

## Improving Access to the School Environment & to Communication for Parents & Visitors

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## Improving Access to the School Environment & to Communication for Parents & Visitors

### 1. Purpose of Guidelines

1.1 The purpose of the guidelines is to provide advice to schools when making arrangements to improve access to the school environment or to school communication.

1.2 These guidelines should be used in conjunction with **Building for Health**.

### 2. The Background

2.1 As you are already aware, there is a small number of parents who require alternative arrangements to be made in terms of access to school buildings and access to school communication. It is hoped that these guidelines will give you the information you require to support these parents, to enable them to play an active part in their child's education.

2.2 In line with **Aberdeenshire's Accessibility Strategy**, it is important that

- **Visitors are able to access school buildings**

This means that parents can request special access arrangements in advance, allowing them to be accommodated, at least, within part of the school building (e.g. areas with ramps & lifts for wheelchair/limited mobility access).

As far as is possible, all visitors to the school should enjoy the same level of access.

- **Information produced by schools and the Authority is accessible to all parents**

This means that any written information produced by the school (e.g. letters, reports, newsletters...) should be available, if requested, in a range of formats (e.g. home languages, braille, large print, audio tape). Parents can also request the use of an interpreter or an advocate to facilitate meetings or interviews organised by the school.

Core information e.g. *Application for Free School Meals*, *Adverse Weather Conditions* or the *Admissions Form* is to be standardised over the next few months and will be available in the seven most popular languages for schools to download from the **Wiredshire** ([www.wiredshire.org.uk](http://www.wiredshire.org.uk)). Any additional information requiring to be translated can be sent to Aberdeen City's **Translation, Interpreting &**

**Communication Service** (contact details in Appendix 1). This should be funded by the school.

### 3. Identification of Accessibility Needs

- 3.1 From the beginning of session 2005, parents will be able to identify their accessibility needs to schools
- as part of the **pupil admissions procedure** (Form E – communication requirements; Form F – access to school buildings)
  - through the **annual update** of contact details
  - by including a **standard request box** on any invitation to allow visitors to identify their accessibility needs e.g.

<input type="checkbox"/>	Please tick here if you require any alternative arrangements for <b>physical access</b> (e.g. <i>lift, ramps...</i> ) or for <b>communication</b> (e.g. <i>large print, Braille, British Sign Language interpreter, community language interpreter...</i> )
	Please give details .....
	.....

- 3.2 It is the school's responsibility to include a request box, similar to the one above, on any written invitation to visit the school, including parents' evenings.
- 3.3 It is the parents' responsibility to respond, giving sufficient notice for the school to address the identified needs, where possible.

### 4. The School's Response

- 4.1 The school should identify any access requests as part of the planning process for a school event or visit.
- 4.2 While there is a legal duty for schools to be as accessible as possible by making **reasonable adjustments**, occasionally, it may not be possible to arrange access as requested. It is, however, important that the school, given the required notice, has made every attempt to make **reasonable adjustments**: these might involve providing alternative, accessible accommodation for a wheelchair user, or arranging a meeting at a time when it is possible to book an interpreter. However, it would not be considered reasonable to reschedule a school concert to enable an interpreter to attend.
- 4.3 Should a difficulty occur, this should be discussed with the parent who will undoubtedly have encountered similar problems in the past, and may be able to offer a solution.

- 4.4 It is important to check timescales to ensure that sufficient time is allowed to put any alternative arrangements in place.

## 5 If you require a translation

5.1 In the first instance, go to Aberdeenshire's **Wiredshire** ([www.wiredshire.org.uk](http://www.wiredshire.org.uk)) to check if a standardised version of the information you require is available. It is worthwhile checking the website regularly, as this resource will continue to be developed over the next six months. Schools may customise materials as they wish.

5.2 If the information is not available online:

- Email the relevant service (see Appendix 1 for contact details) with details of request
- These additional translations should be funded by the school

## 6. If you require an interpreter (community language or sign)

6.1 Complete the paperwork

- Email the relevant service (see Appendix 1 for contact details) with details of request
- Raise a purchase order against per capita
- Process the invoice against per capita code and send a copy of the invoice to the **Aberdeenshire Education & Recreation Accounting Team**, requesting the **Accessibility Strategies** code to be charged, and advising which per capita code requires to be credited.

