

**Code of Practice on Producing Information and Associated Guides**

**(Revised September 2022)**

**Approved on :**

**Minute Reference:**

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**Code of Practice on Producing Information**

# Preamble

## Derry City and Strabane District Council’s Policy unit is responsible for driving forward and providing guidance on Section 75 obligations to all service areas including the commitment to ensure that all information emanating from Derry City and Strabane District Council is made as accessible and equitable as possible.

## The purpose of this Code of Practice is to strive to achieve best practice in ensuring that Derry City and Strabane District Council provides its customers with accessible information as quickly and effectively as possible.

# Scope

## The Code of Practice will be forwarded to all Council employees and is intended for use by those members of staff who are responsible for producing information on behalf of Derry City and Strabane District Council.

## Consequently, publication design service provided (internal or external) will be required to comply with this code of practice.

# Definitions

Throughout this policy, the following definitions will apply:

**Accessibility** refers to the ability to get information and services by minimising the communication barriers some people face due to issues such as;

* First language not being English
* Visual impairment
* Learning disability or literacy issues.
* Age

**Equality of Opportunity** The promotion of equality of opportunity entails more than the elimination of discrimination. It requires proactive measures to be taken to secure equality of opportunity and access to Council services for all the Section 75 categories.

**Reasonable Adjustments -** The duty to make reasonable adjustments is a legal responsibility under the Disability Discrimination Act. It applies to people such as employers, service providers and education providers and is intended to make sure that people with a disability do not face substantial difficulties in employment, education or when using services.

The DDA defines a reasonable adjustment as a reasonable step taken to prevent a person with a disability suffering a substantial disadvantage compared with people who do not have a disability.

**The European Charter for Regional or Minority Languages**: The European Charter for Regional or Minority Languages (ECRML) is a European treaty (CETS 148) adopted in 1992 under the auspices of the Council of Europe to protect and promote historical regional and minority languages in Europe.

# Policy Statement.

Derry City and Strabane District Council recognizes that there is a risk that some sections of the community will not enjoy equality of opportunity in accessing information from Council.

These people have the right to expect a level of service consistent with that offered to the rest of the community by Derry City and Strabane District Council.

It is paramount therefore that Council staff consider the requirements of the target audience when deciding how information should be made available.

This Code of Practice is aimed at ensuring that all Council information is accessible to as wide a range of people as possible, including those individuals who belong to any of the Section 75 equality categories.

# Roles and Responsibilities

## **The Town Clerk and Chief Executive** has overall responsibility for the effective implementation of this Code of Practice.

## **Heads of Service** are responsible for ensuring that the Code of Practice on Producing Information is adhered to by the staff within each Department and that they make provision within departmental budgets to meet requests for information in alternative formats should they arise.

## **Staff within the Policy Unit** have responsibility for disseminating the information contained within this Code of Practice to staff with responsibility for preparing and developing Council related information and publication to ensure compliance.

## The Policy Unit staff are also responsible for the coordination and monitoring of the provision of Council Information in alternative formats in line with Council’s Code of Practice on Producing Information and to oversee the procurement and appointment of a select list of interpreters/translators to provide alternative formats as required.

## **Council Staff:** All staff are required to put the customers’ needs at the centre of the services they deliver. Staff to be aware of the Code of Practice so that they may implement policy within their service area as required.

# General Principles

* 1. The principles which have guided the development of the Code of Practice on Producing Information are:
* Accessibility
* Equality of Opportunity
* Reasonable Adjustments

# Implementing the Code of Practice

## The Code of Practice on Producing Information provides advice broken down into three guides, namely:

**7.1.1 Guide A – Information Formatting (Appendix 1)**

This guide covers the following areas

* Information in alternative formats and languages other than English
* Languages other than English
* Braille, Large Print, Tape and Disc
* Style
* Size/Format of Text
* Layout
* Tables/Text Boxes
* Colour
* Overprinting
* Printing/Binding
* Printing
* Binding

**7.1.2 Guide B - Accessible and Inclusive Language and Imagery (Appendix 2)**

This guide covers the following areas

* Plain English
* Inclusive Language
* Imagery

**7.1.3 Guide) C - Technical Accessibility (Appendix 3)**

This guide covers the following areas:-

* Web Site Accessibility
* Telephone Accessibility

## **In-House Design**

## All in-house written information must be clearly identifiable, displaying the Derry City and Strabane District Council logo on the front cover. It is important that staff liaise with the Design and Publications Officer to ensure that the most up-to-date version of the logo is being used.

## The Design and Publications Officer should be consulted on the design, layout and printing methods of all internally produced information materials to ensure compliance with the Code of Practice.

## **External Sub-Contractors for Design and** **Publication of Council information**

## All members of staff who procure the services of external sub-contractors to design and/or publish information relating to Derry City and Strabane District Council must provide the selected sub-contractor with a copy of this Code of Practice. This aims to ensure compliance with Council’s commitment to provide equal and accessible services to all.

## **Guidelines and Forms**

## See Appendix 4 for checklist of considerations when preparing information and documentation

# Legal and Policy Framework

**8**. **1 Governing legislation**

Under **Section 75 Northern Ireland Act 1998 (Schedule 9 paragraph 4 (2) (a))** – public authorities are required to ensure that the accessibility and the language and format of all documentation should be considered to ensure that there are no barriers for any person. Further recommendations state that public authorities should have systems in place to make Information available in alternative formats on request in a timely manner.

**Article 10 – ‘Administrative Authorities and Public Services’ of The European Charter for Regional or Minority Languages 1992** requires that local district

councils in Northern Ireland are required to accept and respond to written applications in Irish and interpretation services must be provided on request.

The statutory requirements of the **Disability Discrimination Act 1995** (including subsequent amendments as a result of the Disability Discrimination (Northern Ireland) Order 2006) also states all service providers to make reasonable adjustments to ensure that people with a disability can access information and services

On an international level the UK has ratified the **UN Convention in the Rights of Persons with Disabilities. Article 9** states that government should take action to ensure accessibility, equal to that of non-disabled people, including information and communications services.

**8.2 Guidance issued by advisory bodies**

Council is guided by advisory groups bodies such as the Equality Commission who have stated that:

**“information should be made available on request in accessible formats and that systems are in place in order that information can be made available in accessible formats in a timely fashion. In addition, we recommend that specific consideration is given to how best to communicate information to children and young people, people with learning disabilities and minority ethnic communities.’ (Equality Commission NI)**

The Equality and Human Rights Commission have also issued guidance to public authorities on this matter stating:

**“In many cases, a service provider will need to consider providing auxiliary aids or services to improve communication with people with a sensory impairment (such as those affecting hearing or sight), a speech impairment, or learning disabilities. The type of auxiliary aid or service will vary according to the importance, length, complexity, or frequency of the communication involved. In some cases, more than one type of auxiliary aid or service might be appropriate, as different people have different communication requirements. Account should also be taken of people with multiple communication disabilities, such as deaf-blindness or combined speech and hearing”.**

In compiling this policy expert advice and guidance has been sought from RNIB on the provision of accessible formats. In their ‘Clear Print Guidance’ they have made the recommendations which have been incorporated into this Code of Practice.

This information is available in full from the website: <http://www.rnib.org.uk/professionals/accessibleinformation/text/Pages/clear_print.aspx>

See Appendix 5 for “Useful References and Sources of Advice”.

# Linkage to Corporate Plan

## This policy supports Derry City and Strabane District Council’s Corporate Plan 2015-2016 and specifically its key corporate value of being “Committed to clear and timely communication and celebrating our achievements”.

