

Inclusive Information and Communications

A Guide for KCC staff and commissioned service providers

July 2016: Version 2.3



This guide is available in alternative formats and can be explained in other languages. Please email requests to: communications@kent.gov.uk.

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1. About this guide

This guide has been produced to help KCC staff and commissioned service providers make sure that the information provided can be accessed by anyone.

Like every organisation, KCC needs to communicate clearly and effectively with its customers and the people who use our services. Being clear about what we do, what we stand for and ensuring we present our information in a consistent, versatile easy to understand way is a critical part of generating a professional reputation and ensuring people understand what we do and how our services can help them.

Making our information accessible to all is key to our equality objective to:

“Improve the way Kent County Council listens to and engages with its employees, communities and partners to develop, implement and review policy and to inform the commissioning of services through:

- keeping residents and staff informed
- enabling communities to have their say through consultations
- making sure that communities have easy access to accessible information.

It will also help us to meet our non-delegable public sector Equality Duty by eliminating discrimination, and by promoting equality of opportunity for groups who may have difficulty finding out about our services.”

1.1. Basic principles

Our approach to making our information accessible is underpinned by the following principles. KCC expects all of its staff (and commissioned service providers) to:

- Always consider the needs of the people we are producing information for or communicating with
- Always tell people that we can provide information in different ways when needed
- Know how to give people information in their preferred format when they ask us to do so
- Make sure everyone is able to find out how to take part in activities or use services that we provide.
- Be aware of cultural differences that could place some people from minority communities at a disadvantage when talking to us about, or using, our services
- Plan and budget for alternative formats and interpretation so they can be provided in a timely and responsive way.

1.2. Our legal duty

The Equality Act 2010 places a requirement (known as the public sector equality duty or PSED) on councils and other publicly funded organisations to make “reasonable adjustments” to make sure that all people can access our services. This includes providing information in the most appropriate format. We do this so that people are not prevented from using our services because they cannot easily find out about them.

The guide is also intended for use by organisations that we have commissioned to provide services on our behalf. This is because the PSED is “non-delegable”. This means that, where we have commissioned another organisation to deliver services on our behalf, the public sector equality duty remains with us, and we are responsible for making sure those service providers work to the same accessibility standards as would apply if we were providing the services directly ourselves.

Those responsible for commissioning services should:

- share these guidelines with people who provide services for us or are tendering to do so
- expect contractors to share these standards with customers and their staff. include in all our contracts the requirement to make information accessible to people with access needs in a timely manner
- seek evidence from tenderers of how they will meet accessibility criteria – assurances are not enough
- challenge contractors who promise access to information then fail to deliver it.

The Accessible Information Standard

Services which provide NHS or adult social care are covered by the Accessible Information Standard. [The Accessible Information Standard](#) tells organisations how they should ensure that disabled patients receive information in formats that they can understand and they receive appropriate support to help them to communicate.

Providers of Adult Social Care must:

- ask people if they have information or communication needs
- record those needs on our computer system
- highlight the needs on their file
- share information if needed
- make sure we meet the person’s needs in a set way.

[See appendix 1.](#)

1.3. Paying for alternative formats and translations

There is no centralised corporate budget to pay for the production of alternative formats, translations or interpreters. The costs for providing information in different ways must be met by the service responsible for writing the document or providing the information. In the case of commissioned services, the costs would usually be met by the commissioned service provider. When you do business and project plans (including consultations) and set budgets, you need to identify where you may incur alternative format costs and include it as part of your budget, just as you would budget for producing information in standard print or Standard English.

1.4. Further information

Further information on The Equality Act 2010 can be found on the Gov.UK website: <https://www.gov.uk/equality-act-2010-guidance>.

2. Providing information in alternative formats

Examples of alternative formats include:

- Spoken word audio file (such as recorded onto a CD or as an MP3 file)
- Braille
- Easy Read
- Makaton
- Large print
- Plain text file

We should not produce documents in alternative formats unless there is a clear and demonstrable need to do so. However, we need to be ready to meet requests in good time and as a matter of course where our service is specifically for and about, for example, people with learning disabilities, or where the information is part of a service we must provide by law.