## 7. Alternative Formats for Pupils

7.1 Please note that alternative formats required for pupils will continue to be arranged in line with existing practice within the services: **English as an Additional Language Service** and **Sensory Support Service** (see Appendix 1 for contact details).

## 8. Freedom of Information Act

8.1 In line with the **Freedom of Information Act**, access to Authority publications will be available on the **Wiredshire**, [www.wiredshire.org.uk](http://www.wiredshire.org.uk), the Aberdeenshire Council Education & Recreation website. It is the intention that, over time, a range of documents will be made available in the most popular languages across Aberdeenshire (Bengali, Cantonese, Polish, Portuguese, Russian, Tagalog and Urdu).

## 9. Identifying barriers to access

9.1 The checklists below identify barriers to access and list the adjustments you need to make, including who you need to contact (contact details in Appendix 1) and the notice required to have materials produced.

## Improving Access to the School Environment & to Communication for Parents & Visitors

A parent/visitor has a <b>visual impairment</b> :		Time scale	✓
<b>Sending home written communication</b> (e.g. reports, newsletters, general information...)	<b>If requested, have you arranged for any written materials to be produced in:</b>		
	<ul style="list-style-type: none"> <li>▪ <b>Large print</b> - school can produce this by photocopying or, where available electronically, by enlarging the font size. The <b><u>Sensory Support Service</u></b> (contact details in Appendix 1) can advise, if necessary. Also, see <u>Accessible Formats</u> (Appendix 4)</li> </ul>	Plann- ing stage	
	<ul style="list-style-type: none"> <li>▪ <b>Braille</b> - contact <b><u>Grampian Society for the Blind</u></b> (contact details in Appendix 1)</li> </ul>	Up to 1 week	
	<ul style="list-style-type: none"> <li>▪ <b>Audio tapes</b> - contact <b><u>Grampian Society for the Blind</u></b> (contact details in Appendix 1)</li> </ul>	2 weeks	
<b>Planning for a visit to school</b> (e.g. meetings, parents' evenings, concerts, prize-givings, sports day...)	<b>Have you checked:</b>		
	<ul style="list-style-type: none"> <li>▪ <b>Written communication</b> - If requested, have you produced any written materials (e.g. programme, song sheet, report...) in large print or braille (see above)?</li> </ul>	Up to 1 week	
	<ul style="list-style-type: none"> <li>▪ <b>Car parking</b> - Is there a parking space (preferably an accessible parking bay) close to the school entrance?</li> </ul>	Plann- ing stage	
	<ul style="list-style-type: none"> <li>▪ <b>Signage</b> - Are there clear signs to direct visitors to the main reception?</li> </ul>	Plann- ing stage	
	<ul style="list-style-type: none"> <li>▪ <b>Reception</b> - If appropriate, have reception staff been informed that a visitor to the school requires access adjustments?</li> </ul>	Pre- visit check	
	<ul style="list-style-type: none"> <li>▪ <b>Corridors</b> - Are corridors/passageways leading to the venue uncluttered to allow free movement?</li> </ul>	Pre- visit check	
<ul style="list-style-type: none"> <li>▪ <b>Emergency evacuation</b> - Are staff familiar with generic evacuation plans, to facilitate the safe evacuation of visitors with a visual impairment?</li> </ul>	Plann- ing stage		

	<ul style="list-style-type: none"> <li>▪ <b>Lighting</b> - Is the venue well-lit, but minimising glare?</li> </ul>	Plann- ing stage	
	<ul style="list-style-type: none"> <li>▪ <b>Priority seating</b> – Is it appropriate that a place should be reserved for the visitor to ease access?</li> </ul>	Plann- ing stage	
	<ul style="list-style-type: none"> <li>▪ <b>Assistance</b> - If you have staff or prefects on duty, are they aware of disability etiquette?</li> </ul>	Plann- ing stage	
<b>Feedback</b>	Is there a procedure in place for obtaining comments/ suggestions and reporting complaints in order to help identify user difficulties?	Plann- ing stage	
<b>See Guidance Notes on Physical Access for more detailed advice.</b>			