# Impact Assessment

## **Equality Screening**

## This draft policy has been screened out for equality impact assessment. A copy of the screening questionnaire is available from the Policy Unit within the Democratic Services and Improvement Section.

**Rural Needs Impact Assessment**

## This draft policy is considered to have no differential impact on people living in rural areas. The Code of Practice on Producing Information aims to make all information emanating from Council accessible to everyone regardless of their location.

**Impact on staff and financial resources**

## This policy will impact on all staff and will require awareness training particularly for those at the public customer care interface.

## There will be some resource implications in order to fully implement this policy however as this is based on an ‘on request’ basis it is difficult to quantify budget allocation to cover translation, interpretation, publication, design and associated costs. It is important however to make some allowance for this at beginning of financial year.

## Whilst there may be a need for some financial outlay to deliver this policy the benefits of ensuring that al**l** residents have equality of opportunity to access Council services and information may aid increased participation and uptake of services and remove the likelihood of discrimination cases being taken against Council.

**Climate change / Sustainable development**

## Sustainable development influences decision-making within organisations and can go towards forming principles and business values. An example of business values influenced by sustainable development principles could be through providing information to the public in an open and accessible way and through involving people and communities who are affected by business.

# Communication, Support and Training

## Responsibility for the communication of this policy lies with the officer within the Policy Unit. Awareness training will be arranged in conjunction with the Training Officer.

## **Support and Advice**

## Overall responsibility for the implementation of the Code of Practice lies with the Town Clerk and Chief Executive’s Department. The officers within the Policy Unit will assist in the operational implementation of the policy. Design advice and compliance assurance will be provided by the Design and Publications Officer for all internal publications.

## **Training**

## All Council staff will be offered awareness training. All Heads of Service must ensure that they and their staff are aware of the obligations relating to their service areas under the Code of Practice. New staff will receive awareness training as part of their induction.

## See Appendix 2 for “Useful References and Sources of Advice”.

## 

# Risk Management

## Failure to implement this policy may lead to Council failing to meet its legislative obligations, customer-service obligations and equal opportunities obligations.

# Monitoring, review and evaluation

## This policy is subject to review every two years or earlier as may be required by legislative changes or good-practice adaptations.

# Policy Details

|  |  |
| --- | --- |
| **Document Number** |  |
| **Responsible Officer** | Lead Democratic Services and Improvement Officer |
| **Contact Officer** | Policy Officer (Equality)  Tel: 028 71 253253 Ext 6705  Email: [equality@derrystrabane.com](mailto:equality@derrystrabane.com) |
| **Approval** |  |
| **Effective Date** | September 2022 |
| **Modifications** |  |
| **Superseded Documents** | September 2021 Version |
| **Review Date** | To be reviewed every 2 years. However, the Policy will be reviewed sooner in the event of any one or more of the following:   * Failure or weakness in the policy is highlighted * Changes in legislative requirements * Changes in Government/Council or other directives and requirements |
| **File Number** |  |
| **Associated Documents** | Equality Scheme 2020-2023  Corporate and Performance Improvement Plan 2021-2022  Good Relations Strategy 2018-2021 |

# Amendments / Version Control

|  |  |  |  |
| --- | --- | --- | --- |
| Version | Description | Author | Date |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Appendix 1 - Guide A****

**Code of Practice on Producing Information** (Revised - September 2022)

**Guide A - Information Formatting**

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**1. Introduction**

When preparing documentation or information relevant to Derry City and Strabane District Council facilities and services the following practices should be implemented:

**2. Languages other than English**

Derry City and Strabane District Council has a select list of translators and interpreters which is updated every 3 years. If you receive a request for a document to be translated into an alternative format you should inform the Policy Officer (Equality) (Tel: 028 71 365151 Ext 6705, or email: [equality@derrystrabane.com](mailto:equality@derrystrabane.com)).

ThePolicy Officer (Equality) will process your request normally within 5 working days – although this may vary slightly depending on the size of the document and format being requested.

Translating information into different languages shows everybody that the services of the Council are for all the people of the Derry City and Strabane District Council area.

It is not always useful to translate into written form because many people can speak their first languages but cannot read it. You should therefore consider producing audio or video recordings (CD/DVD).

Videos are one of the most effective ways of getting information to BSL (British Sign Language) or ISL (Irish Sign Languages) users since their knowledge of written English is often very limited.

If you have a document translated into a language other than English, remember to put this statement on the front cover of the English version:

**This leaflet on (enter subject) is available in other languages on request.**

**Contact: Policy Unit,**

**Tel: 028 71 253253 Ext 6705,or**

**E-mail :** [**equality@derrystrabane.com**](mailto:equality@derrystrabane.com)

**Video Relay Service: Go to Council website** [**https://www.derrystrabane.com/**](https://www.derrystrabane.com/) **and press the following icon .**

Also, on each of the translated leaflets, put the leaflet’s title **in English** on the back cover. This will help all staff know what the translated leaflets are and where to display them.

Where practicable staff should endeavour to anticipate need/demand for information in alternative formats to ensure that all publications are available at the same time and in the same design format as the original English version.

For further information or to make arrangements for a document to be translated or to arrange for interpretation services (including sign language), please contact thePolicy Officer (Equality).

**3. Braille, Large Print, Tape & Disc**

**Braille**

Under the Disability Discrimination Act, disabled people are entitled to receive information in whatever format they require.

For many visually impaired people, print is not their preferred method of receiving information. The Council will provide information in Braille, in audio format and on disc etc., upon request**.**

**Large Print**

There may still be a need for a small number of large print copies of documents to be made to cater for severely partially sighted people, upon request. In these circumstances **18-point text** is recommended for documentation.

The letters should be set within a “leading” or spacing which is at least 2 points bigger than the letters themselves. **The Style guidelines set out in the next section should also be followed.**

**Disc**

An increasing number of visually impaired people wish to be sent information on computer disc, so they can enlarge it and print it to their own requirements on their home computers.

**4. Style**

The guidelines below are aimed at making information easier to read and may be of assistance in communicating young people, those people who have a visual impairment and people with a learning disability. The following recommendations should be followed for written information:

**4.1 Size/ format of Text**

* A minimum of 14 point is recommended for use in leaflets and any public document that is less than two pages.
* Longer documents should be produced in a minimum of 12 point (14 point is recommended to reach more people with sight problems).
* Where summary documents are prepared to improve accessibility, these should be produced in a minimum of 14 point.
* Where a request is received for a large print version of a document this should be prepared in a minimum of 18 point (or in the individual’s preferred font, if specified)
* Always use a clear typeface – such as Arial, Helvetica, Univers or Swiss 721 Roman. Choose a font with easily distinguishable characters. In some fonts it may be easy to confuse certain characters, for example (capital i) with l (lower case L). Also you must ensure numbers are distinct – in certain typefaces 0 and 6 can be confused.(Accessible Media)
* Avoid the use of italics
* Do not use block capitals, for example, in headings. People recognise words by their shape. Using block capitals particularly affects people with reading difficulties.
* Underlining should also be avoided as it makes it more difficult for people with a visual impairment to recognise the shape of the words as the underline intersects with the letter descenders (tails of letters like p and g).
* If there is a need to add emphasis to text it is recommended that a bolder font weight is used.
* Use “ragged right” and not “fully justified” text. Fully justified text (justified on both sides) creates uneven spaces in text that makes it difficult to read.
* Avoid splitting words over two lines by using hyphens as this disrupts reading flow.
* Generally, all text should be set horizontally. Text set at an angle or following a curved line is more difficult to locate and read. Text set vertically is extremely difficult for a reader with low vision to follow, and should not be used.
* Avoid fitting text around images if this means that lines of text start in a different place and are therefore difficult to read.
* Sentence and paragraph length should also be kept as short as possible.