Services which provide NHS or adult social care are covered by the Accessible Information Standard. [The Accessible Information Standard](#) tells organisations how they should ensure that disabled patients receive information in formats that they can understand and they receive appropriate support to help them to communicate.

To request alternative formats (KCC staff only) please email: alternativeformats@kent.gov.uk with details of what you need. Please note: this email address is intended for use by KCC staff only and is not intended for use by members of the public.

2.1. Easy Read

Easy Read is a special format designed to help people with learning difficulties to understand information available to them more easily. It combines simplified text with an image or graphic. KCC [has a specific house-style for presenting Easy Read material](#) for publications produced in-house.

2.2. Braille

Almost anything can be in Braille, from maps to music. However, if information dates quickly, such as a timetable, it may be easier for blind and partially sighted customers if you offer a telephone contact number for the information.

Remember:

- Save the text version of all your original documents, it will make your Braille documents quicker and cheaper to produce

- Update the file copy of the text whenever you update the printed version of a document
- Make sure you have printed a short title, and the publication date or version number on the cover of each Braille document so sighted people know what it is and what version

You can post Braille and audio formats free of charge, if they are for the sole use of blind or partially sighted people. Contact Kent Association for the Blind for further

information. The Royal National Institute of Blind People sells pre-printed 'Articles for the Blind' postage labels.

2.3. Audio formats

Another way that you can provide information to blind or partially sighted people is as an audio CD, MP3 file, or as a download from a website. You can do this yourself or pay for company to do it for you. If you do it yourself then read your copy out loud to a colleague to check it makes sense. You will also need to think through how to explain charts, figures and photographs. Practice out loud before making the recording in a quiet room.

3. Making written information accessible

Before you begin writing any document intended for the public, please read the Council's [written style guide](#).

3.1. General guidance

- Produce a version of your document for printing, separate from the online edition. It should include as appendices any documents to which the text refers. If it is not practicable to do this, send out leaflets to which your documents refers along with the main document. Include a list of those documents on the back page of the main leaflet.
- Always use the version for printing rather than the online version to produce hard copies.
- Leave plenty of space for people to fill in forms. Blind and partially sighted people often have large handwriting.
- Print on matt paper, not gloss -avoid shiny finishes.
- Publish documents in a downloadable format so people can set their own reading and printing preferences.
- Remember that the more straightforward the design and wording of a document, the quicker and cheaper alternative formats and languages will be.

The following are also particularly relevant to those with dyslexia:

- Write clearly, concisely and use headings consistently
- Provide more space between lines of text
- Present less information on each page

- Start new sentences on a new line
- Use bullet points or numbered lists
- Use graphics to explain more complex ideas.

Do not:

- Use lots of differently sized fonts
- Condense or stretch words or lines of text
- Use background colours or watermarks
- Print words on top of images
- Justify text (so that the left and right edges are both straight) or align to the right hand margin.

3.2. Including an accessible formats statement

The following invitation to obtain alternative formats **must** be included in a clear and prominent position (and no smaller than an Arial 14 font) on all printed and electronically published (e.g. PDF) materials published by Kent County Council:

This document is available in alternative formats and can be explained in other languages. Please contact <insert phone number> or email <insert email address>.

The phone number should generally be someone within the service responsible for publishing the information who can request alternative formats and provide a budget code if needed. You should only put a Contact Centre telephone number if you have already agreed this with them and have established a process for handling requests received on that telephone number. Email addresses provided here must be generic emails (that is, not a named individual) that are monitored at least daily.

4. Optimising MS Office and PDF documents for accessibility

When creating information in Word to be read by other people, it is important to apply the Council's written style guide. There is more to making information accessible than publishing a PDF version. It is essential that we post alternative text files in Word or HTML on our websites alongside PDF versions. A wider choice of formats means there is a better chance of people being able to read our information.