## Improving Access to the School Environment & to Communication for Parents & Visitors

A parent/visitor has a <b>hearing impairment</b> :		<b>Time scale</b>	✓
<b>Communication with the home</b>	<p>Have you checked the parent's preferred means of communication:</p> <ul style="list-style-type: none"> <li>▪ <b>Textphone</b></li> <li>▪ <b>Texting by mobile phone</b></li> <li>▪ <b>Fax</b></li> <li>▪ <b>Email?</b></li> </ul> <p>It is particularly important that there is a procedure in place in the event of emergency closure, where a deaf family may not be able to access information by radio or the Aberdeenshire E&amp;R information line.</p>	Annual update	
<b>Planning for a visit to school</b> (e.g. meetings, parents' evenings, concerts, prize-givings, sports day...)	<b>Have you checked:</b>		
	<ul style="list-style-type: none"> <li>▪ <b>Signage</b> - Are there clear signs to direct visitors to the main reception?</li> </ul>	Planning stage	
	<ul style="list-style-type: none"> <li>▪ <b>Reception</b> - If appropriate, have reception staff been informed that a visitor to the school requires access adjustments? If an induction loop has been fitted, is it switched on?</li> </ul>	Pre-visit check	
	<ul style="list-style-type: none"> <li>▪ <b>Emergency evacuation</b> - Are staff familiar with generic evacuation plans, to facilitate the safe evacuation of visitors with a hearing impairment?</li> </ul>	Planning stage	
	<ul style="list-style-type: none"> <li>▪ <b>Priority seating</b> – If part of an audience, is it appropriate that a place, probably near the front, should be reserved for the visitor to facilitate communication?</li> </ul>	Planning stage	
<ul style="list-style-type: none"> <li>▪ <b>Lighting</b> - Is the venue well-lit to facilitate lip-reading? If an interpreter is being used, have you organised a spotlight on her/him, should the lights be dimmed for any reason?</li> </ul>	Planning stage		

	<ul style="list-style-type: none"> <li>▪ <b>Assistance</b> - If you have staff or prefects on duty, are they aware of disability etiquette?</li> </ul>	Plann- ing stage	
	<ul style="list-style-type: none"> <li>▪ <b>Verbal communication</b> - If requested, have you booked a sign interpreter? (See appendix 3 for advice on how to use an interpreter.)</li> </ul>	Up to 2 weeks before	
<b>Feedback</b>	Is there a procedure in place for obtaining comments/ suggestions and reporting complaints in order to help identify user difficulties?	Plann- ing stage	
<b>See Guidance Notes on Physical Access for more detailed advice.</b>			



<p><b>Sending home written communication</b> (e.g. reports, newsletters, general information...)</p>	<p>Have you checked to see if the necessary information is available from the <b>Wiredshire</b>, (<a href="http://www.wiredshire.org.uk">www.wiredshire.org.uk</a>)?</p> <ul style="list-style-type: none"> <li>▪ If so, download and, customise with school crest</li> <li>▪ If not, contact Aberdeen City's <b>Translation, Interpreting &amp; Communication Service</b> (contact details in Appendix 1).</li> </ul> <p>NB This should be funded by the school.</p>	<p>Needs to be checked 2 weeks before in case you need to contact service</p> <p>Up to 2 weeks before</p>	
<p><b>Verbal communication with the home</b> (e.g. telephone calls)</p>	<p>Where a parent has little or no English, it may be that any communication has to be planned, and an interpreter booked.</p> <ul style="list-style-type: none"> <li>▪ <b>Parent's home language</b> – contact Aberdeen City's <b>Translation, Interpreting &amp; Communication Service</b> (contact details in Appendix 1)</li> </ul> <p>But, in an emergency, you can use</p> <ul style="list-style-type: none"> <li>▪ <b>Language Line</b>, the telephone interpreting service, to communicate with someone whose home language is not English. This is available for use in schools by the Headteacher or a designated member of staff using the Aberdeenshire E&amp;R ID code. A training video/CD Rom is available to familiarise staff with the process (contact details in Appendix 1)</li> </ul> <p>It is particularly important that there is a procedure in place in the event of emergency closure, where a family may not be able to access information by radio or the Authority information line.</p>	<p>Up to 2 weeks before</p> <p>Look out info leaflet &amp; ID code</p> <p>Annual update</p>	
<p><b>Planning for a visit to school</b> (e.g. meetings, parents')</p>	<p><b>Have you checked:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Signage</b> - Are there clear signs to direct visitors to the venue?</li> </ul>	<p>Plann-ing stage</p>	