**4.1 Size/ format of Text (contd)**

* The space between lines of text needs to be adequate - If it is too narrow, the print can be difficult to read, making it difficult for people with visual impairment to recognise word shapes. For larger fonts, more spacing is required between lines.
* Make sure the margin between columns clearly separates them. If space is limited, use a vertical rule.

**4.2 Colour**

* Using different colours in a publication can help people find relevant information quickly - but do not use too many.
* Ensure that there is as much contrast as possible between paper colour and print colour so that text is easy to read. High contrast between colours is crucial to legibility and this can be achieved by enhancing the difference between the lightness and darkness of colours
* Black and white produces the highest possible contrast.
* To help features stand out, exaggerate the lightness of light colours and darkness of dark colours when used next to each other as this will enhance contrast.
* Avoid using colours which are similar in lightness or similar in darkness next to one another, even if they differ in colour, for example light green and light red, as some people with low vision or colour vision deficiencies may not be able to tell the difference between these colours. Ensure that you choose colours that have a good differentiation for people with colour deficiency. You can find out more on the Vischeck website - <http://www.vischeck.com/vischeck/vischeckURL.php>
* Avoid using similar colours together, for example red and orange, or green and blue-green particularly if they do not vary in lightness as they will not be easy to distinguish.
* Avoid using achromatic colours (black, white, grey) against colours of similar lightness or darkness, for example dark grey against black
* Use matt paper that has a good contrast between the print colour and the paper colour – black print on off-white or yellow shades is best.

**4.3 Overprinting**

* Avoid using text on an image or patterned background as the colour contrast will vary and the shapes of the letters will be harder to identify or find - background should be solid.

**4.4 Layout**

* Use a clear, standard layout with headings that stand out from the general text.
* Be consistent and logical in laying out text and illustrations. It should be clear in which order blocks of text should be read and which illustration relates to which block of text.
* Users with a visual impairment may using magnification technology to read the document therefore only a small part of the page is visible at a time. It is therefore best to avoid placing information on the right hand side of the page without connecting it visually to the left margin.
* Where text or tables run on to two or more pages ensure that all headings continue onto all pages to ensure the reader can relate information back to the appropriate topic.
* Write all addresses as they appear on an envelope, not on one line separated by commas.

**4.5 Tables, Text boxes etc.**

* Tables/text boxes should be located between paragraphs and should not interrupt the flow of text.
* Tables/text boxes need to have sufficient space around text or information contained within the cell so that the contents do not merge visually with the borders of the table.
* Information within the cell should ideally be left aligned.
* Border lines in tables should be used to make it easier for the reader to locate information.

**5. Printing**

There are three important factors to consider when choosing paper for printing documentation:

* How much light the paper reflects. Avoid glossy papers as light will reflect off the surface and obscure the print. Matt laminated covers look very impressive and avoid this problem.
* Amount of ‘show through’. It is important to choose paper that is thick enough so that the text printed on one side cannot be seen on the other side to the extent that it interferes with legibility. If it is not possible to choose paper thick enough to prevent show-through, print single-sided. Using a paper colour of 10% - 15% tint can both help reduce glare and the writing on the other side will not show through.
* Colour of paper. Choose a paper colour that will give an adequate contrast between the text and background. Generally, white paper with black produces the best contrast. However, for some readers this produces too much contrast so an off-white colour may be preferred.

**6. Binding**

Documents should be bound on the left to enable them to be opened out flat for use with magnification technology.

Staples work well for shorter documents. Wire binding allows a larger document to be bound and still be opened out flat.

**7. Alternative Formats Message**

All Council publications should contain the following alternative formats statement:

**This document is available upon request in a number of formats including large print, Braille, PDF, audio formats and minority languages.**

**For further information on alternative formats please contact the Policy Unit by:**

**Telephone: 028 71 253253 (Ext 6705)**

**Email:** [**equality@derrystrabane.com**](mailto:equality@derrystrabane.com)

**Video Relay Service: Go to Council website** [**https://www.derrystrabane.com/**](https://www.derrystrabane.com/) **and press following icon**

**.**

Appendix 2 -Guide B



**Code of Practice on Producing Information (Revised September 2022)**

**Guide B - Accessible and Inclusive Language and Imagery**

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**3.3** [**Positive Images**](#Positiveimages)

[**Glossary**](#Glossary)

**1.** **Plain English**

In order to ensure more effective communication with young people, people with learning disabilities and the community generally, the Council has committed itself to using approaches such as “Plain English “.

Plain English makes your writing more-friendly, direct and easy to understand.

The points below should be followed andwill help you use language more effectively:

**Plan your writing. Ensure that the points you want to make are in a logical order.**

* Think about what you want to achieve in the document.
* Gather all the information you need. Make a short note of the key points you want to make leaving out any unnecessary detail.
* Plan the document so that the content will be in the order your readers will find clearest to understand.

**Write in a tone and style that is appropriate to the reader.**

* Think of the document from the reader’s point of view.
* Be direct and friendly. For example, use ‘I’, ‘we’ and ‘you’.
* When publication is being made available to the public it is more appropriate to use full words instead of shortened versions – i.e. do not instead of don’t, is not instead of isn’t.
* Avoid patronising or insincere phrases.
* Avoid phrases in documents that may worry the reader

**Get to the point quickly. Make the document interesting.**

* The first few sentences should be the essence of the document, covering who, what, why where, when and how. They need to interest your readers enough for them to continue reading.
* Think carefully about the title of your document.

**1. Plain English (contd.)**

**Be understood. Everyday language is more likely to help people understand your ideas or message.**

* Use words that most people will know. Using obscure, foreign, technical or legal words and phrases will be a barrier to understanding.
* Explain any technical terms.
* Be consistent, use the same words and phrases consistently even if it sounds repetitive. For example, don’t begin writing about the ‘delegates’ and then refer to them as ‘attendees’ or ‘participants’.

**Don’t use jargon unless your readers will understand it.**

* Use familiar words whenever possible.

**Where possible, make only one main point in a sentence. Be concise.**

* Readers have difficulty in understanding long sentences.

* An average sentence should be no more than 15 to 20 words.
* Check to see if any sentences using commas or joined with ‘and’ could be broken in two.
* Remove unnecessary words and phrases.
* For example, instead of saying:” If there are any points on which you require further information or clarification we shall be glad to furnish such additional details as may be required by telephone”, say;” If you have any questions, please ring”.

* Make only one main point in a sentence.

**Be direct – for example, say "we will do it" and not "it will be done by us".**

* Use commands when writing instructions – with ‘please’ and ‘thank you’ as necessary.
* Indirect language may cause confusion and can appear impersonal and pompous.

**Be clear. Do not stray from the main point or message. Do not use ambiguous or vague words or phrases.**

* Do not use unnecessary words.
* Don’t overuse qualifying words e.g. ‘definitely’, ‘very’, ‘completely’, ‘really’.