4.1. Microsoft Word

Good practice tips:

- Use styles in Microsoft Word documents, especially heading styles (Heading1 2 and 3). It helps users of screen readers to navigate quickly around a document. They also set headings in a consistent bold type and larger font.
- Use descriptive hyperlinks to link to web pages from phrases in your document. For example: “Find out about our training courses”, apply the link to “training courses”, or the whole sentence. Underline the words containing the hyperlink
- Hyperlink and tag every image you use in a document. A useful Tool in MS Word is the Accessibility Statistics feature. Find out how to check the accessibility of your Word document.
- Make sure tables are accessible and have the same number of columns in every row.
- Go into the tables menu and turn ‘heading rows repeat’ option on. The headings will be repeated as screen readers work their way across the columns, which makes the contents easier to follow.
- Do not be tempted to reduce the font size below 12point – the written style guidance still applies.
- Don’t import columns from Excel spreadsheets, always convert them to tables in Word
- Don’t use tables within tables (known as nested tables)
- Give images including logos meaningful names, or remove them and replace with an equivalent text.
- Be aware that screen reader users can only read headers and footers if they know in advance that they are there. Either say in the document that there are headers and footers, or repeat the information they contain in the main text

Avoid the following:

- Inserting tables or words as pictures instead of actual text. Screen readers can’t recognise or read them, and the font can’t be made bigger, so people who use access software will miss your message.

- Indicating information by colour, (for example “Training courses marked in red are free of charge).
- Providing a link to a full web address. It can take a screen reader several seconds to read from the www/ to the .html
- Using textboxes - some screen readers only present them as blank spaces
- Using colour alone to convey information. Not everyone can see colours well and screen readers cannot distinguish them, they just say the words
- Using several columns of text
- Overlaying text on images or Word art
- Assigning specific colours to text. For maximum contrast, simply leave the font colour set to Automatic, which allows users to set the best colour for them.

Make it readable

A useful Tool in MS Word is the Readability Statistics feature. Find out how to [set up the Readability Statistics](#) as a default in Word. It helps to keep sentences short and simple with one idea in each sentence.

4.2. PDF (portable document format)

Some people find it hard to read these files, and people who use access technology are often unable to read them at all.

Good practice tips:

- Tag PDF documents to convey a suggested reading order, although these may still not be accessible to users of screen magnification technology
- Create your file in MS Word, then do all of the accessibility checks available to you in Microsoft Word (2007 upwards), then convert the file to PDF,
- Include alternate text descriptions for figures, form fields, and links.
- Use fonts that allow characters to be converted to text.

Do not:

- Scan a text or Word document it and import it as an image for publication in a PDF. Not all blind or partially sighted people will be able to access the information.
- Like any PDF document, forms must have a logical structure with proper tagging to be accessible for screen readers. Besides establishing a proper reading order, PDF forms must have a logical tab order defined. When filling out these forms, users move from one entry field to another by pressing the Tab key. If the fields are tagged with meaningless or incorrect labels, it is nearly impossible for a screen reader user to know what to enter in each field.

4.3. Making presentations accessible

Good practice tips:

- Ensure that sequential presentation allows enough time for a slow reader to keep up, as some people may have to decode each word separately
- Make sure the user is ready before continuing a presentation
- Provide user control and always allow the user to go back and re-read information
- Make sure all elements of your presentation are spoken and displayed – for example, if you include a phone number, blind people need to hear it and D/deaf people need to see it.

5. Using translators and interpreters

5.1. Interpretation

If someone requires material in a language other than English, we normally offer translation of the material rather than a written translation. However, if the information is about **safeguarding** children or adults then we must offer translation if the main audience's first language is not English. **Legal documents** must be in English as translation could change the legal meaning. However, we can explain legal documents through an interpreter or a translated document. Some people may ask for a male or female interpreter. However, specifying the gender of an interpreter is only appropriate in certain personal matters such as medical discussions.

5.2. Translation

Before you commission a translation, consider if a spoken interpretation or explanation would be better. Check that the languages you are commissioning are the right one/s for your audience. Although many people can recognise the script of their native language, they may not be able to read a long document in it. Take advice about whether translating is the best option for a particular target group and be sensitive to the possible embarrassment of not being able to read something.

Read and apply the council's written style guidelines. People, who need information translated, find it hard to read small, closely spaced text print.