parents' evenings, concerts, prizegivings, sports day...)	<ul style="list-style-type: none"> <li>▪ <b>Reception</b> - If appropriate, have reception staff been informed that a visitor to the school requires access adjustments?</li> </ul>	Pre-visit check	
	<ul style="list-style-type: none"> <li>▪ <b>Verbal communication</b> - If requested, have you booked an interpreter? (See appendix 2 for advice on how to use an interpreter.) Contact Aberdeen City's <b><u>Translation, Interpreting &amp; Communication Service</u></b> (contact details in Appendix 1)</li> </ul>	Up to 2 weeks before	
	<ul style="list-style-type: none"> <li>▪ <b>Written communication</b> – have you produced any written materials (e.g. programme, information sheet,) in the requested home language? Contact Aberdeen City's <b><u>Translation, Interpreting &amp; Communication Service</u></b> (contact details in Appendix 1)</li> </ul>	Up to 2 weeks before	
<b>Feedback</b>	Is there a procedure in place for obtaining comments/ suggestions and reporting complaints in order to help identify user difficulties?	Planning stage	

## Improving Access to the School Environment & to Communication for Parents & Visitors

A parent/visitor is a <b>wheelchair user/has limited mobility:</b>		Time scale	✓
<b>Planning for a visit to school</b> (e.g. meetings, parents' evenings, concerts, prizegivings, sports day...)	<b>Have you checked:</b>		
	<ul style="list-style-type: none"> <li>▪ <b>Location of meeting/event</b> – Have you made sure that the venue is accessible to wheelchair users/people with limited mobility? If necessary, is there a lift? If the venue is outside, is the ground even?</li> </ul>	Plann- ing stage	
	<ul style="list-style-type: none"> <li>▪ <b>Car parking</b> - Is there a parking space (preferably an accessible parking bay) close to the school entrance?</li> </ul>	Plann- ing stage	
	<ul style="list-style-type: none"> <li>▪ <b>Signage</b> - Are there clear signs to direct visitors to the main reception?</li> </ul>	Plann- ing stage	
	<ul style="list-style-type: none"> <li>▪ <b>Entry to school</b> – Is there a ramp or steps with a handrail (as appropriate) to allow entry to the school?</li> </ul>	Plann- ing stage	
	<ul style="list-style-type: none"> <li>▪ <b>Reception</b> - If appropriate, have reception staff been informed that a visitor to the school requires access adjustments?</li> </ul>	Pre- visit check	
	<ul style="list-style-type: none"> <li>▪ <b>Corridors</b> - Are corridors/passageways uncluttered to allow free movement? Will a wheelchair user be able to negotiate fire doors independently?</li> </ul>	Plann- ing stage	
	<ul style="list-style-type: none"> <li>▪ <b>Emergency evacuation</b> - Are staff familiar with generic evacuation plans, to facilitate the safe evacuation of visitors with limited mobility?</li> </ul>	Plann- ing stage	
	<ul style="list-style-type: none"> <li>▪ <b>Toilets</b> – Is there an accessible toilet available, clearly signed?</li> </ul>	Plann- ing stage	
	<ul style="list-style-type: none"> <li>▪ <b>Priority seating</b> – Is it appropriate that a place should be reserved for the visitor to ease access?</li> </ul>	Plann- ing stage	

	<ul style="list-style-type: none"> <li>▪ <b>Assistance</b> - If you have staff or prefects on duty, are they aware of disability etiquette?</li> </ul>	Plann- ing stage	
<b>Feedback</b>	Is there a procedure in place for obtaining comments/ suggestions and reporting complaints in order to help identify user difficulties?	Plann- ing stage	
<b>See Guidance Notes on Physical Access for more detailed advice.</b>			

## Contact Details

- **E & R Support Team**  
Aberdeenshire Council  
The Annexe  
Westburn Road  
Aberdeen AB16 5GJ

Tel: 01224 664630

Fax: 01224 664615

Email: [er.reception@aberdeenshire.gov.uk](mailto:er.reception@aberdeenshire.gov.uk)

- **To request a translation, or the services of a home language interpreter:**  
Baldeep McGarry  
Aberdeen City Translation, Interpreting & Communication Service  
Office of the Chief Executive  
Community Development  
St Nicholas House  
Broad Street  
Aberdeen  
AB10 1GZ

Tel: 01224 523542

Fax: 01224 522832

Email: [BMcGarry@aberdeencity.gov.uk](mailto:BMcGarry@aberdeencity.gov.uk)

Timescale: 2 days – 2 weeks, depending on length of document  
(Texts for translation should be e-mailed, if possible)

It may also be possible to use the services of local interpreters: contact **English as an Additional Language Service (EAL)** for more information.