**1. Plain English (contd)**

**Design clear and helpful leaflets and forms.**

* Leaflets and forms should be helpful, polite and as friendly as the subject allows.
* All Council literature helps determine the public’s view of this organisation.
* Use the Council crest / corporate image to identify the source of the leaflet or form.
* Do not cram too many questions into one form or too much information into a leaflet;
* Direct the reader through the questions and point them to relevant parts of any accompanying document
* Use clear headings so that readers can find the information they need. Do not use CAPITALS as these can seem unfriendly. Use bold, rather than underlining, to emphasise headings – it is easier to read
* Provide a telephone number, address and e-mail address where the reader can get more information

**Read and check everything you write.**

* Check that the grammar is correct. The Plain English Campaign has a useful guidance on grammar at [www.plainenglish.co.uk](http://www.plainenglish.co.uk).
* Make sure that the document reads clearly.
* Ask yourself if the reader will understand it.
* Delete anything that you can do without.

**2.** **Inclusive Language**

When you are writing or communicating with people, you need to follow general principles to ensure that your language is free of bias. Here we provide guidelines for talking about people from various Section 75 categories with inclusivity and respect.

**2.1 Age**

Inclusive language should be reflective and welcoming to people from all generations. It is good practice to avoid terms that may be perceived as ageism. Ageism can be defined as stereotyping and/or discrimination against individuals or groups on the basis of their age regardless of that individual’s actual personal characteristics or abilities.

|  |  |  |
| --- | --- | --- |
| **Tips[[1]](#footnote-1)** | **Instead of:** | **Use:** |
| Avoid general terms as these imply that people of certain age groups or generations are a homogenous group failing to recognise people’s individuality | The elderly  Elders  Elderly people  The aged  Aging dependents  Seniors  Senior citizens  The young | Older Adults  Older People  Persons aged 65 years and older  The older population  Young person  Young Adults |
| Avoid using the terms ‘girls’, ‘boys’ when referring to colleagues or employees, as these refer to young children. | The boys/girls in the office | The men/women in the office Our colleagues in the office |
| Avoid using language that stereotypes or implies that a particular age group is more or less able or has stereotypical characteristics by virtue of chronological age. | A young and vibrant team  A mature workforce | An effective and vibrant team  An experienced workforce |

**2.2 Disability**

The portrayal of people with disabilities has traditionally used language that emphasises the disability rather than the person, resulting in the depersonalisation, stereotyping (often with people with a disability seen as victims or suffering) and the amalgamation of whole spectrums of specific physical and intellectual impairments. In the majority of circumstances there will be no need to refer to a person’s ability or disability. If the need arises, it is best practice to use ‘person-centred’ rather than focusing on the disability

When writing or talking about a person with a disability do not use subjective terms such as **afflicted with, victim of, troubled with, suffering from** and so on. Such expressions convey negative connotations. It is preferable to use an expression such as **a person who *has* (a specific disability).[[2]](#footnote-2)**

More suggestions for appropriate language and terminology when addressing people with a disability are contained in the table below:

|  |  |  |
| --- | --- | --- |
| **Tips[[3]](#footnote-3)** | **Instead of:** | **Use:** |
| Avoid blanket terms. Always put the person before the disability | The disabled  The handicapped | Person with a disability  People with disabilities |
| Avoid using terms that imply normalcy/being healthy when referring to people without disabilities | Normal  Healthy  Able bodied person | Person without a disability  People without disabilities |
| Use positive language rather than descriptions that emphasise limitations | Disabled Toilets/Lifts  Toilets/Lifts for the disabled | Accessible toilets/lifts |
| Avoid negative terms that overextend the severity of a disability | Wheelchair bound  Confined to a chair  Cancer or dementia victim | Person who uses a wheelchair  Person/People living with cancer or dementia |
| Avoid outdated and derogatory terms2 | Deaf and dumb  Nuts,  Psycho  Retarded,  Slow | People who are deaf  People with hearing impairment  People with a mental illness/condition  Person with learning disability |
| Avoid terms which equate the person with the ability or disability. | Schizophrenic  Autistic child | Individual with schizophrenia  A child diagnosed with autism |
| Avoid using euphemisms. | Challenged,  Special | Person with learning disability |
| Avoid being effusive about the achievements of people with disability when they are going about their daily life and work. | Courageous, inspiring, heroic | Successful, productive |

**2.3 Ethnicity**

In March 2021, the Commission on Race and Ethnic Disparities recommended that the government stop using the term BAME.[[4]](#footnote-4)

One of the recommendations in the final report on COVID-19 disparities, published in December 2021, was to refer to ethnic minority groups individually, rather than as a single group.

|  |  |  |
| --- | --- | --- |
| **Tips** | **Instead of:** | **Use:** |
| Use adjectives rather than nouns when it is necessary to refer to someone’s race. | Asians | The Asian people |
| Don´t use ‘minority group’ or minority “communities” as it implies inferior social position and is often relative to geographic location | Minority group  Minority communities | Minority ethnic group  People from minority ethnic background |
| The government’s preferred style is not to capitalise ethnic groups, (such as ‘black’ or ‘white’) unless that group’s name includes a geographic place (for example, ’Asian’, ‘Indian’ or ‘black Caribbean’). | Blacks  Whites  Mixed race people | ‘People from a black Caribbean background’, ‘the black ethnic group’ and ‘black people’  ‘People from a white British background’,  ‘The white ethnic group’ ‘white people’  ‘People with a mixed ethnic background’ or ‘people from the mixed ethnic group’ |
| In user research, some people were offended when white was placed first in a list of ethnic groups, while others did not like inconsistent ordering. |  | Ethnic groups should be put in alphabetical order when listed in charts and tables, with ‘other’, and occasionally ‘unknown’, as a final category. |
| The term ‘Gypsy, Roma and Traveller’ has been used to describe a range of ethnic groups with nomadic ways of life.   * Gypsies (including English Gypsies, Scottish Gypsies or Travellers, Welsh Gypsies and other Romany people) * Irish Travellers (who have specific Irish roots) * Roma, understood to be more recent migrants from Central and Eastern Europe   These groups are not homogenous. | Don’t use slashes (/) when writing or talking about these groups as this can imply these terms are the same. | Instead refer to them:   * ‘the white Gypsy and Roma ethnic group’ or ‘white Gypsy and Roma people’ * ‘the white Gypsy and Irish Traveller ethnic group’ or ‘white Gypsy and Irish Traveller people’ |

**2.4** **Gender, Sex - Gender Identity**

It’s very common for people to confuse sex, gender, and gender identity, despite being very different things:

• **Sex, or biological sex**, is a label assigned by a doctor at birth based on attributes such as anatomy, chromosomes, and hormones. An individual can be male, female, or intersex.

• **Gender** is a set of expectations from society, about behaviours, characteristics, and thoughts. Gender is usually considered binary (male or female), but can also be viewed as a spectrum, instead of being anchored on biology, it’s more about how one is expected to act, because of one’s sex.

