

## **Case Study 1**

### **“Every aspect of your service needs to be accessible to all”**

#### **Marketing Information**

- Is information about library facilities accessible to disabled students? Is it available in alternative formats (electronically, in Braille, audio tape or in large print)?
- Is web-based material accessible to those using assistive technology, such as screen reading software, or those not using a mouse?
- Does information about services and facilities make clear what adjustments are already in place and that additional adjustments can be made on an individual basis?

#### **Access To Services**

- Are buildings accessible? Is there level access? Are there accessible toilets?
- Is there good lighting and colour contrast to aid orientation? Is signage clear? Are loop systems installed (and turned on) at helpdesks? Are helpdesks at appropriate heights?
- Are fire and emergency procedures appropriate for all library users?
- Is the catalogue accessible and are instructions for its use in accessible formats?
- How will people obtain books and resources? Are aisles wide enough for wheelchairs? Are there sufficient staff to fetch books for those that cannot reach or see them? Is it clear that students may approach staff for such assistance?
- Are disabled students' personal assistants permitted to withdraw books on their behalf?
- Does the library cater for those who cannot use standard print? Are there materials in large print or online? Is there a scanner, which students may use?
- Are longer loans periods available for those that need them?

- Are computer clusters accessible to disabled people? Are there computers with large screens or other assistive technology or software available? Do networked computers allow a roaming profile so students can customise screens? Do students who need to use computers with assistive technology installed have priority access to them?
- Have staff been trained in, for example, communicating with someone who lip-reads, guiding someone with a visual impairment, or supporting someone having an epileptic seizure?
- Individualised induction to using the library so that needs can be discussed

## **Case Study 2**

### **“Ignorance is not innocence”**

- Are students asked when they register with the library or learning centre whether they have a disability?
- Is it made clear why this information is being requested, and how it will be kept confidential?
- Do all staff know how to respond if a disabled student discloses a disability to them? Do they know to whom, with the student’s consent, information should be passed?
- Are there procedures in place to ensure that information is kept confidential to relevant staff, or completely confidential if the student requests this?
- Must students continually identify themselves to get adjustments such as longer loan facilities, or are these embedded into electronic coding of library cards?

### **Case Study 3**

#### **“Work with other agencies to maximise the provision of all library resources to disabled people”**

- Do you support students in getting texts put into Braille or onto audiotape?
- Do you assist students in finding books, journals and other material in accessible formats?
- Do you hold online journals etc?