- **To access translations of Aberdeenshire documents into key community languages:** log on to the Aberdeenshire Education & Recreation website: [www.wiredshire.org.uk](http://www.wiredshire.org.uk). It is the intention that the most commonly used correspondence to parents e.g. emergency closure, in service dates, free school meals... will be translated into the 7 most commonly used community languages (Bengali, Cantonese, Polish, Portuguese, Tagalog, Russian and Urdu) and will become available for schools to download during the course of session 2005.
- **To access an interpreter in an emergency or for a very brief meeting:**  
**Language Line** (Instant telephone interpreting service, ideal for brief meetings.) See leaflet **Language Line: Guide to Using Services** in schools for details on how authorised staff can access this service directly. This information is also available on the Aberdeenshire Education & Recreation website **Wiredshire** ([www.wiredshire.org.uk](http://www.wiredshire.org.uk)) by following the path **My Job/Development and**

## **Training/Core Training/Internal Training Courses/Core Training/Language Line.**

An identity code is required to use this service (head teachers or a designated member of staff); if the code has been mislaid, please contact Jennifer Walker at **EAL** (contact details in Appendix 1).

A **Language Line** training video/CD Rom is available from Frances Harrold, Aberdeenshire Council Training Unit, telephone 01466 794272 or email [frances.harrold@aberdeenshire.gov.uk](mailto:frances.harrold@aberdeenshire.gov.uk)

- **To request a sign language interpreter:**

Aberdeen & Northeast Deaf Society  
13 Smithfield Road  
Aberdeen  
AB24 4NR

Tel: 01224 494566

Email: [info@aneds.org.uk](mailto:info@aneds.org.uk)

Timescale: as much notice as possible

- **To request a braille transcription:**

Brigitte Marshall  
Grampian Society for the Blind  
21 John Street  
Aberdeen  
AB25 1BT

Tel: 01224 793957

Email: [info@grampianblind.org](mailto:info@grampianblind.org)

Timescale: 2 to 5 working days

- **To request an audio tape**

Alison Bruce  
Grampian Society for the Blind  
21 John Street  
Aberdeen  
AB25 1BT

Tel: 01224 793952

Email: [alison.bruce@grampianblind.org](mailto:alison.bruce@grampianblind.org)

Timescale: at least 2 weeks

- **To request large print:**

These requests can usually be met by the school, whether text is photocopied or, where available electronically, the font size enlarged. The **Sensory Support Service** (contact details in Appendix 1) can advise, if necessary.

- **To request advice regarding accessibility for someone with a visual or hearing impairment:**

Sarah Marshall  
Co-ordinator  
Sensory Support Service  
Westhill Academy  
Hays Way  
Westhill  
AB32 6XZ

Tel: 01224 744786

Email: [sarah.marshall@aberdeenshire.gov.uk](mailto:sarah.marshall@aberdeenshire.gov.uk)

- **To request advice regarding accessibility for someone who has English as an additional language:**

Jennifer Walker  
English as an Additional Language  
Monquhitter School  
Thornhill Road  
Cuminestown  
By Turriff

Tel: 01888 544831

Email: [jennifer.walker@aberdeenshire.gov.uk](mailto:jennifer.walker@aberdeenshire.gov.uk)

## Planning a Meeting Using an Interpreter

### Time

While working with the interpreter, it must be remembered that all utterances have to be said twice, thereby taking double the time compared with an interview where an interpreter is not needed. It is therefore important to allow the appropriate amount of time.

### Briefing

#### Before the Interview

Brief the interpreter on the nature of the case.

Pay attention to client's cultural background.

Consider appropriate seating arrangements.

Decide on the style of interpreting required. Brief the interpreter accordingly. For example, do you want the interpreter to speak in whole sentences etc? Should interpretation be consecutive, whereas if it is in a group, simultaneous interpreting may be more suitable.

In an assessment situation, the Professional should address the client, not the interpreter. Eye contact should be maintained at all times with the client. The interpreter must interpret exactly what you and the client have said.