• **Gender identity** refers to an individual’s internal sense of gender, i.e. being a man, a woman, neither of these, both. This can be man, woman, transgender, cisgender, non-binary, genderqueer/gender fluid or agendered[[5]](#footnote-5). In language terms, the most inclusive strategy is to avoid references to a person’s gender except where it is pertinent to the discussion. This often involves seeking gender neutrality when using terms, expressions and pronouns. Fortunately, English provides many options for ensuring that language usage is both unambiguous and inclusive

|  |  |  |
| --- | --- | --- |
| **Tips[[6]](#footnote-6)** | **Instead of:** | **Use:** |
| Use gender neutral terms | Man, Mankind  Workmanship  Man the desk/phones  Man-made | Human, Humankind  Quality of work/skills  Attend the phones  Artificial, manufactured, synthetic |
| Use gender neutral pronouns and expressions | Anyone who wants his work evaluated  Welcome ladies and gentlemen | Anyone who wants their work evaluated  Welcome to friends and colleagues |
| Use person-centred language | The transgender | Transgender people |
| Respect the preferences of those people who want to be referred to by gender neutral pronouns | She, her, hers and he, him, his | They, them, theirs (e.g. Xena ate their food because they were hungry.) It is correct to use in the singular |
| Use terms that include all relationships | Boyfriend, wife, husband | Partner, Spouse |
| Official forms should include a comprehensive list of titles, sorted alphabetically rather than following any perceived hierarchy. | Prof. Dr. Mr. Mrs. Miss Ms Mx etc | Dr Miss Mr Mrs Ms Mx Prof etc |
| **Tips[[7]](#footnote-7)** | **Instead of:** | **Use:** |
| Avoid titles that imply the usual job-holder being of a particular gender. | Cleaning ladies  Policeman | Cleaners  Police Officer |
| Avoid using terms that are only used by individuals that self-identify as part of a specific community | Queer (use only if you identify as queer)  Agender (Use only if you identify as agender) | Queer communities |
| Avoid using patronising terms that may cause offence to a particular gender | Girls, Ladies, Dear, Son, Love | The person’s name,  Their professional title or  Friends and colleagues |
| Avoid irrelevant gender descriptions | A female scientist  A male nurse | A scientist  A nurse |
| Recognise and respect the difference between sexual orientation and gender identity | Don’t use LGBTQ+ if you are only talking about gender or gender identity  Don’t use ‘straight’ as the opposite of ‘LGBTQ+’ (transgender people can be any sexual orientation, including straight) | Only use LGBTQ+ when referring to both sexual orientation and gender identity-based communities  Use ‘straight cisgendered’ or ‘ally’ |

**2.5** **Marriage and Civil Partnership Status**

Since 2005, in the UK same sex couples have been able to form a legally recognised relationship, known as a civil partnership. Couples who form a civil partnership have a new legal status – that of a ‘civil partner’, where the couple gains rights and responsibilities similar to that of a marriage. It is good practice to use language that reflects this new legal status.

|  |  |  |
| --- | --- | --- |
| **Tips5** | **Instead of:** | **Use:** |
| Official forms should include this new legal relationship status | What is your marital status?   * Single * Married * Divorced * Widow/widower | What is your relationship status?   * Single * Married/Civil partner * Divorced/Dissolved Civil partnership * Widow/Widower/Surviving civil partner |

**2.6 Religious Belief**

In addition to not discriminating on grounds of religious belief under the Fair Employment and Treatment Order, public authorities in Northern Ireland have to comply with equality and good relations duties under Section 75 of the Northern Ireland Act 1998. Public authorities have to pay ‘due regard’ to the need to promote equality of opportunity between persons of different groups, including those of different religious belief. They must also ‘pay regard’ to the desirability of promoting good relations between persons of different religious belief.

|  |  |  |
| --- | --- | --- |
| **Tips5** | **Instead of:** | **Use:** |
| Avoid using Christian-centric terms, not only on ground of respect but also for practical reasons. The term ‘last name’ should not be used as it could be confusing to Asian groups who place their family name first. Surname is not unacceptable. However, this word may originate from sire-name, or the name derived from one’s father. | Christian name  Last name  Surname | First name  Given name  Family name |
| Official forms should include both options for religion and belief  These options should be listed in alphabetical order rather than follow a perceived hierarchy. | What is your religion?  • Christian  • Hindu  • Jewish   * Muslim   • Sikh  • Other | Do you regard yourself as belonging to any particular religion?  • Yes  • No  If yes, which one?  • Christian  • Hindu  • Jewish   * Muslim   • Sikh  • Other  Alternatively:  What is your religion or belief? |
| Use legally correct terminology | Faith  Religious discrimination | Religion or belief  Discrimination on grounds of religion or belief |

**2.7 Sexual Orientation**

For an individual of any age, appropriate terms are “person,” “individual,” and so on. In general, avoid using “males” and “females” as nouns; instead use “men” and “women” or other age- and gender-appropriate words. “Males” and “females” are appropriate when groups include individuals with a broad age range (e.g., “males” to describe a group that includes both boys and men).

Within the LGBTQ community, there are many terminologies that are used to explain a person’s gender identity, sexual orientation gender expression and much more.

For the purpose of communicating with this grouping it is not necessary to have details of their gender identity however using the appropriate pronoun to address them can be so important. You can’t always know what someone’s pronouns are by looking at them. Asking and correctly using someone’s pronouns is one of the most basic ways to show your respect for their gender identity.

When someone is referred to with the wrong pronoun, it can make them feel disrespected, invalidated, dismissed, or alienated (often all of the above). Inclusive language usage for LGBTQ+ youth and adults drastically decreases experiences of depression, social anxiety, suicidal ideation, and other negative mental health factors[[8]](#footnote-8).

See table below for some tips on suggested language.

|  |  |  |
| --- | --- | --- |
| **Tips[[9]](#footnote-9)** | **Instead of:** | **Use:** |
| Avoid terms that suggest a degree of voluntary choice when this is not necessarily the case. | Sexual preference  Lifestyle choice | Sexual Orientation |
| Use person-centred language | Lesbians, gays, bisexuals | Lesbian, gay, bisexual people |
| Use language that does not assume heterosexuality as the norm | Invite your boyfriend/husband | Invite your spouse/partner |
| Recognise diverse family formation | Mother and father | Parents, caregivers |
| Recognise and respect the difference between sexual orientation and gender identity | Don’t use LGBTQ+ if you are only referring to sexual orientation  Don’t use “straight” as the opposite of “LGBTQ+” - (Transgender people can be any sexual orientation including straight.) | Only use LGBTQ+ when referring to both sexual orientation and gender identity based communities.  Use “straight cisgendered” or ally |

**3. Imagery**

**3.1** **Using symbols**

* If used properly, symbols can show what is available at a glance.
* Symbols should be clear and easy to recognise. Use a key to explain what symbols represent.
* Use symbols to represent only key words or phrases as too many symbols on a page can be confusing.
* Place symbols alongside text rather than above the words.

**3.2** **Pictures/Illustrations**

* Pictures and illustrations should be simple and easy to understand and relevant to the message that is being presented.
* As with text, repetition reinforces messages, so there is no harm in using the same picture/illustration several times.
* Don’t use the same picture/illustration to convey two different messages.

**3.3** **Positive Images**

Photographs, cartoons or drawing are often used in publicity material. When using images in publications it is important to use them positively. It is important that your publicity includes rather than excludes.