Good practice tips:

- Check that your text is clear and that sentences are short.
- Avoid idioms, which could be misunderstood (for example, "I told them I would give them a run for their money")
- If text is to be translated and read aloud, it may need to be more informal than in a written report or instructions
- Tell the translator who the target audience is. Include details such as age, gender and geographical location. Make sure that they understand and print specifications and standards.
- Always print the name of the language and a short title in English (or code number) on each translated document. Then your customers will always receive the right version of the right document in the right language.
- Get a reliable independent reader to check the translation before you print

5.3. Arranging translations and interpreters

To arrange interpreting and translation contact Commercial Services language translation and interpreting service: Connect 2 Staff (call then on 0845 519 6913 or email info@connect2staff.co.uk).

5.4. British Sign Language Interpretation

British Sign Language (BSL) is the preferred language of many Deaf people. Our Sensory and Autism Services Team commission and manage sign language interpreting services on behalf of the council from the Royal Association for Deaf People (RAD).

6. Other considerations

6.1. Telephone calls

Information provided over the phone (including through the contact centre) needs to be accessible to everyone.

Some disabled people and some people whose first language is not English may find telephone communication difficult. However, the telephone may be the preferred means of communication for some blind or partially sighted people.

Listen to the caller and act appropriately. (For example, someone calls for information in an audio format and says they have no useful reading vision and are alone. You need to give them some contact information. Ask, “Can you take this information down?”, rather than “have you got a pen handy?”)

Some people may choose to contact you using text phone (sometimes referred to as a Minicom), or through a Text Relay Service. KCC offer a Text Relay Service which can be accessed by dialing **18001** before any KCC telephone number.

6.2. Cultural awareness

If we are to provide our services fairly to everyone, we need to consider how diverse cultures, customs and social and religious backgrounds could impact on how we communicate with some people. For example, cultural differences in body language and intonation can contribute to misunderstandings. If you think cultural difference may impact on communications, then please refer to [KCC's Culturally Competent Care Guide](#) for more information and advice.

6.3. Talking to people with a limited understanding of English

Good practice tips:

- Use everyday words and explain any technical terms
- Call him or her “you” and the organisation “we” or “us”. For example: “you need to write to us” rather than “applicants must write to the council”
- Allow time for mental translation into a different language.
- Repeat key words for example “you need to fill in this form”, then “when you send the form back”

- Check, what you say has been understood. “Can I check I’ve explained it ok”, rather than “Did you understand what I’ve just told you”
- Make information visual as well as verbal if you can. For example, payment, reimbursement, rebate and debt are all money and a picture could show this
- Be aware of how you speak:
 - Speak clearly and more slowly, but keep your tone natural
 - Keep it simple and short, pause often
 - Stick to one idea in each sentence.

6.4. Video content

Know your audience - if you are using video, consider providing subtitles and or British Sign Language interpretation for Deaf and hearing impaired people wherever practicable. You should make your films accessible to people with sensory impairments if you can reasonably expect them to be a significant part of your audience. Remember this, for example, if your film would be of particular importance to older people. If the film commentary does not cover points raised visually, consider including audio-description for blind and partially sighted people. You are less likely to need a separate audio-description if you write your original script so that it tells the full story. Avoid speaking some of the information and leaving the pictures to fill in the blanks.

Good practice tips:

- Say who is speaking the first time they appear. This is especially important when they are taking part because of their role. For example, if the film is about library services, it helps a blind or partially-sighted person to be told they are listening to the head of that service, or the Cabinet Member responsible for it.
- Say all key contact information that appears on captions
- Name the objects and locations you refer to such as “Sessions House” rather than “this building” or “from Maidstone to Canterbury” rather than “from here to there”.
- Provide a transcript wherever possible.
- Make sure your backing music is quieter than the spoken content – over-loud music makes it hard for people to hear the spoken content if they have partial hearing loss or if they need to use a screen-reader whilst listening to the clip.

7. Useful contacts and sources of further information on accessible information and communication

Guidance on Inclusive communication (UK Government)

<https://www.gov.uk/government/publications/inclusive-communication>

Kent County Council External Communications Team:

communications@kent.gov.uk.

NOTE: The following list is provided for information only. Other organisations may be available and inclusion in the following list does not constitute any endorsement or accreditation by Kent County Council.