### Seating Arrangements

Possible arrangement for one to one meeting:

interpreter (on the side between the two)

client

(facing)

Professional

## **Draft**

In a multi-agency meeting:

Interpreter (in a position to whisper to the client)

Client

Professional

### **During the Interview**

The interpreter needs time for a chat with the client in order to establish a degree of rapport.

The Professional needs to establish eye contact with the client and to address her/him directly using "You."

The interview should proceed at a comfortable pace.

The Professional should avoid difficult terminology and try to make sentences simple.

He/she should work co-operatively with the interpreter e.g. the interpreter may ask for a minute to explain something more fully to the client.

He/she should decide when it should start, finish and how it should be conducted. If the interview is out of control at any stage, it should be stopped (e.g. owing to emotional problems being experienced by the client.)

### **After the Interview:**

The interpreter should discuss communication aspects of the interview with the client and Professional. There may have been difficulties with the interview, which could have affected the meaning going across.

Did they feel that there was understanding on both sides? The interpreter should be entirely neutral. He/she should not be asked questions that would cause him/her to express opinions on, for example, the client's honesty.

### **Points to Remember:**

Effective briefing

Direct contact: eye contact. Also pay attention to body language.

Maintaining control, but allowing the interpreter to intervene where appropriate.

Making proper use of thinking space (a slow enough pace.)

Awareness of cultural issues, which may or may not be involved.

Christine E. Scriven  
February 2001

# ABERDEEN & NORTH EAST DEAF SOCIETY



## GUIDELINES FOR USING SIGN LANGUAGE INTERPRETERS

- ❖ Always allow more time for meetings when using an interpreter.
- ❖ Allow the Deaf person and interpreter to arrange seating to suit the communication flow.
- ❖ Good lighting is vital, do not sit in front of a window.
- ❖ Only one person should speak at a time and speech should not be too fast or slow.
- ❖ Begin by explaining the purpose of the meeting and roles of the participants.
- ❖ Be aware the interpreter will interrupt if speech is too fast/slow or if clarification, rephrasing or explanation is needed to ensure clear communication and understanding.
- ❖ Talk and refer directly to the Deaf person who will look at the interpreter. Avoid saying, "tell/ask him/her".
- ❖ Be aware the interpreter will talk in first person when voicing over for the Deaf person.
- ❖ Allow the interpreter to finish communicating before continuing.
- ❖ Do not ask the interpreter's opinion, he/she must remain impartial.
- ❖ Ensure the interpreter has regular comfort breaks, every twenty minutes or so.

# Grampian Society for the Blind



## Accessible Formats

21 John Street  
Aberdeen  
AB25 1BT  
01224 625622

35 Moray Street  
Elgin  
IV30 1JH  
01343 544469

[www.grampianblind.org](http://www.grampianblind.org)

**Grampian Society for the Blind is a charity which provides support and advice to about 2500 people with a visual impairment in Aberdeen, Aberdeenshire and Moray.**

**The Disability Discrimination Act requires organisations and companies to produce information on formats, which are accessible for people with a visual impairment. This includes producing information on tape, in large print, in Braille or Moon.**

**Grampian Society for the Blind is the umbrella organisation for Grampian Tape Service and via this organisation can arrange for information to be transcribed into tape.**



**We can also arrange for information to be changed from text computer documents into braille.**

**With respect to information in large print the Society recommends the following guidelines**

**Type: 14pt minimum**

**Font: Use upper and lower case. Use Bold. Use a font such as Arial which avoids serifs**

**Line spacing: 1.5 line spacing**

**Line length: align to the left, do not justify**

**Contrast: Use paper which creates good contrast, for example black print on white, pale yellow or pale green paper.**

**Background: avoid background pictures and text written over pictures.**

### **General Rules**

- ◆ **Avoid underlining words**
- ◆ **Avoid glossy paper**
- ◆ **Avoid hyphenated words**
- ◆ **Avoid binding which cannot be placed flat under a CCTV or on a scanner**
- ◆ **Ensure information leaflets are available/can be produced on other formats, such as tapes**

**If you choose to ignore these guidelines please be sure that you can justify why!**

**Please contact Grampian Society for the Blind for further information or advice.**

**Although partly funded by the three councils, Grampian Society for the Blind is a registered charity, no SC009537, and depends on donations to provide services.**

### Summary of Admissions Procedures for Primary and Secondary