Take care what images you use:

* Avoid stereotypes e.g. photos of disabled people as objects of pity, older people carrying walking sticks.
* Use images of people from other races, disabled people or women which show them as dignified and/or actively participating in activities.
* Show people doing non-traditional jobs; sporting/leisure activities; etc.
* Avoid depicting the family as mother, father and two children only. Remember households in Derry City and Strabane District Council are made up of a wide range of people in terms of race, gender, sexuality, age, and disability with or without children.
* It is often useful to ask a sample of the groups concerned for comments on draft artwork before you prepare your final art work

**Glossary**

* **Agender**, genderless, gender-free, non-gendered, or ungendered – terms describing someone who identifies as having no gender or being without a gender identity. As such, it is not a term that non-LGBTQ+ people should use.
* **Ally** – heterosexual and cisgender person who supports equal rights, gender equality, LGBTQ+ social movements, and challenges homophobia, biphobia and transphobia. **Asexual** – not sexually attracted to anyone and/ or not acting on attraction to anyone. Does not necessarily mean sexless. Asexual people sometimes do experience affectional (romantic) attraction.
* **Bisexual** – a person who has an emotional, romantic and/or sexual attraction towards both men and women.
* **Cisgender** – denoting or relating to a person whose gender identity corresponds with their biological sex.
* **Cross-dresser** – this refers to a person who dresses in clothing typically worn by the opposite sex. A cross-dresser probably won’t wish to alter their body. Similarly, they probably don’t experience gender dysphoria or desire to live permanently in the opposite gender to that of their birth.
* **Gay, homosexual** – a man who has an emotional, romantic and/or sexual attraction towards men. Gay is preferred over homosexual
* **Gender dysphoria** – a medically recognised condition of feeling one’s emotional and psychological identity as male or female to be opposite to one’s biological sex.
* **Gender fluid** – denoting or relating to a person who does not identify themselves as having a fixed gender.
* **Gender reassignment**, sex reassignment surgery or SRS, gender-affirming surgery or sex realignment surgery – the surgical procedure (or procedures) by which a transgender person’s physical appearance and function of their existing sexual characteristics are altered to resemble that socially associated with their identified gender.
* **Gender variance or gender non-conformity** – behaviour or gender expression by an individual that does not match masculine and feminine gender norms.
* **Intersex** – denoting people who are born with any of several variations in sex characteristics that do not fit the typical definitions for male or female bodies.
* **Lesbian** – a woman who has an emotional, romantic and/or sexual orientation towards women. Some lesbian women prefer to be referred to as gay women
* **LGBTQ+** – a common shorter version of a variety of longer acronyms that describe sexuality and gender identity-based communities. The letters stand for Lesbian, Gay, Bisexual, Transgender, Queer and the + indicates other categories such as Questioning, Asexual, Intersex, Pansexual, thus indicating the variety of sexuality and gender-based identities that have been or are being defined.
* **Non-binary, gender-queer** – umbrella terms used to describe gender identities that are not exclusively masculine or feminine.
* **Pansexual** – refers to a person whose romantic, emotional and/or sexual attraction is not based on gender, biological sex or sex identify.
* **Preferred Gender Pronouns** (PGPs) – pronouns that a person chooses to use for themselves. The most commonly used pronouns are she, her, hers and he, him, his, however there are many gender-neutral options for those people who identify as non-binary. Please refer to the Suggested language table.
* **Queer** – umbrella term for sexual orientation and gender identity groups who are not heterosexual or cisgender. Originally meaning ‘strange’ it has been historically a derogative term to describe people with same-sex desires or relationships but has been reclaimed by the younger members of the LGBTQ+ community.
* **Questioning** – term used to describe someone who is unsure of or exploring their sexual orientation and/or gender identity.
* **Straight, heterosexual** – a person who has an emotional, romantic and/or sexual orientation towards people of the opposite sex.
* **Trans** – term used by some transsexual and transgender individuals who are open about their status and/or believe that transition does not mean they become men or women. It can also be used as a generic term to refer to the trans community.
* **Transitioning/Transition** – term referring to the process and/or the period of time during which gender reassignment occurs (whether with or without medical intervention).

Appendix 3 - Guide C

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**Code of Practice on Producing Information** (Revised - September 2022)

**Guide C - Technical Accessibility**

**Contents**

**1.** [**Introduction**](#IntroductionC)

**2.** [**Website Accessibility**](#websiteaccess)

**3.** [**Telephone Accessibility**](#telephoneaccess)

**1. Introduction**

Making avenues of communication (e.g. websites, telephone systems) accessible means making sure it can be used by as many people as possible.

This includes those with:

* impaired vision
* motor difficulties
* cognitive impairments or learning disabilities
* deafness or impaired hearing

Almost 1 in 5 people in Northern Ireland have a long term illness, impairment or disability. Many more have a temporary disability.

The accessibility regulations came into force for public sector bodies on 23 September 2018. They say public sector organisations must make their website or mobile app more accessible by making it ‘perceivable, operable, understandable and robust’. Public sector organisations need to include and update an accessibility statement on their website.

The full name of the accessibility regulations is the Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018.

The accessibility regulations build on existing obligations to people who have a disability under Section 75 of the Northern Ireland Act 1998 (or the Disability Discrimination Act 1995).

Information provided only in a digital format does not fulfil Section 75 of the Northern Ireland Act requirements. It will exclude sections of the organisation’s audience. For example, using website frequently asked questions to answer common questions without providing a telephone number for a service will prevent some people from using their service or accessing the information.

Similarly, telephone communications are not accessible for all disabled people, so organisations must make sure they use a mix of communications channels in their integrated communications provision.

**Web Site Accessibility**

Whilst a number of the above guidelines are relevant to the content of the Council’s web-site, there are a number of particular design considerations which must be addressed to facilitate the accessibility of the information to those individuals with a disability or who have particular needs.

Website Accessibility means more than putting things online. It means making content and design clear and simple enough so that most people can use it without needing to adapt it, while supporting those who do need to adapt things.

For example, the following users should be able to access the web-site content using adaptive strategies and appropriate technologies:

* Someone who cannot hear will want to see the information;
* Someone who cannot see will want to hear or touch the information
* Someone who does not have the strength to move quickly or easily will want to use as little movement as possible to see or hear or feel the information;
* Someone who does not read well may want to hear the information and see words highlighted as they read.

Accordingly, all Councilweb sites / pages should comply with established guidelines such as the Web Content Accessibility Guidelines and /or be approved by recognised accreditation organisations such as CAST[[10]](#footnote-10) (“Bobby Approved”)

It should be noted that Council has the BrowseAloud facility on its website as an auxiliary aid to facilitate accessibility. BrowseAloud is assistive technology that adds text-to-speech functionality to websites

Council also has ReachDeck technology on its website. This provides features such as:-

* **Text-to-Speech** reads on-screen text out loud with read along highlighting
* **Translation**allows words to be translated into multiple languages
* **Picture Dictionary**displays word meaning through illustration
* **MP3 maker** converts online content into MP3 files for easy listening
* **Screen Mask** with reading pane reduces visual stress and improves focus
* **Text Magnifier**magnifies text and reads it out loud. This increases accessibility of even the smallest web text
* **Webpage Simplifier**creates a simplified view of a webpage and removes distracting content

**Telephone Accessibility**

Disabled people generally have less access to the internet than non-disabled people.

The telephone is an important channel for making information accessible to the organisation’s audience. Crucial information, for example Council services needs to be found easily by everyone who needs it.

Many disabled people, and especially older people, will not have access to the internet or may have difficulties using it. The telephone can be a very important method of communication for these groups.