Communicating With Deaf People

Hi Kent

Tel: 01622 691151

Website: www.hikent.org.uk

Fax: 01622 672436

Email: enquiries@hikent.org.uk

SMS: 07795 951466

Postal Address: 18 Brewer Street, Maidstone, Kent, ME14 1RU

Text Relay Service

Email: helpline@rnid-typetalk.org.uk

Tel: 0800 7311 888

Textphone: 18001 0800 500 888

Website: <http://www.textrelay.org/>

c/o Internal Box 14

Telephone House

170-175 Moor Lane

Preston

LANCS PR1 1BA

Companies who produce Easy Read

Advocacy for all, Telephone: 020 8300 9666

Postal Address: 241 Main Road, Sidcup, Kent, DA14 6QS

Email: info@advocacyforall.org.uk | Website: www.advocacyforall.org.uk

Inspired Services, Telephone: 0800 0430 980

Postal Address: Cotswolds Centre Drive, Newmarket, Suffolk, CB8 8AN

Website: www.inspiredservices.org.uk

Information for Blind and Visually-Impaired People

Kent Association for the Blind

Email: enquiry@kab.org.uk

Tel: *01622 691357

Website: www.kab.org.uk

Fax: 01622 663999

Postal Address: 72 College Road, Maidstone, ME15 6SJ

Note: Kent Association for the Blind also produce all of Kent's local talking newspapers

Royal National Institute of Blind People (RNIB)

Email: helpline@rnib.org.uk

Tel: 0303 1239999

Website: www.rnib.org.uk

Postal Address: 105 Judd Street, London, WC1H 9NE

Post Office (for information about mailing articles for the Blind)

Website: <http://www.postoffice.co.uk/article-for-blind>

Website accessibility

World Wide Web Consortium

Website: www.w3.org/Consortium

Email: enquiries@w3cuk.org.uk

Tel: 01865 332 366

Shaw Trust

Shaw Trust offers a fully comprehensive web accessibility audit. It combines a full technical audit with rigorous user testing by disabled people.

Email: webaccessibility@shaw-trust.org.uk

Tel: 0300 123 7005

Website: www.shaw-trust.org.uk

Abilitynet

Abilitynet provides expert advice on web accessibility and assistive technology relating to a wide range of impairments.

Email: enquiries@abilitynet.org.uk

Tel: 0800 269545 / 01926 312847

Textphone: 01926 312847

Website: www.abilitynet.org.uk

British Computer Association of the Blind

British Computer Association of the Blind provides expert advice a wide range of technology issues relevant to blind and partially sighted people.

Email: info@bcab.org.uk

Tel: 0845 643 9811

Address: C/o RNIB, 58 - 72 John Bright Street, Birmingham, B1 1BN

Communication with people with dyslexia

British Dyslexia Association

Gives guidance on making information accessible to people with dyslexia and provides support to them and their families

www.bdadyslexia.org.uk

8. Glossary

Assistive Technology, sometimes known as Access Technology: All the different types of software, hardware and some environmental aids that disabled people use, to work, study and take part in leisure activities through computers on a more equal level. It allows disabled people to reach information through computers as well as giving them access to the wider working environment. The main types of assistive technology are Screen readers, Screen Magnification programmes and voice recognition software.

Braille - a system of raised dots, which blind people, read with their fingers. The shapes of Braille characters bear no relation to their print equivalents. People who have been blind from birth or early childhood most popularly use Braille.

Braille displays - relays screen information to a blind person in a physical Braille format. The blind person runs their fingers over a row of pins that change depending on what is on the screen. Blind people can also use these devices to take notes at meetings.

British Sign Language (BSL) - used by many profoundly Deaf people. It is often is their first and preferred language. It has its own grammar and syntax and does not follow English word order. There is no written form of BSL.

Deaf sign language users, who have some sight loss, such as people with Usher's Syndrome, use DeafBlind manual. DeafBlind manual has two common forms:

Visual frame – sign language produced in a limited area (field of vision);

Hands-on – the Deafblind user lays their hands lightly on those of the sign language interpreter to 'feel' the signs.

