**Accessibility and Inclusivity Development Tool**

We have created a development tool to support your student group to put inclusivity and accessibility at the heart of what you do. As a committee have a look at the different sections of the development tool and choose some key areas to focus on. The development tool is designed to get you think about your student group, where it performs well, and where there are opportunities to improve.

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| **Item**  | **0/5** | **What we will do**  | **How we will achieve this**  | **timeline** |
| **Attitudes and Awareness**  |  |  |  |  |
| There are measures in place to integrate members and reduce anxieties e.g. opportunity to chat with committee beforehand.  |  |  |  |  |
| The committee understand the benefits of being inclusive and communicates this to all student group members. |  |  |  |  |
| Everyone is treated equally with respect, regardless of age, gender, sexuality, race or ability. |  |  |  |  |
| The student group is involved with campaigns and/or awareness days that support inclusivity.  |  |  |  |  |
| Language, behaviour or ‘banter’ that is offensive is challenged e.g. racism, religious intolerance, homophobia, biphobia, transphobia.  |  |  |  |  |
| Gender neutral language is used and stereotypes about what is masculine or feminine behaviour is avoided. For example, avoid hyper-masculinity where you promote or assume a standard for “manliness”.  |  |  |  |  |
| **Communication and Marketing**  |  |  |  |  |
| Marketing material clearly promotes that membership is open to all people e.g. beginners, postgrads and mature students will be welcomed. |  |  |  |  |
| There are opportunities for members to provide feedback to the student group. |  |  |  |  |
| Participants are informed that the activity is physically easy to access e.g. accessible by a lift, accessible toilet nearby etc.  |  |  |  |  |
| Clear with communication about non-alcohol drinks at events to help non-drinking students know what is available for them. |  |  |  |  |
| If there are barriers they are clearly communicated (e.g. part of the venue being non-wheelchair accessible).  |  |  |  |  |
| Committee members aware, understand and signpost students to how they can be supported by welfare campaigns such as Eradicate Hate, Never Ok, Safer Taxi Scheme.  |  |  |  |  |
| Inclusive marketing and communications activity – the use of inclusive imagery, language and channels to communicate that a club is welcoming and open to all e.g. not just using social media to promote activities. |  |  |  |  |
| **Membership**  |  |  |  |  |
| Student group membership is open to all students, regardless of age, gender, sexual orientation, race and ability.  |  |  |  |  |
| The demographics of your student group is representative of the broader community.  |  |  |  |  |
| There are strategies in place to ensure cost is not a barrier to participation e.g. limiting the upfront costs, utilising the uea(su) grants, having events on campus.  |  |  |  |  |
| Opportunity to trial out the student group before buying membership. |  |  |  |  |
| Let members know what is included in membership and if there are any additional costs e.g. Hoodies not part of the membership.  |  |  |  |  |
| **Activities**  |  |  |  |  |
| The offer of activities which can be adapted or modified in a way that everyone can be included (e.g. the student group is flexible about use of modified equipment and rules). |  |  |  |  |
| Activity that is inclusive of all abilities e.g. those who have never done the activity previously can take part. |  |  |  |  |
| There is extra time at the end of events for people to come up and ask questions they may have been too anxious to ask in front of other people. |  |  |  |  |
| The student group facilitates programs, strategies or opportunities that engage new members to join the club, placing particular emphasis on increasing the club's diversity.  |  |  |  |  |
| The club is working with other student groups to actively engage people from low participation groups e.g. mature student peer support group.  |  |  |  |  |
| **Events**  |  |  |  |  |
| Members are consulted about times and dates that are convenient for them e.g. schedule meetings and events at family friendly times for students with caring responsibilities.  |  |  |  |  |
| At events, committee members help existing society members to integrate and build relationships with new members.  |  |  |  |  |
| There are socials that aren’t focused on drinking.  |  |  |  |  |
| There are interesting drinks available to non-drinkers at events.  |  |  |  |  |
| There is no forced drinking at events, and it is communicated to members that drinking is optional at events. |  |  |  |  |
| There will be pre-event communication if there is any of the below;* flash photography
* any sort of strobe lights or flashing images
* Distinctly amplified sound/music
* The use of fog machine/any other chemical smells
 |  |  |  |  |
| Dietary requirements are considered at all events involving food i.e. Lactose intolerance, Gluten free, Vegetarians and Vegans, Peanut Allergies, Diabetic, Celiac Disease (Gluten Free), Kosher, Halal, Kosher, Non-beef, non-pork options |  |  |  |  |
| The following are catered for at events if applicable;* Hearing/Induction loop
* Water for service dogs
* Recourses printed in large print
* The option of including pronoun on badges
* Seating reserved at event for people who are vision impaired, short stature, sign interpreters, wheelchair and motorised scooters users
* People accompanied by guide/service dogs
 |  |  |  |  |
| **Access** |  |  |  |  |
| There are strategies in place to ensure transport to activities are not a barrier to participation e.g. accessible via public transport, some activities take place on campus.  |  |  |  |  |
| The society activity is physically easy to get into e.g. ramps, wide doors, accessible toilets, and tables of a suitable height for wheelchair users, floor layouts to facilitate wheelchair users.  |  |  |  |  |
| **Presentations**  |  |  |  |  |
| When doing a presentation, slides are clear and easy to read. Sensible font sizes and good contrasts between colours.  |  |  |  |  |
| Videos shown have captions that are clear and large enough to be seen at the back of the room.  |  |  |  |  |
| Participants are warned of sensitive content by including trigger warnings at the start of the presentation and just before it is going to be talked about. |  |  |  |  |
| PowerPoints are made available after the presentation.  |  |  |  |  |
| **Other**  |  |  |  |  |
| There are several other actions you can take to be inclusive. If there is anything else your society would like to focus on? |  |  |  |  |