Some deafblind people, who have both sight and hearing loss, have enough hearing to use the telephone if:

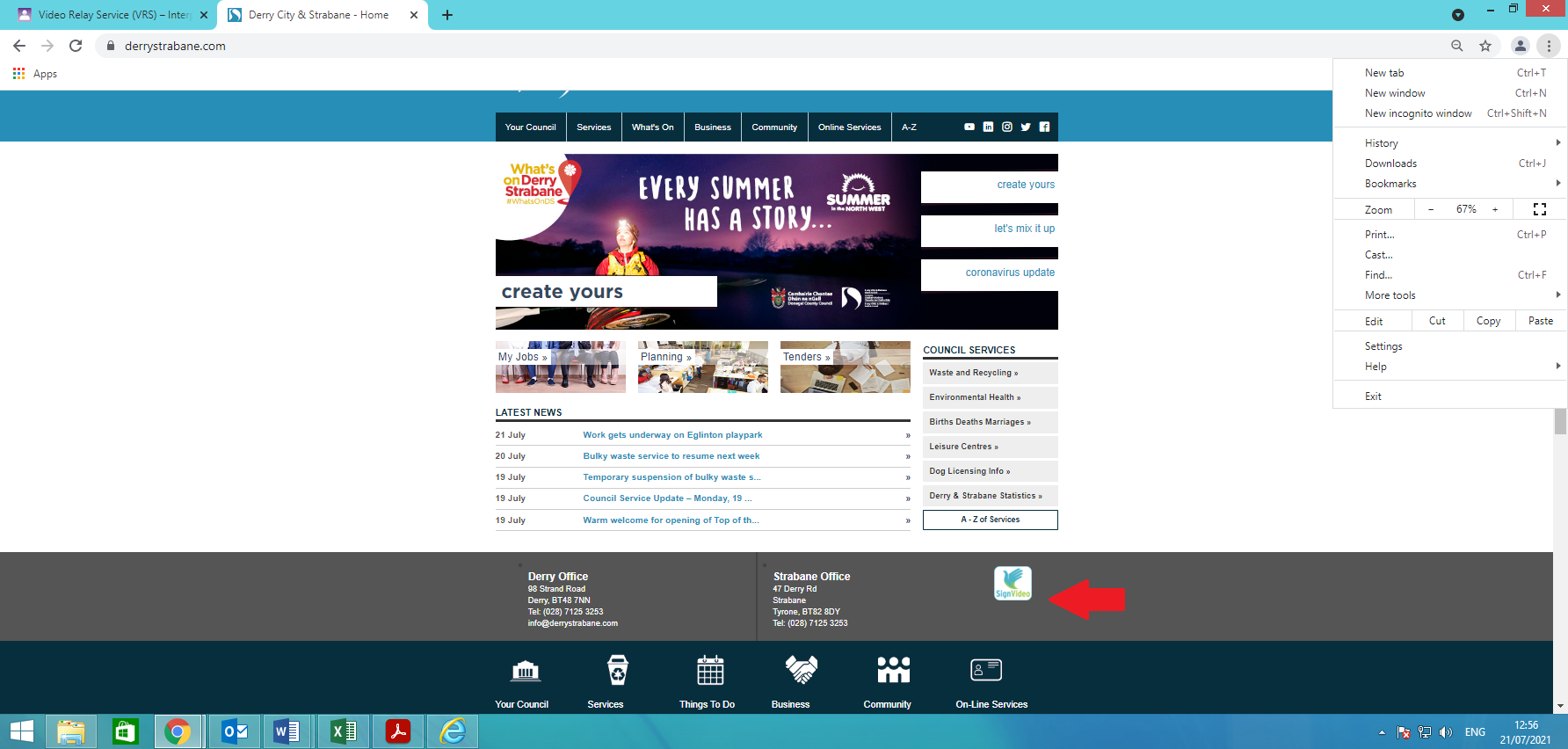
* background noise is kept to a minimum
* the caller speaks clearly and at a pace which suits the individual

Derry City and Strabane District Council have introduced a dedicated video sign language service for deaf community. This is called a Video Relay Service (VRS) and it allows hearing and Deaf people to communicate directly with Council officers via the telephone.

A hearing person can use a mobile or landline telephone to call a Deaf person on their smartphone or tablet. The hearing person will hear the interpreter over the phone.

**How it works for Council Officers**:

* The Council Officer can click on the icon on the Council webpage where is it displayed alongside contact details (see below) and they will be put through to a fully qualified interpreter



* The officer asks the interpreter to connect them to the Deaf person using the Deaf person’s number.
* The Deaf person will see the interpreter on their smartphone or tablet.
* The interpreter will sign what the officer is saying to the deaf person and voice back to the officer what the Deaf person is signing.

A Deaf person can use their smartphone or tablet to call about a Council service on their mobile or landline.

**How it works for a Deaf person**

* The Deaf person opens the VRS application and is connected to a fully qualified interpreter, who they can see on their smartphone or tablet.
* The Deaf person signs to the interpreter, asking them to connect to the particular Council service they require.
* The interpreter calls the Council and they will relay the conversation between the Deaf person and the Council officer. The interpreter will voice what the Deaf person signs and signs what the officer says.

The VRS facility will be available at four council venues during the pilot scheme namely: -

* Council Offices, Strand Road
* Council Offices, Derry Road
* Foyle Arena
* Alley Theatre

Bottom of Form

This is another positive step to ensuring services are as inclusive and accessible for everyone.

**Appendix 4**

**Good Practice Checklist**

**Consult** your audience and customers as to their needs;

**Anticipate** the needs of your various audiences in advance of being asked and assess which, if any, accessible format versions are likely to be required. The Royal National Institute for the Blind (RNIB), which incorporates the Blind Centre NI, can advise on Braille, large print and audio versions. MENCAP can advise on versions for people with a learning disability;

**Budget** for producing information in accessible formats at the beginning of the financial year, or at the outset of each project/campaign;

**Involve the Marketing and Communications section** from the earliest planning stage and discuss needs with the Design and Publications Officer;

**Plan ahead.** If you are publicising the availability of accessible formats, it is good practice to make sure that they are available at the same time and in the same quality as the standard print;

**Keep it easy to understand.** If your document is written in plain language, it will be accessible to a greater number of people and may reduce demand for alternative versions. Avoid the use of acronyms, and explain any technical terms used;

**Think about type size and font**. 14 point is the minimum size recommended for people with a visual impairment and people with a learning disability and you should use a clear sans serif font such as MS Arial;

**Consider using illustrations.** Photographs, illustrations and diagrams all aid understanding of information. When using these care should be taken to portray a positive image of disability rather than reinforcing stereotypes. People with learning disabilities will benefit particularly from relevant illustrations and, in some cases, the use of symbols which help to explain the text. (This may also be true for many people for whom English is not their first language). However, care should be taken to avoid a presentation becoming complicated for people with significant sight loss;

**Consider language issues.** For instance, if you are planning minority ethnic language print versions, you should consider, as a matter of good practice, whether you should produce other formats, such as audio formats, in minority ethnic languages. The target group may not always be literate, so it is worth considering if audio formats may be more effective than printed versions;

**Be helpful.** If you cannot provide exactly what the customer has asked for, explore other possible solutions with the person concerned;

**Inform customers** what to expect. If there is likely to be a delay in providing a service, explain why and apologise;

**Publicise availability** of accessible format versions, in any general publicity material, in all standard and accessible versions and in publications and media appropriate for the particular audiences. Include directions for obtaining accessible formats prominently at the **beginning** of a document or form, so that people are immediately alerted to their availability.

**Provide a telephone, fax number, a text phone number** or mobile number for people with hearing or speech impairments;

**Provide e-mail and website addresses** whenever possible. Put documents onto a website designed to be easily accessible;

**Encourage feedback** from your audience, and respond to it. Reply to your audience in the same format that they use to contact you;

**Keep records** of the demands made upon your service and what the uptake of accessible formats is, including the number of people accessing information on websites. This will help you when planning future projects;

**Training.** Ensure that all staff responsible for developing and producing information in relation to Council facilities and services receive awareness training in the Code of Practice on Producing Information.