Deaf relay interpreter - acts as an intermediary between a qualified sign language interpreter and the Deaf recipient. Relay Interpreting is a specialist service for Deaf people who may have additional communication problems. This might be a Deaf person who has a learning difficulty or a mental health problem which affects their ability to communicate well

Descriptive hyperlink – A link showing text, saying exactly what you will get when you click on it, for example: "Staff Noticeboard" is descriptive; 'Click here to find out more' is not.

Easy read - a type of accessible information specifically aimed at people with learning disabilities. It puts easy words and pictures together to make messages as easy to understand as possible (see Appendix 5).

Electronic note taker - a typist using a full QWERTY keyboard who transcribes as close to verbatim as possible but may summarise some points.

Lip Speaker - used by d/Deaf people who prefer to communicate using lip reading and speech.

Manual note taker – a person who takes summary notes long hand and usually types them up afterwards.

Makaton - uses speech together with a sign (gesture) and/or a symbol (picture), facial expression, eye contact and body language. It is a language programme, which is based on a selected list of everyday words, such as Daddy, Door, fall and in. With Makaton, signs are used with speech in spoken word order. Using signs can help people who have no speech or whose speech is unclear. Symbols can be used to support communication in many different ways. Using symbols can help people who have limited speech and those who cannot or prefer not to sign.

Mice - these are often ergonomically designed to enable easier use within the individual's movement range.

Mind mapping software - enables people to capture thoughts and ideas and order them in a visual way. This can be used to enable people to organise a report, their day-to-day work, diary and project management. Mind mapping software is particularly helpful to people with dyslexia.

A note taker (1) - a note taker takes notes for a person, so that they do not miss any details. People who have a hearing impairment but can hear some conversations but may find it difficult to hear everything usually request this. Note takers are often useful for important meetings, or for when a person wants to ensure that they do not miss or misunderstand anything such as an appointment with a GP.

Note-takers (2) - A Note-taker can also mean a Braille or speech device used by blind people to write notes at meetings.

PDF format stands for portable document format. It is a way to save documents on a computer so that any computer or email can open them

Screen magnification –software enlarges the computer screen so that partially sighted people can use a computer.

Screen readers – these allow Blind people to use a computer. They use keyboard commands to navigate documents, emails and Webpages. They enable the Blind person to listen to and process information on a computer.

Sign Supported English (SSE) - follows English word order and is used by d/Deaf people who prefer to support what they can hear and/or lip read with this additional visual element.

Specialist keyboards - these can be large, for one handed use or Braille. They can also encompass different colours or images depending on the individual's needs.


Speech-to-Text Reporting (STTR) - verbatim transcript produced by a stenographer or Palantypist onto a portable device (such as laptop) or projected onto a screen. STTR can be on-site or remote (usually connected by Wi-Fi and Skype). Used by d/Deaf people whose first language is English and who may not know sign language or prefer not to use it.

Texthelp Gold – this software helps people to write documents more accurately by helping with spelling, syntax, grammatical and phrasing difficulties. It is most often used by people with Dyslexia.

Textphone - sometimes called a Minicom, this is similar to a standard telephone. It plugs into a telephone socket, and has a keyboard and display that lets a Deaf or hard-of-hearing person type and read conversations.

Typetalk - a service used by Deaf people and people with speech impairments to use a telephone through an operator. They will speak the message one person types, and type the spoken response given by the person at the other end of the phone.

Voice Recognition software - people who have manual dexterity problems, upper limb loss and Dyslexia often use voice recognition software to use a computer. The most popular brand name for this type of software is Dragon. People sometimes incorrectly say 'dragon' when they mean voice recognition software in general. It reads information to the user, who also 'trains' it to recognise their voice so that they can give spoken commands to their computer, to write and edit documents.

