Disability and

Mrs E.A.Draffan
http://www.edshare.soton.ac.uk/10686/
The Laws

http://www.flickr.com/photos/martinofranchi/2925760927/
THE MEDICAL MODEL OF DISABILITY

THE SOCIAL MODEL OF DISABILITY

Diagrams taken from the Taxi Driver Training pack
http://ddsg.org.uk/taxi/medical-model.html
One Act for all discrimination?

Equality Act 2010

The Equality Act 2010 simplifies the current laws and puts them all together in one piece of legislation. Also, it makes the law stronger in some areas. So depending on your circumstances, the new Act may protect you more.

Uploaded by 88225 on Mar 21, 2011
A brief guide to the Equalities Act 2010

You Tube: http://youtu.be/Uuldq_ftQY8
Over 10 million disabled people in Britain, of whom 5 million are over state pension age.

Disability increases with age: 10% of adults 16-24yrs are disabled, 33% between 50 - 65yrs are disabled.

By 2020 58% of people over the age of 50 will have a long term health condition.

The World Health Organisation predicts that depression will be the leading cause of disability by 2020.
How long before some of this group become disabled?
“You’re disabled under the Equality Act 2010 if you have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities.”

https://www.gov.uk/definition-of-disability

(The Equality Act 2010 doesn’t apply to Northern Ireland)
Disability Rights

As a disabled person, you have rights to protect you from discrimination. These rights cover most areas including:

- employment
- education
- dealing with the police


http://www.flickr.com/photos/rockinpaddy/5714229382/ (CC)
Reasonable Adjustments?

- Sections 20 and 29(7) of the Equality Act create and elaborate a duty for service providers to make "reasonable adjustments" to enable disabled persons to access their services. Section 20(6) says that with respect to services relating to the provision of information:

  “the steps which it is reasonable for [an information service provider] to have to take include steps for ensuring that in the circumstances concerned the information is provided in an accessible format.”

http://www.seqlegal.com/blog/website-accessibility-and-equalit
Auxiliary aids and services to be included in pre-16 education provisions

From 1st September 2012 schools and LEAs have a duty to provide an auxiliary aid or service where reasonable. Previously, the reasonable adjustment duty for auxiliary aids and services did not apply to the pre-16 education
It is not just about the Law – think about the Standards!

BSI Documentary - Web accessibility - World Standards Day 14 Oct 2010
Improving Information for Disabled People

- Ensure that disabled people are involved from the start - Ensure your information meets users’ needs
- Provide information through a range of channels and formats - Clearly signpost other services
- Always define responsibility for information provision

http://webaim.org/resources/designers/
Make sure it looks good!

Great web accessibility starts in the design.

Plan Heading Structure Early
Ensure all content and design fits into a logical heading structure.

Consider Reading Order
The reading order should be the same as the visual order.

Provide Good Contrast
Use shades of black or white with light shades of gray, orange, and yellow.

Use True Text Whenever Possible
True text enlarges better, loads faster, and is easier to translate. Use CSS to add visual style.

Watch the Use of CAPS
All caps can be difficult to read and can be read incorrectly by screen readers.

Use Adequate Font Size
Font size can vary based on the font chosen, but 10 point is usually a minimum.

Remember Line Length
Don't make it too long or too short.

Make Sure Links are Recognizable
Differentiate links in the body of the page with underlines or something other than color alone.

Design Link Focus Indicators
Ensure keyboard users can visually identify a focused link. Use the standard dotted line or other non-color designators.

Design a "Skip to Main Content" Link
This allows keyboard users to skip navigation should be at the top of the page. It can be hidden, but should be visible when it receives keyboard focus.

Ensure Link Text Makes Sense on Its Own
Avoid “Click Here” in link text. Other ambiguous links, such as “More” or “Continue”, can also be confusing.

Use Animation, Video, and Audio Carefully
If used, provide a play/pause button. Avoid flashing or strobing content. It can cause seizures.

Don’t Rely on Color Alone
Because users often can’t distinguish or may override page colors, color cannot be the only way information is conveyed.

Design Accessible Form Controls
Submit buttons should have descriptive labels and instructions. Pay close attention to form validation errors and recovery mechanisms.

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Web Accessibility in Mind
http://webaim.org

For a text version, visit:
http://webaim.org/resources/designers/
Make sure customers can reach your information!
Make interaction easy!

These last four graphics come thanks to WebAim and are available in text format http://webaim.org/resources/designers/
Perceptions

“There is still a perception that disabled people are incapable and uninterested in using ICT and therefore there is no point in making it easy for them to use. Hopefully one of the legacies of the paralympics is that people with disabilities will now be seen as capable and keen to do everything and no barrier should be put in their way.”

Peter Abrahams

http://www.it-analysis.com/blogs/Abrahams_Accessibility/2012/9/what_did_the_paralympics_teach_us_.html
Thank you

- **Resources**
  - European http://www.eaccessplus.eu/
  - Accessibility training links http://access.ecs.soton.ac.uk/blog/training/