Appendix 5:

**Useful References and Sources of Advice**

**Websites: -**

* **Accessible Media -** <http://www.accessiblemedia.co.uk/>
* **British Dyslexia Association** – Dyslexia Friendly Style Guide - [www.bdadyslexia.org.uk/parent/resources-of-parents](http://www.bdadyslexia.org.uk/parent/resources-of-parents)
* **Direct.gov.uk -** <http://www.direct.gov.uk/en/Environmentandgreenerliving/Thewiderenvironment/Lookingafternature/DG_069735>
* **Equality Commission NI -** [http://www.equalityni.org/archive/pdf/S75GuideforPublicAuthoritiesApril2010.pdf page 38](http://www.equalityni.org/archive/pdf/S75GuideforPublicAuthoritiesApril2010.pdf%20page%2038)
* **Equality and Human Rights Commission –** <http://www.equalityhumanrights.com/uploaded_files/code_of_practice_rights_of_access_services_to_the_public_public_authority_functions_private_clubs_and_premises.pdf>

**Organisations: -**

* **Action on hearing Loss - NI (RNID),** Wilton House, 5 College Square North, Belfast, BT1 6AR. Contact - Cilla Mullen, Communication Services Unit. Tel: 028 9023 9619, Fax: 028 9031 2032, Text phone: 028 9023 9619. Email: ruth.stewart@rnid.org.uk, information.nireland@hearingloss.org.uk, Website: www.hearingloss.org.uk
* **Northern Ireland Dyslexia Association, 17A Upper Newtownards Road, Belfast, BT4 3HT Tel: 028 9065 9212. Email: help@nida.org.uk Website:** [**www.nida.org.uk**](http://www.nida.org.uk)
* **RNIB (NI) Accessible Media**, 159 Durham Street, Belfast, BT12 4GB
* Tel: 028 9050 1888, Fax: 028 9065 0001, Email: accessiblemediani@rnib.org.uk Website: www.rnib.org.uk.
* (The Blind Centre NI merged with RNIB in April 2007)
* **RNIB Helpline: 0845 766 9999**
* **Sense NI**, Manor House, 51 Mallusk Road, Mallusk, Newtownabbey, BT36 4RU. Contact – Collette Gray, Tel: 028 9083 3430, Fax: 028 9084 4232, Email: nienquiries@sense.org.uk, Website: www.sense.org.uk
* **Stroke Association NI**, Knockbracken Healthcare Park, Belfast, BT8 8BH, Tel: 028 9050 8020 Email: northernireland@stroke.org.uk Website: www.stroke.org.uk Address – Rushmere House, 46 Cadogan House, Cadogan Park, Belfast, BT9 6HH

**Publications: -**

* **Let’s make it accessible – Improving Government Information for Disabled People** – by Wendy Gregory (COI Communications) February 2001. MISC J006133.

* **Disability Discrimination Act 1995 (as modified by Schedule 8 for application in Northern Ireland) – NI Disability Council Code of Practice: Rights of Access – Goods, Facilities, Services and Premises**. Published by the Stationery Office (1999) ISBN 0-337-08453-X. £12.95. For mail, telephone and fax orders only contact: PO Box 276, London SW8 5DT. General enquiries 020 873 0011; Tel: 020 873 9090; Fax: 020 873 8200
* **Open for Business: a best practice guide on access** by David Bonnett and Patrick Tolfree. Available from Employers’ Forum on Disability, Tel/Text phone 020 7403 3020. £13.00 (£10.00 members)
* **Sign Design Guide,** RNIB Customer Services. Tel: 0845 702 3153; e-mail cservices@rnib.org.uk.
* **“Access First: a guide on how to give written information for people with learning difficulties”** by People First.

* **“Make it Simple: European Easy-to-Read Guidelines”,** ILSMH European Association.

* **“Guidelines to making meetings accessible”**, Men cap Communications, available at: http://www.mencap.org.uk/document.asp?id=1766. POL/854MM/JW 37
* **“Plain English Guide”** by Martin Cutts, Oxford £3.99**.**
* **“Am I making myself Clear?”** – Mencap Communications March 2000.
* **“Guidelines for Effective Consultation with Older People and Disabled People”** – Imtac guidelines on making printed information more accessible. Copies available at: [www.imtac.org.uk/publications.php?pid=120](http://www.imtac.org.uk/publications.php?pid=120).
* **“Eight Easy Steps to Inclusive Marketing”** – Imtac checklist on developing information about transport services. Copies available at: <http://www.imtac.org.uk/publications.php?pid=131>
* **“A Fair Chance Report”** – best practice approach to consultation with people with learning disabilities, copies of report available at: [www.dhsspsni.gov.uk/publications](http://www.dhsspsni.gov.uk/publications).

* **Report of the Promoting Social Inclusion Working Group on Disability, December 2009 –** available at: <http://www.ofmdfmni.gov.uk/report_of_the_promoting_social_inclusion_working_group_on_disability__pdf_1.38mb_.pdf>
* **“See it Right”,** by RNID, Customer Services, Tel: 0845 702 3153; £30.00 (£22.50 for non-profit organisations)**.** [www.rnib.org.uk/professionals/accessibleinformation/Pages/see\_it\_right.aspx](http://www.rnib.org.uk/professionals/accessibleinformation/Pages/see_it_right.aspx)
* **Local Talking Newspapers**, Association of Talking Newspapers (ATNNI) - contact local libraries.
* **Sound Vision Ulster** magazine by Blind Centre for Northern Ireland, Tel: 028 90 500999, Website: www.bcni.co.uk/communication.html (Blind Centre NI merged with RNIB in April 2007).

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**This information is available upon request in a number of formats including large print, Braille, PDF, audio formats (CD, MP3, DAISY) and minority languages.**

**For further information on alternative formats please contact**

**Tel 028 71 253253**

**e-mail** [**equality@derrystrabane.com**](mailto:equality@derrystrabane.com)

1. [inclusive-language-guidelines.pdf (cii.co.uk)](https://www.cii.co.uk/media/10120292/inclusive-language-guidelines.pdf) [↑](#footnote-ref-1)
2. [Inclusive language: words to use and avoid when writing about disability - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/inclusive-communication/inclusive-language-words-to-use-and-avoid-when-writing-about-disability) [↑](#footnote-ref-2)
3. [inclusive-language-guidelines.pdf (cii.co.uk)](https://www.cii.co.uk/media/10120292/inclusive-language-guidelines.pdf) [↑](#footnote-ref-3)
4. [Writing about ethnicity - GOV.UK (ethnicity-facts-figures.service.gov.uk)](https://www.ethnicity-facts-figures.service.gov.uk/style-guide/writing-about-ethnicity) [↑](#footnote-ref-4)
5. Definitions are contained in the glossary at end of this guidance [↑](#footnote-ref-5)
6. [inclusive-language-guidelines.pdf (cii.co.uk)](https://www.cii.co.uk/media/10120292/inclusive-language-guidelines.pdf) [↑](#footnote-ref-6)
7. [inclusive-language-guidelines.pdf (cii.co.uk)](https://www.cii.co.uk/media/10120292/inclusive-language-guidelines.pdf) [↑](#footnote-ref-7)
8. <https://uwm.edu/lgbtrc/qa_faqs/why-is-it-important-to-respect-peoples-pronouns/> [↑](#footnote-ref-8)
9. [inclusive-language-guidelines.pdf (cii.co.uk)](https://www.cii.co.uk/media/10120292/inclusive-language-guidelines.pdf) [↑](#footnote-ref-9)
10. \***Centre for Applied Special Technology** [↑](#footnote-ref-10)