<h2>The Accessible Information Standard</h2> <p>What we need to do and how to do it</p>	
<p>Summary</p> <p>The Accessible Information Standard aims to make sure that disabled people have access to information that they can understand and any communication support they might need.</p> <p>The standard tells organisations how to make information accessible to the following people:</p> <ul style="list-style-type: none"> • Patients • Service users • Their carers and parents. 	<p>Quick links</p> <p>The Standard</p> <p>An 'easy read' guide</p> <p>KCC staff accessible information page</p> <p>KCC staff further guidance.</p>
<p>As an organisation we must:</p> <ul style="list-style-type: none"> • Identify a client's communication needs • Record these in a set way • Flag these on our system • Share this with partner organisations • Meet the person's communication needs 	<p>Useful links</p> <p>Communication Passport</p> <p>Tips for Microsoft Office</p>
<p>Meeting people's needs</p> <p>This could be:</p> <ul style="list-style-type: none"> • In Braille • In large print • By email • In audio • In easy read. 	<p>Quick links</p> <p>Request Braille</p> <p>Create Large Print</p> <p>Audio translations</p> <p>KCC staff easy read resources</p> <p>Request an care act or community advocate</p> <p>Sensory services interpreter</p>

<p>The standard includes people who:</p> <ul style="list-style-type: none"> • Are d/Deaf • Are blind • Are deafblind • Have a learning disability • Have autism • Have dementia • Have hearing and or visual loss • Have communication difficulties following a stroke or brain injury <p>It does not included people with foreign language needs.</p>	<p>Exclusions are listed in the full Standard.</p>
<p>Information for people with a learning disability</p> <p>Most people with a learning disability will need support with information and communication. It may be they need easy read information or communication in a more visual way.</p> <p>You can use our resources to create easy read information and guidance. Read more here (KCC staff only). There is also a range of public information in easy read on the Kent County Council website.</p> <p>Easy read requests for KCC staff only:</p> <ol style="list-style-type: none"> 1. Find out if the booklet already exists on the KCC website 2. If it doesn't, offer to explain the leaflet either by phone or face to face followed by a letter to confirm what has been said 3. If it is imperative that a document is translated into easy read and you cannot do it yourself, email: socialservicesleaflets@kent.gov.uk <p>Easy read is often used as a tool for communication with people who have dementia or have English as a second language.</p>	<p>Quick links</p> <p>Easy Read Knet Page (KCC Staff only)</p> <p>KCC easy read guidance for staff and partner organisations.</p> <p>Companies which create easy read.</p>

<p>Creating a large print document</p> <p>RNIB guidance states large print is 16 – 18pt in size</p> <p>Giant print is anything larger than this.</p> <p>Microsoft has created an online tutorial on increasing the font size in Word documents.</p> <p>Word documents can be read by screen readers. Check the accessibility of your document in our guide.</p> <p>Our guide to adult social care and charging booklets are available in large print, please email social.servicesleaflets@kent.gov.uk</p>	<p>Useful links</p> <p>Microsoft guide to making your documents accessible.</p>
<p>For sensory loss</p> <p>The KCC Sensory and Autism Team can arrange an Interpreter/ professional communicator for BSL/ Deaf blind.</p> <p>Read about what the team offer here.</p> <p>Out of hours:</p> <ol style="list-style-type: none"> 1. Call the 24- hour emergency service (voice/ SMS) on 07974 325553 if you need an interpreter out of hours. 2. Email BSLinterpreting@kent.gov.uk as soon as you can with the details of the out-of-hours booking you made 	<p>Useful links</p> <p>Text relay services</p>
<p>For people with autism</p> <p>Contact the Sensory and Autism Team. Email them at: AutisticSpectrumConditions@kent.gov.uk</p>	
<p>For Braille</p> <p>Contact the alternative formats team who will arrange a translation for you. Your team will have to pay for the transcription.</p> <p>They can be emailed at: alternativeformats@kent.gov.uk This service is for KCC staff only for outside KCC contact Kent Association for the Blind.</p>	

<p>For an audio translation</p> <p>If you would like a document translated into an audio file email the alternative formats team who will complete this for you. There is no charge for this service.</p> <p>They can be emailed at: alternativeformats@kent.gov.uk</p> <p>This is for KCC staff only for outside KCC contact Kent Association for the Blind.</p>	
<p>Makaton – finding someone who uses it to help a client</p> <ol style="list-style-type: none"> 1. If you don't know Makaton yourself, use the client's support network or another colleague to help you 2. Learn some of key signs the particular individual uses. 	<p>Useful links</p> <p>What is Makaton?</p>
<p>Moon Alphabet</p> <p>Email Sensory Services: sensoryservices@kent.gov.uk</p>	<p>Useful links</p> <p>What is Moon?</p>