders/teachers discuss any specific requirements with young people and their parents or carers before they attend the group? |  |  |  |

Any other comments: